SCHOOLS FREE FROM PROPAGANDA

Survey of the textbooks and social studies just made public by the Committee on Education and the Executive Council of the American Federation of Labor shows that no evidence was found that textbooks in the public schools are being used for anti-labor propaganda purposes.

The report, however, declares that a "serious threat is menacing our public education system, which, however, is not working itself out so much against the means of education, such as the courses of study and textbooks used, as against the human part of our educational system, namely the great body of teachers."

Responsibility for this threat devolves mainly upon a group of extra-educational associations, it asserts, such as the National Association of Manufacturers, National Industrial Conference Board, "America First" Publicity Association and others. "Their influence, however," it was added, "is being partially counteracted by public spirited, progressive educational organizations."

In all, 123 textbooks—47 histories, 47 civics, 25 economics, and 4 sociologies—were evaluated by the committee. The tests bring out that one-half of the books are of the newer type dealing with the broader aspects of Government and the social and industrial life of the people, rather than with the forms of organization, military events and abstract theories.

The report emphasizes the place of the labor movement in the social sciences and asserts that studies dealing with the labor movement are "entirely inadequate."
"Progress, however, has been made in recent years in the extension of the social sciences in our public schools," it was added. "Nevertheless, very much still must be done. In fact, the whole public education system, if the ideals of humanity as expressed by the labor movement are to receive adequate consideration in public education, will require reconstruction around the social studies."

In another report the committee emphasized the need of labor education.

"With vast increase in the size and power of organized labor, the education of adults has become one of the fundamental demands on the labor movement," it says. "Constant progress is achieved through the increasing intelligence of the rank and file of the membership. The worker must know the relation of the industry in which he works, not only to the labor movement but also to the structure of our modern society. He must be conscious of the spiritual forces which direct and shape the course of the labor movement and inspire the willingness to stand by the movement.

"Workers' education is the very basis of a permanent and responsible workers' organization; it must be co-ordinated with the labor movement and therefore should be regarded as an integral part of the trade union itself.

"Adult workers' education gives emphatic support to Democratic Government. In deed, as President Gompers said: 'It may very well be that organized labor, which took such an active part in the establishment of popular education in the United States, will now take the lead in another movement of vital significance to the cultural development of this country.'"—New York Times.

TEACHERS' COLLEGES

The classification of teacher training institutions as normal schools has long been a debatable question. The National Education Association Committee on Teachers' Colleges reported upon this subject at the Chicago meeting, February 27, 1922. The objectives and conclusions of this report are reproduced at this time.

"The two main objectives of the study were:

1. To discover the scope of the teachers' college movement, i.e., to what extent normal schools are advancing in rank to teachers' colleges.

2. To gather data which would reveal the practices and standards obtaining in teachers' colleges and their relations to practices and standards generally accepted in college and university circles.

The Committee reached the following conclusions:

1. In the opinion of this committee the teachers' college movement is sound in policy. The normal schools began as secondary schools with a professional purpose. As public education progressed they advanced to the rank of junior colleges and with the further progress of public education it is perfectly natural that they should develop into professional colleges. This development is in complete harmony with the general advancement of organized education. Moreover, it is a necessity if we are to have a body of trained teachers with a professional attitude toward their work. Especially is it important that we should have teachers' colleges in view of the disposition of teachers in service to continue their education. Thousands of such teachers find the work offered by the teachers' colleges during the summer session their greatest single opportunity for academic and professional advancement.

2. The teachers' college movement is still in the experimental stage. While a few institutions have established themselves firmly in the college field and have received general recognition for their work, probably three-fourths of the so-called teachers' colleges are just advancing to senior college rank. It will take a number of years for them to establish their courses, increase their attendance, and standardize their work on a college basis.

3. The movement should receive encouragement from all friends of public education. Legislatures which have been responsible for the legal enactments which have created these teachers' colleges should back them up financially and make it possible for them to develop a physical plant and the faculties necessary for the work which they have been authorized to undertake.

4. The universities should evince a cooperative spirit toward the teachers' college movement. In the great work of education there is room and glory for all. The universities will find their resources taxed to the limit to care for those who desire to enter their doors. Any spirit of rivalry or over-zealous competition between the edu-
cational institutions of a state should cease. The universities and the teachers' colleges should be colleagues and firm friends in advancing the interests of education within their respective states.

5. The normal schools which advance to the rank of teachers' colleges should take the name college. It is idle to ask what is in a name, for there is much in a name. In public thinking the term "school" is applied to an institution below college rank. The name "college" has an appeal which the name "normal school" does not have, and as soon as a normal school is authorized to take up senior college work it should take the name indicative of its rank.

6. The teachers' colleges should address themselves to the task of standardization. If they are to be colleges in name they should be colleges in fact. This means that for the entrance requirements, student's load, content of courses, academic preparation of faculty, faculty load, number of weeks' teaching a year, et cetera, they should "square" with college standards. Teachers' colleges may never hope to have the respect and recognition of the colleges and universities and the public in general until this task of standardization is achieved.

7. And as aid to this standardization, the committee suggests that a more detailed study be made of the organization and administration of teachers' colleges and of the content of the course of study, such report to be made by the present committees or by some other committee authorized for that particular purpose.

