1923

Smithdale and physical education; : a study in rural health, education and recreation.

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Smithdale and Physical Education

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SMITHDALE AND PHYSICAL EDUCATION

A Study in

Rural Health, Education and Recreation

by

Esther Metson Tipple

Thesis Submitted for the degree of Master of Science

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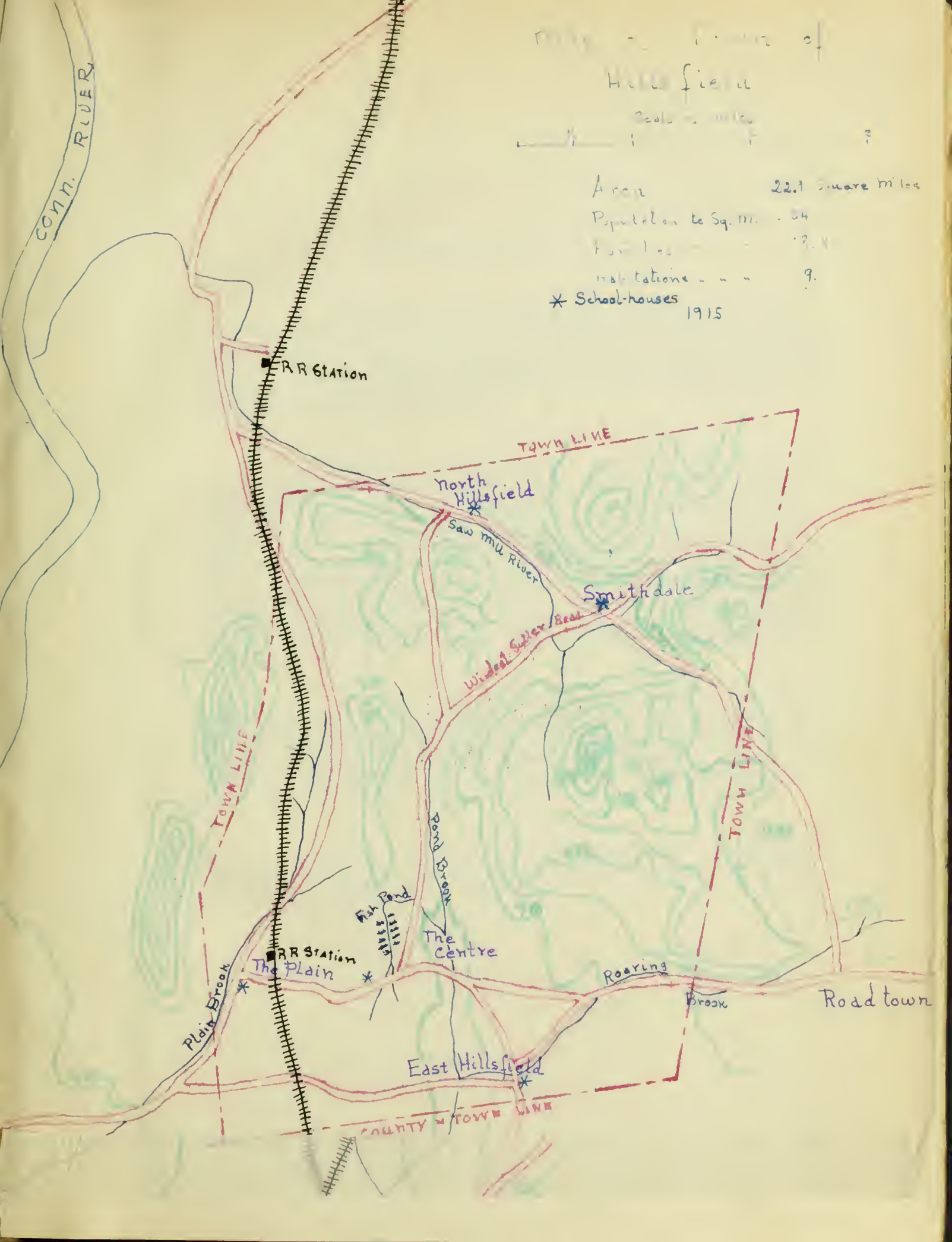
Map of Town of
Hillsfield
Scale of miles
Area 22.1 Square miles
Population to Sq. m. 54
Families
Inhabitations 9.
* School-houses
1915
CONN. RIVER
RR Station
TOWN LINE
North Hillsfield
Saw Mill River
Smithdale
Windsor Gulley Road
TOWN LINE
TOWN LINE
Pond Brook
Fish Pond
RIVER STREET
The Centre
RR Station
The Plain
Plain Brook
Roaring Brook
Roadtown
East Hillsfield
COUNTY & TOWN LINE

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Esther Watson Tripple

1923.

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CHAPTER I.

THE BACKGROUND OF THE SMITHDALE SCHOOL.

The Problem.

At a crossroads in a valley, worn by a rushing stream through high wooded hills, is the little white schoolhouse of Smithdale. Into this one room school, shortly after the World War, I brought my ideals and experience of three years as a physical training director. Here I tried to discover how far those ideals were practical in this type of rural school, and how the new Massachusetts Physical Training law worked, or, to be more exact, how I could follow out in such a school the recently passed law requiring the teaching of indoor and outdoor games and athletic exercises, and at the same time incorporate some of my ideals of physical education in my teaching.

Since education is closely related to the community in which it functions, and physical education is even more vitally concerned with community welfare, I have studied the background of Smithdale's school in considerable detail.

Physical Features.

The village of Smithdale lies in the narrowest of the four valleys of the town of Hillsfield at an altitude of about 700 feet. At the south, Bushy Mountain rises to a total height of 1200 ft. and forms a barrier between

this valley of Saw Mill river and the more populous valleys of Hillsfield Center, East Hillsfield and the Plain. Tradition says that the early settlements were made on the mountain as it afforded greater protection from the Indians. An ancient road and cellar holes bear witness to these days.

Now a precipitous road leads through the "Gutter" of Bushy Mountain to the center of the town, but it is less frequently used than a more roundabout road which follows down Saw Mill river valley to North Hillsfield and then crosses the mountain barrier at a lower height. (See map: Frontspiece)

Logically it would appear that both Smithdale and North Hillsfield were a part of the town at the north, through which Saw Mill river flows until it meets the Connecticut river. Here are the railroad stations which the people of Smithdale use both for freight and their own travel. Here, also, students from the upper Saw Mill river valley villages went to the industrial high school when it was in operation. But physical geographic conditions were subordinate to the social influences which bound the Saw Mill river villages to those on the south of Bushy Mountain. The incorporation of the town at the north occurred in the middle of the 18th century, twenty years earlier than that of Hillsfield. The

Address of J.P. Eaton,
1874, At the Celebration of the 100th Anniversary
of the Incorporation of the Town.
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pp.18-19.

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"town lots and common at Saw Mill river" were not included in the territory incorporated on lower Saw Mill river when the "faithful planters" of that day laid out their town. The proprietors of the grants along upper Saw Mill river joined forces politically with the landholders at the south, and the fact that the road connecting the pioneer towns on the fertile banks of the Connecticut with Boston ran through the southern portion of what was incorporated as Hillsfield probably made them content to be so included.

Economic Condition : History of Taxation.

The changes in the population and economic conditions of Hillsfield have affected the educational situation and the health of the present day. In the years following the incorporation of Hillsfield, which occurred just before the Colonies overthrew the authority of English rule, the inhabitants of Hillsfield were independent and strong, gravely concerned with matters of community welfare and patriotic duty. Some of these men were the descendants of the hardy colonial "planters" who had hewn the "cartway" "through an unbroken forest of fifty miles length" and who had valiantly fought in the last French and Indian wars. The act of incorporation of their town invested it"with all the powers, privileges and immunities that towns in this province do and may enjoy." Ir provided that the inhabitants "shall pay their proportion of all province,county and town charges."

100th Anniversary.

p.26.

Typewritten manuscript on town's early history, written by a member of the Grange.

100th Anniversary.

p. 15.

Benefits paid for by town appropriations in the 18th century.

The principle of paying from public funds for things that would be of benefit to the community and state was thus established by the early settlers. Taxation for these community benefits has increased steadily. History points to the payment in 1775 from appropriations of town meeting for the following public affairs: military training, the building of the church, the home settlement of the doctor, and the settlement and salary of the minister; and in 1791 "schooling". "In 1775 the citizens voted nine S. per day for minute men's training, voted to work out 20 pounds on the meeting house, voted to give Dr.Ball 25 acres as settlement, (doctors were settled in that time as well as ministers), if he stayed 10 years and gave bonds to stay so long. In 1776 they reconsidered the money raised for preaching. In 1791 it was voted to raise 10 L. for schooling."

State aid in the 18th century.

The principle of state-aid was also established early. The expense of cutting the road through from L- to S- which caused the settlement of Hillsfield was partly reimbursed from the "General Court of the Province of Massachusetts Bay". The petition of the road makers begins: "L- Jan.7th 1773-4. We the subscribers have been at great cost and expense in finding and clearing out a

100th Anniversary
p.15.

" p.16.

Highway Tax Report, found in town library.

road from L to S-, at Ct.river, whereby the distance of sundry towns -- to Boston is much shortened, which will be of great service to these towns especially, and to the province in general." The petition was received and "the house of representatives -- allowed to lay out a tract of land six miles square -- in satisfaction of their service."

Early State requirements.

At that time the principle of having the state make certain requirements was likewise established. The conditions of settlement upon this six mile tract were: "That they settle 60 families within 4 years, clear 4 acres for tillage, stock 4 acres with English grass, each to build a house 7 ft. stud and 18 ft. square, reserve one lot for schools, one for the ministry and one for the minister whom learned Orthodox they shall settle; and that they further clear and fit this highway for a good cart-way, and give bonds for the fulfillment".

Increase in Town appropriations for highways.

The last provision was the beginning of the responsibility of the town for good roads. The appropriation for highways in the 1860s was $27.67 in one year. This was about equally divided between taxes on real and personal estate from residents and from non-residents. The appropriation for roads in 1922 was nearly $5000, $1900 of which came from the state.

Grange Mss.

p.2.

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p.26.

Annual Reports of the Town

Increase in cost of support of poor.

Hillsfield has taken care of its poor at public expense at least since 1813. In that year history states that they "put up the keeping of nine paupers at auction. The town paid for their support from 50¢ to 80¢ per week." Averaging 65¢ per pauper per week, the total paid by the town in 1813 would have come to less than $140.00. In 1922 the support of the poor cost the town $1,228.04.

Support of medical work.

The doctor as a part of town expense has recently been revived. The early settlers considered him a necessity, as has been shown by the fact that in 1775 a lot was appropriated for him from town meeting. In 1900 the town report does not mention him, but in 1912, as medical inspector for the school children, he is paid $20 for his services. In 1922 the town appropriated $50 for him and $200 for the school nurse who assists in medical work.

Support of schools.

Schools have, since the earliest times, been considered part of the town's necessary duties. As has been noted, the provincial court in giving the town its six mile tract specified that one lot should be reserved for schools. It appears, indeed, that the early settlers were more interested in education than the inhabitants of a later period. In 1791 10 L. ($40) was raised for

Report of School District - 1850.

Report of School District - 1853.

Annual Reports of the Town.

schooling, whereas in 1850, though there were many more to pay and probably more children to be taught, the school expense given by the district report was only $42.31, though records fail to state how many school districts were in the town at this time.

At about this time state aid for schools was established. The first school report mentioning it, states:

"Feb.28th,1953

Received of the town - $39.31
" from the state - 5.25."

In recent years the cost of education has increased enormously. In 1900 the town appropriation for schools was $1100 and the total amount received from the state was $691.82. In 1922 the town appropriation was $4,000 and the total amount received from the state $6,027.78.

Increase in rate of taxation.

Since the World War, the rate of taxation has rapidly increased. The total tax in 1921 was $27.50 per thousand which was $11 per thousand more than the tax rate of 1918. This jump in tax rate the minister considers due to the following reasons:

"The appropriations for the expenses of the town have materially increased and very rapidly, beginning about that time. Our treasurer says that they are at least a third more now than in 1918.

Letter dated March 1st, 1923.

"Together with this, many valuable timber lots have been cut off, considerably reducing the amount of taxable property.

"There has probably been some reduction in the amount of live stock kept in the town, with a corresponding reduction in valuation. This has been brought about by the natural situation of some of the old settlers giving up, and sons moving away or unwilling to carry on farming with the same energy. I can think of several cases of this kind.

"State and county taxes have increased a good deal within a few years, which of course adds to our rate."

This rate, $27.50 per $1000 in 1922, in comparison with other total tax-rates in Massachusetts, is higher than the average town having a population of less than 5,000, though the majority of cities maintain a higher rate." This high rate, it is to be noted, pays for practically only the bare necessities, i.e. maintenance of highways, support of the poor, education and the state and county taxes. *

Taxpayers' burden and economic wealth.

The discrepancy between the taxpayers' burden and the economic wealth of Hillsfield and certain other

* The library cost the town in 1922 only $225.08; the cemeteries, $70.00; the county extension service, $75.00; a national bank note, $2,033.33 and miscellaneous, $1,413.78, making a total for all other items of $3,817.19, out of a total expenditure of $24,355.94.

Annual Report of Town.

Grange Mss. p. 1.

" "

Figures obtained from Mass. Census 1865.

towns and cities I have worked out from the "Statistics of Massachusetts Schools," for 1918-19 and 1921-22. (See Appendix A.) In 1922 the most glaring difference between the tax burden, or rate per $1000 valuation, was seen in the case of Brookline and Dover, the latter having a total tax rate of about half what Hillsfield paid, and Brookline having nearly $10 per $1000 less. Yet Brookline is famed for her civic improvements, and Hillsfield barely manages to educate the children, has no street lights as yet, no sewage and no provision for public recreation, which are felt to be necessities of modern community life.

In its recognition of the financial disadvantage of such towns as Hillsfield the state is developing its system of reimbursement or state-aid. In 1922 the town received from the state for highways 2/5 of the total cost and for education 3/5 of the total cost. Hillsfield's present disadvantage, as shown in her taxation, is due to the economic change which has affected both her financial independence and her population.

ECONOMIC CONDITION: HISTORY OF THE INDUSTRIES.

The industries of Hillsfield were early developed along the course of the three brooks. "The first record of a mill is in 1774." "There were three scythe and hoe shops in East Hillsfield in early days." Woolen mills were also situated here, using, in 1865, 4,000 lbs. of scoured wool,

Figures obtained from Mass. Census 1865.

Mass. Census 1875.

and manufacturing"1,200 yds. of Satinet"and"400 yds. of Yarn," each valued at a dollar a yard, as well as flannel and wool frocking. There were also in 1865,in the town of Hillsfield,a tanning factory with a capital of $3,200, making goods valued at $10,700. ("3 hands employed), 10 saw mills which prepared for market 650,000 ft. of lumber, and employed 12 men, a wheel shop, a vehicle manufacturing establishment, a blacksmith shop, a chair maker's shop, a flouring mill, a planing mill, a block and pump shop, a pail and tub shop, a distillery, a shop for the making of brush and broom handles, a charcoal pit and a box factory which had a capital of $600, employed one man, used $500 worth of stock and made boxes valued at $1500. 700 cords of fire wood and bark were cut by three men and there were 1,000 railroad ties made which were valued at $80. Mechanic shops also did $400 of repairing and building of machinery. "Ten females" of the village made 7,000 hats in 1865. In that year the total number of industrial establishments was 23, the capital invested was around $20,000, and the value of goods made was around $26,000. (Census figures give only separate items).

By 1875 the number of establishments had decreased to 14, yet, according to the census, the capital invested was $22,050. The value of goods made and work done was $32,004. The woolen mill had begun to lose ground, the value of goods decreasing 30%, from $7,000

Mass. Census, 1865 and 1875.

to $5,000, though the capital stock increased seven fold. The tanning factory depreciated in capital stock from $3,200 to $400 and the value of goods made from $10,700 to $800.

The industries which the census figures show as having an increase in production and valuation of product between 1865 and 1875 were the firewood and bark industry, the making of railroad ties, and of lumber.

In 1865 firewood and bark	700	cords,	value	$1,997;
In 1875 " " "	1294	"	"	4,334.
Railroad ties in 1865	1000,	value		$ 80;
" " " 1875	17,130	"		7,259.
Lumber in 1865,	650,000	ft.	"	$8,670;
" " 1875,	"	"	"	14,035.

This increase in value of woodland products is apparently a present economic tendency, also, though there are no figures available for its proof.

The economic tendency of the abandonment of the small or individual shop has continued, so that at the present time there are only three industrial establishments running the year round, 2 saw mills, occasionally a third, on Saw Mill brook which use water power and a box factory on Pond Brook using steam, developed from the burning of scrap wood.

Railroad ties, lumber and boxes are the chief industrial products of the present day, of which the latter is the most important. This box factory continues through the energy and business acumen of one man who has

developed the business from a bankruptcy sale of the first owners which occurred around 1900, and which accounts for the falling off in the amount of capital invested between 1885 and 1905,(See Appendix B. Comparison of Aggregate Valuations and of Town Costs.) to a profitable concern employing 31 to 35 men. The value of goods made has more than doubled in twenty years. An approximation of the value of industrial products in 1923 is given as $30,000 worth of lumber and $90,000 worth of boxes.

The most notable change in the lumbering industry has been from the mills using water power to the portable steam mills which are cheaper to operate because the cost of transportation of the lumber is less. There are at least three such portable mills.

ECONOMIC CONDITION: History of Agriculture.

The agriculture of Hillsfield consisted, in 1905, when the last agricultural statistics were taken, of three tobacco farms (in the valley of the Plain brook); twelve onion fields in the same valley; some dairy cows, farm or home gardens which provided vegetables and fruit for home consumption; chickens, hogs and calves which provided much of the meat for the table; family cows and an increasing acreage of woodland.

Mass. Census Reports, 1865 and 1905.

The number of improved acres has decreased over one half since 1865, but the advance in price of all but corn has made the value of products from the reduced acreage about one fifty more. (See Appendix C: Agriculture) This increase, however, has hardly kept pace with the increased cost of merchandise. The number of woodland acres has increased notably and the value has more than doubled. The acreage given to hay has increased slightly since 1865 and its value has also doubled.

There is more corn raised than formerly, but the value of this product has diminished due to competition with western corn. There were fewer acres of rye and oats in 1905 than formerly, and wheat was not grown.

There has been a decrease in the number of pounds of tobacco raised, and this product appears to be worth slightly less per pound.

The raising of onions is a development of the past 60 years since the census of 1865 does not mention them. Fewer potatoes were grown in 1905 than in 1865, but the value of these had risen.

There were more cows in 1905 than forty years before, and their produce was sold as milk rather than as butter due to improved transportation. In 1865 dairy products constituted 26% of the total value of agricultural products, hay, straw and fodder 22% and wood 12%. This division has changed only slightly, there being less dairying now, due, some say, to the high cost of farm labor.

Census Reports of 1865 and 1915.

ECONOMIC CONDITION: Occupations of Population.

The occupations of the population have changed, though the statistics are difficult to analyze, and unreliable. In 1865 there were 41 persons employed in "manufacturing" and 88 in "agriculture", in 1915 there were 77 employed in manufacturing and 143 in agriculture and forestry. This apparently shows a steady increase in the number employed in manufacturing. The change here has been from work in individual or small shops to employment in the box factory and the chopping of wood for the portable mills in the forests. The falling off in the number employed in agriculture, with a subsequent increase, is probably due to the movement to western farms followed by recent influx of Polish farmers to the onion fields on the Plain. The change in the number employed in domestic service from 196 in 1905 to 21 in 1915 is part of a well known movement due to the entrance of women into industrial, clerical and professional occupations. The outstanding fact in the trent of population, however, is the abandonment of the town by the young men and women. The opportunities here do not appear so great as those of the industrial cities.

SOCIAL CONDITION:

Change of Population.

The general change in population has been marked. There was a steady increase in population from its settlement in the eighteenth century to about 1830. (See Appendix

D and E: Census figures and Graph of Population.) The drop in population between 1830 and 1850 may have been due to emigration to the west, though the gold rush of 1848 appears to have had little influence. After the Civil War the drop in total population was rapid up to 1890, and may be accounted for by the development of industrial cities which attracted the younger men and women. Since 1890 the native Anglo-Saxon population has continued to decrease. (See Appendix F: Nativity of Population). The increase in total population around 1915 is due to the influx of Russian Poles, Lithunians and negroes to the farm lands of the Plain and some British families to the forests. The decrease since 1915 is largely due to high wages in cities during the World War period.

A comparison of the numbers of inhabitants in different age groups gives a little more light on the change in population. (See Appendix G: Comparison of Population by Age Groups) Although the total population was 22% less in 1915 than in 1865, there were more children under 10 years of age. There was nearly one third (29%) less population between ages of 10 and 50 in 1915 than in 1865. The total decrease in population is therefore unquestionably due to the leaving town of young men and middle aged men and women. The fact that more leave now than in 1865 during the period of their greatest earning power shows that the present economic conditions are less favorable than formerly.

The comparison of males and females at different age periods (See Appendix E: Comparison of Number of Males and Females.) gives more females than males in 1865 from 5 - 15, 20 - 40, 50 - 60, and over 80. This suggests the conclusions that men found employment here between 15 - 20 and 40 - 50 in 1865 and probably between 20 - 40 since the loss of men during the Civil War accounts for fewer men during that period. In 1915 there were more females than males in Hillsfield from 10 - 14 in age, from 25 to 50, and over 80. This suggests the conclusions that girls between 15 and 25 have left town more than boys of that age, and that men find employment here between 15 - 25, and over 50. The forests and tobacco and onion farms require men, whereas the discontinuance of domestic service provides no field for girls here, and the entrance of women into industry and the professions offers them opportunity.

