

of allegory, made the pastoral an instrument for conveying spiritual lessons or for alluding to contemporary characters. They infused human passion into it, sometimes lowering its tone. They gave to it two of its chief characteristics—its mingling of prose and poetry, and its theme of unrequited love. The Spanish joined pastoral setting to the ideas of chivalric romance, and produced narratives possessing greater interest and more unity of plot. Occasionally they introduced didactic touches into their stories, but as a rule they contented themselves with representations of real personages of the time. The English brought to the pastoral true unity, since they either did not insert minor stories, or else subordinated these carefully to the main plot. They paid greater heed to characterization and psychological analysis, although usually they made conversations the vehicles for moral lessons. The French, finally, produced three different types of pastoral—the first without definite plot, in imitation of the Italian; the second, in imitation of the Spanish, a mixture of pastoral and chivalric romance, complex in form and in allegory; and the third, partly in imitation of the Greek, a story of a new type, destined to be cultivated by authors such as Rousseau while the old pastoral lay neglected.

In a modern civilization, with the demand for truth in literature so insistent, a type of fiction as obviously unreal as the pastoral could not be expected to flourish. Its legitimate successor is the back-to-nature novel, which voices the eternal longing of the pastoral for escape from wordly cares, but introduces economic satire foreign to its model, and does not employ as its characters impossible shepherds forever piping love-plaints or singing rural songs. Yet, the pastoral romance, though it has not enough merit to endure for long, and though it will probably never again be popular, possesses decided historical interest because of its importance during centuries past. This importance was due to several factors: its mingling of verse and prose, its introduction of contemporary personages as characters, its feeling for nature, its description of natural scenery, and its expression of the universal dream of tired city-dwellers of a restful, simple Arcadian life.

ESTELLE HUNT

IV

AN EXPERIMENT IN READING WITH A GROUP OF BACKWARD CHILDREN

This experiment was made with children of the training school who were backward in both oral and silent reading. The tests used were Monroe's *Standardized Silent Reading Tests* and Gray's *Standardized Oral Reading Tests*.

The two big heads under which we study reading are:

1. Silent reading
2. Oral reading

Let us first look at the main difficulties met with in silent reading, namely, (1) lack of comprehension, and (2) slow rate of reading.

Lack of comprehension may be caused by (1) inadequate vocabulary, (2) lack of practice in silent reading, and (3) lack of good method in reading. After a standard test for silent reading has been given, and the child is found to be below standard rank, there must be an analysis made to find the cause of this under-rating. To find whether it is caused by inadequate vocabulary, a visual vocabulary test may be given, either a standard one or a list of words made by the examiner. If the fault lies in the method of reading, this will come out in the answers. If the child has no systematic way of thinking and reasoning out what he has read, the answer will quickly show that it is a guess. Lack of practice will be shown in a combination of the other faults, inadequate vocabulary and poor system of reading.

After finding the cause of lack of comprehension, devices should be arranged to give the child a motive for better reading. A very good device for this is to post the grades made by pupils with the standard grade which they should reach. Compare grades with other schools. This will often prove an incentive for raising the grade of the entire group.

After giving a motive, the children must have training. In the primary grades, have children act sentences without oral reading, as "Come to me," "Give me a book." Give word drills also. In the grammar grades, trouble in vocabulary may be aided by giving

word drills, having the work used in sentences, and by having the "dictionary habit" formed. For poor method in reading create situations in which the thought is emphasized more than oral reading, expression, or rate. Have a new selection read to a group with the object of giving the thought to the group. The higher we go in the grades the greater part comprehension plays and the smaller part mechanics play. In the seventh and eighth grades, if children are faulty in their reading they must be made to realize the fact and to aid the teacher in correcting these faults. Here reading ability is shown largely in their ability to gain from studies. Teach them how to study. Give extra drill in supplementary reading to be reported on in class. Give exercises which will require careful reading to answer questions. To be skilled in reading, the child should be able to read a paragraph and give the major and minor topics.

Low rate of reading is usually the result of over-emphasis on oral reading. This causes the child to pronounce each word to himself in an attempt to secure a high degree of comprehension by reading slowly. He is unable to recognize his words quickly. To help this situation, give the child a motive for reading faster. Competition in a group is good for this. See which child can be first in telling what he has read. Flash cards and phonetic drills may be used to advantage, especially in the lower grades. As the child goes higher in the grades he should have the desire to prepare his studies quickly, as a motive for fast reading.

The following table shows the results with a group of children who were tested, before and after coaching, in silent reading. The children tested were seventh grade children and they were chosen because they were known to be low in their reading. After coaching through the various devices men-

TABLE I.

