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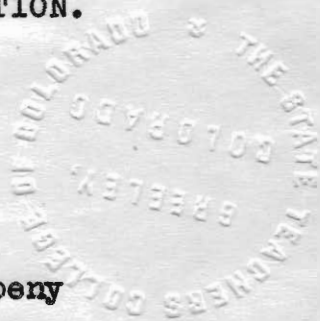
SOCIAL AGENCIES
AFFECTING THE PUBLIC SCHOOLS

A THESIS
SUBMITTED IN CANDIDACY
FOR THE DEGREE OF MASTER
OF ARTS IN EDUCATION.

Geoffrey O. Phippeny

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SOCIAL AGENCIES
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CHAPTER I.
INTRODUCTION.

"The inhabitants of the United States are never fettered by the axioms of their profession; they escape from all the prejudices of their present station; they are not more attached to one line of operation than to another; they are not more prone to employ an old method than a new one; they have no rooted habits, and they easily shake off the influence which the habits of other nations might exercise upon their minds, from a conviction that their country is unlike any other, and that its situation is without a precedent in the world. America is a land of wonders, in which everything is in constant motion, and every movement seems an improvement. The idea of novelty is there indissolubly connected with the idea of amelioration. No natural boundary seems to be set to the efforts of man, and what is not yet done is only what he has not yet attempted to do." 1.

1. Brewer, D. J. - Crowned Masterpieces of Literature.

"The Future of America."
Sir Archibald Alison -
From a review of De Tocqueville
vol. I. p. 138.

There could be no real incentive to attempt a review of social conditions and social agencies affecting our public schools, without first calling attention to the present age and the social conditions, which more than ever before place a greater demand upon the public schools. The preceding paragraph illustrates an opinion which expresses the ever changing status of the inhabitants of the United States, fettered by no set rules, scaling new heights every day, and making greater demands upon their educational institutions.

Matthew Arnold says in an essay entitled "The Final Word On America", that their institutions do in fact suit the people of the United States so well, and that from this suitability they derive much actual benefit. As one watches the play of American institutions the image suggests itself to one's mind of a man in a suit of clothes which fits him to perfection, leaving all his movements unimpeded and easy. It is loose where it ought to be loose, and it sits close where its sitting close is an advantage. 1.

1. Brewer, D. G. - Crowned Masterpieces Of Literature.
"From an essay in the 19th. century."
Matthew Arnold - p. 232.

Yet with our tendencies as one great unit, ever surging in a whirlpool of progress, we must stop and bring ourselves to the facts in the case, and clear the mists of idealism from our true vision.

Our chief concern after all in the public schools, is with those who are unawakened, or are as yet in their infancy of development. "The school recognizes two great duties devolving upon it, to prepare children for living, by making them intelligent sharers in the life of their time; and to prepare them for the task of adding something to the sum of human welfare. The first function has for its aim to help the child catch up with the race; the second, to aid the race in its efforts at progress." 1.

It is assumed from the first that the public school of itself is an institution active in promoting these two great functions. This thesis purports to treat largely of some of the agencies which tend to add or detract from the general purpose of the public schools.

1. Morehouse, Frances - "The Discipline of the School."
p. 2.

These agencies will consist largely of private and public donations, and philanthropic works engaged in for public betterment, thereby contributing to the general work of the public schools. Social settlement work, recreational parks, and playground movements started by individual initiative, and taken over by the public schools have proven to be of no little consequence. Community life in general as it affects and is affected by the public schools will be given due consideration.

It is valuable to note that with the ever widening demands placed upon the schools and public education, that they are fast stretching out their hands to all sources of aid and support, realizing more and more that after all the public school is embodied in an alliance of interests, and is dependent upon cooperative influences.

The public school being dependent upon other influences cannot live alone, but its chief functions as explained later in this work are distinctive and unique.

Daily there is an appeal to the lover of youth to aid in making the schools better. It is not always a cry for finance, but a cry too often to gain

public interest. We are only beginning to realize the democratic ideal as displayed in public interest. Never before has the eye of the public been as eagerly centered on our schools as now. It would be difficult to classify all sources of aid to the public schools. Social agencies are affecting the public schools as the need for them arises. It is as necessary that those in authority in the public schools learn to assimilate and make proper use of the aid that is being given, as it is for a more unified system of giving. The public will only give aid when it sees results, but aid will only be continued as long as the school functions in the definite planning for the future of its pupils. As the general moral trend of the pupils has been brought to a higher standard the community in which they live has been benefited. Public school functions properly when it makes the pupil a part of his community, and teaches him that no man liveth to himself.

The school is only half functioning on the other hand unless it puts the public in a receptive attitude, ready to receive the partially made over raw product, and to help mould a finished product.

The pupil should be a part of his community while in school, and then he will be a part of his

school. The public attitude toward the school will largely determine the pupil attitude.

It is not desirable that pupils discover the world after they leave school, let them discover and explore it while in school. Graduation takes place when a pupil begins to think. Enlightenment must accompany liberty and after all is considered, it is hoped that a sort of social mind will be developed with the words of Alice Cary Engraved upon it.

"How much we take, how little we give,
Yet life is meant
To help all lives; each man should live
For all men's betterment." 1.

1. Clark, J. N. - "Systematic Moral Education." p. 180.

CHAPTER II.

THE SCHOOL NOT A SELF-CENTERED INSTITUTION.

The statement is often made, "Make your school so good that people will want to make your town their town."

It takes little reflection after all to face real facts. There is not any need of quibbling over terminology in order to find out what is meant by the simple words, self-centered institution. The outstanding word in the title of this chapter is the school, which for the present purpose becomes the center of thought. The more the idea is dwelt upon, which comes to the mind when thinking is done in terms of the school, the less it can be thought of as a self-centered institution.

The only justification for the existence of the school is in the service which it is able to render children, and through them the community, state and nation.

This generation does not count the cost as much as it looks for results. People flock to the bargain counters partly to be with the crowd, but

chiefly because there is a craving in everyone for an unfelt need, and a desire to be served. This need is somewhat gratified by the unusual service of the bargain counter. Something is usually bought to satisfy this natural craving for novelty. "Try anything once" slogan is typical of the general public. The public wants to be served and it maintains its institutions for service. The public in seeking bargains becomes self-centered. The school must soon learn to gratify the public desire with unexcelled service. It is not difficult to answer the question as to why people desire to locate where there are good schools.

The greatest service that can be done for the public at large, is to teach the child to think for himself, judge for himself, do for himself, and make him self-reliant, always ready in turn to render service where service is needed.

