

masterpieces of literature for values that can never be brought out by the highest skill of the film producer.

A NATIONAL referendum on Federal education being taken by the United States Chamber of Commerce asks the following questions: Do you favor the creation of a Federal Department of Education with a secretary in the President's cabinet? Do you favor the enlarging of the present Federal bureau of education? Do you favor the principle of Federal aid and education in the States on the basis of the States' appropriating sums equal to those given by the Federal government? While this trio of questions will undoubtedly meet a very "favorable" response from school people, it seems difficult to arouse much interest in the matter on the part of the general public. Much more might be accomplished, if the daily press could be aroused to the same pitch of interest as that evidenced in the educational journals.

SOUTHERN women now hold a peculiar position in business and professional life, according to Miss Elinor Coonrod, executive secretary of the National League of Business and Professional Women. The same traits, Miss Coonrod thinks, that have won them social recognition have in many cases been turned to winning laurels for them in the world of business affairs. "I imagine," Miss Coonrod declares, "that if you made a survey you would also find that many of your notable women of New York City made a beginning in the South. If you looked further you would also find that those same Southern women came to success in New York City because they expected it! The better class of Southern women, you must remember, have been surrounded from birth by tradition and adoration. This same setting has served to make them sure of themselves and to expect certain things as their due, whether it be in social or in business life." Miss Coonrod cites many cases of pronounced success on the part of Southern women and assures us that both business and the professions make a strong appeal to them, and that the better class of Southern women are rapidly entering them.

CURRENT EDUCATIONAL PUBLICATIONS

TURNING THE SCHOOLS INTO EDUCATIONAL LABORATORIES

An appreciation of the "Dalton Plan"

POSSIBLY the easiest way to gain an insight into the Dalton Plan is to spend one forenoon with a class. Let us choose a fourth grade, since the plan is peculiarly suited to these middle years.

The class assembles in its home room. This room is also one of the laboratories, for English or whatever subject the teacher specializes in. Specializes in! Yes, thank heaven, specializes! For these grammar grade teachers are not expected to know a little bit about everything under the sun from aesthetic dancing to frog's eggs; consequently they have an opportunity to know thoroughly either the dancing or the life cycle of the frog. After the opening exercises each child reports to one of the laboratories according to his plan for the morning. That is, if the fourth grade teacher is in charge of the English laboratory, only those fourth graders ready to work on English stay in their home room. The ones who want to work on geography move in to the geography laboratory. There they find a part of the room set aside for the fourth grade, with work tables and chairs. In this room are collected all the illustrative material the school has, such as maps and pictures pertaining to geography. All reference books on the subject are also in the room, instead of being scattered throughout the school. Moreover, the teacher in charge is a trained specialist.

Once the children are at work in a certain laboratory they stay until the task is completed or their interest changes. That is, there are no half hour bells with shifting of groups to other laboratories. If the children become tired they are free to put in part of the time in one of the art laboratories or in the gymnasium. So, if John is working out a problem in geography and wants to stay

EDUCATION ON THE DALTON PLAN, by Helen Parkhurst. New York: E. P. Dutton & Company. 1922. pp. 278. \$2.00.

at it all the morning, no one disturbs him. One gets a vision of all sorts of educational values: "mind set to a purpose," sustained attention, the will to learn—they are all here.

But John will idle away his time because he does not know what to do! Well, may be, John would in *school*, but remember he is in a laboratory. He has along with him a definite block of work, his "contract job." Besides, he is working in close association with the other fourth grades in the room and with an expert in geography at hand to act as guide at critical places. This "contract job" given to John covered a month's work in each subject. Therefore, he knew at the beginning where the work was heading. Before the geography teacher gave it to him she had been in conference with all the other teachers making "contract jobs" for him. So there is an opportunity for much correlation of subject matter. In fact, if the faculty is able to do so, there is no reason why the subject lines may not become less marked and the child work on a problem of vital interest unifying many subjects. For, that great impediment to progress in the grammar grades, the iron-clad program, has vanished. Christian has dropped his pack and gone on his way to heaven triumphant!

In order that the children may not waste their time, they are quite definitely guided in its use. When they get a month's assignments, they sign up for them, accepting the responsibility for the contract just as a business man does. These assignments are evaluated in days, so that the child knows exactly how many of the twenty days of history he has completed and can record this on his graph. He also blocks this achievement off for history on the wall graph in the history laboratory, and on the one for his class in his home room. On this home-room graph he blocks in his achievement in each subject. So the child can see at a glance from his individual graph just where he stands, the geography teacher has a record of the work done in geography by all her children, and the home teacher has a record for each child in her charge in each subject. These data are all at hand when the adviser helps him make his study program for the work. If he fails to distribute his time properly or dawdles over his work he is in disgrace. The adviser then makes a study

plan for him and sees to it that he spend his time properly, and he must prove his worth before he is his own free man again. Another check is the fact that at the end of the month he must check out in each subject. That is, if he is ahead in arithmetic and behind in geography then he clears the geography away before he gets another "contract job." If he can do the month's work in less than a month, he is not held back for weaker comrades, but is given the next contract at once. If he needs more time to complete the work, he is not hurried. If he is absent, when he returns he begins just where he left off. In other words, the course of study is adapted to the individual differences in children.