Economic Change.

Thus it appears that Hillsfield does not seem at the present time as desirable a place for men and women to gain a livelihood as it did in early days. (See Appendix B: Comparison of Aggregate Valuations and of Town Costs.) The pioneer planters found the valley lands sufficient for the supply of their food needs, the forests gave them fuel and building material and there was plenty of fresh water. They were, moreover, on a main thoroughfare between

Harold D.Foght, "The Rural Teacher and His Work", p.20.

the frontier settlements and Boston. Between 1865 and the present day the amount of capital invested has little more than doubled. Between 1885 and today agricultural values have barely held their own. Industrially, if it were not for the box factory, which though once bankrupt is now successful, the value of Hillsfield's products would be only slightly greater than in 1875. As it is, the increase in value of industrial products is less than five fold whereas the increase in town costs for highways and schools is nearer forty fold.

So long as the economic period continued, which is called by Dr.Foght the (1) period of "household economy," when clothing was homespun and food home-grown, Hillsfield maintained its population and its economic self-sufficiency, though the call to western lands took some of the adventurous blood. The invention of steam engines to replace hand work at first only stimulated Hillsfield's growth, for the four streams gave water power to the individual workshops which developed and which cared for the community's varying needs. But when the use of power was centralized into large factories, the death knell of Hillsfield's economic independence sounded. The many little individual shops that once dotted the valleys and supplied the community's needs are now but tradition. The "factory system" has taken much of the "best blood" of the town to the industrial cities, and the community now has to buy its merchandise from outsiders and finds large appropriations from the state necessary to maintain its schools and highways.

Condition of Health.

Most of those, however, who do find employment here, in the box factory or the forests, have comfortable homes and good food from their gardens and farms. In many ways, indeed, it appears an ideal environment for children, with its fresh air of the hills, its streams for fishing and swimming, its pure water and its gardens and domestic animals. Nature appears to have recognized its value as a nursery, for not only do the Polish people have large families but there are many of the finest type of Anglo-Saxon children to be found here. Hillsfield is indeed, in certain ways, a healthful place to live. Apart from the high rate of infant mortality, which is probably due largely to the difficulty of obtaining medical care, there are comparatively few deaths save from old age, as is shown by the vital statistics. (See Appendix I: Vital Statistics.) The large number who live beyond sixty and seventy also shows that this town is a naturally healthful environment.

History of Social Conditions:

But in a psychological way the town is not as healthful a place for the young now as it was in former times. The economic system that developed industrial cities drew away from Hillsfield much of the energy that had developed its vital community institutions. To the present adolescent boy and young man now "the place is

100th Anniversary - p.26.

100th Anniversary - p.29

dead". And feeling the lack of inspiration he (or she) plans to drift cityward. The criticisms of the young people are somewhat harsh though, for the town has three fairly active churches with Sunday schools that cooperate with the schools in giving good times to the children, and there is a beautiful little library whose new building was the gift of a former resident, a branch library in Smithdale, and a Grange that, organized in 1874, was recently reorganized and is often mentioned for its worth while activity in the state grange paper.

Early social status.

Yet, without doubt, Hillsfield is not as vital and sociable a community now as it was in early days when it did not have to compete with city attractions to hold its young people. In the 18th century and early 19th the church was the central meeting place for business, politics and gossip as well as for worship. Hillsfield's church community was robust and hearty. Historical records state in 1775, "on the meeting-house spot voted to provide for raising the house, to have three barrels of cider and 14 bushels of cakes and some meat, and some beans or peas." Pride was taken in the appearance of this building, for about 1785 they "granted the stair ground on both floors in the church to any one who will build and furnish a handsome porch over the front door."

100th Anniversary - p. 27

" " " "

Grange Mss. p.3.

Town meeting.

The meeting house was used from the first as the town hall, and here was voted all the important measures that these patriots of a young nation found occupying their attention. They were independent men, too, for in 1787 they sent delegates to the convention at Boston, but voted to disapprove of the Federal Constitution. Their fellowship had lost men and treasure in gaining the nation's liberty, and though "we know of nothing but patriots in Hillsfield" they felt the importance of their position and in several cases "decided to show their mind to the General Assembly".

Church.

It is within the memory of one of the old inhabitants, who sighs for the good old days, that whole families drove to the meetinghouse from far and near, laden with provisions, for the all-day session, and, if winter time, with foot stoves, for the building was "warmed by foot-stoves brought by the women". Here between sermons and services people had a chance to become well acquainted with the other members of the community and to form those plans which developed their patriotism.

Taverns.

There were also two taverns on the old Boston and Albany stage coach road and one of the noted citizens

Grange Mss. p.2.

100th Anniversary, p.31.

Grange Mss. p.2.

100th Anniversary, p. 31.

whose name is perpetuated in many of the present families was "innkeeper as early as 1800." These taverns were doubtless rendezvous for the swaggering youth of that day. The stage coaches from the west with news from New York and beyond would doubtless draw in to the hospitable tavern, one of which still stands as a residence, and would pause while the horses were refreshed and the passengers regaled with the product of the local distilleries ("distilling has always been carried on here"), before making the steep climb to the Worcester plateau.

Early social characteristics.

Though discipline was stern in the early days, "a stocks was voted in 1779," yet music, inventive genius and professional talent developed from the rugged pioneer stock inspired by the beauty of the hills and the association in endeavor of these worthy people. "These hills have always re-echoed the sound of merry voices, the viols of ancient days are somewhat laid aside, but talent in this department still exists." "Inventive genius has had a share in the field here. Patents of various inventions have been recorded to men of this town, and much unpatented and useful productions have been here constructed, and are still being constructed. We raised a painter also of no little repute. Able divines have here dwelt and labored."

If the schools of the close of the eighteenth

100th Anniversary - p. 30.

" " " "

Statistics of Population of Mass. from U.S. Census.

century and early nineteenth are to be judged by their product they were efficient. They did not hinder inventive genius and they laid the foundation from which two Hillsfield boys "graced the bench of New York," one boy "laid deep the foundations of literary pursuits in raising the first $50,000 of the endowment of Amherst college," and one boy rose to national eminence. "In the mayoralty of New York City, and the Congress of the United States alike, he served his age and reflected glory on his native place."

Economic Basis of Social Change.

But a gradual and subtle change has taken place since those days of high endeavor. According to the census of 1920, Hillsfield had decreased in population 10% in the last five years and in so doing, it was but expressing the tendency shown by 98% of all the towns in Massachusetts having a population of less than 5,000. Industrial cities have taken many of their young people, as modern factories are taking their native products, leaving them comparatively small earnings for their long hours of labor, and a lack of the social advantages which were more common to all when America was an agricultural nation. The system which has made possible large and relatively cheap production of merchandise, so that, for example, thousands of families may own Ford automobiles and phonographs, has drained the vitality from such communities as Hillsfield.

Hart, R.L., "New England Hill Town", Atlantic Monthly, Vol.83, 561-74 and 712-720.

Present Social Condition: Pessimism.

The rugged country people have fought a losing battle and an accumulation of pessimism has taken the place of the former gaiety of the groups that met in social barn raisings and husking bees.

Defectives.

One writer on the social condition of Hillsfield has intimated that there is to be seen here serious degeneration caused by inter-marriage and the intensification of family traits which is so marked in isolated communities. The statistics, however, which give figures for the "total defectives" representing a larger percentage of defectives here than in the largest cities, are flagrantly unreliable, for the last ones, taken in 1905, have three such noticeable repetitions as to make the number of "total defectives" given questionable. (See Appendix J: Social Statistics.) Hillsfield probably suffered more from errors and miscomprehsions in census-taking than did the large cities, so it is quite possible that the larger percentage given by these figures for Hillsfield was entirely due to inaccuracy. The present town clerk who, as daughter of the former town clerk, has watched the town for the sixteen years of his service and her own, states that while there are a few defective families in their midst she believes there are no more than in other places and here they show more. There appears to be in

Hillsfield a relation between the defective population and drunkenness, for the town clerk and superintendent of schools (the latter has lived and worked among these hills for forty years) say that at least two defective families are offspring of notorious drunkards.

Literacy.

The statistics for illiteracy do not coincide with the census figures for "defective" population as they give only one native born illiterate. The foreign born illiterates are too recent comers to be accused of having degenerated here. The educational statistics for mentally retarded children also cannot be accurately used to prove defectiveness in mentality, since other factors, to be discussed later, operate here. There are only two children in Smithdale whose retardation is due, in the superintendent's opinion, to defective parentage.

Care of handicapped.

Indeed, there is evidence that Hillsfield folk have tried to meet this social condition of defectiveness. Hillsfield has spent a good deal of money in the support of its poor and it has had placed in the proper institutions many of those who were undoubtedly unfit socially. The state law which reimburses a town for the money spent in placing

G.Stanley Hall, "Recreations of a Psychologist", pp.39 & 43.

a deaf inhabitant in an institution has been advantageous, and used by the town.

Individualism.

Yet though degeneracy through intermarriage is to be found, the outstanding characteristics of Smithdale and Hillsfield is individual strength born of the freedom of the hills and of a lone competition against the economic forces which at present appear to be working against them. Many of them have a perception of the true values of life which make their judgments unusually interesting and canny. They are not influenced by the mob psychology of cities. They see things more nearly as they are, rather than as they are told to see them. As a result, they are often truer to the human needs of life, since artificial civilization has not made them superficial. My own relations with many Smithdale people has assured me of this insight into life. G.Stanley Hall recognizes the importance of this human outlook in rural people, and in his "Recreations of a Psychologist" hints at the great part which they who live thus nearer to the indisputable laws of nature may play in the regeneration of a nation. He outlines the degeneracy of the mythical continent of Atlantis and tells of the small group of rural-minded people by whose sane counsel alone Atlantis might be saved. It may indeed be that a money-fettered world may find salvation in a recognition that the spiritual value of human lives is more important

David Grayson, "The Friendly Road."

than the monetary value of things. The country, which is the place where human lives, individual traits and the relations of man to man stand out clearly, may give the cue that the evil of this civilization lies in the power of money to conceal unjust and miserable human and social relations, and may point the way to the Friendly Road.

Aloofness.

Unfortunately, it appears that this native strength and individual wisdom of such rural people as Smithdale's population is not being incorporated into the general interests of the state and nation. The interests of the "majority" have been centered in cities and have appeared prejudicial to the interests of Smithdale. The civil and criminal laws, developed in legislatures and courts, to a number of inhabitants in Smithdale still seem a little secondary to the individualistic laws of man to man. Moreover, the corruption of the "body politic" appears to them greater since they are removed from the genial atmosphere of the hundreds and thousands of people who are benefitted by the artificial bonds of civil organization, and they rely for their knowledge of civil and political affairs upon newspapers which all too often present only exaggerated stories of exceptional cases. They are, also, kindred in spirit to their forefathers who could not live in a king-ridden country, and are therefore naturally antagonistic to the boss-ridden political machine, and to the clever

100th Anniversary, p. 31.

Address of Prof. Brim, December 1921, Teachers College, Columbia University.

hierarchies of organized selfish intelligence which appear to them to be the order of our boasted civilization. Indeed, they respect more those who are able to take the law into their own hands and do not have to run for a sheriff. Possibly the traditions of Smithdale may augment its nonchalence of so-called law, since when laws were made against distilling, which had always been carried on, one of the occupations of the hills was "moonshine". The position of the village in a corner between two counties made it attractive to that fearless type of men who do not see the reason for conforming to outside laws, yet, strangely enough, make the product of their stills pure. In fact, the past record of no county court without its quota from Smithdale is one of the community's jokes, together with the remarks to the judge of a neighboring villager when asked what crops were raised in the district, "Two crops, huckleberries in summer and hell in winter."

It appears that the economic revolution, (that change in economic state from "domestic occupations" or "household economy", see page 17, to the "factory system") has caused a wider and wider gulf between city and rural interests. It has caused a "social cleavage" which Professor Brim of Cornell in an address to a Teachers' College audience considered the most serious cleavage in American social conditions. Individual strength in rural society, being powerless against organized strength of cities and towns, has withdrawn into itself and become cynical and antagonistic.

Saturday Evening Post, Jan. 27,1923.

The lack of ability to cooperate both within the community and in relation to the outside world affects every aspect of life and acts as a severe handicap. Family feeling, though tempered with too much common sense to allow feuds, nevertheless was instrumental in breaking up an energetic attempt to form a community club. The last meeting was as wild a free-for-all word fight as the rural teacher then present had ever witnessed. The school children express the same feeling in their school quarrels and in their inability to work together.

In the church membership the same aloofness and local pride is seen. In order to pay the salary of the minister it has been necessary to combine with the neighboring village. The good people have united to worship God, and the minister holds service in each community on alternate Sundays, yet though they go to the neighboring church they do not fully enjoy this cooperation. It is interesting to recall the cooperative spirit shown by the early settlers and to speculate on the causes of the present aloofness.

The economic disadvantage of the rural worker through lack of cooperation and organization has been clearly brought out by President David Friday of the Michigan Agricultural College, and is seen here in Smithdale in the relatively decreasing economic assets. Without doubt it is more difficult to cooperate in the country because of the distances between the workers, yet in the industrial system

School Report 1912.

it is only by combining forces, increasing capitalization, and reducing the cost of production through division of labor and labor-saving devices that sufficient profit is made to pay for the services of the expert and maintain the industry in a competitive world.

Ameliorating Social Forces:

Agricultural extension work.

Yet though the outlook for Smithdale farmers is dark (the present building boom has made the forest workers more cheerful) there are a number of forces at work which are beginning to make headway against rural handicaps. The practical plan of the demonstration of scientific agriculture in cooperation with the farm operator, initiated in 1904 by Dr.Seaman A.Knapp, which began the development of county agents in connection with the agricultural colleges, have, through the Junior Extension Clubs, helped a little to adjust matters and bring about better conditions. The Plain school has organized clubs which have vitalized much of the school work and which may even be a factor in having sent a few of the pupils to high school in the last two years. Unfortunately,save in the Junior Club work, which was enthusiastically carried on by many of the Hillsfield schools in 1911 and 12,when the children received "seed corn and potatoes from the agricultural college" there is a feeling

"The Professional Engineer," Jan.1923, p. 3.

of prejudice in the minds of many Hillsfield folk against the outsiders who would tell them how to manage yet have never experienced their difficulties.

Modern Inventions.

Modern inventions are helping in the social adjustment of Smithdale. The telephone and automobile are lessening distances, improving marketing facilities and the social life of the people. Several families own cars and many have telephones, though it is very hard to hear over the telephone wire. It is encouraging, when disheartened by a consideration of the handicaps of the Smithdale dairymen and farmers, to read in "The Professional Engineer," the official organ of the A.A.E., that the skill of the inventor and engineer, which during the great industrial expansion of our country was absorbed by the factory, the railroad, and the mine is, since the collapse of the world market for industrial products following the War, being re-directed to agriculture to make of it "less of a drudgery and more of a scientific game."

Footnote. Letter from Superintendent of Schools, June 7, 1923.

"Sometime ago an educator in his address to the people of this section stressed the importance of the "back to the farm" movement, saying that those reared on farms should make agriculture their life work and others should train for it. He cited instances where fruit culture, for instance, had yielded wonderful financial returns, and other phases were equally profitable. Meeting him on the train I asked if his sons were interested and he said "No". They could have had scientific training; most of the boys now on farms cannot, yet they should remain!! "

Good Roads.

The good roads movement, which gave Smithdale a better road on the 50 - 50 basis with the State highway department, is greatly increasing the possibilities for cooperation between workers, and between country and city, and is enabling modern methods to be used. It allows a larger unit for organization. The parcel post and improved rural mail service are bringing about a greater sense of oneness with the rest of the world.

It is possible that Smithdale has passed through the darkest hours and that the human genius of invention and organization which, by creating machinery and centralized factories, drained rural community life, shall create more skillful inventions yet, which, adapted to rural conditions of life, shall revive the old and build a better new. *

* Foot note. Henry Ford, "My Life and Work", pp.191-2, 204.

p.191. "Concentration of industries is only a stage in industrial development. As we learn more about manufacturing and learn to make articles with interchangeable parts, then those parts can be made under the best possible conditions. One can put a small plant on a little stream, and the combination of little plants, each making a single part, will make the whole cheaper than a vast factory would."

p.192. "Industry will decentralize --- The city had a place to fill, a work to do. By crowding together men have learned some secrets. They would never have learned them alone in the country. Sanitation, lighting, social organization -- all these are products of men's experience in the city. But --- city conditions of work and living are so artificial that instincts sometimes rebel against their unnaturalness."

p.204. "Farming is too seasonal an occupation to engage all of a man's time. It ought to be the business of raising food. And when it does become a business the actual work of farming the average sort of farm can be done in twenty-four days a year. The other days can be given over to other kinds of work. --- We shall have as great a development in farming during the next twenty years as we have had in manufacturing during the last twenty."

N.Y. Rural Survey, p. 71.

Educational interest.

Already there is being manifested on the part of the leaders in education a greater interest in the rural schools. As a matter of social justice and necessity, aid to such villages as Smithdale is being given. The very difficulties of the economic and social conditions surrounding the rural school are beginning to attract the attention of pioneer workers in education. The economic handicap of widely varying and often inadequate financial backing for school expenses, of lack of organization and of disadvantageous small scale operations, and the social handicap, isolation, possible eugenic deterioration, individualism and aloofness, make a situation which in its complexity, variety and scope is the equal of no other single educational field. Nearly every city problem finds its replica in the microcosm of a rural community and here all problems are bound within the radius of influence of a single social agency, the rural school. It is with insight into this aspect of education that the New York rural survey definitely initiates the policy "to make the one-teacher rural schools the posts of greatest distinction" in the whole field of teaching.

Summary of Present Social Status.

But in 1921, when I went to Hillsfield, it was difficult to find any alleviating bright spots to offset the pessimism which high taxes and little demand for lumber had brought to Hillsfield folk. The burden of the state's

demands appeared greater than the benefits which state leaders had devised for the community. The school superintendent expressed the situation well when she write, "Isolated rural communities educate themselves slowly -- or rather adapt themselves slowly to changing conditions and needs. Not until some of our more progressive young people go out into the world and later return with a "vision" and remain long enough to make the vision a reality are we likely to see our dreams come true".

CHAPTER II.

SMITHDALE SCHOOL OF THE PAST AND PRESENT.

SCHOOL BUILDING AND YARD

The little white school close beside the road in Smithdale, with its simple severity and neatness, bears witness to the pioneers of democratic education, our Puritan ancestors. It was built for a church, but the group of men upon whom fell the responsibility for educating the district's children decided, between forty and fifty years ago, to abandon the old building for this pleasant roomy structure. The man who owned the land upon which it was built, a space about fifty feet by seventy-five, gave the use of it to the school, specifying that the shed, also, might be used by the school, and the hall above the school room might be used by the community, provided there was never any dancing or card-playing permitted. The son of the school's benefactor inherited the land surrounding, thus closely, the school property, but also inherited his father's interest in the children, for he "doesn't care", as the children put it, if they play on his hill behind the school, or run through his woods, so long as they don't damage his property. Yet there is little feeling of freedom and no adequate space to play in the school yard. The road becomes the logical playground.

Town Reports.

N.Y.Rural Survey, p. 216.

1866 to $4,000 in 1922. It was also seen that the number of children to be educated has increased in spite of the general decrease of population.[1] (See Appendix G: Comparison of Population by Age Groups.) It therefore comes about that in 1921 the valuation back of each pupil in Hillsfield was the third from the lowest in the state, and the amount of money raised by the town per pupil was the smallest amount raised anywhere in Massachusetts. Is it to be wondered at that education in Hillsfield has been kept to a passable standard with great difficulty, especially when it is realized that in general it has been found that education in a rural school is approximately $10 per pupil more than in a city school. (See Appendix L: Relative Relation between Costs per pupil. New York Rural Survey).

Cost and Aspect of School in 1850.

The cost of administration in a Hillsfield district in 1850 was limited to the slight repairs on the building, "setting of 2 panes of glass, 12¢"; the utensils, namely, broom, pail and dipper, costing in all, 60¢; and the salaries of the teachers for the summer and the winter terms, $11.34 and $30.00, respectively. (See Appendix M: Educational Statistics: Itemized Costs.) The building itself had been put up through the efforts of the townspeople and paid for from town appropriations. The aspect of the building had changed little since the Hillsfield schools of the 1790's described in history.

Mss. p.3.

Smith, John Montague, History of Sunderland, p.93.

"The interior of these school buildings consisted of a row of seats running around three sides with counters in front, under which was a shelf for books; a row of low seats in front for young pupils. A fireplace and a teacher's desk occupied the fourth side." By 1850, a stove had taken the place of the fireplace. History states of these early schools, "Education imparted here was probably of the heroic sort, as the whipping post was connected with this school-house, and there were dents in the wall known to have been made when a ruler which had been vigorously hurled at some pupil's head, had missed its intended aim." The stocks had become obsolete by 1850, but tradition says that the discipline within the school was of the same type. Even in 1922 authority was maintained by the use of a harness trace.

Increase in School Costs.