Immediately when the school as an institution gives service toward the betterment of mankind in general, it ceases to be self-centered.

The extent to which the school succeeds in accomplishing the above purposes, is the measure of its success as an institution.

It is necessary for us to go a step further in our treatise and find out after all just what ought to be considered, when we think of the school as an institution.

Is the school an institution out of which emanates wisdom from certain highly gifted, and well trained pedagogues? Does it consist of those who are endowed by inheritance and by training to deal out in small doses certain knowledge which is essential to satisfy the needs of a mind hungry, growing generation of children?

The greatest criticism of a school today comes from the public who view the school from that angle. To them the school has become a self-centered institution. They often believe that they are paying teachers and maintaining schools in order that their children may learn to attain heights without climbing. Their concept of the teacher too often is that which would be the requirements of a wizard, and they are greatly disappointed to find that after all the teacher is human and can point to no "royal road" to success.

"Neither scientific discovery nor any other

research can proceed very far upon a basis of popular ignorance." 1.

So also a school, self-centered, cannot long exist. The public must soon be educated to the fact that a school cannot exist outside of itself. It is not an institution from which a life giving stream flows as if by magic. A school stands for teacher enthusiasm plus instruction, pupil growth, and a great deal of parent cooperation. These vital essentials form a co-partnership conducive to educational service, and all help to comprise the school. Can a school be self-centered then, with this as the conception?

In answer to so pertinent a question it must be borne in mind that after all individuals are being dealt with. A time worn discussion at once presents itself; whether the motive is a selfish one on the part of each individual concerned in what has been termed the school. Does the teacher enthuse because she is capable, and the pupil seems to grow under her direction and guidance? Is it self esteem that the

1. Finney, R. L. - "Education As A Factor In Social Progress."
Educational Review, vol. 58.
June 1919. p. 46.

teacher is enthusiastic over, and does she crave the approval of the admiring public? If this is true this much of the school at once becomes self-centered to a degree. However, it must be assumed that enthusiasm along lines of pupil growth on the part of a teacher tends toward the betterment of mankind, and in the final analysis becomes service. Self esteem on the part of a teacher may not of itself be a fault, it may prove a virtue. A teacher soon ceases to be a part of a school, who thinks alone in terms of self.

Is parent cooperation given only as long as the pupil of each parent is concerned directly with the school? Are parents inclined to see pupil growth only as a necessity, perhaps to better their own individual aggrandizement. The public is beginning to be viewed by many individuals with suspicious eyes, who wonder if life is not after all largely a game of chance, with each man playing for himself. Much discussion could go on indefinitely as to whether a school which is made up of individuals, and these individuals selfish and self-centered, does not ultimately crystalize into a self-centered institution.

Ralph Barton Perry says, "The novelty or value

of society must lie not in its being an individual or systematic whole, but rather in its being a particular kind of individual and systematic whole." 1.

This statement can as well be applied to the school as to society. The problem after all lies in the education of the mass. If the particular individuals or systematic whole of teachers, pupils and parents are selfish and self-centered, it would not be hard to imagine a school comprised of them, as a self-centered institution.

A current criticism by R. W. Himelick points out a weakness in the present school, which if taken as literally true, would place schools in a class by themselves, self-centered institutions, largely sufficient unto themselves. Yet there is a great deal of truth which must be faced in his statements. It is time for a pause in order to give serious consideration to the school as an institution. Until it is proved that the following statements made by Mr. Himelick are false, it must be agreed to a certain extent that the ideals of educators concerning schools are not sufficiently reached.

1. Perry, R. B. - "Is There A Social Mind."
American Journal of Sociology.
vol. 27. March 1922. p. 572.

"The school needs decentralization. Its influence should permeate every institution. Its business should be the production of a contented citizenship, working in harmony for the best interests of humanity. The school has been so completely removed from the institutions and life which it is to serve and into which its product goes that in many cases it has become an end in itself instead of a means to an end. We have become engrossed with the things which are taught and the machinery to be used and have in a measure lost sight of the real business of the school - the making of men and women. This tendency toward formality grows as we move from kindergarten to college. Almost everything in the kindergarten and primary grades deals with habit formation, which should be the important factor throughout the period of youth. In the upper grades, high schools, and colleges emphasis is laid upon the subject matter, as if it contained the stuff out of which manhood and womanhood were made. Subject matter is just as important for the criminal as for the constructive member of society. In many cases the former makes the greater use of it. We can get information from books and stones and running brooks. We need it and must have it. But only from a great

teacher do we get inspiration to be better members of society. A true teacher never loses sight of his real work. There has been too much of a tendency to feel that somehow or other the boys and girls will just grow into useful men and women. No greater fallacy could exist. The schools need to adopt a constructive and positive policy. We have it for the academic side; we must get it for the human side. If the schools fulfill their mission they must do more than prepare the individual to earn a living. It is only half of life to live." 1.

It must be agreed that these statements are true in part, but it would be detrimental to deny wholly that there does not exist a constructive and positive policy on the human side of our educational program, and that the school does not develop that side. It is true that material achievement is strongly emphasized, but the author of the preceding statements has omitted the very factor which must be included in order to have a school which is not self-centered and one sided; viz. universal participation. Although inspiration comes through a great teacher, yet a great teacher does not constitute a school. "The

1. Himelick, R. W. - "Current Tendencies and Problems in Education." N. E. A. vol. 58 1920. p. 424.

ultimate end of education is neither the individual nor society, but the realization of the individual in society, and human nature, far from being an insurmountable barrier to social well being, needs only the right direction to create a social solidarity of a social type marked by service rather than by exploitation." 1.

"The public school teacher has become the center of great expectations in the community. She is expected to be the creator and guardian of health, morals, intelligence, and efficiency in the rising generation. But experience shows that no one can succeed alone in such an all embracing task. The greatest general fails without an army; the most brilliant surgeon cannot run a hospital without cooks, nurses, ward tenders, assistant physicians. Public school teachers, facing both technical and human problems, need the experience and aid of the intelligent public and of the expert. They need the dentist as they meet the question of decaying teeth; they need the wise mother as they try to adjust school lessons to adolescence; they need the experienced business

1. Price, G. V. - "Sociological Basis Of Education." Education vol. 40, June 1920. p. 529.

man as they undertake to guide graduating pupils into some fitting work. And by a miracle of interplay, here at the needed moment are a number of doctors, lawyers, industrial chiefs ready to take hold and help. The interplay is not accidental, it is a miracle of response, - the magic of love meeting love. Suddenly, as the school has seen its need of the community, the community has seen its need of serving the school." 1.

