

based on his natural environment. He believed that the whole aim of primary education is to fix the child's attention, to sharpen and exercise his judgment, and to lift his ideas to higher ones. By beginning with Nature-study he thought these ideals might be accomplished.

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### IS YOUR SON OR DAUGHTER GOING TO COLLEGE?

**A**LL young America is headed for college! Rich or poor, fit or unfit, from the cities and the farms, all the youth of the country is marching along the road that leads to the university. By public highways and private byways, they are pressing on, their eyes on the light of learning ahead. Each one, his eager parents urging him forward, sees in this higher education the sure symbol of success and happiness.

If only it were as easy as that! If only one might arrive at the land of heart's desire by following so plain a path!

But life is not like that. However much we may prate of all men being born equal, we know that it is not true nor will it be so long as each of us is the sum total of the dominant traits of each of a varied stream of ancestors stretching in ever-increasing number back to infinity. Until God or science, or God directing science, or whatever we choose to believe, has devised means by which we may all start life with an equal natural equipment, human beings cannot all attain the heights by the same route. To some it is given to work out their life's happiness with their brains, to others with their brawn; to some to reach the goal through the things of the mind, to others through their hands or human contacts. To some, college will be the biggest factor in their success; to others it will be no less than a real tragedy.

The colleges have much to give. There is also much that they cannot give. To simpli-

fy the discussion of what the colleges have, and have not, to offer the student, it is necessary to divide them into two general classes, those which specialize in preparing students for their life work, and those which place the emphasis on the cultural side, giving a foundation and a background rather than a definite training for life. This leaves out of the picture, for the moment, the large number of colleges which are doing both things.

The strictly vocational colleges can take boys and girls who know what profession they want to follow and train them for that profession. They can prepare a man to be a farmer or an engineer, or a girl to be a librarian or a secretary or a dietician.

The great advantage that a vocational college has over the strictly cultural college is that its students come to it with a definite objective. If a normally intelligent boy wants to become an engineer and goes to a good engineering college, he will leave it an engineer; if he wishes to become a pharmacist, he can go to a college which will make him one. Whether he be a good or a bad or an indifferent engineer or pharmacist depends entirely on himself.

The chief thing that the cultural college can give is not an end but a means to an end; it does not turn out a finished product, but a product capable of finishing itself. It can lay the foundation, and give the tools with which to build the structure of life upon it. It should give him a new appreciation of beauty and of the intellectual and spiritual side of life, the things that we commonly call "culture." But there is much that the college cannot accomplish.

It can give a student facts, but they are useless unless at the same time he has learned to go to the sources and to seek out his own facts; it can give him a good foundation of general knowledge, but this is useless unless she has learned at the same time not to accept knowledge unquestioningly, unless he has learned to do his own thinking, unless he has learned a sense of value.

Those who are going to college should be sure that they are properly equipped for it physically, emotionally, and mentally. If a student has not the physical stamina or the emotional stability to stand up under the strain of the life and work of a college, he should find some other place or occupation within his limitations. Or if he has not the type of mentality that will enable him to keep up with the work without constant struggle and misery, he should not go. Four years of going to lectures that go in one ear and out the other because there is nothing to stop them, contributes nothing to a person's happiness or equipment. No matter how much one may want to go to college because of the social life or the athletics or other similar secondary reasons, he must remember that a certain amount of academic work is necessary. If he does not intend, in the words of many students, "to let his academic work interfere with his college course," he had better stay at home.

The records of the secondary schools, the opinion of teachers, mental tests, all help to indicate those who should not go to college, even if they or their families lack the wisdom to see it. The problem is less to ascertain who they are than to educate their parents and their own ambition not to force them into a life for which they are unsuited, because of some fetish that a college degree is necessary to success, the lack of it a social stigma.

While there are not, nor can be any hard and fast rules about the age at which a student should enter college, he is likely to get more out of it if he is not too young. It is so easy, and so advantageous physically and mentally, to put in an extra year in travel or outdoor life or even in the business world, that it is better for the young student to do so, if the economic factor does not press him on. Physical and spiritual and social maturity are just as important for complete oneness with the group as intellectual maturity, and that sense of unity, as well as the sense of values that increases with years,

are essential to a full appreciation of the opportunities of college.

A prominent alumnus of one of our finest colleges says that he has obtained his education since he left college; that he did not realize until his senior year that he had taken all the wrong courses, had not known what he wanted to get out of college or what there was to get; that when he left he had just reached the mental state where he should have been when he entered.

The colleges realize this situation and many of them are doing much to better it. Some of them now have freshmen courses which train the student in thinking and adjust him to the serious purposes of the university as distinguished from those of the high school; they give him a bird's-eye view over all the fields of learning; they give him glimpses of branches of knowledge that he might otherwise never know existed until too late to take advantage of them. Thus he has a general familiarity with them whether he pursue them further or not.

The difficulty is that most students lacking this help, and many of them even with it, do not know what they want to do. Many of them have not made a choice even when they leave college. Several years ago the *Harvard Crimson* carried an editorial which said:

"Barring those who have post-graduate plans for the Law, Engineering, or Medical Schools, it is astonishing how few members of 1921 know what they are going to do. Many intend to drift through the summer months, perhaps in travel abroad, guided by the hope that 'something will turn up.' Others have vague ideas about starting 'on the street' usually for lack of a better notion as to what they are qualified to undertake. Still more expect to ask the 'old man' for a job in his office until they can decide what their life-work shall be. But the man who has a definite thought as to his future occupation is hard to find."