The expenses of education, though practically stationary from 1791, when "10 L was raised for schooling", to 1850, when the cost for one district was $42.06, began to mount rapidly soon after that date. In 1851 the cost of fuel and of the teachers' board was paid by the town. Later on, free text books were made obligatory by the town, salaries were increased from the dollar a week basis of 1850 to $22 per week in 1922; (See Appendix N: Salary Increase.) a part-time superintendent was added; in more recent years opportunity for higher education was made available through

public support of the pupils' transportation and tuition; and as many of the educational advantages which had developed in city schools, have been added as the limited budget can pay for. (See Appendix M: Itemized Costs.)

Public Support.

Not all of the inhabitants of Smithdale have viewed with approbation this increase in the expense and in the opportunities of education. Living a secluded life in the hills, they have not become aware of the great change which an industrial civilization has forced upon the educational world. The older generation may say with some truth, "the little district school did well enough for us", for in their day the school was better adapted to their needs than is the school of the present with all its increased cost. When the school was only expected to supplement the knowledge of life gained on the farm and in the home, before so much of life was taken from the homestead, the cosy schoolroom of the Smithdale school with its wood-fire and benches amply provided the figuring, reading, writing and spelling which were its duties. The competition with graded city schools and their advantages did not enter in. Now the keen adolescent boy senses the discrepancy between this school, which in many ways seems a relic of a past age, and such schools as those of Brookline which spend two to three times as much money each year on each pupil as does Hillsfield

and maintains school buildings and furnishes equipment with seven to seventeen times as much as Hillsfield can furnish. (See Appendix A: Relation between Wealth, Educational Opportunity and Taxpayer's Burden, and Appendix O: Cost of Education per Pupil in City, Town or Country, and Appendix P: Cost of High School Education.) The adolescent boy does not know that the population of Brookline is, also, burdened less to pay for this educational opportunity for their children than are his parents and possibly it is just as well he doesn't. He might become even more cynical than he is As it is, he believes that the people of Hillsfield don't care whether they do anything for him and his schoolmates, and though this is not wholly true, for they are doing as much relatively as many of the wealthy cities and towns, yet there is an element of truth back of his feeling. To some, the little money that can be raised for school purposes seems such an unsatisfactory investment that the best thing to do seems to them to be to keep the figure down as low as possible, especially as the total tax rate as seen in the preceding chapter, p.7 is mounting higher and higher each year. The fact that the state helps, paying over half the total expense, (See Appendix K: Available Funds.) though it is an entirely just and necessary system and one which needs further amplification, it is not an unmixed good, for the pride of

Report of School District, 1852.

local achievement is lessened and the people more and more look elsewhere than to their own efforts for the benefits they desire.

ADAPTATION OF SCHOOL TO COMMUNITY.

Personal Endeavor Replaces Money Costs in 1860s.

There are several facts that point to the closer touch between the school and the community in the middle of the 19th century. When in 1852 the expense of providing wood from town appropriations seemed too great, it was voted at town meeting "to find the wood". Likewise, in order to lessen expense for the teachers' board, the parents went back to the former custom of boarding him in turn. After the Civil War when times were again hard, the teachers were "boarded around" and the fuel found.

Relation of School to Community affairs in 1860s.

Sessions and Teachers.

In the matter of school sessions, the physical and economic aspects of life in Hillsfield were taken into consideration . The school reports of the 1850's and 60's point to a term beginning the middle of May and running usually twelve weeks or until the middle of August. This session was taught by a woman teacher generally, and, tradition says that the younger children went to school at that time. They

Report of School district of W.

1900 Report of School Committee, p. 12.

were out of the way of busy householders during the summer rush of work and had no difficulty in getting to and from school, since the roads were then in good shape. The winter session began after Thanksgiving and lasted generally eleven weeks or until the middle of February. A man teacher presided over this school and to him came all the older children. Although the school reports show that the teachers seldom stayed for a second term, yet, at this time, it appears that the teachers available were of more than average intelligence. The report of a neighboring town says of its teachers in 1847, "all were conversant with most of the studies required by law, a few of them thoroughly so, and some were independently and comprehensively reflective." Furthermore, the superintendent of schools, in telling of former days, said that about this time sessions in different districts often overlapped, making it possible for pupils, ordinarily attending one school to gain more schooling after their own school shut down, by walking a couple of miles to another district where school was still in operation. A walk of several miles did not at this time deter the ambitious from gaining knowledge,* nor was the element of compulsory attendance so much a part of the system.

* "One of the hardest problems that your committee have to grapple with is the matter of transportation. What a change since our school days! Ten years ago no parent thought of asking the town to furnish transportation for their children, although living a long distance from school and on lonely roads. Now the cry is heard, "if you want my child to attend school you must furnish conveyance.' Is it any wonder that

General Laws relating to Education, p. 30.

Mass. General Laws relating to Education, 1921,
p.73.

Supt's report, 1912, p. 23.

the child of today lacks courage and independence? The fault is with the parent. Your committee recognizes the fact that transportating all children who live from one to two miles from school can only be accomplished at a large expense to the town. Can the town afford it? And are you ready to make the necessary appropriation? We are also aware that such an expenditure would lead to a more regular attendance and thus be a decided benefit to our schools."

Relation of School to Community at Present Time.

In this last-mentioned phase, compulsory school attendance, the Smithdale school of to-day, especially, shows its lack of adaptation to the community life. Little by little the state has demanded more of the teacher in Smithdale. The number of subjects to be taught has increased from four or five to twenty, the requirements for promotion made more rigid and the number of kinds of children to be taught has grown greater. Now all children have to attend from the ages of 7-14, they may attend when 5 years old if they wish and they must attend until 16 if they have not finished the 6th grade.

At the same time that the law * is requiring children of more and more advanced age to attend school it is becoming more and more impossible to find any teacher willing to face the difficulties of rural school teaching, and intelligent men teachers for rural schools are a rare

* "Our greatest problem is the classification of the Smithdale and North Schools. The addition of the ninth grade necessitated by the closing of the M. High School has made the problem more difficult. At present we combine where feasible, mainly in spelling, reading and geography. The time is coming when a two-room building should be given this section,combining the schools and dividing the classes into primary and grammar."

exception. As a result, adolescent boys are imprisoned in school walls by the fear of a truant officer while inexperienced and poorly trained girl teachers try to keep them quiet and, peradventure, teach all of the five to nine grades something of the many requirements.

Compulsory attendance and school mortality.

This compulsory attendance law which requires a child to remain in school until the completion of the sixth grade when he may gain a working certificate, or until he has reached his 16th birthday, appears to be more often a hardship than a benefit to the Smithdale boy. The school program, overladen already, is largely a course in text-book reading and recitation which provides little of interest to the heavily-muscular, ingenious-minded boys of adolescent age. Twice the superintendent was beaten in the county law court when endeavoring to fulfill her duties as laid down by the state in regard to this compulsory education. It is apparent that the law does not seem to be entirely adapted to community needs. Many of the boys and girls did not want to remain in school, they preferred to work. The superintendent said that when the law was passed she had to herd into school those who had thought themselves free. Half of the children between 14 and 16 were working on working permits in 1921 and 1922. The exact figures for Hillsfield's working certificates are:

Am. Child, Vol.V, No.8, p. 6.

1921.		Percentage of total number between 14 & 16.
Number.		
Boys	10	60%
Girls	6	33-1/3%
Total	16	50%
1922.		
Boys	21	48%
Girls	10	50%
Total	31	48%.

In 1911 in Smithdale only 3 attended school after the sixth grade, in 1920 only 1 and in 1923 but 3. Moreover, if the number of tardinesses expresses a lack of proper interest in school, Smithdale statistics show that lack, for in 1922 the number reached 10% of the aggregate membership. Owen Lovejoy, in discussing the relation of school life to occupational life states: "Children have many dislikes, and among the chief of these is the dread of being bored to extinction." "Child labor is most prevalent at precisely the point where our educational system most completely falls down -- in our rural communities." "If a community, a county or a state has the right to invade a private home to compel children to go to school, then the United States Government has the right to invade the state that refuses to produce its quota of educated citizens". Moreover, children refuse to become "educated citizens" if they are being"bored to extinction", Mere attendance in a school room cannot bring it about.

Report 1922, p. 26.

High school education.

The situation in Smithdale is, however, a little more aggravated than in most of the other districts of the town. At the other schools the conscientious work of the superintendent and of teachers who, to the great benefit of the schools, have remained for two or more years has resulted in the graduation of a goodly number of pupils, eleven in 1922, six in 1921, and the enrollment of the greater majority of them in high schools. "Of the thirty pupils who have graduated from our schools during the last five years, (the usual annual enrollment is 160) twenty-seven have attended high school; a creditable number have been on the honor list and two attained pro merit rank." Two Hillsfield students have recently been valedictorians upon graduation from high school.

School attendance and length of school year.

The superintendent has likewise been able to secure, through unmitigated effort, an average of attendance which compares very favorably with the schools of larger towns and has been able to keep the schools running for more than the legal 160 days. (See Appendix Q: Comparison of Attendance of Pupils and of Number of Weeks of School.)

Teacher situation: Length of service.

There appears to be a distinct relation between the length of term of service of the teachers and the morale of the school, number of graduates and high school attendants.

Once Smithdale retained a teacher for three years, and, as a result, there were two pupils who graduated and went on to high school. "Length of service of a good teacher is very important to the achieving of a studious atmosphere", the superintendent says. "A school that had been noted for this broke down in eight weeks under a new teacher who, though experienced, did not have hold of the children." She stated in the report of 1922: "During the nineteen years of my incumbency the North and Smithdale schools have had, respectively, eighteen and twenty different teachers, of these thirty-eight teachers twenty-one served less than a year each and the longest term of service was for four years. Although we have had among them a number of excellent teachers the frequent changes have left their mark." The reasons she gave for their leaving were, low salary, $753 in 1921, large number of pupils (24 to 44 is often the rule), multiplicity of grades (often there are nine), the difficulty of the adolescent boys, the lack of the kind of social life a teacher should have, frequently the lack of a good boarding place and the lack of constructive and helpful criticism, cooperation and interest of the parents.

Increasing difficulty of securing teachers.

That this condition though early a difficult one, is becoming more aggravated appears to be the case, according to the school reports from 1894 on. In that year, the secretary announced, "we feel free to say that we have had no

poor teachers." In 1897 vacancies occurred through taking "better positions" and "on account of poor health", but "the vacancies have been acceptably filled." The report goes on to state, "We labor under the disadvantage of not being able to pay the salaries that will command and hold the services of the best trained teachers." In 1900 the school committee report says, "One of the must difficult and also most important tasks is -- the selection of teachers -- to make a wise selection from the very few available teachers of whom we have personal knowledge and the score or more of applications for every vacancy." Note that there were still many applications for vacancies at that time though the type of teachers left much to be desired, for in that year the superintendent stated, "With us in the last five years but one desirable teacher has remained in the schools long enough to acquire more than a fraction of the force and facility of which she was capable."

By 1918 the situation has become serious. "It is at the present time almost an impossibility to secure satisfactory teachers when vacancies occur. The larger places offering single grade schools and higher salaries secure the available teachers. The prospect for another year is not encouraging, the Normal Schools not having an enrollment that will assure the filling of any except the most desirable positions.

"The new law fixing the minimum salary of teachers in towns of $1,000,000 or more valuation at $550 does not include Hillsfield yet we are directly affected, for it means we must revise our salary schedule if we wish to retain satisfactory teachers, or when vacancies occur, secure the grade of teachers that the town demands. (The town which secures and continues the services of efficient teachers will never be the loser, though to do so necessitates increasing the school appropriation)".

The war affected the Hillsfield teacher situation. In the report for 1919, the superintendent states: 'Last year mention was made of the shortage of teachers. This year the situation is more acute and is country-wide."

In 1920, the superintendent states: "The Center school has grown almost beyond the capacity of the room and the time and energy of one teacher. Fortunately for us we have within our borders teachers of experience who have assumed charge of all but one of our schools, teachers who, were it not for home interests, could without difficulty secure more desirable positions.'

Thus it happens that it is only the town's good fortune in having for the majority of its teachers married women residents who are good teachers and free to teach, that the schools are being efficiently managed for the most part. Smithdale has not had the good fortune of a resident teacher and is forced to take the poorly trained teachers which the rural teacher shortage and the small salary af-

N.Y. Rural Survey, p. 78.

fords. The best of the teachers are high school graduates with a little Normal training received in summer schools. And since experience in teaching generally carries with it a higher salary, Smithdale has the inexperienced, giving them an initiation into the hard and thorny road of the "school marm" that makes many of them prefer the hazards of matrimony. Of the seven teachers who have taught there in the last eight years, six are married.

Classification, grading and consolidation.

At the same time that the difficulties of teaching are requiring greater maturity, experience and training in the teacher, the classification into grades has become so large a part of the educational system that even Normal-trained students are at a disadvantage when confronted by the loosely graded schools in the country. In these rural schools, classification into grades means an unreasonably large number of recitation periods. The New York Rural Survey found the median to be 29 per day. Smithdale often has over 30 per day. The large number means little time for each, even though the sessions are lengthened to give more time for the recitations which must be heard. Smithdale school sessions are from 9 - 12 and from 1 - 4, with a half hour out for recesses, whereas many city schools have at least a half hour shorter duration each day. Even so, the recitations are necessarily short and the question and answer method is the rule.

This problem of classification and the many recitation periods resulting from it and from the increasing number of required subjects has elsewhere been a large factor in promoting consolidation as a means of obtaining teachers. In 1900 the superintendent said in his report, "The plan of consolidation would go far. Teachers avoid the ungraded school, and will leave it for less pay and more work with grading." In Hillsfield, however, total consolidation is impracticable since the mountain barriers prevent effective transportation. Partial consolidation may some time help to solve the difficulties, but at present the local prejudices of the separate villages and the increased cost of transportation make it apparently impossible.

The classification problem was decreased for a time when the industrial high school in the neighboring town took some of the older children from Smithdale, but this high school, unfortunately, was soon discontinued through legislative measures which failed to regard the needs of this particular community. During the last few years the desire to continue education until graduation has declined until the ninth grade has not had to be taught here. Though this may have relieved the situation in one way it shows a lowering of the school morale, a lessening of the ambition to win an intellectual goal, which makes all the teaching more difficult.

Subjects of course of study.

The multiplying of the number of subjects required by law to be taught is no small factor in Smithdale's educational problem. From the 3 Rs and a little geography and spelling, the list has grown to the following:

General Laws relating to Education, Bul.1921,No.9, p.30.

SUBJECTS OF STUDY.

Section 1. (As amended by Chapter 360, Acts of 1921.) Every town shall maintain, for at least one hundred and sixty days in each school year unless specifically exempted as to any one year by the department of education, in this chapter called the department, a sufficient number of schools for the instruction of all children who may legally attend a public school therein. Such schools shall be taught by teachers of competent ability and good morals, and shall give instruction and training in orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, the history of the United States, the duties of citizenship, physiology and hygiene, good behaviour, indoor and outdoor games and athletic exercise. In connection with physiology and hygiene, instruction as to the effects of alcoholic drinks and of stimulants and narcotics on the human system, and as to tuberculosis and its prevention, shall be given to all pupils in all schools under public control, except schools maintained solely for instruction in

Superintendent's Letter, June 7,1923.

C.M.Fassett, Assets of the Ideal City, p. 66

American Physical Education Review, Feb.21, p.59.

particular branches. Such other subjects as the school committee considers expedient may be taught in the public schools. In 1923 "a new law prescribes the teaching of the Constitution in addition to history and civics." (1)

The Massachusetts requirements are but typical of the period of subject-centered education. The Cincinnati school survey in 1915 showed forty-three elements in the curriculum, thirty-two of which did not find place there in 1904. (2) The process of developing the present school curriculum under which Smithdale suffers has been traced by Dr. C.E.Rugh to the German psychologists. "The pedagogy based on this scholastic philosophy and rationalistic psychology," he says, "is subject-centered. The result has been a never-ending and ever-increasing differentiation of subject matter with corresponding specialists or advocates with autocratic air and method." (3) The life and needs of Smithdale children have been nearly overlooked in the desire of school authorities to push the pupils through the textbooks of the subjects advocated by the educational specialists.

In its original plan this philosophy is akin to the industrial scheme where differentiation of processes, specialization and division of labor permitted the development of establishments with phenomenal output. Intellectual specialization and differentiation has developed science, but human needs have for a time been apparently overlooked. Can

one say that the human needs of Smithdale pupils are being met by laws that merely increase the number of textbook subjects and the number of years of compulsory school attendance?

OUTLOOK.

In progressive cities and towns which are more responsive to the new order, education is changing gradually from a memory testing of various subjexts to a vital training for life in an industrial age. Dewey's vision of "learning by doing" and the development of vocational education are educational reactions to a philosophy of life which sees that,as Carlyle says, man is a tool-using animal, with the capacity for cooperating in the divine processes of creation. A few pioneer educators have seen the grandeur of the industrial scheme of civilization where by close cooperation and interdependence of workers (keyed up by competition) the natural products of the earth are being conquered and fashioned into tools and playthings for an increasing number of mankind. They are adapting the educational process to this scheme of civilization, hoping thereby to offset the dangers of the new order and develop the best.

But Hillsfield as yet has seen no vision for its youth beyond the possibility of training a few of its most ambitious to go on to neighboring high schools. And in the meantime the legal requirements, constructed by state

authorities who are far removed from Hillsfield and Smithdale, are increasing the difficulties of the teachers who are carrying on this training. The ever-increasing subjects point to the necessity for the adaptation of the courses of study for the rural school by the cooperation of present day specialists who will place a child in their midst even as did the Great Teacher. Though, at present, Smithdale feels only the deadening effect of imposed legislation, the advance in the age for compulsory attendance, which is a bitter hardship and doubtful benefit to many muscular, freedom-loving boys now, shows at least a greater sense of public responsibility for the welfare of youth. The law for the mentally retarded, to be discussed later, whose adaptations to rural schools appear so undesirable, shows a desire to take special care of the handicapped, and the physical training law which is an added burden to rural teachers shows that educators believe that their duty is to train the whole child.

Having seen the gulf between the ideal and the real in the difference between the theory for the physical education of New York rural school children and the actual working out of the law while I was a physical director in some rural communities there, I sought to investigate the whole difficult situation from the standpoint of the school teacher and, therefore, after a year's training at Massachusetts Agricultural College, undertook to teach Smithdale school.

General Laws relating to Education, Commonwealth of Massachusetts "Bulletin of the Department of Education, No.Boston, Mass., 1921, p. 30.

General Syllabus for Physical Training, Albany, N.Y., 1917. p. 9.

General Syllabus for Physical Training, Albany, N.Y., 1917, p.13.

CHAPTER III

THE RELATION OF PHYSICAL EDUCATION TO SMITHDALE SCHOOL

PHYSICAL TRAINING LAWS: Massachusetts.

The addition of "indoor and outdoor games and athletic exercises"[1] to the list of required subjects for public schools, sometimes known as the seven word physical training law, was in 1921, the Massachusetts version of compulsory physical training for elementary schools. In passing this law Massachusetts was somewhat tardily following in the footsteps of other states, progressive in education, who were stimulated to action by the draft disclosures of unnecessary physical unfitness of many youthful citizens.

New York State: First General Physical Training Law.

New York had led the way with its "most comprehensive program of health education and physical training for school children ever authorized by the government of any state or country",[2] which went into effect late in 1916. Physical training as provided by the New York bill was to be "construed as covering 1) individual health examination and personal health instruction (medical inspection), 2) instruction concerning the care of the body and concerning the important facts of hygiene (recitations in hygiene), and 3) physical exercise as a health habit, including gymnastics, elementary marching, and organized, supervised play, recreation and athletics."[3]

General Laws relating to Education, Boston, Mass. 1921. pp.43 & 44 and p.30.

Paul Munroe: Cyclopedia of Education, Vo.5. "Temperance Instruction," p.557.

Health Provisions Already in Operation in Massachusetts:

Hygiene instruction.

Massachusetts already had the first two of the above three provisions.(1) In fact, state laws recognizing public responsibility for the health of school pupils originated in Massachusetts.(2) The first organized effort directed toward pupils' physical welfare was instruction in hygiene. The movement of the Woman's Christian Temperance Union resulted in the passage in Massachusetts, in 1855, of the first law requiring this teaching of hygiene. Though possibly unscientific in the light of present medical knowledge, laying great stress upon the injury to the developing human body from alcohol and tobacco, this law overthrew the superstition that physical ills were due to an all wise Providence working in devious ways for our spiritual welfare, and started the philosophy of personal and civic responsibility for health through education and legislation.

Medical inspection.

The law authorizing medical inspection followed in 1894, a direct outgrowth of the congestion of city life. Control of contagious diseases, instigated by serious epidemics among school children, was sought first in Boston by this means. The movement for medical inspection spread rapidly, but probably the first school money spent for

Paul Munroe: Cyclopedia of Education, Vol.4.
"Medican Inspection." Vol.5. p.184.

health, aside from the providing of text-books on hygiene, was spent in Boston about 1895 for medical examinations safeguarding school children against contagious disease.(1) But Massachusetts had no physical training law until 1920 when the "seven word physical training law" was passed.

DEFINITION OF PHYSICAL EDUCATION.