LIBRARY WORK IN NORMAL SCHOOLS TO FIT STUDENTS FOR THEIR WORK IN TEACHING

"The normal school is the crucial point for improving the school library conditions of the State," said Mary C. Richardson, of the Geneseo (N. Y.) State Normal School, in an address before the Library Department of the National Education Association. Her address in part follows:

"The normal school should send out graduates with a clear and high ideal of what a modern school library should be and do. We librarians should see to it first of all that our students associate, during their normal school course, with the kind of library we wish them to imitate in the public schools.

"Second, we should give them clear and definite instruction in how to use their own library intelligently and without loss of time. In addition to this we should give them an outline of lessons to give to the grades, two or three a year, so that at the end of the eighth year in school, children will be able to go to any public library, find material on a given subject for themselves, and in short have the equipment to carry on their education through the public or university library.

"Our next responsibility is to send out teachers who are lovers of books for children as well as lovers of children, who know thoroughly and by actually reading the best of children's literature, e. g. Aesop, Andersen's and Grimm's Fairy Tales, Kipling's Just-So Stories, Uncle Remus, Gulliver's Travels, Alice in Wonderland, Mark Twain's Huckleberry Finn and Tom Sawyer, Stevenson's Treasure Island, and Lamb's Tales from Shakespeare, and others as good as these.

"Normal schools are the training camps for the teachers of the children of the Nation. When we burn an ideal into a teacher's consciousness we are influencing the life of the Nation."

THE MENTAL HEALTH OF YOUNG CHILDREN

"The last half century has been marked by a brilliant and remarkable battle against disease," said Dr. J. Mace Andress, of the Boston Normal School, in an address before the department of elementary education of the N. E. A at its Boston meeting. Dr. Andress spoke as follows:

"Training children in health habits is now regarded as one of the most important objectives in education. The last half century has been marked by a brilliant and remarkable battle against disease. It was only within the last decade, however, that we have begun to utilize one of the most powerful factors in this great struggle. I refer to the training of the child in health habits, such as cleaning the teeth, eating green vegetables, drinking milk and the like. Teachers and parents are beginning to be convinced that health is the basis of happiness and efficiency, and there is a nation-wide propaganda for the inculcation of health habits.

"This movement has so far been restricted largely to the development of habits relating to physical hygiene. We must now realize
the necessity of carefully training children in mental health habits.

"The World War revealed not only great physical defects but also mental diseases and disorders incident to and following the war. 72,000 were rejected for mental and nervous diseases from the draft army. Today one in three of our disabled soldiers are suffering from mental disturbances. In a time of peace there are about as many patients in our mental hospitals as in all others combined. Besides those in institutions there are many suffering from nervous breakdown and nervous disorder who are totally or partially disabled.

"The thousands of mentally disabled once passed through our public schools without their weaknesses of mind being discovered and without anything being done to prevent life's tragedies. We now know that often this mental disorder begins in childhood and that much of it could be prevented by sound training in mental habits.

"Is the school of today unconsciously an agency in promoting mental disability? In its mad rush for mastery of facts is it neglecting the development of wholesome attitudes toward school work and life? Does not successful and happy living depend on satisfactory adjustment of one's self to others? If a child can not adjust himself satisfactorily does he not form bad habits of meeting reality, frequently habits of nervousness, invalidism, and juvenile delinquency?"

Dr. Andress presented clearly and definitively a practical program for mental hygiene for the elementary school.

COLUMBIA TEACHING 12,364

EVERY QUARTER OF THE GLOBE REPRESENTED AT SUMMER SCHOOL

Columbia University will begin the second week of its largest Summer session with a total enrollment of 12,364, according to complete registration figures, announced recently. Every quarter of the globe is represented in the crowds that throng the campus. New York's quota is about 3,500, and there is a marked increase in the number of students from the South and Middle Atlantic States.

A PIONEER IN HOME-MAKING

"Marion Harland" died at her home in New York City on June 2. The twenty-first of next December would have been her 92nd birthday. The story of how this Virginia girl, Mary Virginia Hawes, later the wife of the Rev. Edward Payson Terhune, won fame for her books on cookery and household management, is told in the New York Times:

Born in Amelia County, Va., daughter of Samuel Pierce Hawes, she showed in childhood a gift for "making up stories" and began writing for the press at 14. She was only 22 when she published her first novel, "Alone," an emphatic success. In 1856 she married, and during the next few years at Charlotte Court House, Va., learned to overcome the difficulties of a housewife. At that time the books on cookery and household management were ill-written and impractical. Mrs. Terhune went to Scribner's with the manuscript of a cookbook that bore neither of these defects. A skilled writer and a genius in the art of homemaking, she had prepared a book, "Common Sense in the Household," that proved the first really practical work of its kind, and sold 100,000 copies in ten years. There followed "The Dinner Year Book," "The National Cook Book," and others of the sort, in addition to novels and short stories, more than forty books in all.

Marion Harland also wrote daily articles for syndicates, for two years edited Babyhood and later The Home-maker, and during her residence in Newark served as President of the Woman's Christian Association. Three years ago her last novel appeared, "The Carringtons of High Hill," in which she returned to her old Virginia associations for material.

The energy and spirit which never failed Marion Harland throughout her life often led interviewers to ask how she maintained the working pace that only recently began to slacken. She would reply that the secret of her youthful ardor lay in a happy blending of religion and humor. "If you want to stay young," she added, "have some work you like, something to get you up in the morning. I don't mind growing old. Up on the tableland of age the air is invigorating."

Mrs. Terhune had collaborated at times with each of her three children. They are Christine Terhune Herrick, Virginia Terhune Van de Water and Albert Payson Terhune.