The three hours from nine until twelve are spent in the laboratory. The teacher in charge is free to call a grade group working in her room into a conference at any time. Generally it works the other way; they call her in to aid them in a problem. At twelve the classes meet for conference. That is, the fourth grade will meet together with the arithmetic teacher on Monday, with the English teacher on Tuesday, etc. The afternoon program is similar to the morning, except that certain subjects are taught in regular groups then, such as physical education, chorus, and literature.

A considerable number of assignments or "contract jobs" are given in the book. These are of uneven value. Some are decidedly inferior: formal problems in formal subject matter. Some meet the most rigid modern tests: they create a need for the subject matter through a vital problem. All are definite: the child knows the inner workings of the course, and sees things as a whole. All provide opportunity for training in responsibility, in the organization and the expenditure of time, and in the problem attitude toward life. All provide, however, too much written English, and, unfortunately, at the expense of oral work. However much the teacher may differ with some of these assignments, they are bound to prove suggestive.

The Dalton Plan is no panacea for existing educational ills. It is more light on the problem we are all concerned in, the reconciliation of our educational practices and beliefs. To sum up the results of the experiment: it substitutes for the traditional school

an educational laboratory with a flexible program, with schemes for allowing the child to take his own pace through school, and for having him realize his own *status quo* in any subject at any time. There is insufficient provision for oral recitation, and any reform in the organization of subject matter will be conditioned by the strength of the faculty.

Miss Parkhurst is deeply indebted to Dewey and Swift. From the latter came the inspiration for the term "educational laboratory." The "Dalton" is honor to him to whom honor is due: Dalton, Massachusetts, was foresighted enough to allow the use of its high school for the original experiment, conducted by Miss Parkhurst.

The Dalton Plan was reported some time ago by Evelyn Dewey. This book by Miss Parkhurst herself is intended chiefly for English readers. It is a beacon light toward international understanding: written by an American, with the foreword and several sections by prominent British educators, published by an American firm, dedicated to three women who have labored for the plan on both sides of the Atlantic, with the proceeds from sales in England to go to a school for crippled children in London, it augurs well for the furtherance of Anglo-American friendship.

Some books we read to enjoy—yes, even some educational ones! Some we read to follow. Some we read critically, first agreeing, then picking flaws, but all the time honoring them by our serious attention. This book is in the third class. No one who is aiming to so shape his teaching that the children learn through experience can afford to ignore it. For, when the final word is said about teaching through activities, the Dalton Plan will have left its imprint on our educational thought.

KATHERINE M. ANTHONY

BUILDING "WORLD-MINDEDNESS"

A GEOGRAPHY FOR BEGINNERS, by Edith P. Shepherd. Chicago: Rand McNally Company. 1922. pp. 209. 90 cents.

The present day course of study in the elementary school makes much of geography, and rightly so. For the economic and social aspects of the subject offer an unparalleled opportunity to give the child an understanding of modern life, thus training him in a

very definite way for citizenship. Most of our modern texts in geography begin with the fourth grade, but ideas so fundamental for living should be given as early as the child is ready for them. The leading elementary schools of the country have long realized this, as have the normal schools. As a consequence they put much stress upon social studies for the primary grades, studies aimed at an understanding of the child's own world. But if the children in these situations need an introduction to the more formal geography, how much more essential it is for the less favored ones, the ones in village and rural schools.

Lack of materials organized for little children has heretofore handicapped the teacher not trained to do such work for herself. Now we have a book for the children in the third grade; one that they can read easily and that will afford them through its wealth of detail and pictures a clear understanding of their own world.

This book emphasizes the economic aspects of our civilization, showing the child the relation between his home and the outside world. It will at the same time lay the foundation for a "world-mindedness" in the child. For when he has shared the Eskimo's home building problem, for instance,—the helps at the close of the chapter will guide him in this—he feels a kinship to him that makes for wholesome internationalism. These problems embody much of the good of the project method, although they are very modestly labelled "Things to Think About and Things to Do."

Geography for Beginners will make an attractive reader for a third grade child; it will serve well as a reference book for the grade whose teacher organizes her own social activities; it will probably do its best service in the hands of the third grade classes of the country.

KATHERINE M. ANTHONY

OTHER BOOKS OF INTEREST

(Books listed here may later be reviewed at length).