The terms, physical education and physical training, are often used interchangeably, and sometimes health education is also made synonymous. I like to make the following distinction: physical training includes the muscular activities taught to the pupil which tend to produce organic vigor and correct and skillful use of the muscles and senses, such as gymnastics, corrective exercises, games, plays, athletics; health education includes the study and practice by the pupil of subjects the knowledge of which tends to increase health, such as physiology, hygiene, health habits, sanitation, food values; and physical education includes both the preceding subdivisions and, also, improvements in the pupil's environment, and the work of auxiliary agencies whose object is the pupil's increased health, such as sanitary regulations and enforcement, schools that are more hygienically constructed and adapted to the pupil's health, medical inspection, school nursing and various clinics. For physical education is, as I conceive it, the training of a human being to maintain

or to gain health by using his physical abilities to the best advantage. Its essentials are scientific knowledge and control of the human mechanism in its constant struggle to adapt itself to its environment, the learning of the laws of personal and social adaptation and the formation of habits, which become a permanent asset for health. The purpose of physical education is to preserve normal physical vigor under the artificial conditions produced by congestion of population and modern civilization, to prevent disease, to increase vitality and to promote civic fitness through health and trained muscles.

Contribution of Physical Education to Economics, Social Conditions and Education.

The contribution of physical education to economic forces is the physical adaptation of workers to their special job, which, by cultivating inherent skill and by relieving vocational strain helps to give joy in craftsmanship. Health is in itself an insurance against poverty. The contributions of physical education to social forces are the stimulation of socially advantageous self-expression, good sportsmanship in competition, ability to cooperate in action and, through pageantry and the physical arts, an appreciation of beauty. The significance of physical education as a part of the school curriculum lies in its emphasis of the shift in responsibility from the home to the school and of the tendency

Bulletin on Modern Health Crusade of National Tuberculosis Association, 370 Seventh Ave., New York, and Massachusetts Tuberculosis League, 1150 Little Building, Boston.

American Child Health Association, 370 Seventh Ave., New York.

of modern education to center attention upon the physical welfare of the child instead of upon the subjects of the course of study.

HEALTH EDUCATION IN GENERAL AND IN HILLSFIELD.

The development of physical education from the passage, in 1895, of the first health education law has been remarkable. From the dry-as-dust physiology text-books of that day, health education has become increasingly effective through concrete and stimulating methods, such as the goals of achievement of the Modern Health Crusaders of the National Tuberculosis Association (1) and the weight-height standards of the followers of Cho Cho, the health clown of the American Child Health Association. (2) This improvement in method has, as yet, barely touched Smithdale. The text-books of physiology are anatomical, and the Modern Health Crusade, though attempted by the teacher preceding me, was unsuccessful since the cooperation of parents was not secured and results were not checked. Some of Cho Cho's interesting literature found its way to the Plain school, and the Polish children, who form the majority of pupils, followed his advice and began and continued to drink milk which they had before scorned.

WORK OF AUXILIARY HEALTH AGENCIES IN GENERAL AND IN HILLSFIELD.

Board of Health.

The work of auxiliary agencies has grown. There is now a tendency for the Board of Health and the Board of

Course in Physical Education for the Common Schools of Dentonday, Rural School Education, 1920.

American Physical Education Review, June, 1921. p.271-2.

General Laws relating to Education, Boston, Mass. 1921, p.43.

Education to unite in the making and enforcing of laws affecting the health of pupils. In Kentucky (1) and North Carolina (2) this cooperation has shown its effectiveness. But the lack of effective enforcement is apparent in Smithdale from the report of the school nurse in 1923 that there was no drinking water in the schools, because the water had to be brought from across the valley, and the toilets were filthy and unscreened fron flies.

Medical Inspection and School Nursing.

The medical inspection, from its inception as a preventive against contagious disease, has assumed an interest in the whole physical condition of the pupil. Eye and ear tests were the next step after inspection for contagious diseases. These are made by the teacher in Smithdale, sometimes with the help of the county public health nurse. The present medical examination aims to discover physical defects which hinder the school progress of the pupil. In Hillsfield the salary of the medical inspector has increased from $20 in 1912 to $50 in 1922 and the parents are notified of the defects found. The year following my residence in Smithdale the school nurse law (3) went into effect and the new nurse assisted the doctor in making examinations, made individual records for the pupils, followed

* Supt.'s letter, June 7, 1923, in "A school nurse is now obligatory. In this Union she serves the four towns; we are fortunate to have secured one under the direction of the Red Cross, who is competent and a worker. She does so much "follow-up work" in the homes that already she has become a valuable factor in health conditions. The three smaller towns have two days a month and the larger town three days. In addition to her school work she carries on Red Cross activities."

General Laws relating to Education.
Boston, Mass.,1921. p. 41.

up the defects found by visits to parents, and stimulated the children to save money and the parents to promise their presence for a dental clinic, which she found she could secure at five hours of dentist's work for $15. The school nurse states that more needs to be done than can be accomplished in the two days a month of her work in Hillsfield. (See Appendix R: School Nurse's Report.)

Law for the Mentally Retarded.

(1)

This law is a further development of the laws for ascertaining the physical condition of the pupils. As yet this law has not been applied in Hillsfield. As planned to be carried out in 1921 the provisions appeared so lacking in understanding of the rural situation that the superintendent was heartily pleased when it was not required, through the reduction of the number to be tested to less than the legal number. The law illustrates the manner in which a well-meaning state board of education, lacking in the knowledge of rural conditions and human hearts, fails to better the rural situation by its city-devised improvements. It provides a clinic for psychological testing of those children assumed to be defective in mentality if there are ten or more such cases in a town. In a city the abnormal children, who are both the super-intelligent and the moron, can be differentiated from the majority, whose more regular pace they disturb, without detrimental comment. The

"opportunity classes" thus formed give scope for the varying needs of the individual child. In the country, however, the children who are found to be three grades or more behind the grade where the average child is at a certain age, in other words, three years retarded, are to be taken to a strange place and subjected to a strange ordeal by strangers, a so-called mental diagnosis. How is it possible to do this without branding these children as abnormal, "defectives", thus lowering their own self-respect and decreasing their chance to become socially useful citizens? Are our modern psychological tests so sure that their results under such conditions would be just? Would it not be better to use the constructive program of psychology which appeals to the pride and ambition to succeed in each pupil and put into practice Paul's wisdom: "All members have not the same office, having then gifts differing according to the grace that is given to us," and to include others, the brighter pupils who are well liked by their school-mates, with the mentally retarded when making this psychological examination. Though there were ten cases of retardation on the five school registers of the town of Hillsfield the year I taught, five of whom were in the Smithdale school, the withdrawal of one by the achievement of a working certificate made it unnecessary, as has been stated, to hold this clinic. Our able superintendent managed, moreover, to secure funds,

prompted by the mental clinic law, with which she supplied all the teachers with many interesting materials for hand work, stimulating thus the minds of all to greater activity.

The Mental Clinic and Retardation in Hillsfield.

The mental clinic does not seem to teachers and the superintendent in Hillsfield to be the best way to attack the problem of retardation. In the first place, having found some of the pupils to be of inferior intelligence, the segregating of them in a special class is almost impossible because of the cost of transportation over the hills. Furthermore, the causes of retardation are often lack of attendance at school through recent migrations, and mental indifference due to the system of textbook instruction and to the compulsory attendance of adolescent boys who wish to be free from the restraint of school tasks which do not seem of value to them.*

* Supt's report, 1912.

Retardation.

Of the 19 not promoted 3 entered late, 1 was mentally deficient, 3 absent from illness, 12 lacked natural ability or were indifferent. In some cases the indifference was due to absence with its consequent loss of interest.

Opinion of Supt. Total number retarded in 1923.

6 years	retarded	1
4 "	"	3
3 "	"	9

Causes: Two, defective vision; one, very deaf; at least two, out of school through illness, several the offspring of intermarriage of parents of low mentality; most of the rest, indifferent.

W.B.Ittner: "School Architecture from a Health Viewpoint", in The Nation's Health, June 15, 1922. p.375.

Town Report, 1922. p. 25.

ADAPTATION OF ENVIRONMENT TO PUPILS' HEALTH.

The improved type of school houses and school administration is a result of physical education agitation, but in this phase of physical education Hillsfield has progressed little. W.B.Ittner, specialist in school architecture, gives as follows the list of aggressive measures to safeguard and promote the health of children now supported in progressive cities: 1) Studies in lighting, heating, ventilation, sanitation and safety. 2) wholesome, sunny, cheerful environment for work, study, and play. 3) school operating schedules devised so pupils may move about occasionally, and movable equipment, freeing children from rigid school atmosphere. 4) school life a balanced life, like real living. 5) daily play-ground and gymnasium activities. 6) periodic physical examinations, special examinations and corrective measures that "children today may go to school to get well" and 7) preventive measures for checking the spread of contagion and exterminating the sources of health dangers. He concludes, "Health has become an educational objective.(1) This health objective is a dynamic state not a static one and is the condition which vitalizes the pupil in every aspect of his school life. It is probable that adolescent boys in such an environment would be less indifferent to school. In contrast to this condition the superintendent of Hillsfield in her report of 1922(2) states the building needs of Hillsfield as follows: "The Center and Plain buildings neither

comfortably nor healthfully accomodate our pupils. With the present enrollment it has been necessary to place the seats close to the walls, and the aisles are narrow. Unless other provision is made, these two buildings should be enlarged and improved.

The Center and Plain schools have no vacant seats, the former at the present time enrolling 42 pupils. No teacher, however efficient, can properly cover the work with so many pupils of one grade; how much more difficult the task when the school is multigraded and the conditions not conducive to comfort or good discipline."

PHYSICAL TRAINING

In progressive cities physical training has developed from the formal gymnastics designed to relieve mental strain and the cramped muscles of the school room a rich program including folk dances, aesthetic dancing, and pageants, gymnastics, apparatus work, individual corrective exercises, games and athletics. Within the definition of the term physical training, as given by Salzmann and Dewey, manual training, gardening* and practical arts may be included.

* In regard to the including of gardening, Salzmann in 1800 placed it among gymnastic exercises (C.G.Salzman, Gymnastics for Youth, p.432) and wrote, "I would strongly recommend gardening as well adapted to children. Every boy should employ part of his time in this pleasing occupation which has a valuable tendency to expand the mind. Here plans are formed and a piece of waste ground is gradually dug up, enclosed, planted, watered and kept in order, by the exercise of juvenile powers. The important ideas of the production of something by our own exertion, the value of manual labor and articles of food are instilled into the mind; and the disappointment of pleasing hopes compensated by fresh exertions, keeps the mind in activity and teaches it to think lightly of the failure of its expecta-

tions." Salzmann also includes "manual labors" under gymnastic exercise, especially mentioning "carpentering, book-binding and basket-making". The relation between manual arts and health is indeed so close that in Dewey's scheme of education outlined in his "School & Society", Chapter 3, physical education would not require a gymnasium because there would be physical exercise in the shop, the textile room, the kitchen, dining room, garden, park, and country which are the work shops of his school. And this exercise of physical abilities upon the materials of present living would, he believes, not only develop health but art and beauty. He says that the art of the Renaissance was great because it grew out of the manual arts found in every-day life.

In my discussion of physical education in its relation to the rural school I shall include them, although I realize that in the United States they are seldom construed as part of physical training, since they were developed separately as school subjects. Recreation, not only in the form of games, but also in its larger aspect of community gatherings originating at the school, I shall also include in my discussion of physical education in Smithdale. Recreation * has long been a part of many physical education programs.

*In 1919 the Massachusetts law authorizing any city or town to acquire or use land or buildings for the purposes of a public playground or recreation center "and to conduct and promote recreation, play, sport and physical education" was passed and included in the "Educational legislation enacted in 1919." (pp.22 & 23.)

Benefits of Physical Education in General.

The ideal program of physical training would give a coordination of senses and muscular action which would fit the youth to be skilful in this day of swiftness and of

engines, and also a social consideration that would help to make modern congested living less dangerous. Many cities have gone far toward developing an ideal program. The Massachusetts state law of 1921 was a step toward making universal some of the advantages already known. There is no doubt that the benefits of physical education; the finer physical control, the health consciousness and knowledge whereby health is gained and maintained, the training in social laws through games, the enrichment of life of folk dances, and the stimulation to creative self-expression of manual arts and pageantry, are the birthright of rural children as well as city children, were it possible to give them anything but a travesty of the activities which can produce these benefits.

Obstacles to Rural Physical Training.

Opposition in Massachusetts.

But in applying the physical training program to rural districts not only are there intrinsic difficulties in the educational system but there has been much opposition to overcome. Even this "seven word physical training law", meagre as it is, was barely passed. It is the result of several years sharp combat between the educators and health workers, and the conservative elements in Massachusetts. Those who through their interest in private education opposed the increase of the tax burden for public

W.H.Garwood: Physical Training in Rural Schools, "Mind and Body", May 1921, p.556.

education, and those who feared a centralization of power in the hands of the state school officers fought the measure bitterly.

Opposition in New York State.

Opposition to compulsory physical education is by no means limited to Massachusetts. It was the opposition in one of my two room rural schools which I encountered when physical director in New York that made me undertake an intensive study of physical education in rural districts. The New York state program was built under the influence of war preparedness and was an excellent one from that point of view. Under the patriotic stimulus aroused by war and the shock of the draft disclosures of our physical unfitness, the Physical Training bill was carried and put into operation. After the Armistice, however, when the need for man power was less apparent, the value of the program was challenged both by the rural pupils and the taxpayers, more especially since the special adaptations of the program to rural schools made by Mr. Daniel Chase, State Superintendent of Physical Education, had hardly been worked out. The reaction against the central authority, which had, as one superintendent expressed it, "thrust this physical training down the throats of the people" 1) caused the taxpayers through their legislative representatives to stop the special

Daniel Chase: Physical Education in New York Rural Schools, "Nation's Health," April,1922, p.245.

appropriation which provided for effective administration through state supervisors(1) and to discontinue certain mandatory features of the law.

Benefits of Rural Physical Training in New York State.

The compulsory war program had, however, "sold the idea" to many communities and the benefits accruing were distinct. One district superintendent outlined in 1921 "some of the things physical training had brought to the rural boys and girls" in his district as follows: 1) Practical and vitalized physiology. "These health rules have become health habits, for they are observed over the long vacations." 2) "The boys and girls are taught to play, through play team work. The home life of so many of our boys and girls in rural sections is not conducive to self-expression." "There are too many chores to do. "Physical training is bringing a new and happier meaning to life through the spirit of play." 3) "The hourly two-minute setting up drill sends the blood supply away from the brain--the boys and girls tell me they can return to their lessons better after such breaks in their routine. -- The deep breathing expands the lungs. Correct posture is developed. These drills frequently suffice to correct cases of round shoulders often found among rural children from carrying too heavy loads. Always the room is aired." 4) The folk dances -- teach the children grace and rhythm that has been

W.H.Garwood: Physical Training in Rural Schools, "Mind and Body," May, 1921, pp.557-8.

lacking, and the lack of which has branded rural children as "Clod-hoppers". 5) "In the field days there is a splendid spirit of rivalry, and more benefits than you can count come from letting all the boys and girls meet and mix and get acquainted."(1) My experience in the rural union free school showed not only these advantages but also the great benefit of the interest of the mothers in the physical welfare of their children in the school environment. Sanitary improvements were made and a warm school lunch was supported as a result of the health campaign initiated through the cooperation of the Junior Red Cross and the physical training department. The health interest was a vital one to the whole school where better health was recognized as a need and the school administration allowed the physical training program to meet that need.

SURVEY OF OPPOSITION TO COMPULSORY PHYSICAL EDUCATION IN RURAL DISTRICTS IN THE UNITED STATES.

The survey made in 1920-21 (See Appendix R: 1,2 & 3) of certain features of the state administration of the compulsory education laws showed that opposition to the law was greater where the bill had been passed by the influence of educators before the need and significance of physical education had been understood by the taxpayers. The opposition was greatest where no special adaptation to the rural need was provided and no demonstrations of the benefits were made.

Even the generous allowance to the local district of half the cost to be borne by the state, as in the case of New York, did not offset the opposition which was aroused by the autocratic manner in which the administration of the law was first handled. But where the improvement in health of the school children was clearly sought and demonstrated, as in those states providing a schoolnurse, carrying on health clubs whose work became part of the home life of the children, holding nutrition clinics and school lunches, physical training exhibitions, athletic meets and ability tests, opposition tended to wear away gradually. Through such demonstrations the rural patrons begin to see the reason for the extension of physical education to rural schools and to understand the purpose of the work.

NEED OF THE RURAL CHILD FOR PHYSICAL EDUCATION.

Investigation of Joint Committee on Health Problems.

Indeed, the rural child is, in general, in greater need of physical education in its broadest sense now than the city child. The investigations of the U.S. Public Health Service, of the Rockefeller Foundation, and of the Joint Committee on Health Problems of the National Education Association and the American Medical Association, agree that the health of rural children, as indicated by certain physical defects, is not as good as that of city children, in spite of the fresh air of the country in contrast to the slums of

Dr. Thomas D. Wood, Health Work in the Schools. "The Journal of the National Education Association", May 1922, p. 177.

Home Economics in Rural Schools, Bureau of Education, Washington, D.C. "Home Economics Circular, No.13, p. 1.

Dr. Thomas D. Wood, Health Essentials for Rural School Children, p.3.

the city. The abundant air and sunshine of the country have led people to believe that conditions were better there than in the city, but Dr. Wood, chairman of the Joint Committee, writes, "The natural, healthful environment of the country is not utilized. The farmer's home is, as a rule, insanitary in many respects. It is often terribly unventilated. Country water and food are often less wholesome than water and food in the city."(1)

Rural Sanitation.

This is true largely because as the U.S. Bureau of Education's circular on Home Economics for Rural Schools states "Municipal authorities provide adequate and satisfactory water supplies, arrange for the disposal of household waste, and by the enforcement of various ordinances protect the urban dweller from possible results of his own ignorance or carelessness," whereas, "the occupants of the rural homestead determine their own environment and control the healthfulness of their surroundings."(2) As the gaining of a livelihood in the country has become more difficult, the time necessary to preserve sanitary conditions has been harder to find, and too often the country has polluted water, garbage and manure piles breeding disease-carrying flies, and unsanitary conditions of buildings which would not be tolerated in the city. These unhygienic and insanitary conditions Dr. Wood considers the chief reason why "country children are on an average less healthy than the children of cities."(3) (See Appendix T: Comparison of Physical Defects in City and

Dr. Wood. Journal of National Education Association, May 1922, p. 177.

Letter of March 6,1923 from Dr.George E.Vincent, Pres. of Rockefeller Foundation.

American Physical Education Review, June 1921, p.271.

and Country Children), though he mentions the "artificial selection, during the past half century especially", which "has drawn much of the best human stock from the country to the cities.(1)

Estimate of President of Rockefeller Foundation.

Dr. Vincent, President of the Rockefeller Foundation, in stating the disadvantages of the country from a health standpoint, asserts "1) That in reduction of death rate the city has made relatively a great gain over the country. 2) That with respect to certain defects, examinations of rural school children showed disadvantageously in comparison with city children."(2)

Dr. Taliaferro Clark of the United States Public Health Service in a comparative study of physical defects in rural and city children in a number of states (See Appendix T: Comparison of Physical Defects in City and Country Children.) concludes that the reason for the greater number of defects found in the country is because "there has been no attempt to cure these defects, while in the city, there has, in some instances."(3) His investigations based on the rejections of the 1st and 3rd draft show, however, a result "in favor of the rural registrant", though he states that the physical defects among rural school children which are in so many cases more numerous than among city children

American Physical Education Review, November 1919, pp.441 & 442.

The American Child, Bulletin of the National Child Labor Committee, Jan.1923, p. 5.

Dr.Louis N. Rapeer. American School Board Journal. Feb.1920. p. 35.

"are potentially of more serious consequence than similar defects among children in the cities, due to the limited medical facilities of most rural districts and in part to the bad school environment of the average rural school child, which tend to aggravate the physical defects from which so many of them are suffering on entering school."(1)

The National Child Labor Committee believe that it is exploitation of children in agriculture, where "no attention is paid to the postural deformities brought on by the excessive use of certain muscles"; and "there is no time for free play" that "explains the startling fact that country youth, blessed with fresh air and plenty of food and exercise, are proved by actual tests to be far inferior physically to youth coming from city slums."(2)

Dr.Louis Rapeer,head of the National Research bureau, summarizes the result of investigations into rural health as compared with city health as follows: 1) Health conditions in general are about as bad or worse in the country as in the city, 2) though the rural death rate is lower in general, it is higher for certain diseases, 3) there is great similarity between country and city in health statistics, but 4) the administrative health agencies are far behind in the country, making the problem a serious one. He concludes, "Human lives and hopes depend on providing desirable health conditions in the country.(3) If unfavorable

health conditions are added to the disadvantages of rural life of low financial reward, poor social conditions and poor schools, agriculture is a "hazardous occupation"!

The report for health defects in Smithdale made by the school nurse in 1823 is: out of a total of 27 pupils, 21 had defective teeth; 6, defective tonsils; 4, defective vision; and 7 were more than 7% underweight.

Medical Service in Hillsfield.

The difficulty of securing a doctor when needed in Smithdale is very great. The poor telephone service combines with the hilly roads to make the distances seem far that the doctors must come from the nearest large towns, seven and twelve miles away. The high rate of infant mortality may be partly due to this condition. (See Appendix I: Vital Statistics.) It is certain that the minds of expectant mothers are often much upset by the uncertainty of medical attention, and a sorrowing widow believes that her husband would still be alive if they could have gotten the doctor.

MEDICAL SERVICE.

