



THE PRESIDENT ON EDUCATION

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where they were going to place the tracks, so that no time would be lost the next day in bringing together the results of the project.

As the chairmen called upon the ones who had made the trees, these pupils came forward and placed the trees in the sand across one end of the box. Then those who had made and dressed the dolls, placed some of them under the trees, reaching up to pick the berries, some on the cement platform raking up the coffee, and others in the factory sorting the coffee as it came down the chutes, allowing the perfect beans to fall through holes in the tables into bags fastened beneath.

The boys set up their tracks, placed engines and cars filled with bags of coffee, turned on the electricity and the train sped from the plantation on the Brazilian plateau down to Santos where it came to a standstill on the dock. Here, on a lower, adjoining table covered with blue paper and glass, was the broad Atlantic, and here the load was transferred to a boat which lay there, ready to carry its cargo from the greatest coffee port in the world to other world ports where it was needed.

Comment:

As to the final judgment of the class, the children were much pleased with the results, but some of the boys wished to erect another building where the pulping machines do their work, and where the berries are washed and their skins removed. It was decided that as this was beyond the ability of the class it would be better

not to waste time in attempting the impossible; that all that they had planned had been executed remarkably well and that we might consider this particular project ended; but the interest had been so great that the children immediately expressed a desire to work out a project on rubber. Values:

1. It gave the pupils an opportunity to test their theoretical knowledge by attempting to work it out concretely.

2. It furnished a means of reviewing and summarizing the work from a new standpoint which served to vitalize the old knowledge and make it enjoyable.

3. One peculiar lad, who had manifested no interest in his work, was suddenly roused to great activity; said he wished he "could always make things," found where his knowledge of how to construct was inadequate,—because he had not read carefully,—and was obliged to consult his books several times, thus learning that attentive, thoughtful reading is a means to the end which he desired; and from that time he showed much greater interest in his work.

4. It fixed important points as ordinary drill work could not have done.

5. It led to a desire to work out other projects.

6. It brought home to each child, I believe, the feeling that the lives of the people of South America touch very closely his own individual life, and thus it served to socialize his work.

7. Everyone enjoyed it.

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WARREN G. HARDING

We have just awakened to the fact that the education of the American child has fallen below the standard necessary for the protection of our future. We have to face the fact that our school teachers are underpaid; that in physical training, in the teaching of American civil government and American history, in the principles of Americanism and of Americanization we have been deplorably delinquent. But nowhere is there more cause for alarm than in the fact that the rural-school term is far too short and that four-fifths of the rural schools are one-teacher schools, resulting in hasty and careless teaching, and that the opportunity for country boys and girls to have high-school education is all too slight * * * We owe it to the childhood of the Nation and the childhood of the agricultural district of our land to place at its disposal the utmost in educational facilities.