Newspapers are always on the lookout for human interest stories. Stories about children who have not been absent or tardy in any certain number of years, children who have won prizes, teachers who have literary recognition, school officers who have been elected to office in professional organizations, athletic prowess—these are always eagerly sought by reporters and the reflex influence of such news items on the school program is great. New or proposed school buildings, growth in school population, enumeration results, enrollment figures, comparative cost statistics—if properly written up all have news value.

When the time comes to have bond issues voted or extra tax levies approved by the people, the needs should be made clear to the newspapers but they should be allowed to tell the story in their own way. Even if an editorial is written by a very scholarly school superintendent, no offense should be taken if it should be revised and done into "newspaper English" by the editor. He knows the style of composition peculiar to his paper and has a right to enforce his individuality on his publication if he so desires. Such issues may also be presented with profit to women's clubs, chambers of commerce, church organizations, and the like in person. They may also with propriety be requested to pass favoring resolutions relative to the issue that is being voted on and such a resolution by a chamber of commerce, service club, or woman's club has prime news value to a newspaper, and creates an interest among all the members of the organization.

The school officer who fails to join some of the organizations mentioned misses some of the finest contacts open to him. Activity in such organizations enables him to get acquainted widely in his community, to explain his philosophy of education, and his school program to his fellow citizens in a personal way as he sits with them at lunch or serves with them on committees. Such contacts enable him to inspire confidence in the schools and the school officers among the most influential members of the community.

The proof of the pudding is in the eating and the proof of the theory is in the practice. The methods of continuous school publicity outlined in this paper have been practiced for the past five years in the home town of the writer, a city of about fifty thousand inhabitants. During that time four bond issues for new school buildings aggregating more than two and one-half million dollars have been approved by the voters, in addition to $180-000 for library purposes. Two extra three-mill levies for school purposes have been voted, school bonds have been exempted from tax limitations, and within the last few brought about an upward revaluation of taxable property sufficient to offset the loss of one of the three-mill levies which is not subject to renewal. During this period no proposal made by school authorities has been rejected at the polls.

G. W. GRILL

A PROPOSED COURSE OF STUDY FOR LITERATURE IN THE JUNIOR HIGH SCHOOL

THE junior high school idea is a comparatively new one and has not as yet been fully developed; certainly it has not been standardized. In some places the term is used to include the seventh, eighth, and ninth grades; in others only the seventh and eighth grades; in still others, as few as one or as many as four grades. Perhaps the ideal plan is the "three-three" basis; that is, having three years of junior high school work (grades seven, eight, and nine) and three years of senior high school work (grades ten, eleven, and twelve). In Virginia, since there are, generally speaking, only seven elementary grades, the seventh grade and first year of high school in most places comprise the junior high school. However, since the school with which the writer is most familiar has as its junior high school the seventh and eighth grades, for the purpose of this paper the term shall be considered to include only those two grades. Nevertheless, practically the same principles would apply were one grade more or less included. Broadly speaking, the junior high school covers the adolescent period of the child's life—usually from the twelfth to the fifteenth year.

The junior high school has some special

functions to perform, and although—as has already been said—it is a comparatively new division of the American school system, it is believed that by its performance of these functions it is fixing itself as a lasting part of that system. Although these functions may be already familiar, a summary of them may prove helpful.

It is necessary to bridge the gap between the grades and the high school, or between elementary and secondary education. The committee on College Entrance Requirements[1] states that the seventh grade, and not the ninth, is the natural turning point in the child's life, as the adolescent age demands new and wiser methods of instruction and direction. Koos also quotes from another committee the statement that at the beginning of the seventh grade the child is "already discovering the personal interests and limitations which point toward specific types of training and life work."

The "pupil mortality"—that is, the number of pupils dropping out of school before the completion of the high school course—is very high between the elementary and secondary grades. This is due in large part to the fact that the change in subject matter and method of instruction at this point is so great. The junior high school, by bridging this gap and making the transition from the grades to the high school less noticeable and profound, can materially help to reduce this student mortality. It is a fact that in a quarter of a century the number of pupils in public secondary schools has increased from 3.4 to 12.9 per hundred thousand population. While all of the credit for this can not be claimed for the junior high school, it is certain that it deserves some of it, and there is every reason to believe that its retentive powers will increase as its organization is perfected. It is an unhappy but nevertheless an indisputable fact that a great many drop out of school at the age of fifteen or sixteen. The junior high school, by starting its practical and cultural education sooner than the old organidation did, gives the child a better preparation for life. John Dewey,[2] speaking of the seventh and eighth grades, says: "The name in some parts of New England for these upper grades was 'Intermediate School.' The term was a happy one; the work was simply intermediate between something that had been and somethat was going to be, having no special meaning on its own account." The junior high school is trying to change this condition, to transform these higher grades from the most useless to one of the most useful parts of the school system. It has already been said that the junior high school makes it more probable that the child will stay in school longer. However, if it fails to hold him, it sends him out better equipped for the life he is to lead. This does not mean that the fundamentals of education which are usually taught in these grades are omitted from the junior high school curriculum. They are merely combined with other subjects so as to prevent needless repetition and save valuable time. This, then, is another function—the economy of time. Others are the giving of vocational guidance and instruction, and the recognition and treatment of individual differences.