It is indeed time that medical attention in general were given to the problem of rural health, for the effect of scientific and progressive thought of the leading medical organizations in recent years has not worked to the advantage of the country, although it may have vastly improved health conditions in cities and towns. The raising of the standards of the medical profession, though it has saved the United

They Survey, August 15,1922, p.625.

Survey Graphic, May 27,1922, p.321.

States from the practices of ignorant and charlatan doctors, has so increased the cost of medical instruction that there are fewer doctors to care for the people in the country. There has been likewise a change in the type of instruction to hospital cases and specialists. The rural family doctor of the past generation has become a resident of a town where he can have the advantages of the town's hospital. Wide stretches of rural lands are thus left out of reach of medical aid though the special work that has been done for rural health has been rewarded with significant success in some instances. The reduction of hookworm infection from 82% of the school children in one county in Virginia to 2.2% in 11 years by the Rockefeller Sanitary Commission is one of the victories in that war against disease which, more truly than war between peoples, develops the many virtues of courage, endurance and self-sacrifice. The latest development in Smithdale has been for a town doctor to hold office hours once a week in one of the homes.

THE SCHOOL AS AN AGENT IN HEALTH IMPROVEMENT.

In the city, the schools have been an advantageous place to work for better health, but the rural school in general is at present a weak rod to lean upon. W.M.Lewis in the Surphey Graphic writes "in every other aspect of rural life the improvement is greater than in the school-house and the school life". (1) Yet "the needs of the rural children

Modern Equipment for One-Teacher Schools.
Bureau of Education, Washington, D.C.
Rural School Leaflets, No.3, April 1922,p.1.

Same as above.

demand liberal equipment and special training in their teachers."(1) "In a rural school", explains the bulletin on Modern Equipment for One-Teacher Schools of the U.S. Bureau of Education, "one person is expected to do the work which in a graded school is performed by a janitor, a principal, eight grade teachers, often one or more supervisors of special subjects, and a nurse. The one-teacher school with fewer children has all of the problems found in the larger school. Teachers in such schools, therefore, actually need more equipment than does the graded-school teacher."(2) Not only do the rural schools rarely have the equipment by which the subjects taught can be made to have meaning in the pupils' lives, but the teachers, as has been noted, are rarely trained to an ability to use such material. There are many difficulties to an adequate physical education program in the rural school.

Inadequacy of Method of Health Instruction.

Health instruction from the usual text-book is one of the most futile of memory-testing processes, yet the rural teacher because of the large number of recitations per day has to rely upon text-books. The formation of good habits in health and in sanitation requires devices and incentives for the ordinary child, which cost money and take the teacher's time and thought. The overcoming of physical deficiencies requires follow-up work as well as the discovery of defects, and this takes the ability of a school nurse working

David Snedden: Address to American Physical Education Association, New York, April, 1920.

in cooperation with the parents, which fortunately has been recently added in Hillsfield. Postural defects are a result of environment and the psychological attitudes which strengthen the postural muscles. The boy who is forced to pass time at a school desk studying text-books has hardly the psychological urge for good posture. The county agent who inspires the boy with ambition and hope affects his posture more than does a superficial setting-up drill.

Lack of Cooperation of Rural School Patrons.

A physical education program to be successful, as shown by the Survey of Opposition to Physical Education in Rural Districts, (See pp.69-70) needs to have its health motive recognized by those who influence the children's attitude toward the work. Many rural schools would still be unable to accomplish the purpose of the state laws for the promotion of health, even if the school administration permitted the laws to act in a beneficial manner, because of the lack of cooperation of the rural school patrons. There is no doubt that the rural community needs leaders to show them how to adapt the state laws to their actual needs. It is the deepest regret of the superintendent that she cannot at the normal schools interest prospective teachers in rural positions. "The untrained girls", she writes, "cannot lead the way, yet she must employ them."

Lack of Adaptation of School in Equipment, Grounds and Attitude.

The whole social background of the district school is unadapted to so vital and extensive a subject as physical education. The district school at its inception was not expected to give more than the three r's and a little geography and history, and only equipped itself for this work. It did not plan to provide physical training, and often, as is the case in Smithdale, has barely enough grounds for its buildings to stand upon. The farm and the home under a benign economic order appear to have given ample exercise, yet not too much, to the large muscles of growing boys and girls, and imparted that self respect which is the key-note of good posture. In the olden days in New England there were games, also, that were handed down from the preceding generations: "Tag," "I Spy" and others, and there was the thrill of coasting down hill, throwing snowballs, skating and swimming in the mill pond. Children find health and joy in exercise when it frees them from the strain of the adult world. Probably most New England country children used to find wholesome recreation in spite of chores and Puritanical parents at the time when living in rural districts was not at such a disadvantage as it is now. These children grown to be parents see little reason for the school to provide "games". Therefore, with inadequate

methods of instruction; with recreation as a motive, or "games" which are interpreted as recreation by adults and misunderstood; and an environment which does not permit play to be carried on without trespassing upon adjoining property, rural physical training meets real difficulties.

INHERENT DIFFICULTIES IN COMPULSORY PHYSICAL TRAINING FOR RURAL CHILDREN; Compulsion.

Another difficulty which is inherent in any standardized system of physical education for school children is that the child who is repeating the experience of the race, as G.Stanley Hall states in his book, "Youth", (Chapter 6) is naturally and physically in the stage of the savage, and dislikes any scheme of life which savors of too many of the restrictions of present civilization. He will grow to society's demands if led to a realization of their necessity by confronting inevitable situations, but coercion, especially for the adolescent, only arouses antagonism. It may even deaden the originality and vision which when grown to manhood can cut through the dead wood of custom and bring a fairer view to the constantly changing modern world. The freedom which the rural children breathe in with the very air, makes this difficulty greater, especially in a village with Smithdale's traditions.

Organization of Pupils.

In the country the standardization of education cannot reach the efficiency of the city because of the fewer

Bureau of Education, Washington, D.C.
Library Leaflet, No.3. 1919,
List of references on Play and Playgrounds.

number of children to be organized. The attempt to apply to the rural school the same methods of organization that obtain in the city brings about an anomalous situation. In the one room school the whole organization differs widely from the city, town or consolidation school conditions. The only points of similarity are the human nature of the child and the subject matter of the curriculum, and even these are somewhat modified. Noting these points of similarity some states have only tried to train their teachers in a general physical education course, leaving the adaptations necessary for rural schools to their ingenuity. This is an excellent plan so far as it goes, but it hardly takes into consideration the following serious difficulties of adaptation: Though the number of children in a one-room varies greatly and in some cases reaches forty or more, there are rarely enough children of an age having like play interests to make the games as spontaneously interesting as in village or city schools. In fact, there are comparatively few games that are adapted to the differing physical and emotional abilities of the children of rural schools who vary in age from five to fifteen or sixteen. There are only a few hand-books of games for rural schools from which the teacher may select games adapted to her situation,(1) if she has vitality enough left from the routine of the school work to teach them. Furthermore, the principles of progression in difficulty of gymnastic exercises, accompanying the child's

physical growth, can hardly be used in a class where so many ages are represented. Folk dances and mimetic plays that would appeal to certain of the pupils are scorned by others who prejudice the whole school by their attitude.

The Educational Program.

The program of the rural school based on the system of classification and grading leaves little time for physical training. The educational background into which "indoor and outdoor games and athletic exercises" was to be introduced in Smithdale was as follows: twenty-four children, ranging in age from five to fifteen organized into seven grades, are to be put through a program based on the requirements of city schools. The older children are expected to sit quietly and study out of books from nine to twelve in the morning and from one to four in the afternoon save for a fifteen minutes recess at 10:30 and again at 2:30; five and a half hours at their desks, only to be shortened in case of illness or emergency, since the teacher in less time than the five and a half hours cannot "hear" all the many recitations. The younger children, grades 2 and 3, are allowed to go home an half an hour earlier each session, making for them four and a half hours at their desks, and the first graders stay until recess, or three hours a day.

General Laws relating to Education, Boston, Mass. 1921, No. 9, p.30.

The Curriculum.

Into such a school, already struggling to find time for the many recitations of the many grades, comes the command to the teacher to teach 'indoor and outdoor games and athletic exercises',in addition to 'instruction and training in orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, the history of the United States, the duties of citizenship and the Constitution of the United States, physiology and hygiene! and 'good behavior' and 'in connection with physiology and hygiene, instruction as to the effects of alcoholic drinks and of stimulants and narcotics on the human system, and as to tuberculosis and its prevention' and 'such other subjects as the school committee considers expedient'(1) which is, in Smithdale's case, music.

OBSERVATIONS MADE OF RURAL PHYSICAL TRAINING.

In a one-room school such as this the curriculum can be graded and organized, subject-divided, in accordance with city methods if a coercive discipline is maintained and the teacher is very clever. In one school I observed thirty-three children in eight grades were being successfully taught all the subjects in the state syllabus; in another there were forty-two being put through, some of whom were being prepared for high school. Such teachers are wonderful in their ability to manage all the twenty-four to thirty-two classes they had to hear each day. How did they do it?

By maintaining a discipline which kept the children quiet and presumably studying for the long hours. Those who had an inherent desire for book learning managed very well, those who had no such love for books learned to idle and to dream, for that disturbs no one but the boy's or girl's own future.

The teacher is necessarily dictator in such a system as this, or else she doesn't get through her schedule of classes, averaging ten minutes for the younger children and twenty for the older ones. But the child who can express originality, after plodding through six hours of routine, who can retain any spirit for the joyous accomplishment of his natural interests, is a rare being. I believe there was more chance for him before the rural school had felt the influence of city methods and organization. Fortunately for the system perhaps, it is fairly easy to subdue the majority of children, provided one does not consider their varying personalities and needs too much, and it is therefore possible to force them to sit at their desks and at least to pretend to perform their dull tasks of education -- through books -- which society has decided is a means of protecting itself from future harm. The majority of children accept this state of school existence as inevitable, and are inclined to believe that in school "a thing is so, if the teacher says so, whether it is or not," leaving their own good sense and individual life outside of school walls.

The teacher who is conscientious attempts to use the recess periods for this physical training work. She cannot very well take time from her already overful program, if she is to follow the standard course, hear each class recite and get the children through the necessary amount of work for their promotion at the end of the year. Some of the children like to have "teacher come out and play"; the older boys, however, who have felt the restraint of the schoolroom, want to do now what they wish. If their recess is taken away from them to be given up to an adult's ideas of a game they resent the interference with their freedom. Sometimes they may enjoy a good game of Target Toss heartily, but the idea that they must play takes much if not all of the joy out of the game. Free play, rough and tumble though it may be, or even just being let alone to gossip, boy-fashion, seems to be needed to relieve the tension, the strain of the "stanchions" of the schoolroom. This appears to be the feeling of a number of Hillsfield teachers.

The happiest boys I have seen on a rural school playground were those under the direction of a teacher who had the audacity to give them a full half hour's recess each morning for doing whatever they wanted to do. She also cut down the hours of school session to five: from nine to twelve and from one to about three. The time

for closing, however, was variable; if the pupils as a whole had finished their work they could go at 2:45, if not, they were kept until it was done, yet the whole school rarely stayed after 3:15. Twice a week when the physical training teacher arrived, the physical training periods were taken from these already shortened hours. Yet these children seemed to cover as much educational ground as did the pupils of the other school where the school kept until four and they did not have the long morning recess. It was more "piece work" and less "hour work", perhaps, that made the difference. It is also noteworthy that the graduates of this school were among the honor roll of the high school. This, however, was in a two-room school. But the fact remains that though this teacher was very severe in some of her methods of discipline even to drawing blood from the miscreant boys, she recognized the natural instincts of the pupils and did not intrude upon their recesses or their play.

One conscientious one-room rural teacher fulfilled the new physical training law's requirement by carrying on for five or six months the playing of a single game, "Black and White", which had been taught the children by an interested visitor. She managed it by organizing two permanent teams each of which strove to win the most points during the month. The winning team at the end of that time was treated to candy, cake and peanuts by the

vanquished. Among her forty-two children, however, the majority were the children of parents who, living in the closer community of a village, had accepted more amicably the restrictions of society. Furthermore, they were a homogeneous group of Anglo-Saxons, the race which Dr.Luther Gulick says has the play spirit developed most strongly. There were also enough of them near the same age for effective competition.

Another one room teacher merely asked the children in the spirit of friendly interest what they were going to play at recess and encouraged each group to play the game or do what they wished, provided that it was within reason, while she kept a watchful eye upon them from a sufficient distance to be unfelt save in time of need. This teacher had a keen sense of the incompatibilities of the curriculum. She sought in her teaching to harmonize the book studies and the children's play life by a human interest in each child that made the subjects less in importance than the child. At the same time she realized the impossibility of adequately meeting the children's needs with the scanty equipment and cramped quarters of her school. Her attitude toward compulsory games was frankly skeptical. She did not believe it possible for children to enjoy a game that they were made to play, and she recognized her own limitations in being able to infuse interest and lead

the children to an enjoyment in compulsory games when she had all the multitudinous duties of eight grades in one room. Neither did she believe it possible for all of her heterogenous group to play together. She, also, believed that children should be free at recess time. She only limited them by the ideal of fair play which she kept continually before them throughout all her discipline. There was a contented atmosphere in her school, and, for the most part, her pupils worked faithfully, though, as in all schools under the present system, much time was wasted on the children's part in idle dreaming, since it appears to be physically impossible for one teacher to plan enough book or "busy" work to keep all the children occupied during the long hours, and the system has not developed much initiative on the part of the pupils.

SUMMARY OF DIFFICULTIES OF RURAL PHYSICAL TRAINING.

When the difficulty is recognized of directing play, whose spirit is free and joyous, in a school situation which, by reason of its large and heterogeneous number, must be held in restraint for long hours by an autocratic discipline, and when a suitable environment has been provided, it may be possible to organize indoor and outdoor games and athletics in one room rural schools provided the games are adapted to conditions. But, the teacher is usually underpaid, a condition which does not

make for her social efficiency, and is likewise overburdened with the large number of academic subjects and routine of school management, which does not make for physical efficiency. Then, too, the responsibility for discipline rests wholely upon her, save for the superintendent's brief visits and help. The school room is rarely adapted to exercise, desks being often crowded against the side and rear walls making marching impossible, and games and exercises difficult. The school yard, as has been noted, is often too small for play or athletics. Athletics and gymnastics, also, generally appeal to youth only when there are large numbers competing in the development of skill, where mob psychology intensifies the pleasure of rhythmic motion and the desire to win. Time to play or exercise is hard to find since the many recitations of the many classes already require the teacher's attention in some or most rural schools for six hours which is fully an hour longer than the amount in many of our best graded city schools. And this does not take into account the time the teacher must spend in preparation of lessons, correcting of the children's work and the administrative routine, or the time necessary for solving problems relating to the individuals and the community. The equipment which is a large factor in making a physical education program interesting, is often lacking or hopelessly inadequate.

Finally, the attitude of the community is often indifferent or hostile to physical education, plays, games or athletics. These are some of the difficulties I confronted when I undertook the solution of the problem of rural physical education by assuming the duties of a rural teacher.

CHAPTER IV.

A PHYSICAL DIRECTOR'S EXPERIENCE AS SCHOOLMISTRESS IN SMITHDALE.

PURPOSE IN TEACHING IN SMITHDALE.

As Director of Physical Training for eighteen months in a rural district on Long Island, New York state, comprising a couple of two-room schools and a union free school, it appeared to me that the program that I was teaching and directing was not adapted to the needs or psychology of the rural school child. Although the union free school, whose administration because of its consolidation is very similar to the urban school, won the State and National banners in the "Modern Health Crusade" the first year of my teaching and the state championship in the physical ability test the second year, I was so baffled by the attitude of indifference of the pupils in the two-room rural schools that I determined to find, if possible, a solution for this problem of rural opposition to physical training.

TRAINING FOR RURAL SCHOOL WORK.

Therefore, I undertook a graduate course of study at Massachusetts Agricultural College with the view of gaining a better understanding of rural life: its physical environment, its activities, its economic problems and

Showalter, Handbook for Rural School Officers, p. 111.

its social status. With this as a background I took the position of teacher in a Massachusetts one-room rural school and taught there for four months. I realize that my brief two weeks' intensive course at a normal school and the few summer courses in elementary school methods at the Agricultural College did not give me the knowledge of methods of teaching the fundamental subjects that a normal school certificate would have given, but Smithdale, as has been seen in chapter 2, is, unfortunately, used to having poorly trained teachers.

FIRST IMPRESSIONS: Difficulties of Grading.

The work during the first two weeks in this school was confused by the feverish attempt to find enough suitable and unmutilated books for the twenty-three children, 18 boys and 5 girls, and to place the pupils in groups at work which they seemed able to do. Many of the children had failed to be promoted at the end of the last term, but I could see little advantage in forcing them to repeat such work as their reading which they had already learned to hate. Modern rural schools provide for this difficulty by having books of similar grade but different in content and thus keep alive the children's interest while they are repeating the work of a grade.(1)

Letter of Sept. 26, 1921.

Letter of Oct. 2, 1921.

Indifference and Hopelessness of Pupil's Attitude.

But the first two weeks were not so disheartening as the next month, for the indifference and the hopelessness of these children became more apparent as time went on and I came to know them better. Former teachers had subdued the disorder which resulted from the pupils' lack of interest in the school work by fear.

METHOD OF PROCEDURE.

I tried to gain the children's interest by careful planning and preparation of tasks which were within their powers: On Sept. 26 I wrote, "The children are so disorderly, but I cannot see any use in subduing them by fear. It only seems to make their minds close up," (1) and on Oct. 2,"I shouldn't take time to write for I have so much to do to plan next week's work, and it is very necessary to do it if I am to continue my course of leading, not driving by threatening." (2)

Atmosphere of the School.

One former teacher with the help of one or two children had papered the walls with pretty blue oatmeal paper, had painted the woodwork and made white muslin sash curtains for the windows. This improvement helped greatly to remove the sordidness of most one-room rural schools but there was a deadness in the school atmosphere that was deeper than paint or paper. I learned from my talks with

Letter of Oct. 28, 1921.

the older boys of the hard chores that many of these children did at home, which required some of them to get up at five o'clock and to hasten home after school. The monotony of the country life and of the school work seemed to affect the children's spirits. The long, hard hours of toil of parents and children on the farm with little but discouragement for their efforts affected their whole outlook on life, and the resulting pessimism permeated the school. The younger children met my suggestions for their work with the words, "Can't do it, it's no use". The adolescent boys said, "It is no use trying, the school is no good", and when I urged the work as preparation for high school, an adolescent boy said "There's no use in high school."

Change in Atmosphere.

It was two months before I noted any results from my method, but on October 28th I wrote, "School went fairly well today. I don't try to keep them quiet and in their seats all the time. I suppose I should but it seems to me 'agin Nature' and I could only do it by standing over them with a stick. I only punish flagrant wrong-doing and wilful wrongness and try to teach them things they don't know. We have many happy moments and their spirits seem most always alive, not dead and dumb as they were when I first came."(1)

THE CHILDREN'S INTERESTS: Pranks.

The children's play interests seemed to have always been in "teasing teacher". The great enjoyment of their lives, if not the only one, was in seeing how much fun they "could get out of teacher" and their schoolmates. There was a zest to the attempt which punishment augmented even as the dangers which threaten the young movie hero only add to the thrill of enjoyment. School, indeed, was the "movie", "the street", the place of gathering and of entertainment in their young lives, yet school in itself was a "prison". One boy, the oldest and the spokesman for this spirit, told me he would rather be in prison than in this school, for in prison one could "do something" and not study all the time out of books. It was the prank that broke the dull routine, that provided an interest in the day. Even the older generation remembered their pranks as the most vivid parts of their school life. They told me tales of their own clever tricks, of how they fooled teacher by passing the knife through the hole between two adjacent desks, and the like. The children told me with great gusto of their own misdeeds and of the various forms of punishment which the former teachers had used. A globe, cracked and off its pedestal, bore witness to the whack which one mischief maker's head had received.

Journal written by author, for September 30, 1921.

All their "lickings" or "paddlings" they looked back upon with relish. A fond memory was the day when the older boys had been so bad and yet so clever in making it seem the younger children's fault that the teacher had started in to thrash the whole school until thwarted in her purpose by a boy who was strong enough to wrench the stick from her hand. Their sense of justice made them condemn such wholesale treatment, yet it required the keenness of a detective to discover the real culprits.

Effect of Discipline.

It seemed to me a hopeless situation. For a month I tried to govern them without using force. One of the older boys in discussing the conduct of the school said "they had never before had a teacher who didn't 'paddle' them. He showed how one teacher had had them stand with their finger tips to the floor at the front of the room while she 'laid on the paddle'. 'But it felt good', said the boy. I told him I wasn't sure that they were putting their minds on the subject so well when I let them do so many of the things they wanted to do, but he said that 'they'd just sit in their seats and turn their heads around and when the teacher scolded or hit them they wouldn't get their minds on their work as much.' He said he'd learned about twice as much in the same time this year and he liked school better."(1)

However, as time went on I began to feel that the children thought the reason I didn't give them the customary thrashings was because I hadn't the necessary strength or courage. So when the older boys actually disobeyed my requests I was compelled to give them the thrashings they seemed to expect. I tried, though, to have them see the justice of them. Once when I started to strike the hand of one boy three other boys said they were as much to blame and they willingly took the same amount of punishment. But mere thrashings were useless. As one boy said of punishment, "Twon't do no good. Scolding don't hurt, lickings don't hurt long, and kill me they dassn't." And so this game went on between the teacher and pupils by the weight of tradition and momentum, for the play interests of the children were still bound up in their opposition to the rule of "teacher" which had been autocratic from time immemorial.