"We are learning that the school cannot live alone. It must unite itself with the whole life of the children it serves, their health, their play, their work, their home, their future ties of friendship and family." 2.

As soon as the home and school become linked, the school will probably function both materially and spiritually for the best interest of the child. From all sides there is an increasing willingness on the part of the people to bear the burdens of the school, and it is now the time for educators to educate the public along philanthropic lines.

1. Cabot, Ella Lyman. - "Volunteer Help To The Schools." p. 110.
2. Ibid - p. 132.

Giving will have to be directed into proper channels, and the needs of the public schools should be more generally brought to light. As this becomes an actuality the public schools will cease to be looked upon as self-centered institutions.

CHAPTER III.

SOURCES OF AID TO THE PUBLIC SCHOOL.

Today money is raised for school purposes chiefly by means of a tax on general property. There are other small ways such as the income from permanent school funds and appropriations. The tax on general property is however by far most important. This tax is levied principally by the local unit of taxation, the township, county or school district. Education then is chiefly supported in this country by a tax on general property, and the local unit bears the heaviest part of the burden.

A more unified system of taxation with more equal disbursement of the funds is being urged on all sides at the present time.

Winthrop D. Lane, speaking on the national crisis in education says, "What is needed is not sporadic local action, but a comprehensive program for the whole country that will make an adequate schooling the birthright of every American child." 1.

1. Lane, W. D. - "National Crisis in Education."
Survey vol. 44. May 29, 1920.
p. 299.

It must be agreed that a comprehensive program is most essential, yet it is to be hoped that sporadic local action will not cease in its efforts, or become discouraged in instigating reforms. Great programs have originated from small beginnings as this thesis will later illustrate.

It is not the purpose of the writer to go into detail on the financial side of this great question concerning the maintenance and upkeep of our educational institutions, and chiefly the public schools. This big problem has been and is being dealt with by experts in the field of school finance.

The public however is quite blissfully ignorant of the great costs involved. The members of the younger generation who are in attendance in many of our schools realize very little about the expense attached to what they consider a free education. Lawlessness and mutilation of school property are far too prevalent in the schools over the country. Is there any wonder then that some communities are hard to influence when greater expenditure is needed, or when aid of any sort is sought in behalf of the public school?

It is to be hoped that some system of giving will be devised, so that people will not support their institutions in such a mechanical manner, that they forget how the money is expended, and lose sight of the fact that the institutions are theirs and that they are a part of the institution.

People may contribute liberally to various "drives", but statistics show that private financial gifts have not greatly improved the situation of our schools and colleges. However in many instances they have proven a great incentive to more liberal public support.

In the Biennial Survey of Education a table showing the amount of gifts and bequests for each year since 1870 to 1918, with the exception of 1882 and 1917 when no statistics were taken, it is shown that the total amount accruing to the cause of education from gratuitous support has been \$677,393,176. This amount according to the report is not sufficient to maintain the public elementary and secondary schools of the nation for one year. The total amount required in 1918 was \$763,678,089. This amount is equivalent to \$32.48 for each pupil now enrolled in public elementary

and secondary schools 20,853,516 pupils enrolled in 1918. 1.

To meet deficits endowments have been sought and in many instances obtained. So far as these narrow palliatives go, so good. But even though in private institutions the amounts now raised may meet immediate requirements, or the requirements for some years to come, there still remains the problem of public education. Something must be done. That something will have to be an increase in the rate of taxation for school purposes. What the increase is to be will determine the value we actually set upon education. "Taxation will support good schools if the public wants good schools. Possibly adequate taxation will have to be federal for the sake of certain backward communities in the south and in New England, but that is a detail. The first thing is to make it generally known that we have not been doing for American education what we thought we were doing. The next thing is to make up our minds to pay for what we have always said we wanted." 2.

1. Biennial Survey of Ed. 1916 - 1918
Dept. of the Interior, Bur. of Ed. vol. III. p. 13.
2. Editorial - "Cheap Education." Nation vol. 109
Nov. 29, 1919. p. 676.

In order to raise the standards of our schools and to gain more support for them the educated group must elevate the mass to the idea that they can save on their investment. It has been said by one of our leading educators that, "The process of educating the public to the needs of the school system is not unlike the process of education in any other field. The more facts we can present, the more definite and precise we can be with respect to the needs of the school system, the more weight we shall have with our public." 1.

If public opinion can be made right there is little doubt but that the schools will be made right.

It is encouraging to find that the efforts of the public to help the public schools are becoming more and more significant. Many instances of help are not recorded although a great good has come from the efforts of many a public spirited citizen or organization."

"As a horse when he has run, a dog when he tackled the game, a bee when it has made honey, so a good man when he has done a good act does not call out to others to come and see, but goes on to another act as a vine goes on to produce again its grapes in

1. Strayer, G. D. - "Educating the Public to the Financial Needs of the School."
N. E. A. 1918. p. 612.

season." 1.

As the question of aid to our public schools is considered, there is a tendency to think wholly in terms of the financial status of the school, and the different methods that can be universally adopted for the greatest return. This is indeed very important and requires much attention. The fact must not be overlooked that there is an increasing amount of aid coming from many interested individuals and permanent organizations whose sole object it is to help schools and children.

It is the purpose of this chapter to direct the attention of the reader to some notable examples of aid to the public schools which from a small beginning have developed into wonderful assets for the schools. The public stands back waiting for someone to start something, that they may fall in line. More enthusiasm is needed and less wasted energy. There is an abounding amount of help that has never been given, and there are many able people who lack initiative and have never joined any group, where the enthusiastic public spirited individual

1. Brewer, D. J. - "Marcus Aurelius."
Crowned Masterpieces of Literature.
p. 290.

takes the lead.

Aid other than regular maintenance by taxation to our schools at present tends to confine itself along the lines of health, recreation, and training for occupational activities for the school boys and girls. Many contributions have been made in various communities to increase the social advantages of the boys and girls. Citizens are awakening to the fact that the state in the future will be largely dependent upon the children of today. Some citizens, however, have the attitude of "why should we worry" about the future state and its outcome.

Education, public spiritedness, open mindedness, and altruism will eventually convert these chronic pessimists and selfish individuals. It will take time and a great deal of faith for the thinking class of people to instill love into the hearts of those who look upon all charity and giving as a matter of self advertisement, on the part of the individuals or organizations engaged in philanthropic work. In other words, skepticism and selfishness must be shelved and altruism must take their places.