It is a splendid thing for a student if he be one of the rare ones who knows early in

his college courses what he means to do when he gets out so that he can plan his course accordingly. If he changes his mind, he will at least have learned his unfitness for, or his lack of interest in the thing before it is too late; if his interest continue, he will have the advantage of having directed his education toward the right goal.

Many colleges make contacts with the incoming students through faculty advisers. The most successful advisers are those found in a few colleges who are there only for that purpose and who are chosen for their fitness for that job alone. They mean much to groping, ambitious youth.

One of the first things that many students have to consider in making a choice of college is the expense. But let it be said here and now that, unless he has some one dependent on him, no American boy or girl need give up the idea of college because of poverty. Nor is his choice very limited because of that, except for consideration of distance.

The majority of colleges make provision for needy students to earn part of their board and tuition during the term; most of them have scholarships available for exceptional students who need them; many of them have loan funds which can be paid back after graduation; and our summer camps and hotels are full of students earning, not only their board and keep for the vacation, but a substantial sum toward the winter's expense as well, as councillors, waiters, clerks, telephone operators, etc.

The American Association of University Women has compiled a set of statistics of the expenses at eighty-five colleges for women, including some of the coeducational institutions. They show that the catalogue expense, that is, the cost of board, tuition, and fees, varies from \$257 to \$1,270; the extra-catalogue expenses, which include books and supplies, dues, and contributions, vary from \$5.00 to \$270; recreation varies from nothing at all to \$243.

The highest catalogue expenses are at the

large eastern private colleges, Bryn Mawr, Wells, Columbia, Wellesley, Vassar, Smith, Radcliffe, and Mt. Holyoke; the lowest are from the University of Nevada, the University of Kentucky, Miami University, Central Wesleyan, Millsaps College, and Jamestown College, all small institutions.

The extra-catalogue expenses are particularly high at the co-educational colleges, Stanford University leading, followed by the University of Kansas, Baylor University, Columbia and Washington University. These expenses are lowest at the small religious colleges such as Agnes Scott College and Penn College.

In none of the figures given has allowance been made for their reduction by scholarships and students' work. Not only is there ample provision in this democracy for the poor but ambitious youth to get all the education he wants, but in no institution of learning is "working one's way" an academic handicap or a social stigma.

A recent report of an organization for helping students to help themselves, in a large eastern college for women, mentions with pride that, among the sixty-eight girls to whom loans and gifts were made during the year, there were five members of the Phi Beta Kappa Society, whose key is the badge of the highest scholarship, and twenty-five other honor students; the majority of the rest had high scholarship records. Ten of them held important executive offices such as class or organization president, and others were leaders in all sorts of activities, social, athletic, and intellectual.

Moreover, strange as it may seem, and hard on the private schools as it may be, college records show unmistakably that the average record of students who come from the public schools is higher than that of the pupils who come from the private schools.

Another false idea on which people base a choice is one formed largely by recent fiction. It is that large colleges, or colleges located in large cities are conducive to depravity and vice among the students. This

is no truer of large places than of any other places where youth gathers. Most young people are innately good, and more of them at that age are cherishing secret good thoughts and high ambitions than low thoughts and desires. If a parent has brought his child up to think and to do right and to have the will power to do it against odds, he need not worry about him anywhere. If he has not so trained him, then his chances of keeping straight, of having the good brought out in him instead of the bad, are as good in a large place as in a small one.

There are other reasons on which a choice of a college is made, which should not enter into the question unless other things are equal. Boys and girls choose their Alma Mater because father or mother or some other relative went there. But the child may be totally unlike the parent, or the college may have changed since the parent's day, or, what is worse, stood still. Or young people choose an institution because their friends go there, which, in some cases, is the best of reasons for not going. There is nothing so narrowing as to have always the same viewpoint, to see always the same people.

No man is educated who knows but one side of a question. Education means well rounded development, a broad vision. Moreover, a student is much more likely to get into the general life of the college if he does not enter it with a ready made circle of friends.

Often a boy chooses a college because it has a famous football team.

The choice of a college must be made on things larger, more important, more related to a boy or girl's life than these.

If a youth has spent his whole life in a small community it is well for him to spend his student years in or near a large city where he will have such cultural advantages as access to music and art and outside lectures.

One of the most important questions from the point of view of the happiness of the individual is his fitness for the large or the small college. For the student whose outlook has been the narrow one of a small community, but who has sufficient self-confidence to take his place in a larger circle, the large group is advisable. It makes him see himself in relation to many people.

The student of a retiring, studious nature is better off in a small college. He has better opportunities there for the companionship with the faculty which a boy or girl of that type craves, and which means much to his intellectual development.

American youth realizes its strength, its responsibilities, its opportunities. Despite all the talk about flapperism and demoralization among the young people, never before have such large numbers of them taken themselves and life so seriously; never before have so many of them sought all the education that they could get, for that purpose.—RITA S. HALLE, in *McCall's Magazine*.

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## DISCIPLINE

### *Characterized*

**D**ISCIPLINE is the automatic inhibition of unsocial stimuli habituated by intelligent choosing. It is inseparably interwoven and knit into virile teaching, undergirded by personal charm, most conspicuous by its absence, most present where least thought of, most effective where child and teacher are of one mind and of one purpose.

### *Interest*

Disorder varies inversely with interest. Attention, effort, and industry are its antidotes. A fascinating problem is the panacea for the ills of a schoolroom. When questions, answers, and comments fly like popping corn, disorder dares not intrude. An intolerance of slipshod efforts, a passion