Inventions and Playthings.

Yet the children had interests that were educative. The same boy who made the above remark and whom no kind of persuasion I could think of could cause to study for a whole morning, had devised a water wheel with belts that, placed in a brook near home, made fifteen or twenty spools turn around. He also oiled my bicycle better than had the mechanic at the garage. At least three other boys

made similar wheels in imitation of this inventive boy. Another boy showed me with pride the box for feed he had made for his chickens.

Home Studies.

Furthermore, I found the children had a natural interest in the studies themselves, although they were loath to admit it. During the Thanksgiving vacation every child in the first three grades and some older ones took their books home and studied, returning proudly with arithmetic papers filled and reading books read through. (I found later that the policy of the school based upon the desire to protect the books from possible injury at home did not allow the taking home of school books during the vacations.) The same boy who wouldn't work in school said that he would like to work if they didn't make so much fuss about making him do it; that the stuff got him interested sometimes in spite of himself.

LIMITATIONS OF THE CURRICULUM.

It was impossible for me to teach the ideals of fair play, cooperation, team spirit, and to appeal to the child's interests for a brief fifteen minutes of a physical education period and then go back to a school program that seemed designed for a strong-armed autocrat. The system was one of promotions and graduations made by covering so

many pages each day, whose quota was determined by a coercive teacher. It was seriously limited by the child's non-cooperation and antagonism of interests. This non-cooperation caused a large amount of retardation. The children admitted they had often in the past failed to attend school"when they could manage it without getting caught." Though we had many "internal dissensions" the children didn't try or say they wanted to"play hooky" on me.

PROBLEM OF THE ADOLESCENT BOY.

Following my conviction that the only solution for the school opposition was by harmonizing the work of the school and the pupils' interests I sought to learn what were their interests and their thoughts on life. It was, I found, principally the attitude of the adolescent boys that was killing the school's work. The younger children followed their examples, since imitation is the chief of learning processes, and they soon lost the pride in being old enough to be in school and the pleasure of doing school work which is so natural to first graders.

Lack of Supplementary Books.

The adolescent boys had lost the interest in the school subjects with the passage of the monotonous years of text-book work. They had heard the older children recite their history lessons or read the books of their

grade and had had a smattering of the advanced work which dimmed their desire to use the same books.

Subconscious Learning.

How much an idler could absorb thus unconsciously was proven by the passing of a sixth grade final examination by a boy who had been held back in the fifth grade for two years because he would not do systematic work. Indeed, this superficial knowledge seemed to act as a hindrance in getting down to real work.

Interest in Historical Dramatization.

If the teacher had had time to develop a history or a language lesson as the teacher in a graded school can, the pupils could have caught the message and enjoyed it. One boy, especially, had a natural aptitude for history. The first afternoon of school he helped the teacher to dramatize the events of the Boston Tea Party in a manner which showed real historical appreciation. Most of the children took part in this dramatization and appeared to enjoy it after the first awkward moments.

Lack of Time to Give to Adolescents:
Demands of the younger children.

It was impossible, however, for the teacher to give time enough to these older children to rekindle the

General Laws relating to Education,
Massachusetts Dept. of Ed. Bulletin #9,
1921, p.41.

spark of intellectual desire which years of the puritanical fault-finding and the autocratic coercion of the school system had smothered. There were thirteen children in the first three grades who were more or less incapable of working without the teacher's direction. Five in the first grade were anxious to learn their letters, to have the use of readers and word cards, and to learn to number. I had not learned to overlook the fact that the children were idling because they had nothing which their brains and hands were equal to doing.

Demands of defectives.

Especially pathetic to me was the desire on the part of the retarded pupils in grade I to advance. One of these children was trying the first grade work for the fifth time, having always been a regular school attendant, and, though keen as a little man in the purchase of groceries at the general store, he could not remember the simplest words, like "and" or "if" which failed to convey a picture. It required time and patience to keep these children busy, and this was particularly necessary as when not busy their lack of mental control expressed itself in noisiness which disturbed the other pupils.

Retardation.

The mental clinic law aims to prevent the burden to a school of carrying such mentally deficient pupils. (1)

Survey, April 1, '22.

In cities the special classes for retarded pupils can find the cause of trouble and fit the pupil for work which he can do. In the country unless the law is very carefully carried out all retarded pupils are branded "defectives" by the conspicuousness of the weeding-out process, whereas the retardation in Smithdale in only two out of the five cases was due to truly defective mentality. The third cause of retardation appeared to be habitual overfatigue and the use of tobacco, for the child rarely had sufficient sleep, as he told me he seldom went to bed before eleven or half past eleven and arose at about six. The other cases were caused by the pupils' lack of interest in the school work. These boys had reached the fifth grade and adolescence, and were passing judgment on the value of what was ahead of them and finding it not worth the effort. A mental diagnosis, it is true, might have discovered that in book studies they were of only fifth grade capability. This would hardly be surprising when we learn from "one of America's best known school superintendents, 'We are a nation of sixth graders!'" and when a New York public school principal owes his success to the "basic fact" of his experience, saying, 'The one fact that I may never for a moment forget is this, that not one of the teachers in this school has a mental age of more than 14 years (eighth graders); and some of them are much lower.'"(1)

Inventiveness of a Retarded Adolescent Boy.

Nevertheless, one of these boys in methods of conducting farm work was of more than average intelligence. Not only did he initiate the making of the water wheels, and drive his father's automobile with caution and mechanical understanding, but he once used by his own scheming a principle of leverage which few scientific farmers would have thought of unaided. He tied a heavy load to the wagon wheels in such a way that the rotation of the wheels when the horses pulled dragged the load up the planks onto the wagon. Yet this boy, tall, strong and muscular, was compelled to stay at his desk for five and a half hours a day and presumably study books which were for the most part painful to him. In my journal for October 10th I wrote of him, "_____ didn't do a stroke of work all day but sat still (for him) so as not to annoy me." Abraham Lincoln recognized the pain of being inadequate to a task. It was this pain of inadequacy to book subjects as taught here and of school restraint to a boy so full of latent possibilities for real achievement that struck my sensibilities as physical director. I understood only too well why he was constantly devising mechanical appliances, testing the reaction of the thermometer to heat and cold, investigating the properties of any toys the children might bring to school. This faculty was disconcerting, of course, to the teacher who was trying to teach the twenty-two other children

the multitudinous subjects required by the curriculum and had won for him a reputation for being "bad" which he now felt almost a duty to maintain.

This so-called "bad" boy was so unhappy and so hopeless and seemed to play so large a part in the school's attitude of pessimism and dislike of studies, that I soon went to his home to see what the outlook for the boy was. There was money enough there to give the boy a good education and make something of his talents. In fact, the father wanted him to go on at least to finish the eighth grade, for he had realized too late his own folly in not applying himself more to learning. The superintendent, also, felt that Smithdale school would give him training which would be of value to him. I was ready to do everything possible, but in view of the fact that for two whole years he had stopt making headway in school and had learned to idle and to hate the place, and since I found myself incapable, with my many other duties, of giving him the special attention he required, I believed that Smithdale school with its restraint of school desks and tasks was not the place for him. I could have had him sent to the reform school, for his conduct at times very nearly, if not quite, justified it, but then he would have had to fight down a reputation which would have been a handicap to him for years. It was Smithdale school, to my mind, that needed to go to the reformatory more than did its poor victim.

Study Houses.

I was delighted when, after the interview with his father, he told me he wanted to try seventh grade work with his chum, the historian. It was a beautiful autumn with warm, sunshiny days and it seemed quite proper to me when the mechanic and the historian, being given permission to study together, went into the nearby woods and constructed themselves a little study-house of old boards with a bench and table. Here in the open, by themselves, in these co-operative studies with his friend, the mechanic found enough self-confidence to enable him, later on, to pass the sixth grade final examination and thus win his freedom from school compulsion. I had hoped to interest him in a vocational school, but school had so long seemed like a prison to him that the habit of hating school was too strongly fixed for me to overcome.

Conclusions on Adolescents.

The freedom which appeared to me necessary to relieve the tension and to awaken the mental vitality of the pupils was extremely difficult to manage. I found that the younger children required strong domination by a beneficent force when their reactions to situations were non-social and could not be guided to proper action by the use of reason. The adolescents, however, subjected to the

teacher's despotism, no matter how well-intentioned it might have been, appeared to have failed to develop the manly qualities of self-control upon which society, especially a democratic one, rests. The adolescent boys according to their characteristics, environment and previous training, had become either broken in spirit by the dominating force, a fatal thing to their courage, ambition and initiative; or stubborn, resisting by the negative means of going "on strike", showing individual will and strength by not doing the things that are wanted done; or actively disobedient, Rural teachers who have to teach school where there are eight grades and the adolescents require strong discipline are thus placed in an especially difficult position. For this reason the rural schools operating on the 6-3-3 plan; in other words, having only the first six grades in the one room are much better for the teacher and pupils alike. The junior high school which takes the older children, recognizes the distinct and varying needs of the adolescents and gives them a fairer chance to become socially adapted persons, good citizens.

MEASUREMENT OF RESULTS.

The study-houses in the woods, though beneficial in relieving the mental strain of the pupils, caused the teacher a great deal of trouble. Other pupils wished to study outdoors, also, and the injunction to come back to

classes with lessons learned was not always carefully obeyed. The rule was that those whose lessons were well done out of doors might continue to have the privilege of studying there, and in order to make an impersonal and demonstrable judgment upon this standard of good work I constructed a file for the pupils' papers so they might see for themselves that it was not my personal opinion alone that judged them. This scheme did not work as well as it should, however, for I had no standards for them to compare their work with, and when they were compelled to stay in to study they reverted to the "mental strike" which, together with hate of school, had almost grown to be habitual.

CIVIC TRAINING.

The study-houses were, in themselves, a means of real education. Not only were some of them ingeniously built, but the question of property rights in connection with them became the basis of much oral English and civics. I helped the boys to settle the question of rights by gaining the consent of the owner of the woods in one case and the good will of the school trustee on the matter. The boys shifted one house in view of a neighbor's objections and we all, through these experiences, learned much of rural civics by the direct method. Colder weather put an end to both the benefits and the difficulties by making it unpleasant to be out.

Paul Munroe; Cyclopedia of Education, Volume 5, p.557.

School Property: Free Text-books.

One of the most unfortunate results of the pupils' dislike for school was their lack of respect for school property. Text-books, which are, in Massachusetts, the property of the town and have been provided freely to pupils ever since the compulsory free text-book law of 1884,(1) have long been the objects whereon the wrath and sullenness of pupils have wreaked themselves. The whacking of each other's heads with the books, or the seemingly unintentional dropping of them on the floor, with the dilapidation resulting, was largely the cause of my difficulty in finding enough undamaged books at the beginning of the term. There is a school ordinance with the force of law which requires a pupil's parents to replace a book damaged by him. Once in the remembrance of the superintendent the measure was carried through, but the parents, having bought the book under compulsion, refused to let it become the property of the school.

The fact of the high cost of modern geography books seemed to make little impression upon these boys. They had no motive for taking care of them, for they hated geography and always had, a fact to which the mutilation of the former books bore special witness. I believed that the interest in geography which was released when the pupils were given freedom of study out of doors and which resulted in some thoroughly alive discussions of geography

subjects and the pictures in the geography books would in the end bring about a regard for the books which would counterbalance the greater possibility for damage from use out of doors. The superintendent assisted this policy by a generosity and charitable estimate of the boys' motives which sent new rulers to take the place of those snapped and as much new material as her funds would permit. A spirit of appreciation showed itself gradually. After receiving a supply of school material, all the pupils acted upon the suggestion of a little first grade girl and wrote, for their language and writing lesson, their thanks to the superintendent.

Loss of Play Balls Made Good.

The balls I gave to the school for play the children decided must be paid for by a pupil if lost. One unfortunate boy who had no available cash when faced with this predicament hunted until he was discouraged and then worked at school under my direction on Saturday mornings doing carpentering that needed to be done, and thus paid for the loss.

Damages to Rulers and Thermometers Paid for.

The damage done to rulers, and to the thermometer which was injured by the experiments in physics to which it was subjected were finally the subject of a lesson in

civics. Each boy then figured out the amount of his damage to school property and the amount of time spent in work done for the teacher and balanced the accounts. The difference was paid for by every boy in attendance, and the sum was handed in to the town treasurer for schools through the school trustee. The sympathetic understanding of this trustee who remembered when he had been a boy himself, and who had faith in the inherent goodness of each pupil, did much to bring about a happier school feeling. He saw the wisdom of paying the pupils by the hour for work done for the teacher and thus helped to balance the account for damages.

This principal of individual responsibility for cooperatively-owned property is one of the big contributions of the athletic association of the modern school. Here expensive property is selected, paid for and taken care of by the representatives of the corporate body. The whole association, by dues or by business enterprises, provides the money for the purchase of the property, and works out the policies whereby it shall be used. My athletic association in the New York rural high school was an example not only of the responsibility for such school or corporate property, but also showed the entergizing influence of such cooperative work. Starting in with no basket ball equipment or place to play they succeeded in equipping and paying for the use of the town hall for basket ball purposes which

was then available even for the recreation of the young farmers and boys who had left school. The association also provided uniforms for the school teams of which they were very proud and which added to the inspiration of the association.

CURRICULUM: Required Subjects and Grades.

Arranging the school program took continual thought. There were eleven subjects to be taught, not including games and athletics, and the points in hygiene specially mentioned by the school law. There were seven grades in all, not counting the subdivisions of the first grades which were necessary in view of differing ability, and the one eighth grade class in English grammar. It was a rule of the school that the first three grades should have their reading twice a day. The following diagram shows the number of classes to be heard daily:

Grade	Reading	Arithmetic	Writing	Spelling	Geography	History
1	2	1	1			
" 2	2	1		1		
" 3	2	1	1	1		
" 4	1	1		1	1 or or both	1
" 5		1		1		
" 6	1	1		1	1 or or both	1
" 7		1				
	8	7	2	5	2 or	4

	Language	Physiology & Hygiene	Drawing	Music	Civics
Grade 1					
" 2			1	1	
" 3					
" 4	1	1			
" 5	1	1	1	1	1
" 6					
" 7	1				
	3	(2	2	2	1)
		(	Not necessarily taught		)
		(	every day		)

Total: 28 to 36

This would have been much less difficult if the older pupils had had sufficient interest in their work to keep them busy studying while I was teaching the others. A pupil desiring knowledge could, if he wished, gain much in a one-room type of organization because of the individual work in the small classes.

Tentative "Divided Program."

I hope to arouse much interest on the part of the older children by devising a schedule which would give them my undivided attention, and would, at the same time, help to fulfill the wish of some of the parents and those beyond school age that they could have the advantages of schooling which the present adolescent pupils now scorned. I planned to have the grammar grade work in the morning right after chores and thought that by having the younger children in the afternoon when my attention was not distracted by the older ones, they, also, would be able to accomplish more. The hours for the teacher would have been longer, it is true,

but the nerve strain, I believe, would have been greatly lessened. However, the rural supervisor of the State department as well as the superintendent thought this plan inadvisable as a somewhat similar one had been tried and the pupils had not been able to cover the usual amount of ground.

Plan of Segregation.

As the superintendent's rulings, though, allowed, at the discretion of the teacher, that the three younger grades be dismissed at recess, I tried to segregate, as much as possible, the work of the older and younger pupils by concentrating my attention upon the younger ones before recess and on the older ones afterward, with the exception that I taught arithmetic in the morning and geography in the afternoon to the older pupils while the younger ones were doing, respectively, their number work or their writing.

Pupil-teachers.

I found that some of the reading classes of the younger children could be taught as well by the older pupils as by me. In fact, they often seemed to have more patience and to get more mental response from their pupils than I did, for I was too often conscious of the struggles of other pupils with work which they could not do unaided. One boy who had never been interested in his own work I found to be particularly patient and devoted to his task of

cf. Pupil-teacher in English private school, Christian Science Monitor, Sept. 22,1922, p.16.

teaching the first graders. Therefore, I worked out a policy whereby each pupil in the fourth to the eighth grades had a pupil in one of the first three grades for a ward.(1) The older pupil heard the reading of the younger one and wrote down the words the ward had not known. I endeavored to teach the children to recognize these words in various ways: by using the simpler ones in spelling or basing their phonics lesson on them, or by giving the pupil teacher the use of the blackboard for the "ladder" game, where the child climbed a word "ladder" until he reached the top word or, failing to recognize a word fell to the "ground". The pupil teachers often heard the spelling also. This method of many classes at once was unavoidably noisy with the moving about and the numerous recitations of the many private pupils going on at the same time, but it is surprising how quickly the routine work of the tool subjects could be covered by using this cooperative method. It allowed the younger pupils to finish their allotments in the shorter hours and also to have time for manual work.

I tried to arrange the program in such a way that the study hours would be undisturbed save by my classes at the blackboard or in a group, and the reading periods would occur when the older pupils had been studying long enough to be glad to have a change. The setting up drill followed in the program these periods of many classes, and the automatic muscular response to the military commands quieted

the room and focussed the leadership again on the teacher. The following gives a general idea of the program.

Actual Program.

A.M.

9. - 9:20:	Morning exercises: Psalms, singing, Lord's prayer, assignments.
9:20 -10. :	Arithmetic: all pupils working at it, I teach classes needing explanation of points not understood or instruction in next steps to be taken up. Younger pupils finishing number work, study reading.
10. -10:15:	Reading: grades 1,2, and 3. (pupil-teacher classes)
10:18-10:30:	Music, notation and singing games for first three grades. Older pupils dismissed for recess if arithmetic is done.
10:30 -10:45:	Recess; I play games with the younger children after which they are sent home, i.e. grades 1,2 and 3.
10:45 -11:45:	Grammar and civics, sometimes music notation here, grades 4,5, and combined 6&7.
11:45 - 12.	Spelling.

P.M.

1. - 1:40:	Geography or history, grades 4 & 5 while grades 1, 2, and 3 write, study reading and spelling. Grades 6 and 7 study geography or history and reading. Grade 1 has board work in reading, etc. while 5th grade studies.
1:40 - 1:55:	Reading and spelling grades 1, 2 and 3 (pupil-teacher classes)
1:55 - 2. :	Setting-up drill and gymnastic games.
2: - 2:30:	Manual work; tracing, cutting, pasting, sewing or coloring, etc.
2.30 - 2:45:	Recess: grades 1, 2 & 3 dismissed, can come back to work on projects, if quiet, after recess.
2:45 - 3:10:	Geography or history, grade 7, and oral English.
3:10 - 3:25:	Reading, grades 4 & 5.
3:25 - 3:40:	Reading, grades 6 & 7.
3:40 - 3:55:	Physiology: whole school present at the time.
3:55 - 4. :	Drill in music notation.

HEALTH EDUCATION.

The recitation periods in physiology and hygiene were enjoyed by pupils and teacher alike, for though the text-books were largely anatomical and uninteresting, the subject appealed to the pupils and elicited vigorous discussions. I found that the health habits of the majority were good, save for the care of the teeth, the washing of hands and the use of drinking cups. For the most part the children slept a sufficient number of hours with windows open, ate wholesome food regularly, had good drinking water

and spent many hours in the open air. Most of the children did not drink tea or coffee, but the ones who did proved to be three of the five retarded children. The use of tobacco was somewhat a matter of "deviltry" - to shock "teacher", for though a number of boys felt that the smoking of a little would do no harm,none of them wished to get the habit. The statements of their antiquated text-books filled them with skeptism, though it appeared to me that those who smoked were not so mentally alert as those who did not. The value of clean water was understood, but common drinking cups were often used. The patent drinking fountain that had been purchased by the school required more water than the old method of a pail, dipper and cups, and water had to be carried from a well on the opposite hillside; therefore, during the drought especially, it was not very practicable.

Modern Health Crusade.

Most of the boys did not wish to undertake the health chores of the Modern Health Crusade, for they admitted that it was too easy to "cheat" and I did not have time to engage the cooperation of the parents on this matter, or develop a system of checking which could be carried out in a place where opposition or indifference were constant factors to be dealt with.

Physical Defects.

These children were strong, well and largely

free from physical defects. There was one case where a retarded boy had adenoids, but the parents disregarded the notification of the medical examination. Bad teeth were the most serious defect, but the cynical remark of an adolescent boy that his aunt had rubbed all the enamel off her teeth by cleaning them too often, prejudiced the children from caring for theirs, I am afraid, more than the request of the public health nurse who visited the school once, and my own admonitions stimulated them to brush them.

Posture.

Poor posture was another general physical defect, and was also due somewhat to a prejudiced attitude. The adolescent boys thought that upright posture was the mark of a city loafer, or one who doesn't or can't do hard physical work. I found that with all but the oldest, the desire to be like soldiers would usually make an appeal. The motive of better lung capacity and health, or better personal appearance and its economic value failed to gain a response.

PHYSICAL TRAINING: Setting-up Exercises.

The setting-up exercises were done well when the appeal to individual skill was made or when the exercises were put in the form of a competitive game, such as "Simon Says". The pupils were glad to have the relief from mental work provided by the setting-up drills, especially as I sometimes gave couples permission to go out and wrestle or race for the three to five minutes.

Games.