Encouragement can be found however as we see springing up on all sides, associations of parents, educational groups, municipal organizations, womens clubs, chambers of commerce, libraries, doctors, ministers, dentists, school nurses, church societies, social settlement groups and strong groups of organized business men, all ready to lend a hand in increasing opportunities for school children.

Legislation is being put in force as never before to do away with the very origin of crime and crime centers. No service could be rendered to the public schools and aid the pupils "in toto" like the elimination of vice and corruption which is daily brought to their minds by our yellow journals and corrupted movies. Legislation on the part of a right thinking public will prove a valuable aid to our public schools.

Ella Lyman Cabot says, "The school authorities need to cultivate, prune, train, and enjoy the fruits of bounteous private gifts." 1.

1. Cabot, E. L. - "Volunteer Help to the Schools."
p. 105.

Too often school authorities do not invite or cultivate a spirit of aid from their communities. A public that has been encouraged could be of invaluable aid to the schools.

Miss Elsa Denison has given a list of activities begun in social settlements which have since become a part of the school. 1.

Settlement	School
Study rooms	Study recreation rooms
) civic) civic
Clubs) social	Clubs) social
) educational) educational
Entertainments	Social center parties
Kindergartens	Public kindergartens
Athletics	Athletic leagues
Relief	School relief associations
Clinics	Medical and dental inspection
Visiting nurses	School nurses
Music	School orchestras
Gardens	School gardens
Playgrounds	School playgrounds
Home visitors	Visiting teachers
Vacation schools	School vacation schools
Night school	Night school
Open air classes	Open air classes

1. Denison, Elsa. - "Helping School Children." p. 16.

It is interesting to note how the efforts of private individuals and organizations have developed into primary factors, which have helped to build up our ideal school systems.

"That benefactions, the large ones, do not reach public schools is shown by the distribution of the \$267,000,000. given away in 1911. It went, so the newspapers showed, to foreign missions, hospitals, municipal homes and asylums for the poor, the ill, and the aged, homes for gentle women, medical research, parks, boulevards, orchestras, endowments for colleges, charitable institutions, pension funds and Y. M. C. A. buildings. Many of these activities are as much city or state business as schools are. The only giving for schools mentioned was for Ohio Mechanics Institute and \$75,000. to two high schools in which Mrs. Russell Sage was interested. Mr. Carnegie's \$208,000,000. thus far given has not reached schools except indirectly through colleges, and universities and the Carnegie Institute." 1.

Denison, E. - "Helping School Children." p. 6.

More recent investigations have not shown marked increases in benefactions made to the public schools. In fact it is not surprising that benefactors do not include the public schools in their lists since the schools are supposed to be properly maintained by taxation.

The summary of government appropriations for the fiscal year ending June 30, 1920 shows that only 1.01 per cent of all the appropriation was given for educational research, and development including the department of agriculture, geological survey, bureau of mines, bureau of education, Howard University, department of commerce, bureau of labor statistics, womens bureaus, public health, federal board of vocational education, colleges of agriculture and mechanic arts, library of congress, Smithsonian Institute etc. etc; 67.81 per cent covered expenditures arising from recent and previous wars and 25.02 per cent maintained our current war and navy department a total of 92.83 per cent for the upkeep of our war machine; 3.19 per cent was expended for the primary functions of government; 2.97 per cent for public works. 1.

1. Analysis of Government Expenditures
Manual Training vol. 22. pp 114, 115.
October 1920.

It seems that these figures are sufficient to indicate that the federal government which should be most vitally interested in the education of the individuals of which it is comprised, has left the individual to work out his own salvation. It is not surprising either that individual benefactions have had little to do with public schools, when little or no attention is paid to the public schools in the way of federal aid.

The millennium would certainly be here when the above figures are reversed and 92.83 per cent of government appropriations could be spent for educational purposes with the public elementary and secondary schools receiving a big share of it.

Child lovers have formed the greatest source of aid other than regular taxation to the public schools. These have realized the needs only as individuals or small groups of individuals, but their constant efforts have developed, and have been enlarged upon, until now there is a universal cooperative spirit present.

"Medical inspection, school nursing, and dentistry have come into the schools to stay, and they

have come largely through private initiative. In most cases work has not long remained private. Realizing that health goes with success in education, the school boards themselves have responded quickly and generously to the need for medical inspection, school nurses, open air rooms, and instruction in hygiene. Yet still a large supplementary field is open for private helpfulness." 1.

There is much follow up work to be done. It is not sufficient in many cases to have children in our smaller schools inspected, and reports of ailments sent to parents and recorded. Medical attention is often delayed and put off by the parents of the children; often because the parent does not realize the need, and often because of a lack of funds. Compulsory laws here are as justifiable as are compulsory education laws, and are necessary for like reasons. If parents lack resources there should be an organized medical clinic which could take care of such cases free of charge, and every school budget should make provision for the upkeep of such a clinic. "Every child who had his adenoids removed, his teeth fixed, or eye strain

1. Cabot, E. L. - "Volunteer Help To The School."
p. 15.

lessened by glasses, did proportionately better work, saved the teacher extra care, and saved the state money wasted on 'repeaters'." 1. This statement justifies expenditure on medical attention which in the long run will prove to be a very profitable expenditure to the state.

"The American Medical Association has a Public Health Education Committee, which works directly through clubs, settlements, and other organizations. Its program on general health topics includes the need for medical inspection in schools. In Colorado Springs, for instance, lectures were given before the school, before parents' meetings, in school buildings, at high schools, and to dental and medical societies." 2. This work is being somewhat generally carried on over the country at the present time.

"The chief reason that national and large local groups of physicians interested in school health have not been more effective, is that they have not yet appreciated the value of lay cooperation." 3.

1. Denison, E. - "Helping School Children." p. 211

2. Ibid - p. 423.

3. Ibid - p. 245.

Together with a growing tendency to make the pupils in our schools healthy; there is a greater demand upon the schools to provide suitable environmental conditions. "As in the case of efforts to improve health, the recreation movement has been in many instances initiated by private associations, though often swiftly adopted by the public school itself. Best of all, private and public efforts have grown strong side by side, and teachers and parent meet in the National Playground Association." 1. "In the United States all good things tend to join hands and become national movements. We have the American School Hygiene Association, the Playground And Recreation Association of America, the National Society For The Promotion Of Industrial Education. Gardening associations are becoming national in character. Three of these, The National Plant, Flower And Fruit Guild, the International School Farm League, and the Gardening Association of America, stand ready to help school work." 2.

