to be adapted to American conditions, be modified in points where the conditions differ. The majority of continental Europeans actually need to know the practical use of two languages besides their own; the majority of Americans do not. European children, from the nature of their environment, can and do spend much more time on their studies; hence greater condensation and more careful selection of material are required in America, and still we cannot expect to create the same intellectual attitude. Perhaps after all there are genuine compensations. But in civilization there are certain things so essential and so universal that no race, no mind deprived of them can be productive, can contribute anything worth while. It is a lofty function of education in America to break up the sterilizing intellectual isolation into which we are prone to settle after the truant officer has let us go. The time may yet come when we can match our intellectual with our material citizenship in the larger world.

Henry Dexter Learned

EDUCATION OF MOTHERS AND HOME MAKERS

The Virginia Home Economics Association composed of all of the workers in the Home Economics field, Home Demonstration Agents, and home makers who are interested in the improvement of all of the homes of Virginia have effected an affiliation with the National Home Economics Association of the United States. This association, the first and the largest of all of the organizations for home economics teachers, has affiliated units in practically every state of the Union. Through this organization the cause of home economics has been greatly promoted throughout the nation. The Virginia Association of which Miss Lula B. Walker of Blacksburg, Va., is president, is trying to interest the schools, women's clubs, and home makers in the cause of Home Economics Education. In view of the fact that practically 85% of the women of Virginia become home makers at some time in their life and that only a very few are being reached by definite home making training it shows the necessity for a greater state-wide effort to educate the mothers and home makers of tomorrow while they are in the schools of the state.

PUBLISHERS ARE WARNED AGAINST THE USE OF BAD TYPE

A WARNING that the extensive use of printing type of smaller dimensions than 10-point is becoming a serious factor among the contributory causes of eye-fatigue and impairment of vision is contained in a communication from The National Committee for the Prevention of Blindness to the various associations of book and periodical publishers, advertisers, printers, school boards, libraries and other large users or producers of printed matter.

The statement calls attention to the fact that "the use of type smaller than 10-point not only has a harmful effect on the eyesight of the reader, but often defeats its own purpose by repelling the potential reader who realizes that the reading of such type hurts or tires his eyes." The amount of money lost by advertisers and publishers through the waste circulation that results from the use of type faces difficult to read because of smallness or design, says the National Committee for the Prevention of Blindness, is probably greater than the cost of the extra space and paper stock necessary if larger type is used.

Particularly in the case of school books and other publications read by children is the use of small type harmful, the committee says. Reading matter intended for children of any age should never be printed in type smaller than 10-point. The type sizes recommended for children by the National Committee for the Prevention of Blindness follows:

For children 12 years of age—10-point
For children between 9 and 12 years—12-point
For children between 8 and 9 years—14-point
For children between 7 and 8 years—18-point
For children under 7 years—24 to 30-point

The publishers of geography and history maps are among the most flagrant offenders in this respect, the committee reports. A special effort to induce publishers of school maps to use larger type will be made.

A research recently conducted by the Department of Education of the State of Ohio showed that certain styles of 24-point type were more easily read by young children than other styles of 36-point type. The ultimate abolition of the use of all 6-point and smaller
types of any styles is urged by the committee. Publishers, printers, and advertisers who have on hand large stocks of such small types are urged to use them only when their use is unavoidable, and to scrap such type at the earliest opportunity.

As an indication of the growing appreciation of the effect of type sizes on eyesight, the National Committee for the Prevention of Blindness reports that at least two public libraries, at St. Louis, Mo., and Springfield, Mass., have set aside departments of “Books for Tired Eyes" in which are included only books of 14 and 18-point type. These books are proving exceedingly popular with older people.

THE PLAYGROUND MOVEMENT AND ITS DEVELOPMENT IN VIRGINIA

"Happy hearts and happy faces
Happy play in grassy places;
That was how in ancient ages
Children grew to kings and sages."

ROBERT LOUIS STEVENSON

WHAT is play? It is the “finishing and crowning part of nature’s law of growth.” It is one of the three great channels, as numbered by Dr. Richard C. Cabot, needed for the development of a happy, successful life: responsibility, recreation, and affection; or work, play, and love. Dr. Cabot likens play to art. Their functions, he says, are recreation and re-creation; they are both done for their own sake and in each lives beauty, heroism, success, failure, suspense, and response from an audience.

How can we better build the bodies of young American citizens into fit temples for their souls, how can we better teach them the principles of good citizenship—obedience, fair play, clear thinking, and honesty, than by teaching the right use of their leisure time and filling it with health-giving happy play? Joseph Lee, President of the Playground and Recreation Association of America, says, “The growth of the individual as of the race is to a vital extent growth through action.” If this is true is not play necessary then to the children of the land? If opportunity for play is denied, the boy—if he live and grows —will seek some other avenue for outlet of the force within him which bids him play.

WHY HAVE PLAYGROUNDS?

The great need for healthful recreation has been shown by some startling statistics:

In a certain restricted area of Chicago in the vicinity of the stock yards play facilities were adequately provided and during a two-year period juvenile delinquency decreased 44%.

Studies of 23,675 school children in schools of different neighborhoods in cities such as Cleveland, Milwaukee, Kansas City, and Richmond, show an average of 52% doing nothing outside of school hours. Playgrounds would not only give them something to do, but would provide that which would be beneficial to them physically and morally.

The instances just given are only a few out of hundreds collected from year to year.

HISTORY OF THE PLAYGROUND MOVEMENT

The public playground is a great tool in the hands of the recreation systems and its development has taken place in the last thirty years. In 1886 the first playground in the form of a sand garden was established in Boston at the Children’s Mission on Parmenter Street. In 1889, the first public gymnasium for men and boys was opened in Charlesbank, Massachusetts. Columbus Avenue Playground in Boston was the first large playground representing the ideals for that type of playground and was established in 1900 by Joseph Lee, who paid for its operation during its first years. This development of the Boston playground system is only an example of early achievement in one city. In New York after struggles with legislation, financial problems, over-enthusiasm, lack of space, and prejudice, a remarkable achievement had been made by 1903. In Chicago by 1901 four municipal playgrounds had been opened. Ten years later there were thirty-six Chicago playgrounds famed for their magnificence of equipment and grounds. The first endowed playground was the Children’s Playground and Playhouse in East Fairmount Park, Philadelphia. Baltimore began its playground work in 1896 and in 1907 had five municipal gymnasia. The movement spread rapidly westward to Cleveland, Minneapolis, Denver, San Francisco, Los Angeles and Oakland. Recreation continues to grow more popular and Table No. 1, contrasting the reports for 1919 and 1921, shows a steady increase in figures.

1The Playground, April 1915.