All this while I was playing with the children at recess and giving the younger children singing games when the older children were out of the way and occasionally having games of sense perception for the whole school, in which it was interesting to note that the first grade "defective" children were keener than the rest. Though this unwonted freedom was too often misunderstood as a lack of discipline, I could gradually feel a spirit of mental and physical enjoyment in the school life. One boy said, "If you stay with us long enough we'll understand what you mean." It seemed impossible for them to comprehend that school might be a place where the teacher and pupils worked and played together happily.

The games were very unsatisfactory on the whole. The younger children enjoyed playing both the singing games and the tag or group games, but they stopped playing when I went to play with another group, even though they had a fine pupil leader in the seventh grade girl. The boys of the third grade were too rough to play with the younger children though they obeyed the rules of the game with good spirit and enjoyed a vigorous game like"Bull in the Ring." The fifth, sixth and seventh grade boys resented the idea of compulsory games, though we had some splendid games of tag on the ice of the near-by mill pond. They

also showed a latent pleasure in basket ball, though the disparity of age, weight and height of those wanting to play made this game trying. However, one boy learned enough about the use of the basket ball to enable him to make the first team of class basket ball in a large city school the next fall.

Swimming, Athletics and Out-door Sports.

During the afternoon recesses the boys sometimes went to the nearby mill pond to swim. They could not stay after school for their swimming, as chores had to be done. Many times they brought a lunch so they could have time at noon, and one pupil told his mother, "It was all right, for teacher says that swimming right after eating is good for one's navigation," which shows the inadequacy of words in the teaching of hygiene. Realizing that fifteen minutes is too little time for a good swim, and feeling that an added fifteen minutes taken while the lower grades were reciting would be perhaps only fulfilling the spirit of the physical training law besides allowing for swimming at a wholesome time, I often granted them permission for a real half hour's swim. On a Friday afternoon also, I twice adjourned school to the mill pond and taught, while the older boys demonstrated, some of the methods of saving a drowning person and resucitating him. After these exhibitions we had races which might have been the beginning of

an interest in athletic events if the boys had had competition with others of their own age and weight. As it was, I could not continue this interest, though we had individual stunts some recesses that were interesting.

Cold weather brought skates and perfect ice and the older boys vied with me in cutting letters and figures and in racing on skates. Snow spoiled the skating but brought coasting and the game of "Fox and Geese." The Christmas season brought the search for green for decorations.

Community Games.

The school and the church were closely associated in Smithdale and we had two or three community parties for the younger church people and the older school children. These were very pleasant occasions, and games, such as "Poison Snake", "Jacob and Rachel", "Have You Seen My Sheep", or "Dan Tucker", were entered into with spirit kindled by the good fellowship of the minister and his wife and a former teacher.

Manual Arts and Projects.

Fatigued by my endeavors in the middle of October I took a short vacation and returned with sewing cards, reading games, brightly colored paper, large splints, pictures for tracing and copying, a Mecanno outfit and other material which I had felt to be needed. In my absence the children had behaved unusually well. They had expressed

to the superintendent a desire to show their appreciation of my work by "being good", and the previous teaching experience of the substitute helped them to realize their good intentions.

The plan to have the work of the school a development and fulfilling of the interests of the pupils was carried out in much of the manual or practical arts work. The first project of the year was the making of a quintain by a fifth grade boy who was interested to see how the squires in King Arthur's court, that they were reading about, received their training in tournament-riding by means of the quintain. He worked out at home a contrivance that illustrated very well how the sandbag would spin around and knock a slow rider off his horse.

The drawing and coloring work was soon put to use for the making of invitations to the Armistice Day program. This celebration was the first community gathering in the fall and though the evening was a calamitous one since it was the night when the barn belonging to one of the parents burned down, when the worst of the fire was over, many of the neighbors returned and the children who were present carried through the shortened program with a self-command that was commendable. The delicious supper served afterwards by the mothers and friends of the school was a fine example of good old New England hospitality. The

proceeds of the entertainment the children voted should be sent to aid the orphans of the Near East. The writing of letters to accompany the remittance was a lesson in English grammar and the reward of a reply from headquarters was deeply appreciated.

The making of Christmas presents consumed most of the time in December allotted for practical arts. The calendars made showed a great deal of work, for each month in the year had a different picture traced and colored and suitable to the season. The Mecanno outfit developed a good deal of ingenuity on the part of the older boys. Clay modelling was also enjoyed.

I tried to develop in the pupils a self-direction of their manual activities. I found that there was often greater mental ability displayed on tasks of the pupil's choosing. In my journal for September 30th, I wrote, "When E-- balks at the busy work I offer him, I ask him if he can think of something he'd like to do. One time he wanted to draw, another time to put together the Mother Goose word puzzles."

On December 13th my journal states: "The afternoon work is becoming rather like project work now that we have a good many materials to work with. After the writing, reading and spelling for the second and third grade is done (the upper grades hearing the lower grades' reading and doing their geography or history questions while the others write) then the projects start. A-- did his

Author's Journal, Dec. 13,192.

writing well and quickly for the first time for weeks because he had seen W-- and R-- working at the Meccano outfit and wanted to get to it. He got 100% in spelling also, and did his reading well. E-- and W-- got through early to help him. M--, R-- and W-- made birds' nests of plasticine. P-- and D-- made telegraph poles with cross rods on them. The mandate went forth that the privilege of going to the cupboard would be allowed upon having received permission because work was finished, so long as the materials were put back where they belonged. E-- and K-- want to use the large-sized splints though they balked on the tooth pick size. All hands mostly played "Fox and Geese" at recess in the snow. Those not playing were working with the Mecanno set."(1)

Singing.

Singing of familiar songs was one of the pleasures of the school. Many of the boys had good voices, though like all children they needed support. Patriotic songs and the flag salute were given on Friday mornings as a special occasion much enjoyed. We learned a number of Christmas carols to accompany the two plays which the Sunday School and the day school combined to give at Christmas time.

THE CHRISTMAS CELEBRATION.

The Christmas celebration was announced to the parents and neighbors by large smiling Santa Clauses, which had been traced, cut out and colored with crayons or water-

colors by the children. It took place in the church which the children helped decorate with boughs and green vines. Even the work of the first grade helped to add to the festive appearance. The large-sized alphabet letters which they had made for busy work by drawing around the model letters, coloring them and cutting them out, furnished gay letters for a "Christmas Welcome" which hung on the front wall. The Christmas tree, about which the boys worried many days for fear they couldn't find a suitable one or, if they did, that it would be snowed in before they could haul it out, was a splendid one, extending well up toward the high ceiling, yet the generosity of the Sunday School superintendent, a mother of many fine boys, and the pupils' gifts to each other and their parents, numerous though inexpensive, filled it with good things.

The nerve-racking task of securing the cooperation of every child in the school for either one or other of the plays was forgotten in the happy outcome when they entered into the spirit of their parts with enthusiasm and dramatic ability. Santa Claus himself appeared in the person of the beloved minister, a rollicking, ruddy-nosed Santa Claus, who gave out the gifts with many a hearty joke.

WORK DISCONTINUED ON ACCOUNT OF ILL HEALTH.

This Christmas party was the last event of my work in Smithdale. I was unable to stay longer as the doctor decided that my nervous condition, due to overwork and worry, was serious and a substitute teacher was found to take my place.

CHAPTER V.

CONCLUSIONS AND AN IDEAL SOLUTION FOR THE PROBLEM OF SMITHDALE'S PHYSICAL EDUCATION.

Since the financial burden of maintaining schools has increased far more rapidly than the economic assets of Hillsfield, an educational provision which further increases that burden must be of unquestionable value to the minds of the taxpayers. (Chapter I.) Although the provision for the teaching of indoor and outdoor games and athletic exercises does not directly increase the cost of running the schools, it adds to the required duties of the teacher which are already so numerous and difficult that the town finds it hard to secure competent teachers. (Chapter II.)

The cursory, superficial manner in which physical training, "indoor and outdoor games and athletic exercises", is almost inevitably carried on under the present system, as obtaining in Smithdale, where the teacher has thrice the number of subjects to teach than formerly and a more heterogeneous group, the older members of which are in school almost solely because of the compulsory attendance law, makes the value of such training questionable. Physical education in its broadest sense, however, which includes 1) effective teaching of the ways to maintain health, 2) the provision for the removal of physical defects, 3) the development of civic fitness through trained muscles and 4) the improvement of the environment, is needed more in

the rural districts than in cities at the present time. (Chapter III.)

The recent law providing school nurses in rural districts is a good beginning in obtaining 1) and 2), though necessarily limited by the little amount of time at the nurse's disposal. The development of civic fitness through trained muscles is particularly needed at present when school work is so largely a matter of text-book instruction by inexperienced and poorly trained girls, which brings about in the pupils discouragement and a sense of mental inadequacy. (Chapter IV.)

In order to provide for effective teaching of physical training it appears to the writer that it will be necessary to revise the present curriculum and program for rural schools and make physical work and play an integral part of a rational course of study, and also, that it will be necessary to offer special training and inducement to those teachers who are to undertake the difficulties of rural teaching.

It also seems necessary to make some different arrangement in regard to the compulsory attendance of adolescents who at present can cause the teacher a great amount of difficulty and make it extremely hard to conduct indoor and outdoor games as well as carry on other work. The lack of adaptation of the course of study to these boys needs consideration. It even seems advisable to me to

Address of Prof. Brim of Cornell University, at
Teachers College, Columbia University, Dec. 1921.

E.R.Hart, "Educational Agriculture", 1905.

limit the one room school to pre-adolescents when there is a large and heterogeneous number of pupils, and to provide for the adolescents elsewhere, either in the junior high school of neighboring cities or towns or the community school I describe later on. By eliminating these educational misfits the defective pupils could be cared for more easily in the school.

I further believe that the study of the rural school by economists, social workers and the medical and engineering professions will be necessary to a solution of the problem of providing adequately for the physical welfare and education of rural children.

Physical education, with its investigations of rural health and recreation, has brought to light the physical and social handicaps of rural school children. These handicaps result from deep-seated causes. The "social gulf"[1] between country and city, is due to an economic system which has not given due recognition to the fact that the "social organism is based on agriculture and agricultural resources made available by industry.[2] Time to play is an economic factor, depending upon whether the home requires the labor of its children to help provide for living expenses. The loyalty of children to their families which makes them wish to "get home to help mother with the chores" is a subtle and sacred thing and is involved in the making

Gerald Morgan, "Public Relief of Sickness", p.146.

of a physical training program. The stooped shoulders of the child-laborer need straightening by exercises which will offset the strain, and the fagged spirits of the rural school child need joy and incentive to live more fully, but there is an economic factor behind these conditions. The lack of good times which the young folks want is one of the causes that sends them to the city where they sometimes add to the city's burden. These are all matters for economists and research workers in general education and sociology to cope with as well as the physical directors.

The greater number of physical defects of rural children as compared with city children and the rural death rate which in its decrease due to medical science has not been lessened to so great an extent as has the city death rate are evidences of less interest in the country than the city on the part of the medical profession. Physical education alone cannot solve the problem of a high rate of infant mortality. (See Appendix I: Vital Statistics.) The attention of the medical profession is needed. The solution may come through the establishment of rural health centers in connection with centrally located schools. As a "substitute for medical relief features of a compulsory contributory health insurance system" some labor union leaders are considering state-aided health centers advisable.[1] A rural health center having the confidence of the community would

Survey, March 15, 1923, p.798.

John Dewey, "School & Society."

provide an administrative system whereby the mental clinic law could be carried on with more regard for human feelings, and at the same time social surgery could be initiated in the diagnosis of the "socially inadequate"[1], and their adjustment to the social order.

In view of these considerations I am led to believe that an adaptation of Dewey's plan of school as outlined in "School and Society"[2] is the method whereby physical education could be made a vital force in the pupil's lives. Consolidation of all the schools in Hillsfield is geographically impossible owing to the mountain barriers. The one-room district schools now standing and for the most part now within walking distance of the pupils could provide for the educational needs of the younger children if the adolescents with their different needs were taken out. These older pupils could travel to a junior high school centrally located in each of the two valleys of Hillsfield with fewer disadvantages in transportation. The objection may be raised that there are not enough pupils in the seventh, eighth and first year high school grades to warrant the expense of a junior high school. If the school were to give only classical subjects I should agree with the objectors. I believe, however, that a community school which would teach the adolescent boys and girls the principles underlying the various phases of their life activities by the

General laws relating to Education, Mass.1921, p.102.

direct method, "learning by doing", would be worth its cost, especially if it provided for all the boys and girls who had left behind the age and the interests of childhood even though they had not reached the academic standard of the seventh grade, and, also, if the school plant and teaching service were available for the members of the community who had passed the age of compulsory school attendance.

I believe that the economic interests of the parents should be taken into consideration, their cooperation secured, if possible, and a compromise between economic and educational interests reached. I also believe that if the state is to require the attendance of boys and girls until they are fourteen, sixteen or eighteen years old it should view critically the fitness of the school to be the environment and influence of their lives during this socially critical period and be careful lest it provide a "prison" for the innocent, or train them to idle dreaming or economically impossible careers. The cooperative plan of education is now a part of established school custom in cities.(1) I believe that a rural junior high or community school with a cooperative plan for adults as well as adolescents would be the kind of a school where physical education would carry over into the lives of all and bring about a better condition of health and enjoyment in the country.

A good rural school though expensive is a civic economy. Good agriculture and forestry are necessary to

Survey, April 1,1922.

Bu. of Ed. Home Economics Circular, No.15.
"Self-supporting home economics departments."

Henry Ford, "My Life and Work,p.214.
Doubleday,Page & Co., N.Y. 1922.

the continued prosperity of the nation. An educational system which antagonizes local interests through lack of adaptation to real needs is apt to develop anti-social citizens who may cause the state great expense. Certain social workers and inhabitants of Smithdale alike think that (1) there may be a correlation between the increase of adolescent insanity, which is an enormous expense to the state, and an unwise educational system.

There is more chance of gaining a return on an investment in valuable, desirable schools than cheap, inefficient schools. The idea of self-maintenance which is being scientifically worked out in connection with home economics and project work can be developed in such well-appointed schools. "Anything worth while in itself can be made self-sustaining," Henry Ford says and has demonstrated in his Trade School. (3) (2)

Physical education in rural districts is, I believe, primarily a matter of community and school health, vocational or project adaptation, and community recreation. The first can be cared for by home economics work and school nursing, in connection with the rural health center; the second, by wise vocational education and project work which recognizes the strains of vocations and the overcoming of them, and the third, by any teacher with a real human interest and a creative mind, who enjoys country life and sports, and has had the advantages of a good normal school training where the special needs of rural life are studied and planned for.

Plan includes, through the courtesy of Johnson, Miller & Miller, Architects & Engineers, Terre Haute, Ind., some construction ideas used by them in recently built schools.

With my husband's assistance (1) (See Appendix V: Community School.) I have constructed a dream plan of a community school that would, I believe, offset the difficulties I found in teaching the adolescents in Smithdale school, and would provide for a constructive health and recreation program with vocational adaptation. The plan is designed so that it may embody the "man and his wife school" idea of Dr. J.L. McBrien, head of the Department of Rural Education in the Indiana State Normal School at Terre Haute, namely that the solution of the problem of rural education is the development of schools which are so much a part of the community life that the teachers shall be all year round residents. The school has an apartment spacious enough to provide amply for a small family. The placing of the teacher's home in the school-building is advantageous from the standpoint of protection to school property, which, now that automobile parties are so numerous, is a factor to be considered.

The gymnasium is large enough to provide space for basket ball practice, a game which, in my experience, is especially fitted, by its upward lift, its close cooperation and team spirit, to offset the dragging strain of the farmer's vocation. It will also be a suitable place for social gatherings of all kinds, even to an occasional moving picture show.

The provision of a laboratory is part of the plan to use the school as a community experiment station,

where the resident teacher and the farmers or lumbermen may study their problems of agriculture and forestry in cooperation with the county agent or the agricultural college extension worker.

The library could be used for the health center room and thus provide for travelling dental clinics which have been efficiently developed in Nassau County, Long Island under Red Cross direction, and, likewise, it would provide for medical clinics and a headquarters for the county public health nurse.

The domestic science room would not only be for the use of the adolescent girls, but would be the place where the domestic science teacher and the mothers and friends of the school would gather to work out their food and clothing problems, study the health and sanitation of their home environment and gain expert knowledge under the home demonstration agent upon her visits to Smithdale.

The schedule of this school would be so arranged as to fit into the community activities as far as possible. It might be that the junior high school would meet from 8.30 to 12.30 for recitation classes, leaving the afternoons free for projects under the guidance of one of the two teachers alternately. The teacher not engaged would then be able to assist the primary teachers with their agricultural projects, nature study or manual arts work, or with their sewing, music or games. In the evenings the school would be open for the work which the adults wished. Thus,

Bu. of Ed. Bulletin, 1921, #24. Suggestions for the reorganization of the Schools in Currituck Co., North Carolina.

though the numbers to be taught would be, perhaps small, these two teachers would be prepared, as suggested by Miss Katherine M. Cook, Rural Specialist of the Bureau of Education, to direct the special work in their line in the other schools,[1] thus obviating the necessity of hiring outside supervisors.

If the cost to a community and the state of all the activities, individually paid for in regular expenses and philanthropic work, which could be centered in such a working school, could be estimated, and the savings from the cost of preventable disease, social ineptitude, and accidents due to lack of knowledge of mechanical forces now used, were added to it, I believe that such a community school, properly managed in a democratic manner, would be a financial investment for a happy, healthful rural life.

Appendix A,

Relation between Wealth, Educational Opportunity and the Taxpayer's Burden.

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Relation between Wealth, Educational Opportunity, and the Taxpayer's Burden

A comparison of property valuations per pupil, valuation of school plant and equipment per pupil, expenditure per pupil from all sources, tax rate for school support on $1,000 valuation, and total tax rate

Statistics of Massachusetts Schools 1921-22

	Property valuation per pupil, column 32	Valuation of plant and equipment per pupil, columns 165 & 15,	Expenditure per pupil from all sources, column 47	Tax rate for schools (Expenditure for school support from local taxation per $1,000 valuation), column 34	Total tax rate per $1,000 valuation column 36,
Hillsfield	$2,771	$60	$55.91		
Brookline	23,823	467 (a)	121.63	$5.53	$27.50
Boston	13,541	245	88.69	4.60	17.90
Dover	21,834	255	154.46	6.12	24.70
Northampton	7,191	352	70.64	6.30	14.50
				8.79	25.10

(a) Note depreciation in valuation since 1918-19

In 1918-19

	(column 56)	(Columns 173 & 26)	(column 52)	(column 58)	(column 60)
Hillsfield	$3,197	$47	$33.93	4.79	16.50
Brookline	22,471	878	75.21	3.40	15.30
Boston	14,155	255	60.36	4.26	21.20
Dover	23,404	288	117.57	5.26	5.30 (b)
Northampton	6,734	200	45.82	6.78	21.10

(b) Hopedale had the lowest total tax rate in the state, $2.50 per $1,000 valuation. It received from sources other than local taxation and state aid $22,000 for its schools.

COMPARISON OF AGGREGATE VALUATIONS

Industry.

	1865x	1875	1885	1905	1923 *
Capital invested	c$20,000	22,050	25,382	14,600	50,000
Value of goods.					
Made				63,452	90,000 (boxes)
sold				47,478	30,000 (lumber)
Total	c$26,000	32,004	88,787	111,930	120,000

Agriculture.

	1865	1885	1905	1923*
Aggregate value of products	c$ 85,000	108,573	108,592	c108,000

x - Estimate made from itemized census figures, aggregate not given.
* - Manufacturer's estimate.

Town Costs.

Highways	c. 1860.	1921 o	
(Document found in town library)	$27.67	$5,000.	
Schools	1866.		
per district	$53.41	2,134	
(Report of School District found in town library).			

o Town Costs for 1921 are from Annual Report of Town.

Above figures are taken from census save where another source is specifically mentioned.

AGRICULTURE

Commercial Crops.

	1865		1905.	
No. of improved acres	4,414		2,089½	
" " woodland "	3,250		8,965	$104,184
Value of " "		$47,560		
No. of acres of English mowing and swale	1,473		1,689	
Value of hay		18,504		45,980
No. of bushels of corn	3,363		11,314	
Value of corn		5,049.50		4,557
No. of lbs. of tobacco	63,940		12,160	
Value of tobacco		10,230.40		2,020
No. of bushels of onions	0		3,492	
Value of onions		0		2,112
No. of bushels of potatoes	7,620		5,700	
Value of potatoes		2,514		3,965
No. of cows	264		418	
Gal. of milk	170 (sold)		143,513¾	
Value of butter		7,581 (sold)		
Lbs. of butter			5,460	
Total value of agricultural products - about		$ 85,000	about	$108,000

ITEMS OF GENERAL MERCHANDISE.

School Reports of Wendell	Bought for use of town		1923.
Wood sawed, split and piled in shed (1847)	$2.40 a cord		$15.00
Brooms (1850)	@ .23	about	.75

Appendix D.

TOTAL POPULATION OF TOWN

1765 - - - 1920

Census reports of Massachusetts and United States.

1765 - - - - - - - -	0
1776 - - - - - - - -	293
1790 - - - - - - -	524
1800 - - - - - - -	711
1810 - - - - - - -	769
1820 - - - - - - -	857
1830 - - - - - - -	939
1840 - - - - - - -	875
1850 - - - - - - -	948
1860 - - - - - - -	964
(1865 - - - - - - -	914)
1870 - - - - - - -	914
1880 - - - - - - -	877
1890 - - - - - - -	702
1900 - - - - - - -	744
(1905 - - - - - - -	703)
1910 - - - - - - -	728
(1915 - - - - - - -	779)
1920 - - - - - - -	695
1923(estimate) -	634

Graph of Population. Appendix E.