In Rochester, New York, the Central Trades and Labor Council, the Children's Playground League,

1. Cabot, E. L. - "Volunteer Help To The School."
p. 23.

2. Ibid - p. 27.

the College Women's Club, the Daughters of the American Revolution, the Humane Society, the Labor Lyceum, the Local Council of Women, the Officers' Association of Mothers' Clubs, the Political Quality Club, the Social Settlement Association, the Women's Educational and Industrial Union set the excellent precedent of uniting as a school extension committee. These organizations joined in working out the director's aim to develop for the use of public school buildings, neighborliness, community interest, and a true democracy. 1.

Vacation schools under private direction, but supported by the boards of education of many city schools are coming to the front. As a general thing they have proven successful where they were under the direction of competent persons. The President of the Pittsburg Playground Association wrote concerning the vacation schools in Pittsburg, "The gang has been tamed." 2. It is indeed encouraging to find that New York, Chicago, Cleveland, Milwaukee, and St. Paul have come to the front in this work, and that the

1. Cabot, E. L. - "Volunteer Help To The School."
pp. 29, 30.

2. Ibid - p. 35.

school boards in these places have made the vacation schools a regular part of the school work.

The playground movement however, has taken hold of the public to a far greater extent than the vacation school. "To the women's organizations throughout the country more than to any other one agency the children owe the extensive use of school yards for play purposes." 1.

"In Auburn, New York, the various parent-teacher associations carried on playgrounds, collected money, engaged leaders, secured yards, and supplied apparatus. In Madison, New Jersey, two associations, the Civic Association and the Thursday Morning Club, carried on the work with some financial help from the city council. It is an effective bit of cooperation when, as in Buffalo, members of the playground force take part in organizing games at recess in schoolyards." 2. These few instances are just a beginning, many other such cases could be mentioned.

1. Cabot, E. L. - "Volunteer Help To The School."
p. 41.

2. Ibid - p. 41.

A notable example of public interest can be found in the city of Boston alone. An extensive study has been made of different organizations cooperating with the public schools. There were in 1913 according to this one investigation about 130 separate organizations cooperating with the schools in some form or another. The Park and Recreation Department was organized with the purpose of furnishing recreation and enjoyment for the people of the city, and to promote the health of the youth and children through outdoor games. 1.

The Boston's Children's Aid Society was organized with the distinct purpose of inquiring into the needs of dependent, defective and delinquent children living in and about Boston. Children who were not adjusted to their school program on account of bad conditions in the home or on account of their social environment, could be referred to the society for attention and possible care. 2.

The Boston Home And School Association worked with child life in Boston by fostering cooperation

1. "Organizations Cooperating In The Public Schools."
City of Boston Printing Department. 1913. p. 5.
2. Ibid - p. 4.

between home and school, and provided an opportunity for study of child development; intellectual, physical and moral. 1.

These few societies which have been mentioned are representative of a large group of similar societies and organizations which are active in a great many cities of our country.

A community survey made in Los Angeles reveals much interesting data on settlement work and other social work which contributes to betterment, and raises the general status of the children to higher standards. While this work does not all emanate from the public schools yet it contributes toward helping the schools take care of a large population suffering under conditions of maladjustment.

These are indeed potent factors which contribute toward raising the standard and morale of the public school. Contented and happy homes especially among the foreign element make for a cosmopolitan school where Americanization can indeed

1. "Organizations Cooperating In The Public Schools"
City of Boston Printing Department, 1913. p. 7.

be not only an ideal to be aimed at, but a fact to be attained.

From the excerpts of some of the settlement work, it is gratifying to read of the work being done by the different organizations in Los Angeles.

The Ida Straus Day Nursery and Settlement; working among the Jewish people have a circulating library and reading room. Piano lessons are given free and the piano in the house may be used for practicing. Health department conferences for babies are held weekly.

The Los Angeles Settlement House is a social institution, maintained for the purpose of Americanizing the alien.

The International Institute deals with nine nationalities. There are 17 girls' clubs, 192 enrolled and 372 attendancies during one month. They sew, do Red Cross and Patriotic League work, gardening, etc.

Neighborhood Settlement House claims to reach between 600 and 700 families.

Brounson House works among nine nationalities; 90 per cent of them are Mexicans. Self helpfulness is exalted. 1.

These examples are typical of work that is being carried on all over the country, especially with the foreign element. It certainly has lifted a big burden which otherwise would fall upon our public schools in their work of Americanizing, and building a higher type of youthful citizenship.

Librarians can be of inestimable service to the public schools. Their suggestions carry much weight with boys and girls, in the choice of books which they read.

The home and school visitor has proven her worth many times in talks with parents, bringing them closer to their children in their play and school activities.

The outlook is on the whole encouraging. People are quite inclined to make sweeping statements regarding our age as one of commercialism and jazz.

1. "A Community Survey of Los Angeles."
Commission of Immigration and Housing of California.
pp. 26, 27.

It would however be suicidal for educators and the public in general to lose sight of an eternal desire that has been burned in the hearts of good men and women, to sustain and build up stronger and more enduring ties of home and family life. It is more noticeable in America at the present time of social upheaval, that an appeal is being made to educators, and a desire is being expressed along all lines to aid the public schools, in order that they may better meet the demands that are placed upon them.

CHAPTER IV.

THE SCHOOL AND THE COMMUNITY.

Thus far the school has been considered as a distinctive type of organization. Its purpose has already been discussed, along with many contributing agencies, which are working hand in hand with the school in order to carry out a plan, whereby all society will be benefited.

It is now time to justify the existence of the school, and answer the question which is often asked, "Is it worth the effort and the cost?" The answer of course depends upon its value to society. The only possible measure of its value can be determined by making a study of its effects upon community life through its student output. The pupils then must after all justify the cost. They are the interest on the investment.

Moral training and character building are being emphasized more and more as first essentials of learning. The pupils actions are an important moral agency affecting the public school.

It will be necessary to go farther into child activity to weigh his actions, than the school is able to reveal in its records.

Dallas Lore Sharp in a recent writing said, "If education for democracy is understanding based on common training and personal acquaintance in the school, then education for individuality a thing as elemental and personal as life itself cannot possibly be the product of any school, but must begin where individuality begins, in the cradle, finding its first and freest development in the home, the only institution of civilization, devoted to the oneness of life as against life's manyness." 1.