There are various other functions peculiar to the junior high school, but these—the retention of pupils for longer school training, the economy of time, the recognition of individual differences, and vocational training—we may consider as the most outstanding.

Before making out a course of study for any junior high school subject, the nature and characteristics of the child of this age should be carefully considered. First of all, this is a period of change. The child is developing from childhood into adulthood, and so susceptible is he to outside influences that it is necessary that the greatest care be exercised in dealing with him. His own individual nature is developing, and he is in a most plastic stage. This is the period at which hero worship is strongest; the child looks up to some playmate, some older person, or some fictitious character as the paragon of all virtues, whom he tries to imitate in every possible way. The junior high school child is enthusiastic, eager, easy to interest. In a year or two he loses some of his spontaneity, becomes self-conscious, and is harder to get in close contact with. Therefore, it is imperative that the teacher make the most of the

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1L. V. Koos—The Junior High School.

2Dewey—The School and Society.

natural condition of the junior high school child and form in him the best possible habits.

Especially is the problem of literature for the student of this age a hard one to solve, for by unwise supervision and direction at this point the child may be lost from the world of literature lovers forever.

The purpose of literature as given in the bulletin on The Reorganization of English in Secondary Schools[3] are briefly stated as follows:

1. To cultivate high ideals of life and conduct through literature of power.

2. To stimulate the imaginative and emotional faculties of the pupil.

3. To broaden the mental experience of the child by acquainting him with other times and other parts of the world.

4. To lead the pupil to more complex readings.

5. To present as great a variety of the types of literature as is possible.

6. To improve self-impression.

7. To fix in the mind of the pupil some suitable selections of poetry and prose which will remain with him as a source of joy and a criterion for the evaluation of other writings throughout all his life.

8. To train pupils to discriminate among current publications and dramatic productions, choosing the best.

What literature, then, should be chosen and what method should be used in presenting it, in order that these aims may be realized and their purpose carried out? To make the right selection of literature the characteristics of the junior high school student already discussed should be considered; it should be remembered that the child's interest is primarily narrative; and every effort should be made to arouse and keep up the child's interest in the right kind of literature.

The "Reorganization Bulletin" already quoted gives the principles which should govern the choice of junior high school literature as follows:

1. Value of content (power of broadening the mental vision and stimulating thought), ethical soundness, human sympathy, optimism, literary qualities.

2. Power to grip the interest of the pupils of the given grade.

3. Subordination of excellence of style, when necessary, to the above aims.

4. Recognition of the fact that the reading interests of the child are almost wholly narrative, but that there should be as great a variety as possible within this limit, with due attention to the best from foreign literature and the past.

5. A variety of choice so that the course need not be strictly uniform.

6. The need of an organization, so that the selections will constitute something of a progression, or course.

This last principle brings us to the important question of organization. How can this carefully chosen literature be presented so as to secure a maximum of good results? For many years our literature textbooks have been organized chronologically; for example, we have started the study of American literature with the works of Captain John Smith, because he happens to be the first man who wrote anything in America. We have studied the Colonial Era, and divided it into periods; then we have gone on to the Revolutionary Era, with its various periods. We have, in fact, taken up a piece of literature at a given time merely because the author happened to write it at a time contemporary with the writing of some other masterpiece which we may be studying. While this purely technical organization may seem effective from the logical point of view of the writer of the textbook, it means little to the child who studies it.