ESSENTIAL PRINCIPLES OF TEACHING READING AND LITERATURE, by Sterling Andrus Leonard. Philadelphia: J. B. Lippincott Co. 1922. pp. 460. \$2.00.

A thoroughgoing study of the teaching of reading and literature from the third grade

through the high school. Its fundamental idea is that children's reading of literature should be always an achievement of realized, true, and significant experience.

LITERATURE AND LIFE, BOOK I, by Edwin Greenlaw, William H. Elson, and Christine M. Keck. Chicago: Scott, Foresman and Co. 1922. pp. 582. \$1.80.

LITERATURE AND LIFE, BOOK II, by Edwin Greenlaw and Clarence Stratton. Chicago: Scott, Foresman and Co. 1922. pp. 626. \$1.92.

The first two volumes in a series of four, designed for the four years of high school literature. In Book I are grouped both classic and contemporary literature about certain large themes: adventure, history and legend, man and his fellows, nature. Book II features literature as story, in verse, in prose, in drama; it also includes a treatment of the history of American literature.

Beautifully printed, illustrated, and bound. "Not school texts to be used and thrown aside, but books worth a place in the permanent library."

HIGH SCHOOL ENGLISH, Composition-Rhetoric-Literature, by Alfred Allan Kern and Stuart Grayson Noble. Dallas: The Southern Publishing Co. 1922. pp. 593.

The authors propose less "so-called 'appreciation'" and more real thought expended on literature. Alternate chapters present principles of writing and such high school readings as Poe's tales, Macaulay's "Samuel Johnson," Webster's "Bunker Hill Monument" and Washington's "Farewell Address," Tennyson's "Coming of Arthur" and "Passing of Arthur," "Macbeth," and Macaulay's "The Reform Bill."

GOOD WRITING, by Arthur W. Leonard and Claude M. Fuess. New York: Harcourt, Brace and Co. 1922. pp. 314. \$1.20.

A secondary school rhetoric which emphasizes exposition and argument as the more necessary forms of discourse in actual contact with other people. Stimulating pupils' interest in composition-writing seems not to have been one of the aims of the authors.

ENGLISH IN SERVICE, by W. Wilbur Hatfield and A. Laura McGregor. Garden City: Doubleday, Page and Co. 1922. pp. 572.

Written straight at the pupil. Minimum essentials in rhetoric, grammar, and mechanics are included, but emphasis is placed on language expression in interesting situations.

"The art of communication is best learned through attempts to communicate, with a moderate amount of systematic coaching. *English in Service* is planned to stimulate pupils to such attempts and to supply whatever counsel will be useful."

Early publication in three separate volumes for grades seven, eight, and nine is announced.

ESSAYS AND STUDIES, chosen and arranged by Frederick M. Smith. Boston: Houghton Mifflin Company. 1922. pp. 351. \$1.40.

Prose selections for college reading in

"freshman English," chosen in the belief that "the best way to teach composition is to lead the student to read a good deal and to write a good deal." A well-balanced combination of the masters and the moderns.

SUPERVISION AND THE IMPROVEMENT OF TEACHING, by William H. Burton. New York: D. Appleton and Co. 1922. pp. 510. \$2.25.

Discusses comprehensively and concretely the problems and procedure of supervision, and interprets the aims and processes of supervision.

PECHEUR D'ISLANDE, by Pierre Loti. Edited by Winfield S. Barney. Boston: Allyn and Bacon. 1922. pp. 80 cents.

LIVES OF POOR BOYS WHO BECAME FAMOUS, by Sarah K. Bolton. New York: Thomas Y. Crowell Co. 1922. pp. 375. \$2.00.

A popular book in revised and enlarged form.

MECHANICAL DEVICES IN THE HOME, by Edith Allen. Peoria, Illinois: The Manual Arts Press. 1922. pp. 251. \$1.75.

NOTES OF THE SCHOOL AND ITS ALUMNAE

INKLINGS

"SO-HO," you say, "THE VIRGINIA TEACHER is all dressed up!" But did you know that it had some place to go? Yes indeed, the subscription list continues to grow; and there's no telling where we shall stop. Each number is printed in larger quantities than the one before. "What?" you ask, "every number?" Well, just about every number. Just about.

Over four hundred students, including a half-dozen or so new faces, to begin the winter quarter January 3. The old reliable "Normal Special" brought 'em in Tuesday night.—If you've ever suffered from homesickness, you know that the disease reaches the acute stage immediately after Christmas; so you may well imagine that Wednesday morning's lowering sky was not uplifting to drooping spirits. But there have been moving pictures, and radio concerts, and a peppy play at the New Virginia, to say nothing of new classes, new classrooms (four of them! Indeed yes; in the new building across from Harrison Hall), initiations into the literary and dramatic societies, new *Breeze*, new lots of things.

Standing on the sidelines was fun Friday, the day before the thirteenth. It was "goating