PUPIL	BEFORE COACHING		AFTER COACHING	
	Rate	Comprehension	Rate	Comprehension
1	98	20.8	141	35.4
2	81	19.4	133	27.6
3	81	19.4	101	23.5

Standard Rate, 99

Standard Comprehension, 23

tioned above, the three children were tested again and found to be up to the standard. They were coached during a short period daily for ten weeks.

The great difficulty found in oral reading is the over-emphasis the child puts on the mechanical side. Many children when reading aloud are so concerned with the conscious pronunciation of words that they fail to get the thought; consequently, they fail to give it to anyone else. Rate of oral reading is largely due to trouble in pronunciation. Statistics have shown that the fast readers are usually the best ones; so, in giving an oral test, we test for speed and accuracy. In this test the difficulty is not hard to locate. The marks used in the test show you exactly where the trouble lies and you can immediately go to work on the weak point. Encourage the children in speed, as in silent reading. Drill them in phonics that they may immediately recognize new words. Flash cards may be used here also. Drill for expression by having one child read new selections to the group. Give the various drills until the child can read without being so conscious of the mechanical side of the work.

Of course the child in the early grades must have a great deal of oral reading in order to get his tools well established, but as he grows through phonics to work out his own words, it should be less and less emphasized as silent reading becomes more and more the leader.

The following table shows the results of oral tests with the same group of children shown in Table I.

TABLE II.

Pupil	BEFORE COACHING		AFTER COACHING	
	Total Errors	Range in Rate	Total Errors	Range in Rate
1	30	3.1-1.1	37	3.7-1.1
2	38	3.5-1.2	30	3.8-1.2
3	40	3.0-.9	38	3.2-.9

The oral and silent tests were given within a day or two of each other and the improvement in silent reading was found to be greater than that in oral reading, although in both cases the children reached the standard. This was not only true of the group tabulated, but of all groups tests. This

point needed further investigation; but as a tentative conclusion we may say that they were nearer the standard in oral reading to begin with and there was not so much room for improvement as in silent reading.

PAULINE MILEY

V

AIDS IN THE TEACHING OF MORALS

For several years past the National Institution for Moral Instruction, with headquarters in Washington City, has been rendering teachers and the nation a fine service by acting as a clearing house for the best standards and methods in the building of character in our public schools. Generous citizens of large means have made the work independent and efficient. The best talent and the richest experience of the educated leaders of our country have been laid under tribute, and the results are a treasury of valuable materials available for every teacher in the land.

For example, within the last year the Institution has secured from more than half of the states in the Union outlines of plans for character education through the schools. These outlines represent the best thought of the teachers of the respective states. A large prize will be awarded for the plan that is adjudged the best, and all will be put at the disposal of those who are interested enough to study them.

From time to time brief codes have been prepared and printed in convenient form for the use of teachers and parents. Two of these codes are now available. One is entitled "Children's Code of Morals," the other "High School Morality Code." The former is the work of William J. Hutchins; the latter has been compiled by Caroline M. Brevard. Each one comprises four pages, and in both the matter is well sustained in the excellent form of presentation.

The chairman of the National Institution for Moral Instruction is Dr. Milton Fairchild, whose address is 3770 McKinley St., Chevy Chase, Washington, D. C. He will receive with interest communications from any teacher or parent who is trying to find

the best way to develop good character in our young citizens. Suggestions that may be useful to educators, plans that have been tried with success, or problems that he may aid in solving will be given earnest and expert attention by Dr. Fairchild and his associates.

The two codes referred to above have been prepared especially for the use of teachers and parents in homes and in schools, as already indicated. They are readable, attractive, and appeal at once to the interest and good sense of normal human beings. The Hutchins code for children presents wholesome facts regarding such things as health, self-control, self-reliance, reliability, clean play, duty, good workmanship, team work, kindness, and loyalty. The Brevard code for high school pupils presents the same and related things in style and form to appeal to elder boys and girls. Supplies of these codes may be obtained at nominal cost from the National Capital Press, 1210 D Street, N. W., Washington, D. C. Orders and inquiries should be sent direct to the publishers. The National Institution for Moral Instruction keeps out of business obligations.

The following paragraph, from the Brevard high school morality code, will give an idea of the character of the whole:

"Acknowledge and correct your errors and faults; but do not let thought of them weaken and discourage you. Do not grieve over lost opportunities, but make new ones. Do not grieve over bad habits, but break them. Do not pity yourself. Waste no time in idle dreaming, but with all the strength that is in you labor to bring about the best that you can dream."

JOHN W. WAYLAND

Credits of a non-intellectual character are accepted for graduation by many high schools. This practice is common enough to induce one writer to say that "anyone with sense enough to bathe and dress himself can with slight encouragement get into the average State university." There is just enough truth in this statement to warrant high schools in raising their standards of graduation and universities their standards of entrance.—President Lotus D. Coffman, University of Minnesota.