"The school can develop what I have in common with others; what I am in myself will often be repressed, discouraged, defeated by school, unless I am more powerful than the machine or find freedom or help from without. The most natural and powerful of these individualizing forces should be the home." 2.

Granting that these statements are true, individuality can be educated but concerns the school,

1. Sharp, D. L. - "Atlantic Monthly." vol. 125.
June 1920. p. 755.

2. Ibid - p. 755.

only in that the community is composed of individuals possessing well trained individualities. If the home is the greatest individualizing force it certainly behooves the school to take the home into its consideration to a far greater extent than it does at the present time. In fact a school is largely dependent upon the individualizing forces that go on outside of itself. Yet the school which fulfills its mission as previously considered in this thesis must contribute toward the uplift of the community, and the individual character of the students. It is indeed a question whether or not the school has become a specialized educational agency to which the community looks for training and instruction in better character education, a training that heretofore was given in the home, church and other sources which contributed to life itself. This thought is well expressed by R. W. Himelick in this statement, "The school is the universal home." 1.

There is a prevailing belief that in a democracy where there should be a scientific spirit developed, even in the minds of children there should be

1. Himelick, R. W. - "Current Tendencies and Problems In Education." N. E. A. vol. 58 1920. p. 424.

no restraints placed upon freedom, independence and free judgment. There is a period in every child's life when the school is not its home. Parents can well listen to the saying of Roger Ascham in this respect. "Learning, therefore, ye wise fathers and good bringing up, and not blind and dangerous experience, is the next and readiest way that must lead your children first to wisdom and then to worthiness, if ever ye suppose they shall come there." 1.

Learning and bringing up are indeed essentials left to the fathers as over against blind and dangerous experience. Frances M. Morehouse makes the statement, "Perhaps the most appalling condition facing American teachers in these days is the lack of home training shown everywhere." 2. Time is being consumed in the schools in correcting blunders and mistakes of the ignorant parents. Home training will be good or bad just as long as there is no better provision made for education in home making.

"The problem of education is the socialization of the individual through the propulsive action of

1. Brewer, D. J. - Crowned Masterpieces of Literature.
"The Schoolmaster." Roger Ascham
vol. 1. p. 265.
2. Morehouse, F. M. - "The Discipline of the School."
p. 17.

society operating through all its institutions, but more formally through its schools; and that this purposive action while making all due allowance for individual tastes and aptitudes, cannot permit mere childish instincts to have the last word in its own education. It would appear that experience has some function in education as in other matters, and that some wisdom has been accumulated through the ages to which it would be well for the inexperienced to give heed." 1.

There must be more serious consideration and provision made in our communities for definite guidance; especially along the lines of character building. The school certainly must not be wholly responsible for individuals who pass in and out of its doors.

The community expects more of the school each year, and exacts that the personnel of the teachers be more inspiring. Communities demand personality, moral and refined types in their teaching force.

"The old school vices - bullying, obscenity, destructive mischief, lying, cheating, brutality of teachers,

1. Flannery, M. J. - "The Socialization of the Individual." Education. vol. 38
November 1918, p. 138.

servility of pupils have been waning for many years."1.

It is certainly gratifying that generally this is without doubt the case. The community certainly is awakening to its need, and is making greater demands upon the teaching force. The community must now do its share in building up society in general, which will measure up to their ideals of a school society.

Angelo Patri in an article entitled "The New School" has wonderfully coupled the community and the school. He says, "The children, the teachers, and the parents of the New School go together. America began in the schoolhouse, It was there we held the spelling bee, the choir practice, the donation party for the minister, and all important town meetings. The people must come back to the school if the school is to live. It is for us to find the gifted folk of our community and draw them to us. Interest them in the life of the school. We must push the school out into the community and draw the community back to the school. The school will keep alive as long as it keeps in touch with its people. The life of the people is constantly changing, The life of the New

1. Snedden, David. • "Sociological Determination of Objectives In Education ." p. 175,

School will change from time to time to keep step. Its science, its art, its literature, its work and its play, its discipline will grow out of the life of its community." 1.

The community indeed must be the big socializing agent, which advances the causes that the school represents.

Character education must be given to the student through intellectual apprehension of the structure and functions of the community social life. Social sciences must be a part of each student's program of study in the near future. David Snedden believes that our schools are now reasonably effective agencies of character formation so far as that character is essential to the social requirements of the school group life itself. He says however, "Sometimes the virtues produced in the social environment of the school carry over into later life and sometimes they do not." 2. In view of the fact that pupils often times under social pressure do what is least expected of them, it must be admitted that character education does not entirely carry over into life. This must not

1. Patri, Angelo. - "The New School" N. E. A. vol. 58
p. 430 - 1920

2. Snedden, David. - "Sociological Determination of
Objectives in Education." p. 272

in the least discourage procedures along the line of character education, or neither do many other activities of student life carry over into social life. There are certainly big possibilities along this line, and what has been already done cannot be counted as total failure.

"Character is essentially a matter of action, the habitual performance of certain kinds of deeds rather than others; and the only genuine way of learning how to do these deeds is to do them." 1.

"The better schooling of our times has seized upon the fact, not only that this practice must come first in the order of learning but that the pupils take to activity so much more readily than they do to the relatively passive business of listening or reading." 2.

"One of the richest veins in all education has been tapped in recent years by turning these energies to account." 3.

"Human nature craves expression in education as in everything else. It loathes dogmatism and dry

1. Neuman, Henry. - "Moral Values in Secondary Education." Bull. 1917. No. 51. p.10

2. Ibid - p. 10

3. Ibid - p. 11

didacticism. It does not value that which is not in some way the result of its own activities, and which is not verified by its own experience. In youth it is the personal discovery that is interesting. The present moment is so vital that everything else seems to be of little use. It is not the period of life when antiquarianism is attractive. The real teacher knows this and seeks to relate every fact and thought to the present, and to give history and philosophy a contemporary interest. Emerson in his line on "Culture" speaks of the man of culture as one who can "into the future fuse the past and the world's flowing fates in his own mold recast."

It is the privilege of the teacher to meet the mind of the youth at the moment when it becomes conscious of the world's flowing fates. The past is not dead. Its history and its literature are making us what we are. The circumstances change, the molding power remains. Today we need the interpreter of history. The world has passed through tremendous experiences. But what do they mean? The need is for the thinker. The lessons of experience can not be learned by rote. They must be revealed

to eager minds that are continuously questioning the past, in order to find some light for the future." 1.

