

a third grade, some of it of fourth grade difficulty. A complete account of this campaign will appear in a later issue of the TEACHER.

Just at present our junior high school is in the midst of a punctuation campaign. The Briggs Form Test⁶, Alpha, was given in December. The results were tabulated for the children so that each child saw what his errors were and the frequency for each error. That is, he not only knew that the "comma before but" was his trouble, but he knew how many times he missed it. The children co-operated in drawing up plans for improvement, and standards for accuracy for each class. Then the drill work was centered upon the weak spots. After the retest an account of this campaign will appear in the TEACHER.

For some years the philosophers have been telling us that education was an active process; that the child could best educate himself. Not since the days when Plato stressed this doctrine has there been more urgent need of it than now. Our children are not disposed to lend themselves to the old text book teaching, nor should they be. But once they are interested, once they are fully aroused, there is practically no limit to the labor they are capable of. This campaign in one subject between tests enlists the active co-operation of the class; they get concerned about the errors in spelling or the initial capitals, or whatever it is. And when this concern is shifted from the teacher to the class—well, something surely is due to happen!

KATHERINE M. ANTHONY

"SOCIAL SERVANT"—ONE ENGAGED IN
SOCIAL SERVICE

I believe that every teacher should recognize the dignity of his calling; that he is a social servant set apart for the maintenance of proper social order and the securing of right social growth.—John Dewey.

⁶These tests may be had from the Bureau of Publications, Teachers College, Columbia University, N. Y. Price per hundred, 90 cents.

V

QUOTATION

FERMENT IN THE COLLEGES

According to the prevailing scheme in our institutions of higher learning the officially recognized interests of the students fall into two categories. The first of these consists of the "student activities," frequently designated in the college press simply as "activities." Athletics, class politics, debating and musical clubs, the conduct of the honor system, are typical "activities." The other category of interests has never, to our knowledge, been officially christened, but we suggest as most appropriate the name of "student passivities," or "passivities," for short. This category includes everything that has to do with the curriculum. How many years a student must spend in college, what courses shall be "required," and what they shall contain, how far election of courses shall be free and how far controlled by an advisor—all such concerns have by general consent been left to the governance of the Faculty. And the Faculty likes the arrangement. The Faculty stands in the position of a producer of utilities; the students are the consumers. And what do producers consider more fitting than that the consumer should leave to their discretion all questions of quantity, quality, and price?

Recently, however, there has appeared to be something like a ferment working in the colleges. At first only sporadic voices were heard challenging the eternal fitness of the division of interests between activities and passivities. The challengers were usually avoided, as cranks, by the majority of well disciplined students. These students did not believe that you could change student nature. They believed that it was of the nature of the student to present himself as raw material at the college gates, to be milled and sifted and done up in a neat parchment package according to the technical rules laid down by wise men long since dead and administered by other wise men not dead yet. But the number of challengers has grown persistently. The New York University News has compiled an "Intercollegiate Platform," a sort of students' constitution, from "planks" com-

posed by college editors in representative institutions. And while most of these planks pertain to the traditional "activities," four editors, representing Princeton, Yale, Boston and Amherst, turn their attention upon the curriculum. The Princeton representative asks for increased emphasis upon the humanities. The Yale representative would "preserve the college from the cultural blight which inevitably follows the growth of economics and similar studies." The representative of Boston asks for "curriculums more closely adapted to the practical needs of life"; the Amherst representative yearns for "a conscious effort to face the social, political and economic problems of reconstruction which our generation must solve."

These are stirrings, or perhaps better, growing pains. For a mature performance we turn to Barnard College, where, under the opaque shadow of Columbia University, a really spirited student life is taking shape. A student curricular committee, created by the Student Council with the consent of the undergraduate body, has reviewed thoroughly the present curriculum and has presented to the Faculty a report which has, we believe, been laid on the table. But that is, we hope, not the end of the matter, as the report is too live to lie forever gathering dust.

What the curricula committee desires is a complete break with the traditional courses that make the Freshman and Sophomore years practically a continuation of the high school, and the substitution of broader studies that may serve to orient the student in the world of adult thought. The Freshman year, as the committee would reorganize it, would offer a solid course on the history of mankind "designed to bring out the chief aspects of man's relation to his environment by tracing present conditions and tendencies to historic processes"; it would offer a course giving an introduction to human biology and psychology; a course on general mathematical analysis; a course on English literature, "presenting literature as an aspect of life"; and a course on the technique of expression, in which the students, meeting the instructor in small groups, would develop technique in writing.

We have not the space to reproduce the detailed specifications offered for the Fresh-

man courses, nor to follow the curricula committee through the succeeding years of college. But we submit that even the bare titles of the Freshman courses are sufficient to show the boldness of the curricular committee's conception. It is bold, but there is no recklessness in it. A Freshman year thus occupied ought to prepare a student, as the conventional Freshman year does not, to utilize the resources of the college in the later years of his course.

The college curriculum was not made in a day, nor will it be revolutionized in a day. In every forward movement the majority of the Faculty will hold back, and that is well. The college, with all its defects, is a good thing in itself, and it is proper that the burden of proof should be upon the advocate of change. It is proper, too, that the advocates of change who receive the most respectful hearing should be those who emerge in the student body. The members of the Faculty have vested interests in changelessness or in change, in harmony or in discord. The only vested interest of the student is in life, and in rational preparation for life. The students are weaker than their instructors in point of technical knowledge, but their interests lie nearer the heart of the institution. And in ordinary life pertinence of interests goes far toward making amends for lack of experience. That holds of college life as well—*The New Republic*.

VI

THE BOOK OF THE MONTH

INTELLIGENCE TESTS AND THEIR USES

One can hardly estimate the contribution of the National Society for the Study of Education to our educational procedure. So timely are its year books that a list of their titles might well be used as a skeleton outline for a history of Education in the United States during the past two decades. Once again the Society has scored: the 1922 *Yearbook*¹, "Intelligence Tests and Their Use", comes in response to the dominant need of the hour. For much misunder-