Other textbooks have been organized around types; that is, sonnets have been studied together, not because of any relation of content, but merely because they all happen to be written in the same form. Or perhaps ballads or short stories are grouped together for the same reason. But is this the most effective organization for the junior high school child? Will this mechanical presentation appeal to him? A little study of his nature makes it apparent that it will not. How, then, shall junior high school literature be organized? Before answering this question, let us consider another—what is the natural way for the child to learn? The answer to this last question is by *topic* or *theme*. Then why should we not organize our literature in the natural way? The child does not get his knowledge about trees from

[3]Bulletin, 1917, No.2, U. S. Bureau of Education, Washington D. C.

the fact that one tree is older than another, or from the fact that two trees are of the same kind. Rather he gets it by observing different trees and hearing what various people have to say about them. If he is particularly interested, he looks up all he can find about this particular *topic* or *theme*. Then let us give him his literature in this way. Let him take some special theme and find out all he can about it, whether it be from a poem, a short story, a drama, or a novel. In doing this he will learn not only what he would in organization by chronological order or type, but also a great deal more. The same thing may effect a number of people in many different ways. In this organization by theme the student gets various people's reactions to the same stimulus. Perhaps some child does not like poetry and will not read it, but if he becomes interested in some special topic he may be led to read even poems about his topic; by familiarizing himself with poetry he will learn to like it. For example, let us take even so small a topic as *Some Famous Rides*. There are various poems and stories giving interesting descriptions of rides; the following will illustrate the point:

Browning—How They Brought the Good News from Ghent to Aix.
Cowper—John Gilpin.
Longfellow—Paul Revere's Ride.
Read—Sheridan's Ride.
Scott—Description of the Chase, from the *Lady of the Lake.*
Wallace—Description of the Chariot Race, from *Ben Hur.*

In the first poem we have a description of a horseback ride, with the horse figuring as the chief character; in the second, another horseback ride, this time with humor as the keynote; in the third, a historical and patriotic story; in the fourth, another patriotic story, but in a different period; in the fifth, a beautiful description of a hunt; and in the sixth, a description of a popular pastime "in days of old."

Thus it can be seen that in even so simple a collection as this one finds various attitudes and circumstances reflected in a variety of forms.

By this theme organization, then, the children familiarize themselves with various forms of literature; they become acquainted with many authors and get the reaction of each to the same subject; they learn to know literature of many different periods; their interest is aroused and they may be encouraged to look for and bring to class other pieces of literature relating to the subject which they are studying.

More and more is the need being felt for the teaching of certain fundamental ideals through the public schools. "Among the most outstanding ideals which the school should aim to teach are these: love of home and country, service, loyalty, courage, thrift, humane treatment of animals, a sense of humor, love of nature, and an appreciation of the dignity of honest work."[4] The relation of these aims or ideals to the general objectives of secondary education given in *Cardinal Principles of Secondary Education*[5] can plainly be seen. These objectives—(1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocational guidance, (5) civic education, (6) worthy use of leisure, and (7) ethical character—are familiar to nearly everyone, and are generally accepted as the ends toward which education should strive.

Since these objectives are so generally accepted, it seems practical to try to reach these ends in literature. Would it be possible to take as an aim of each semester's work one of these objectives, and base the whole term's work upon it? Although, to the writer's knowledge, this has never been actually worked out, there is every reason to believe that it should prove both practical and effective. Choosing the four objectives best suited to teaching through literature, and considering the aims of literature and the characteristics of the junior high school child, the following course is advanced:[6]

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[4]Elson and Keck—Junior High School Literature.

[5]Bulletin No. 35, 1918, U. S. Bureau of Education, Washington, D. C.

[6]The number in parenthesis after the title of each semester's work corresponds to the number of the "general objective" upon which each semester's work is based. These titles were chosen as being more appealing to the children than the "general objectives."

Grade VII, first semester—

Adventure (6)

1. Hero stories

Browning—Incident of the French Camp.
Tennyson—The Charge of the Light Brigade.
Henry—Liberty or Death.
Hubbard—A Message to Garcia.
Doyle—The Guards Came Through.
Macaulay—Horatius at the Bridge.
Church—The Iliad for Boys and Girls.
Church—The Odyssey for Boys and Girls
Stevenson—Treasure Island.
Roosevelt and Lodge—Hero Tales from American History.
Starr—Half a Hundred Hero Tales.
Tappan—When Knights were Bold.
Whitman—O Captain, My Captain.
Hagedorn—Boy's Life of Roosevelt.
Scott—Robert the Bruce.

2. Mystery stories

McSpadden—Famous Detective Stories.
Poe—The Gold Bug.
Poe—The Fall of the House of Usher.
Poe—The Black Cat.
Poe—The Masque of the Red Death.
Collins—The Moonstone.
Doyle—Sherlock Holmes Stories
Reeve—Craig Kennedy Stories.

3. Famous Rides

Browning—How They Brought the Good News from Ghent to Aix.
Cowper—John Gilpin.
Longfellew—Paul Revere's Ride.
Read—Sheridan's Ride.
Baldwin—Fifty Famous Rides and Riders.
Byron—Mazeppa.

