HISTORY COMMISSION

The Commission on Direction of the Investigation of History and Other Social Studies in the Schools, sponsored by the American Historical Association, at a meeting on November 7-8, in New York City, discussed and approved the proposed testing program under the direction of Truman L. Kelley. The proposed plan had previously been considered by the Advisory Committee on Tests.

The members of the Commission are: Frank W. Ballou, Superintendent of Schools, Washington, D. C.; Charles A. Beard, New Milford, Connecticut; Isaiah Bowman, American Geographical Society; Ada Comstock, Radcliffe College; George S. Counts, Teachers College, Columbia University; Guy Stanton Ford, University of Minnesota; Evarts B. Greene, Columbia University; Ernest Horn, University of Iowa; Henry Johnson, Teachers College, Columbia University; W. E. Lingelbach, University of Pennsylvania; Leon C. Marshall, Johns Hopkins University; Charles E. Merriam, University of Chicago; Jesse H. Newlon, Director, Lincoln School, New York City; Jesse F. Steiner, Tulane University; and A. C. Krey, Chairman, University of Minnesota.

The personnel of the different advisory committees thus far appointed and at work includes:

Advisory Committee on Objectives: Charles A. Beard; Boyd H. Bode, Ohio State University; Guy Stanton Ford; Charles E. Merriam; Harold Rugg, Teachers College, Columbia University; A. C. Krey.

Advisory Committee on Tests: Frank W. Ballou; Isaiah Bowman; Howard C. Hill, University of Chicago; Ernest Horn; Ben Wood, Columbia University; A. C. Krey, Chairman.

Advisory Committee on Public Relations: Frank W. Ballou; Ada Comstock; John A. Fairlie, University of Illinois; A. C. Krey; Robert S. Lynd, Social Science Research Council, New York City; Jesse H. Newlon, Chairman.

School administrators, teachers of the social studies, and other interested groups have been generous in assistance given to the staff of the Investigation. Communications from individuals who are interested in current activities of the Investigation should be sent to 316 Library, University of Minnesota, or 610 Fayerweather Hall, Columbia University, New York City.

FRENCH SUMMER COURSES

The University of Paris announces the 1930 French Summer Courses at the Sorbonne. Travel and study are combined to meet the needs of American teachers, and courses are evaluated for the transfer of credits to American colleges and universities. Courses are offered for those now holding the M. A. degree, as well as for those holding the A. B. degree. Full details are given in a recently published bulletin, copies of which may be had by addressing requests to M. L. Boss, 717 South Beech Street, Syracuse, New York.
$200 in High School Prizes

$100 for best student paper; $100 for school

The Commission on Interracial Co-operation, with headquarters at 409 Palmer Bldg., Atlanta, Ga., announces the offer of a cash prize of $100 for the high school pupil submitting the best paper on "America's Tenth Man," and a prize of like amount for the school making the best use of the Commission's "Tenth Man" project. The contest is national in scope and all pupils of high schools and junior high schools are eligible to compete. It closes April 1, 1930. A 5,000-word pamphlet of source material has been prepared by the Commission and will be furnished free to any one interested, together with full information as to the conditions of the contest.

The announced purpose of these prizes is to encourage as widely as possible the study of the Negro's part in American history, which, according to the Commission, is much more interesting than is generally supposed. It is believed that such a study will be helpful to the children of both races, promoting more intelligent and objective attitudes on the one side, and developing wholesome pride of race on the other. The Commission asks the co-operation of high school principals and teachers, and also invites correspondence from pupils who may be interested.

A timely program for high school commencement

Current interest in the signing by 53 nations of the General Pact for the Renunciation of War (Kellog Treaty), the international acceptance of the Root formula for the entrance of the United States into the World Court, and the ratification by the Senate of the Pan-American Treaty of Conciliation makes the subject of peace the appropriate key-note of a high school commencement program. A list of Peace material suitable for graduation exercises has been prepared by the Education Committee of the Pennsylvania Branch of the Women's International League for Peace and Freedom.