It follows, therefore, that if a school is to help its pupils to live later the kind of lives which membership in the American democracy requires, provision must be made for them to live such lives in school years. Those ideals of a nobler human order which they have actually attempted to put into practice themselves, will mean most to them. As Dr. Felix Adler once put it; "With progress toward moral personality as the aim, the life of the school should anticipate the organization of all society along ethical lines by creating in the minds of the pupils the picture of such a society. From that life they are to catch the ideal which it is intended to symbolize." 2

It is certainly unquestionable aside from regular moral instruction that the school, in the subjects taught, teaching methods, school spirit as exemplified in the class room and everywhere by the pupils in school and out, can be of great value in widening and deepening the pupils' understanding of right

1. Crothers, S. M. - "School And Society."
vol. 10. Dec. 20, 1919. p. 740.
2. Newman, Henry - "Moral Values In Secondary Education." p. 11.

living, habit formation and a higher degree of refinement.

There must be an intelligent sharing by the pupils themselves in the responsibilities of their own school community. They must be made to feel that they compose a citizenry and the school is the special field for their activities. Student participation in the school certainly will be preparation for civic duties in after life. The pupil should learn early in life that each is not working for himself, but that all are working for worthy social ends through voluntary cooperation. Living through experiences is not enough. Finer codes of ethics should be established in the pupils' minds. A conscious understanding should be developed which must include a finer sense of social and ethical responsibilities. If character becomes fixed before an ethical standard has been well formed, it very likely would be incapable of accepting higher standards. The lower tone of the community ethical standard should not in the least affect the efforts of the school community to raise the general level. New ideals can be set up unconsciously in each day's work. Community life will soon

reap the benefit in a higher conception of right and wrong.

Many students are early discouraged, especially in the old school systems. It is to be hoped that soon the statement made by R. L. Finney can be challenged in every community from one end of the country to the other. He says, "We run a magnet over our school, and if iron adheres to it; well and good; the residue we discard. In this way we waste silver, gold, diamonds and who knows what rare and untried metals? Society must learn to assay its human ore more systematically."¹ Society should certainly do more than assay the ore; it should also prepare better concentrators and refineries. The chief trouble seems to be that there are only a few educators who seem to assume to be able to assay the ore; and a great deal of time is consumed in trying to put the urge in society.

"The first essential to making the environment over for the better is a genuine appreciation of what still deserves to be honored."²

1. Finney, R. L. - Educational Review - vol. 58.
"Education As A Factor In Social Progress" June 1919. p. 48.
2. Neuman, Henry. - "Moral Values In Secondary Education." p. 21.

Educators cannot be knockers, for certainly society would soon lose faith in what already has been done. The school can only be of worth when the community which stands behind it, believes in it and is ready to improve its discrepancies. Educators too often seem not to take into consideration the laymen. It is easy to lay all fault upon society for a weak school and loose community, but it is time that educators ceased so much bookish clamor, and stepped to the front as leaders and organizers to help form a society which is able to assay its human ore, and provide a place for each individual to fill.

"The public is the loom in which this nation's destiny must be woven. The woof and warp of that wondrous fabric must be character. Only then may a righteous public conscience be developed and perpetuated. The worth and strength of a state depends far less on the forms of its institutions than upon the character of its people. Civilization itself is only a matter of personal improvement. Not until character is the true and steady aim of the public school teachers, will this nation become righteous. Here one former is worth a thousand reformers." 1.

1. Cassidy, M. A. - "Golden Deeds In Character Education."
N. E. A. vol. 58. 1920 - p. 525.

School teachers however should not be held wholly responsible for the morals of the community, state or nation. Speakers and writers are inclined to lay all the blame at the door of the schoolhouse, or to brand teachers as lacking in patriotism. It is doubtful whether the blame is properly place, when the teachers who are engaged in raising the standards and have prepared themselves to teach patriotism, bear the brunt of the attack. Probably we could not look for a better group of people who are living in accordance with our ideas of patriotism than to those who comprise the teaching profession.

"Patriotism" says H. M. Harris, "is love of country, an attitude of mind and heart involving a feeling of unselfish devotion and an intellectual conception of what the word country stands for; then of course the will to turn this feeling into action."¹ Nowhere is there more unselfish devotion given to humanity than is given by teachers in general.

The school without doubt must assume more and more of the responsibility of the ethical attitudes of the individuals of the state and nation. The community must see to it that every boy and girl has a

1. Harris, H. M. - "Patriotism And Group Consciousness." Education. vol. I. Dec. 1918. p 204.

chance to develop their own unique best.

Dr. E. A. Steiner has urged a respect for diversity, and our schools must emphasize this fact, if American patriotism is purified of its base elements. "Respect for others on the ground of their very difference from ourselves is quite as essential as the recognition of broad underlying similarities."¹ Where is this respect cultivated to a greater extent than in the school room and on the playground of the school?

The community helps oftentimes to undo that spirit of democracy, as exemplified in open-minded cooperation which takes place in the school. The child at school is learning always to reserve its judgment until all the necessary facts are at hand. There is no doubt, but that many children of secondary school age are far more capable of casting the ballot wisely than many who now have that privilege, based on age qualifications alone.

The school is justified if it affords an opportunity for the individuals of the community to get in right relationships with each other, and tends to raise the standards of right living. The leading

1. Neuman, Henry. - "Moral Values In Secondary Education" p. 26.

mission of the school has become the promotion of worthy living, and to assist in purifying and elevating all standards which are conducive to that end.

"As an exterminator of the class microbe, the public school has no equal. Or, to change the figure, the public school is the womb of general democracy; the fruitful soil which brings forth bountiful crops of true brotherhood and enduring fraternity. It is not a leveler, but a builder-up of all parties concerned. It cuts out the cancers of conceit that tend to destroy the vitality and virility of wealth and aristocracy; and it burns away the plague-spots of prejudice and hatred that are so deeply rooted in the body of the rank and file. It plants healthy love and wholesome respect for all in the hearts of all the children of all the people, and as a social force, for the establishment of a civilization based on the eternal principles of truth and justice, the world has never seen its equal." 1.

1. Smith, W. H. - "All The Children Of All The People." p. 318,

CHAPTER V.

CONCLUSION.

It has been the purpose of the preceding chapters to promote and justify interest in the public schools ;and to encourage public and private endeavors, by showing some of the agencies, which have been instrumental in helping to build up the public school systems of our country.

The justification of the school has been found largely in the service it renders all the individuals of the community in which it is located, and incidentally the whole nation..