4. Sea Stories

Longfellow—The Wreck of the Hesperus.
Poe—A Descent into the Maelstrom.
Ingersoll—Book of the Ocean.
Verne—Twenty Thousand Leagues Under the Sea.
Kipling—The Seven Seas.
Raleigh—The Last Fight of the *Revenge.*

Grade VII, second semester—

American Home Life (3)

Whittier—Snowbound.
Page—Red Rock.
Riley—Selections from poems.
Field—Selections from poems.
Guest—Selections from poems.
Alcott—Little Men.
Alcott—Little Women.
Foster—Old Folks at Home.
Longfellow—The Courtship of Miles Standish.
Longfellow—Evangeline.
Freeman—The Revolt of Mother.
O. Henry—The Gift of the Magi.
Tarkington—Seventeen.
Aldrich—Story of a Bad Boy.
Webster—Daddy Longlegs.
Trowbridge—Evening at the Farm.
Payne—Home, Sweet Home.

Grade VIII, first semester—

Being a Better Citizen (5)

Hawthorne—The Great Stone Face.
Longfellow—The Builders.
Longfellow—A Psalm of Life.
Frye—Citizenship.
Shakespeare—Julius Caesar.
Keller—Story of My Life.
Bok—A Dutch Boy Fifty Years After.
Rice—The Making of an American.
Gale—Friendship Village Stories.
Sparks—The Men who made the Nation.
Lincoln—Gettysburg Address.
Longfellow—Excelsior.
Antin—The Promised Land.
Bolton—Lives of Poor Boys Who Became Famous.
Bolton—Lives of Girls Who Became Famous.
Dunbar—The Lord Has a Job for Me.
Garrison—A Song of Service.

Scott—"Breathes there a man—"
Bates—America the Beautiful.
Crevecoeur—What is an American? (From Letters of an American Farmer.)
Bryce—Democracy and Kindliness (from The American Commonwealth)
O. Henry—Selections from The Four Million, and Cabbages and Kings.

Grade VIII, second semester—
Character Development (7)
Scott—Lady of the Lake.
Scott—The Talisman.
Shakespeare—Merchant of Venice.
Kipling—If.
Holmes—The Chambered Nautilus.
Lowell—The Vision of Sir Launfal.
Dickens—Oliver Twist.
Jackson—Ramona.
Foss—The House by the Side of the Road.
Whittier—Barbara Frietchie.
Twain—The Prince and the Pauper.
Lowell—The Heritage
Gale—Miss Lula Bett
Newman—Definition of a Gentleman.
—The Charm of Fine Manners.
Shakespeare—Hamlet's Soliloquy.

2. On the treatment of animals:
Seton—Lives of the Hunted.
Ramee—A Dog of Flanders.
Twain—A Dog's Tale.
Ollivant—Bob, Son of Battle.
London—Call of the Wild.

HELEN WAGSTAFF

In medical education in America, the truly excellent is still exceptional; we are still near the beginning, in the opinion of Abraham Flexner, secretary of the General Education Board. Nevertheless, no nation in the world has within the past 10 or 12 years made such progress in the organization, improvement, and financing of medical education as the United States.

WAS IT HISTORY OR SCIENCE OR JUST LIVING?

A RECENT unit of History in the fourth grade was centered around the life of Matthew Fontaine Maury as a scientist. As there was no available material suitable for the children to read on this subject, I began each lesson in the form of a story, thereby stimulating the children to ask questions, carry on discussions, and perform experiments.

We divided Maury's contributions into two main heads: first, Maury's contribution to the farmer, including in this the study of the atmosphere, vapor pressure, weight of hot and cold air, rain, dew, frost, weather maps, and charts. Second, Maury's contribution to the sailor, including in this the study of sounding instruments, dredges, composition of the ocean, temperature, waves, and tides.

For the first lesson I told the children a brief story of Maury's life, laying special emphasis on his contributions to the Valley as well as to the whole world.

During our study of the atmosphere, Prof. J. C. Johnston was asked to come to the school to explain to the children the uses of the barometer and thermometer and how they work. The children were intensely interested in all he said and kept him busy for almost an hour answering their many questions. Following this we studied how rain, snow, dew, and frost are formed. Such questions arose as "Why is there no dew on a cloudy or windy night?" and "Why do we use salt in freezing ice cream?"

In our study of the ocean we discussed various topics, such as the sounding instruments and dredges, the depth of the ocean at various places, why it is so important for sailors to know the depth, and the various kinds of little animals that Maury found in the bottom of the ocean. The children were particularly interested in the peculiar little phosphorescent animal that throws out a bright light like a fire-fly when it is disturbed. Since corals and oysters do not swim, the question arose as to how they got their food. Still other topics discussed were tides, what causes tides, and waves.

The children performed various experiments to prove our statements about the dif-