

monly called "general science," or what we shall possibly learn some day to call "science", the aims of which shall conform substantially to those stated or implied in Huxley's *Physiography*, meeting the needs of a special group of boys and girls, not being a complete exposition of the principles nor the presentation of all the facts of any one science necessarily, but rather the facts and principles of science gathered around some nucleus forming the keynote of the life and needs of the group, would meet more nearly the results aimed at in science than the formalized presentation of a particular viewpoint in chemistry or physics or agriculture. Suppose the situation is that of a rural high school. Shall we adhere to the regular program of a half year in physical geography, a half year in agriculture, the option of a year in formal biology, and the requirement of either chemistry or physics? Rather let us suppose that the facts to be known, as well as the habits and abilities desired, are those that are intended or supposed to fit the student for a helpful, happy, constructive life on the farm. Is there not a suitable measure of the student's needs in this case? Would not agriculture, with its modern finish, constitute a reasonable basis of the scientific work in this situation? The cultivation of the soil for the benefit of man, an honorable and essential industry, is the motivating principle of this science work. Let the starting point vary as it may, as elaborate a course as one could wish may be gathered around the projects and problems that could be brought up for intelligent consideration; and whatever of chemical, physical, biological, geological, or geographical data may be necessary to give a real understanding and appreciation of the vital aspects of the problems can be introduced. An elementary training of this kind, though not in conformity with any particular text, would doubtless produce better results than are obtained in the majority of cases through the use of a special text.

The general science idea is developing rapidly; behind it there is an ideal, not yet realized. It is better organized and more scientific than the old Natural Philosopher's hodgepodge of scientific facts. It is not made up of scraps of the sciences, but is a unified, logically developed oneness, capable of duplicating Nature's presentation of principles,

and with its indifference to differentiation. Is it towards this that secondary school science is tending?

JAMES C. JOHNSTON

VI

ITEMS OF GENERAL EDUCATIONAL INTEREST

"FORD EDUCATIONAL LIBRARY" LAUNCHED

According to a statement from the non-theatrical department of Fitzpatrick & McElroy, Chicago, sole representatives of the Ford motion picture laboratory, the laboratory is engaged in the production of an educational film library, to be known as the "Ford Educational Library," that will provide for the schools and colleges of the world films distinctly for classroom use, in a way that will make them of greatest value and easiest to obtain.

"By placing at the service of every educational institution product based on the principles of sound pedagogics and edited by leading professors of the universities of the United States and competent authorities in screen instruction in the schools, Henry Ford not only will supply school needs but will fulfil the ambitions of the pioneer professors and instructors, until now seriously handicapped in their efforts to secure films designed by teachers for teachers' use in classroom work," the statement reads. "On September 1 the first issue of this library will be available to every school in the United States. The subjects will be specially prepared for use in any classroom by members of the scholastic profession who are experts in their particular line and the units as arranged will be distributed under a plan that will fully meet all conditions in each school, whether the schools be large or small. The library will further offer to every university and college in the United States facilities for the production by their own professors of films for world-wide school use in any quantities that may be necessary to meet the constantly increasing demand.

"Dr. S. S. Marquis, former dean of St. Paul's Cathedral, Detroit, who has repre-

sented Henry Ford for a number of years will have general charge of the 'Ford Educational Library.' Dr. W. H. Dudley, chief of the Bureau of Visual Instruction, University of Wisconsin; Professors Charles Roach, Visual Instruction Service, Iowa State College of Agriculture and Mechanical Arts; J. V. Ankeney, Visual Presentation Department, University of Minnesota; and W. M. Gregory, Director of Visual Instruction, Cleveland, Ohio, Normal Training School, are associated and actively engaged in the editing and final review and approval of the films. Distribution and general subscription arrangements will be supervised by Fitzpatrick & McElroy. John P. Brand, former editor of "Moving Picture Age," will be general manager of distribution and subscription.

"The making of this film library will in no way conflict with the entirely separate production and distribution of the 'Ford Educational Weekly' which, as popular entertainment and instruction, has proved itself of value. Special buildings containing up-to-date laboratory and photographic equipment have been prepared for the new Ford laboratory which is now in operation."—*Educational Film Magazine*.

The new high school in Chattanooga, Tennessee, has raised funds for a motion picture projector through the efforts of the Chattanooga High School Parents-Teachers' Association. Photoplays especially suited to students of high school age are being presented.

How the public utilities and other large corporations of Illinois are escaping taxation on a large part of their properties while the children of the taxpayers are being taught by underpaid teachers, is one of the object lessons which the Chicago public school teachers are trying to impress upon the public by way of the motion picture screen.—*Educational Film Magazine*.

The most striking weakness of American political, social and economic thinking lies in the superficial character of our education. In our public schools, and no less in our universities and colleges, education is interpreted only too often to mean a smattering of knowledge in many things; seldom is it construed in terms of mastery of any one subject

or as the ability to think clearly.—Henry S. Pritchett.

"EVANGELINE" IN THE MOVIES

"A Fox picture released last year, a visualization of Longfellow's *Evangeline*, brings American poetry and romance to the screen with a living force which no other medium of presentation has heretofore succeeded in accomplishing."—Elizabeth Benneche Peterson.

VISUAL INSTRUCTION

"We have thought that moving pictures were not suited to university work. There is a big field here and it must be developed by the universities if it is to be developed at all, and with technical men in charge."—Dr. G. E. Condra, director of State Surveys, Lincoln, Nebraska.

A teacher in distress is a poor teacher, whether the distress is due to low wages or to an arbitrary school board.—P. H. Pearson.

An increase of teachers' salaries and universal physical education in the schools were endorsed by 12,000 delegates from 17 different nations, when the International Association of Rotary Clubs held its eleventh annual convention in Atlantic City.

There is no reform more urgently required from every point of view than a great diffusion of education among the people at large. Higher mental training brings born leaders to the front. But it does more than this. It raises the standard of those whom it molds. It solves automatically our social problems.—Lord Haldane, Chancellor of Bristol University.

An honest system of education and a clear-thinking public opinion must be developed together. This is the fundamental problem of a democracy.—Henry S. Pritchett.

Of 1000 students who enter the public high schools, 725 reach the second year; 525 the third year; 449 the fourth year; and 418 graduate. Of this number, 176 continue their education, 117 going to college and 59 entering trade schools, normal schools, business schools, etc.