The school like many other institutions is standing upon the threshold of new methods and scientific discoveries. It is ever in the process of evolving new ideas and ideals. There is no hope for a school that lives apart from its environment. If the environment is poor the school must soon change it, and bring it up to the school community. The school needs the community and must know the community needs and meet them, or else it is not fulfilling its mission.

The ultimate end of the school as it contributes to education is neither wholly for the individual or society, but for fuller realization of the individual in society. It purposes to assist in creating a social type which when it becomes homogeneous will stand for service, rather than exploitation. The school is a potent factor in society which contributes to this end. The school is self-centered only to the degree that its mission is unique. Yet it must not be denied that the school can accomplish its purpose only as long as outside social agencies cooperate, and lend assistance in the common cause of elevating all of humanity to a fuller realization of its needs.

Homes are being brought in more intimate relationship with the school by assuming more of the responsibility of maintaining the very best schools for their children. Because people question expenditures does not necessarily indicate a shifting of ideals or that they want to spend less, but it is a good indication that they want more for their money. The needs of the public schools are being more and more realized. The public is becoming more and more enlightened as they are made to realize the significance of education.

There is being displayed on all sides a willingness to contribute to the school. Guidance in giving is necessary, and motives for giving should be furnished by those who know the need. Certainly a large field is being opened up for true philanthropic work. Private agencies have been very active in opening the field. It remains for the public to become aware of the need, and to realize the importance of cooperation. It is to be hoped that the public will soon be satisfied with nothing less than the best, and that the highest ideals of the leading educators will be realized.

If conduct is to be other than conventional morality, or slavish obedience to whatever happens to be the prevailing code, surely there must be careful thinking upon underlying principles. These principles must become a very part of the school and community; they are the unteachable things of life; but are inborn in our permanent institutions.

A constructive and positive policy should be adopted by all schools and the public should be informed as to the policy. Of course there will be changes occurring in the policy as time moves on,

but a definite aim would soon unite all individuals and groups of individuals both in the state and nation toward the one common end of giving every individual a chance to participate in this epoch making age.

The investigation as followed out in this thesis discloses the fact that the people of this country believe in the public schools. Though aid has been directed largely along other lines of philanthropy, rather than to the public schools directly, yet all of these contributions of public giving and public spiritedness have been uplifting influences to the school, and society in general.

The chief reason that public schools have not come in for their full share of appreciation and deserts is because the homes have not understood clearly and appreciatively the what and the why of its teaching. Schools have been the poorest advertised utilities in the world. The story of the schools does not get across simply because it does not have hooks in it. If publicity made a millionaire out chewing gum, what a prestige might be built for education if we could but show the people that "the

flavor lasts".

It takes no flight of the imagination to convey the fact that school buildings are being erected all over the country, adequate and squarely abreast of the time. There is need however of more than a stately pile of brick with gargoyles on the eaves and fussy gew-gaws in the laboratories; these do not make a school, not if we believe the story of Mark Hopkins and the log.

A school is a habit, a striving, a way of thinking, an ideal to be accomplished. It is a mirror reflecting what is best in current thought and aspirations. It is prophecy, a hope, a forward look. The greatest creative force in the world is the school. Education in our public schools is an expression of the combined thought of its teaching body functioning in the lives of the boys and girls.

It is time that educators and those promoting education and the schools cease sitting down and waiting for business to come their way. They must go out after it, by stimulating a demand. Attractive goods must be offered and a need for them obvious in the eyes of the public.

School talk must become home talk. When this is true then there will be little need to worry about how the school and community can meet on common ground, and work out their problems together.

There are no dull seasons in the school which has a story and keeps it before the public. Publicity grasps the hand of halting doubt and leads it to the goal of staunch conviction, it weaves the golden threads of hope in priceless fabrics of realization, it speaks in a voice of a thousand tongues, walks, runs, and cannot rest, it shapes opinion, molds conviction, spurs to action, clarifies, educates, and teaches. We need publicity in our schools to take the talk of the classroom and make it current in every home.

The community must come to the school and analyze its purpose. The public in general must be made to see that it is worth the cost. They must find it an incubator of think hatching, think encouraging and think direction. They must learn that the three R's are not the only commodities which are being sold over the educational counters. They must believe in the school and not believe that the school is composed of good intentions alone. The public must

believe that teaching is the most exacting in its demands, far reaching in its influence, most satisfying in its return - the biggest job in the world. When this becomes the case there will indeed be a new chapter written on social agencies affecting our public schools. It will not be a matter alone of a few public spirited citizens and organizations, even though these have contributed much, but one common agent, the public itself, working out its own salvation. Until we get this common interest the pupils' menu will continue to be as it now is in many communities; warmed over stuff, poor teaching, lack of motives, uninteresting lessons and hash. Can you blame the pupil for his lack of interest? Can the school gain publicity with such a menu? The school and community must join hands, and provide a menu which will advertise itself.

The school needs more aid from the public especially a greater public interest. An awakened public interest coupled with a willingness for service would supply the urge that is needed.

There must be an end of playing up the shortcomings and draw backs of the schools and teaching. The golden note of its worth and value should be

played, The tune should indicate full steam ahead with no stops, when the best people in the world are behind the movement.

"We cannot have unity of upbringing among our people as a basis for unity of diagnosis. We cannot produce sameness of minds. We cannot abolish the difficulty and complexity of life. What we can do, is to treat which a conclusion names as a hypothesis, and watch the effects upon society of applying remedies to it." 1.

It is hoped that all agencies affecting the public school will eventually comprise all of society as a whole. There ought to be a unity of society with a social mind. This social group as all other groups which are brought together in a great variety of relationships would work out something new. Certain properties and actions can be attributed to the group, which would be useless to expect of any of the individual members in it. It is not to be supposed however, that the mind of the group must strike a happy medium; but on the other hand its highest aspirations should comply with the higher types of individual minds which compose the group. Unity of

1. Bovington, J. - "Ignorance And Experiment In Education."
Education - vol. 39. Jan. 1919. p 264

society in this sense even though it has a social mind does not imply unity of mind, only to the extent that all are striving to reach an ideal. This society is not unlike that which composes the true christian faith, with Christ as the exalted mind. The group mind aspires to live as did Christ, and to follow the teachings of the Greatest Teacher the world has ever known. Finally then there could be no greater ideal, than that all society should cultivate a social mind which aspires to exalt the school, ever working to attain the highest hopes of the keenest minds in this vast organization which promotes the betterment of mankind.

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