The source material includes music, Scripture reading, poems, and subjects for essays and speeches. It has been selected by practical classroom teachers and principals. The list is now ready for distribution and can be obtained, without charge, by application to the Women's International League, 1924 Chestnut Street, Philadelphia, Pa.

Modeling in soap

Modeling figures in soap is one of the interesting and unusual methods employed by an Ohio school teacher to stimulate the interest of pupils in a class in English literature.

In the October issue of The Ohio Teacher, Miss Florence A. Alkire of Mount Sterling, Ohio, describes how the modeling in soap attracted her class.

"My class in English literature has been typical, I believe, of many groups throughout the state. Not all are brilliant or dull; not all are easily creative, but they find in an attempt at this sort of expression a release that they want. They can be active in this and they like it," Miss Alkire writes.

"This creative spirit was helpful in presentation of material on the early Miracle plays. There was shown to the group a picture representing a scene in an English village of the early fifteenth century on a busy market day when a play was being performed by a guild before the mayor.

"The class was asked, 'Can't we make a model of this?' 'Model' caught attention. At once the question came, 'Model? In what?' The answer 'Ivory Soap' was surprising and needed an explanation of many interesting models being made in this medium and of exhibits which included figures..."
and scenes for more elaborate than this would require.

“There were queries about materials and patterns; that was encouraging. The assignment for the following day was to bring to class a newspaper to protect desks, a sharp pen knife, an orange stick, a choice of subjects, and a cake of soap.

“In response to ‘Have you preferences?’ there came from one boy, often slow to respond, ‘Yes, I’ll take the knight on horseback.’ Another boy interested in architecture asked to make the monument. Two conferred, and wished to make the guild hall; two others decided upon a row of houses. The girls preferred to attempt individual figures. There were unaccountable choices—the gayest choosing the nun, the meekest—the mayor, the wisest—a pig.

“The cutting required the school period and home work. The third class period spent in this project was given to final touches and arrangement of the figures on a piece of heavy brown paper which one of the students contributed to represent the street.”

Other groups have been interested in modeling with soap as a medium through the annual competitions under the sponsorship of the National Soap Sculpture Committee. The sixth of these has just been announced.

The prizes this year amount to $2,850, comprising awards in the amateur section amounting to $1,850 and $1,000 in the professional class. Foreign entrants will compete for special prizes totaling $250.00. Information on the competitions and instruction in soap modeling may be had from the National Soap Sculpture Committee, 80 East 11th Street, New York City.

CHILD GUIDANCE

“Why should not parents take the responsibility of choosing a religion for their children?” asks Mrs. Herbert Brownell as she outlines in the December Journal of the National Education Association methods by which parents may teach their children to appreciate their homes.

“Parents seem to forget that they didn’t hesitate to choose each other as parents of their children,” says Mrs. Brownell. “They dared choose where their children should live, what they should eat and wear, who their friends should be. They will choose schools for them, what books they shall read, but the poor little things are denied acquaintance with God. To me home without religion is like an automobile without a steering wheel. It may go, but where?”

Let Children Help

“Just try telling your two-year-old child each evening that he can pick up the paper that is on the porch and hand it to father when he comes home. What an achievement, and how he responds to the admiration his effort has brought. Let him do that regularly. He may get over the first thrills, but keep it up—that or some other service for a loved one. Don’t be afraid of starting these acts of service too young.

“A definite thing for each member of the family to do in the daily routine of homekeeping is a real step in teaching appreciation of the home. It would be a real handicap in my method of teaching appreciation of home if everyone had plenty of money and could stock a home with every convenience and luxury.

“Perhaps the family as a whole longs for a radio. If each member of the family can save a little, each one earn a little, and all plan on the kind of radio they want, does anyone doubt that the radio will be appreciated when it comes into the home? If economy in the home must be practised, let the children know about it. It will be a matter of pride to care for furnishings and clothing so they may last and the money thus saved be used for other necessities. Family pride is a good kind of pride and makes for appreciation of family virtues and accomplishments.”