Appendix F.

NATIVITY OF POPULATION.

	1865	1905	1915
Total population	914	703	779
Native born	914	655	719
Foreign "	0	48	60
Native parentage	914	614	595
Native, foreign or mixed parentage	0	89	96
Colored	0	30	60
			156

Nativity of Population, 1905.

42% born in Hillsfield
38% came from other towns in Mass.
80%
4% colored
9% from other parts of U.S.
93% native born
7% foreign born, coming from French Canada, England, Ireland and Poland.
100%

Nativity of the Sixty Foreign Born, Census of 1915.

	British Empire	Russian Poland	Lithuania	Other Nations.
Nativity of citizens	16	35	4	5
" " parents				
of fathers	24	19	14	?
of mothers	37	19	14	

Over half the foreign born are from Russian Poland, but many (1/3 at least) are of Lithuanian extraction and some (4) came directly from Lithuania. About 1/4 of the foreign born are from the British Empire. One family now numbering seven was brought here through the influence of an English missionary worker, an acquaintance of the pastor, since wages in the woods and living and social conditions with the newly formed church appeared to be better here than in England.

Appendix G.

COMPARISON OF POPULATION BY AGE GROUPS

Derived from Massachusetts Census Figures.

Age period		1865			1915		Age period.
Under 1 year		11			15		Under 1 year
1 - 5		62	165	179	74		1 - 5
5 - 10		92			90		5 - 10
10 - 15	191	100			69	148	10 - 14
					44		14 - 18
15 - 20		91			35		18 - 21
20 - 30		138	566	405	74		21 - 30
30 - 40		137			96		30 - 40
40 - 50		100			87		40 - 50
50 - 60		93			95		50 - 60
60 - 70		65	203	195	64		60 - 70
70 - 80		35			28		70 - 80
80 & over		10			8		80 & over
Total -		934			779		

COMPARISON OF NUMBER OF MALES ANF FEMALES IN TOWN DURING SPECIFIC AGE PERIODS.

Massachusetts Census.

	1865.				1915.			
Age Period	Males		Females		M.		F.	Age Period
Under 1 year	6		5		11		4	Under 1 year
1 - 5	33		29		41		33	1 - 5
5 - 10	45		47+		50		40	5 - 10
10 - 15	45		55+		32		37+	10 - 14
					17		9	14 - 16
					9		9	16 - 18
15 - 20	50	161	41	168		117		105
					22		13	18-21
					17		13	21-25
20 - 30	66	Civil	72+		20		24+	25-30
30 - 40	53	War	64+		47		49+	30 - 40
40 - 50	51		49+		41		46+	40 - 50
50 - 60	44		49		52		43	50 - 60
60 - 70	36		29		36		28	60 - 70
70 - 80	20		15		16		12	70 - 80
80 and over	2		8		2		6+	Over 80
Total population	934				779			

VITAL STATISTICS.

	BIRTHS.	DEATHS. Total	Under 1 yr.	Over 60.
1901	17	13	2	8
1904	23	21		
1905	11	17	3	10
1906	16	18	4	9
1907	13	12	2	7
1908	14	18	3	5
1909	17	10	4	4
1910	24	10	3	6
1911	18	16	1	
1912	18	12	2	10 (6 bet. 60-70; 3 " 70-80; 1 - 95-100)
1913	16	11	2	
1914	22	17	6	5
1915	16	11	4	5
1916	19	16	5	5
1917	19	16	6	4
1918	15	15	2	5 (Influenza 3 bet. 20-30 and 1 from each of the 10 year periods)
1919	24	19	8	7
1920	13	14	3	8
1921	18	10	0	7
1922	18	27	4	15

SOCIAL STATISTICS

Massachusetts Census Reports.

DEFECTIVES.

	1865	1905	
Deaf & Dumb	1	8	
Blind	1	0	
Insane	2	3	
Idiotic	2	4	feebleminded
Chronic diseases		16	*
Paupers (1 deaf and dumb)	14		
Neglected children		15	
Convicts	0		
Consumptives		2	*
Lame		3	
Miamed		2	
Lame paupers		2	
Chronic diseases, lame		1	
" " consumption		2	*
" " feebleminded		1	
Total	19	59	"Total Defectives"
		8.3%	of population Census report.

* Shows flagrant repetition.

COMPARISON OF PERCENTAGE WHICH "TOTAL DEFECTIVES" ARE OF TOTAL POPULATION, FROM CENSUS 1905.

Hillsfield - - - 8.3%
Brookline - - - 1%
Boston - - - - 2.5%

ILLITERACY

	1865	1905	1915
Native Born	7 (Male 6 (Female 1	13 (M.8 (F.5	1
Foreign born	0	10 (M.6 (F.4	25
		23	26 Total illiterate whites. No colored illiterates.

Appendix K.

Educational Statistics.

Available Funds.

1853-1922.

Appendix K.

FINANCES.

Available Funds.

(1900-1922 are for the five districts in Hillsfield town)

	1922	1921	1920	1918	1912	1900	1866 (one district)	1853
Town Appropriation:								
For Schools -	$4,000	$4,000	$4,000	$2,300	1,300	1,100.	$48.91	$39.31
For School M.D.	50	25	25	25	20			
For School Nurse	200							
State Aid:			2,376.17	1,290.98	(a) 1,257.10 Montague Industrial School Tuition 142.	School Fund $455.00 For Supt. 100.00 For Teachers 236.82	State Aid - 4.50	5.25
Mass.Fund I	1,750	1,700						
Mass.Fund II	1,919.88	2,636.44						
State Reimbursement:								
For H.S.Tuition	1,502.50	1,174.38	947.25	311.25	145			
For Transportation	855.40	533.00	514.13	257.05				
For Mass.Training school tuition	6.90		24.00					
Tuition from								
Outside towns and	387.75	9.00	53.50	78.50	82	80.00		
State wards		65.25	15.75			39.50		
Total available funds	10,672.43	10,143.67	7,972.30	4,262.78	3,346.10	2,043.74	53.41	44.56
Total per district	2,134.58	2,028.73	1,594.46	852.55	557.50	408.74		
Percent of total paid by town	37%					54%	91%	

Relative Relation between Cost per Pupil and
Tax Rate for School Support in Common Schools,
Union Free Schools, Villages and Cities.

New York Rural Survey 1922

Median cost per pupil		Tax Rate equalization valuation of State Tax Commission
In rural schools in specified counties;		
Delaware	$77	$8.
Tompkins	74	7.
Monroe	49 (a)	3.26 (b)
In rural or common schools throughout the state	64.76	Tax rate of common school districts as a whole are lower than tax rates of other classes, but show so great a variation that highest tax rates as well as lowest are found here.
In Union Free Schools	62.95	Tax rates in these three classes are lower the more dense the population.
In villages	62.50	
In cities	61. (c)	

(a) Relatively large number of pupils per teacher here reduces cost per pupil.

(b) High valuation per teacher makes tax burden less.

(c) Includes vocational education.

Appendix M.

EDUCATIONAL STATISTICS:

Itemized Costs.

EDUCATIONAL STATISTICS:

	1922	1921	1920	1918	1911	1900.	1866 x (one District)	1861 (one District)	1858	1853 (one Dist)	1851	1850
School Committee Salary	$150.00	$150.00	$ 120.00	$85.00	$63.00	?						
Office Expenses	25.27	19.06	23.48		8.10							
Attendance officer	5.00	6.50	2.00									
* Salaries of town teachers	3900.00	3759.00	3144.00	1921.50	2088.00	1235.10	47.75	23.00	33.62	44.56		41.34
" " Smithdale "	792.00	735.00 (35 weeks)	627.00	375.00	338.00	293.29						
" " Music Supervisor	52.50	67.50	00.	92.50	132.30							
Janitor service	105.00	90.45	79.25	82.40	89.45	0						
" " Smithdale	17.50	14.50	?	17.45		24.50						
Books, Supplies	320.67	661.48	119.38	88.00	136.31							
Fuel & Fitting	131.75	187.30	278.85	191.25	74.75 11.60	142.69	00	00.	00.	00.		.60
Repairs	588.32	622.87 (1)	310.04	20.02	41.44 (2)	57.86	00	00	6.	00	5.00	0.
H.S.Tuition	1540.00	1866.46	1092.25	311.25	548.00	102.00	00	00	00	00		.12
Transportation in town	772.25	924.50 (1)	972.13	847.75	681.91							
" to H.S.	1079.48	836.74	631.80	320.05		278.75						
School Nurse	115.00											
School Physician	35.00	25.00	25.00	25.00								
Health Supplies	58.01	00										
Census	10.00	10.00	10.00	10.00	6.00	5.10						
Certificates Teachers' Board	1.70							17.50	10.50			

(1) Tuition in Amherst, New Salem, Greenfield, Orange,

* This includes Smithdale.

(2) Amherst, H.,Montague Industrial, Hopkins Academy.

x (In 1775 it was voted to keep school in three places)

Mss. p. 3.

Appendix N.

SALARY INCREASE.

		Total.	
1850	one @ $1 per week	$11.34	
	one @ ?	30.00	
1851			Board paid by district @ 1.49 per week
1853	woman teacher @ $1.25 per wk.	15.00	
	man " @ 2.50 " "	29.56	
1854	woman teacher	13.50	
	man "	27.00	
1858	woman teacher	10.50	
	man "	23.62	Board $10.50
1861	one @ 1.50 per wk. (Summer term)	9.00	
	one @ 1.75 (Winter term)	14.00	Board @ 1.25 - $17.50
1866	woman teacher @ 1.75 per wk.	15.75	
	man " 4.00	32.00	(Board taken out of salary)
1900	Smithdale teacher @ $8.50 wk.	293.00	(Board taken out of salary)
1911	" " @ 10.00 "	338.00	
1918	" " @ 11.00 "	375.00	
1920	" " @ 17.50 "	627.00	(Board taken out of salary @ $7 per wk.)
1922	" " @ 22.00 "	792.00	

Cost of Education per Pupil in City,
Town and Country
A Comparison of expenditures per pupil: from all sources, from local taxation, and State aid in 1921-22

Statistics of Massachusetts Schools

	Expenditure per pupil from all sources, column 47	Expenditure per pupil from local taxation, column 39	State aid or reimbursement per pupil, column 42
Hillsfield	$55.91 (a)	$15.31 (b)	$40.15
Brookline	121.63	109.61	8.49
Boston	88.69	82.88	5.63
Dover	154.46 (d)	137.65 (c)	13.81
Northampton	70.64	63.22	6.65

(a) Lowest expenditure per pupil in the state was $46.61 from all sources
(b) This is the lowest expenditure per pupil from local taxation in the state but represents a drop from the previous years owing to the influx of more children (whose families were out of work in the city) The school appropriation of 1922 ($4450) would provide $26.22 per pupil from local taxation provided the number of pupils remained the same.
(c) This is the greatest expenditure per pupil from local taxation in the state.
(d) Shelburne spent most per pupil from all sources ($180.12) receiving $11,500 from sources other than local taxation and state-aid.

in 1918 -19

	(column 52)	(column 44)	(column 47)
Hillsfield	$33.93	$16.62	$16.71
Brookline	75.21	71.34	–
Boston	60.36	60.26	–
Dover	117.57	116.02 (e)	–
Northampton	45.82	45.50	

(e) See "Relation between Wealth, Educational Opportunity and Taxpayers' Burden." Appendix A.

Appendix P.

Cost of High School Education

Statistics of Massachusetts Schools 1921-22.

	Cost per pupil from all sources	Cost to town per pupil
Hillsfield	$220.79 (column 86)	$73.42 (column 89)
Brookline	137.85 (" 79)	137.85 (" 79)
Boston	111.65 (" ")	111.65 (" ")
Dover	184.47 (" ")	184.47 (" ")
Northampton	112.81 (" ")	112.81 (" ")

In 1919-20 *

Hillsfield	124.32 (column 107)	11.91 (column 110)
Brookline	153.14 (" 100)	153.14 (" 100)
Boston	102.37 (" ")	102.37 (" ")
Dover	217.95 (" ")	217.95 (" ")
Northampton	98.97 (" ")	98.97 (" ")

* Total figures for Hillsfield in 1918-19 not available.

Comparison of Attendance of Pupils and of Number of Weeks that School was in Session in Country, Town and City.

Statistics of Massachusetts Schools 1921-22

	Percentage of Pupil Membership in Attendance (columns 62 & 63)	Number of Weeks that School was in Session (column 61) (See Apx.A)
Hillsfield	92%	34 weeks
Brookline	92%	35 1/5 "
Boston	92%	36 "
Dover	94%	35 "
Northampton	93%	36 4/5 "

In 1918-19

	(columns 21 & 23	(column 22)
Hillsfield	88%	35 weeks
Brookline	90%	32 3/5 "
Boston	89%	35 1/5 "
Dover	90%	34 3/5 "
Northampton	91%	32 4/5 "

REPORT OF SCHOOL NURSE, 1922.

Hereby is submitted a report of the School Nursing for the Town of Hillsfield. This report does not cover the full year. I began my duties in April.

As school nursing is a new venture this year I believe a summary of the duties of the school nurse as given by Dr. Fredrika Moore of the State Department of Public Health is pertinent in this report.

"1. To assist the school physician in examining the children and in keeping records.

2. To watch for any evidence of communicable disease in the school, and, when found, to notify the teacher, principal, and school doctor.

3. To detect and refer to the school physician any evidence of eye, ear, nose or throat trouble, or other physical or mental defects.

4. To render first aid in emergency cases occurring in schools and to see that the child is taken either to its home or to the family physician.

5. To report to school physician, superintendent or principal of schools any error she may detect as to light and ventilation in the schools, or any improper seating or unsanitary conditions of any kind.

6. To follow up absentees from school to make sure they are not suffering from communicable or other disease.

7. To follow up the recommendations of the school physician or dentist and to inform the superintendent of schools and the school physician of results obtained.

8. To accompany children, with written consent of their parents or guardians, to hospitals, dispensaries, dental clinic, family physician, oculist or dentist, and to secure from such a report as to services rendered to pupils.

9. To investigate and advise as to home conditions where necessary.

10. To instruct children and parents in matters of personal and public health and to bring home and school closer together."

These duties have to be modified somewhat when the nurse works on part time. It would be impossible for a nurse working two days a month to look up all absentees or to be present at all emergencies.

Duties in Hillsfield.

The nurse's duties in this town began by inspecting the children and weighing and measuring them.

In the fall I assisted the school physician with the physical examinations. These procedures are the basis for all school health work.

By physical examinations are found the defects which retard the children in school and are the cause of trouble in adult life. The most common of these are: defective teeth, diseased tonsils, adenoids, poor posture, malnutri-

tion, and defective vision, all of them easily corrected in childhood.

The majority of the children in the town school were found to have one or more of these defects, defective teeth predominating. Only a few had any defects corrected. That is, only a few had had teeth filled, diseased tonsils removed or wore glasses for defective vision.

By weighing and measuring the children we found those who were very much underweight. About 30% of the children in the Hillsfield schools were in the 7% underweight class. These children cannot do justice to themselves or their educational opportunities and are the most likely to contract communicable disease. This condition may be caused by one or more of the following: physical defects, as diseased tonsils; faulty food habits; or overfatigue. Contrary to popular opinion, seldom is underfeeding the cause.

From this it will be seen that it takes the co-operation of the parents, the child, the family physician, and the nurse to bring the child up to normal weight.

I hope the parents can be convinced of the need of dental care for the children. A permanent tooth that is lost will not grow again and the chewing machine of the body is crippled just as any machine is crippled that has lost one of its parts. Decayed teeth are the source of infections and together with diseased tonsils may cause rheumatism and some forms of heart disease; we read that heart disease caused more deaths in Massachusetts in 1922

than anything else.

Month by month very little seems to have been accomplished, but in reviewing the work since April we find that a few defects have been corrected; many class talks have been given. The children have been asked to make posters so that they may visualize the talks and in that way better remember them. The North Hillsfield schools made excellent "Health Books."

Many home visits have been made to become acquainted with the parents and to ask their cooperation in having the various defects corrected. As time goes on I hope the parents will realize more and more the importance of having these defects remedied.

Because the nurse is not available for all emergencies, first aid boxes were needed in all the schools. These have been obtained and will soon be installed. By having the boxes made at a local box factory and filling them ourselves we were able to get them for a small sum.

One scales was purchased. This can be used in the Center, Long Plain and East schools. We hope by another year one can be obtained for the North part of the town. There is no better way of interesting children in their own health than by weighing them. Every child wants to gain; if he doesn't, he is more amenable to suggestions about his food and sleeping hours.

A "Health Day" was planned and carried out in October, which I hope had some educational value.

The teachers have given their heartiest cooperation. It has been a pleasure to work with them.

There are some recommendations for the coming year I would like to suggest. The overcrowding in three of the schools; the ventilation in all of them is very poor. The lighting in the Center and Long Plain schools is particularly bad. The Long Plain School has windows on four sides, the Center school situated on the side of a hill has the outside light deflected by the hillside. I have been in that school in the mid-afternoon when a child could not see writing on the blackboards without going directly up to it. Such lighting as is obtained in both of these schools must cause severe eye strain and should not be tolerated.

Windows are so near the seats in all of the schools that they cannot be opened in cold weather for ventilation. Other ways should be looked into. A hole in the floor, under the stove, connected with a pipe that leads outside the building is sometimes used in rural schools. Poor ventilation makes the pupils inactive and harder to teach.

All of the toilets are insanitary. They are not cleaned often enough, are not fly tight and have not proper covers. Chemical toilets would settle this problem. After the cost of installing them there is very little expense. Until these toilets can be obtained the present ones should be cleaned, sand boxes put in and kept filled and self closing covers made.

These are the outstanding insanitary conditions in the schools. It is my sincerest hope that they may be remedied.

Respectfully submitted."

School Nurse for Hillsfield and
Red Cross Public Health Nurse.

Appendix S,1.

Copy of letter sent to state superintendents of education in States having compulsory physical education laws applying to rural regions.

Amherst,
Massachusetts,
January 25,1921

My dear Dr._____:

In certain sections in the east compulsory physical education is opposed by the taxpaying farmers even after several years of effective administration of the program. Here in Massachusetts state-wide physical education is fought both because of its tendency to increase state-control and because rural districts see little benefit to be derived from the program.

In order to discover whether such difficulties have presented themselves in other states and if so how they are being met there and whether there are fundamental causes for them in the present physical education program and policy I am enclosing a questionnaire which I sincerely hope you will find time to fill out.

I should greatly appreciate receiving your personal views as to the solution of this problem of non-support. I believe so strongly that adequate physical education is a large factor in bettering rural conditions that I feel it imperative for us to gain the cooperation of the farmers themselves.

A copy of your state law and such manuals as apply to the rural school would be of much assistance in understanding this problem.

Sincerely yours,

Questionnaire Appendix S

1. Has compulsory physical education met with favor in your state in rural districts?

2. What was the controlling motive in the enactment of the law?
   (a) Was it urged for military preparedness?
   (b) Was it urged for the increase of health for civic life and industrial fitness?
   (c) Was it an effort to improve the social conditions?

3. Were its influential advocates chiefly among -
   (a) educational organizations
   (b) business men's associations
   (c) women's clubs
   (d) labor unions
   (e) farmers' organizations

4. In what respects is the administration under state control, under local control?
   (a) Are all the funds raised by local taxation?
   (b) Does the state provide part? How much?
   (c) Is the Physical Education teacher required to have a state license?
   (d) Is there state supervision?
   (e) Is the state program for P.Ed. suggestive only? Does it contain compulsory features? What are these " "

5. Is there any attempt to adapt the program to rural conditions? If so, in what respects?

6. If you have found opposition to the program among farmers is it due to (a) ignorance of the aims of Physical Education
   (b) ignorance of their own need
   (c) resentment towards others' interference

7. If you have found opposition how are you attempting to remove or neutralize it?
   (a) by demonstrations of health improvement in nutrition
   (b) by county contests state-wide contests
   (c) Physical efficiency tests
   (d) Addresses and demonstrations before organizations

8. Does the rural P.Ed.Program include Teaching of Hygiene, Weight Height Measurement, Teaching of Food values, Health Clubs, School Lunches, Sanitary Inspection of Buildings, Agricultural Club Work, Dental Clinics, Medical Follow-up Work, Community recreation, Festivals, Athletic Games?

RURAL PHYSICAL EDUCATION 1921

	Public Support Given to State Law	Motive for Passing the Law	Administration: Promotors	Administration: State funds for local use, etc.	Administration: Supervision	Adaptation of program to Rural Needs	Reasons for Opposition To Law	Effective Methods for Removing Opposition
Alabama	Yes	Health	Educators	None	State Supervision	Yes		
California	Yes	Educational	Educators Only	$10,000	State and County Supervision	Yes		
Delaware	Permissive only Of a moral Character	Health and Social Welfare	Educator Only	None	County under helping teachers to a very slight extent.	Yes, by physical efficiency tests State A. A.	Fail to realize need.	State & County meets, phys. efficiency test addresses. Private organizations promoting State A.A. Club Work, Dental Clinic & Medical Work. Dupont Fund for rebuilding H. Sch
Georgia	Yes	Mainly Health	Educators Mainly	1/2		Yes.	Ignorance of P E Aims. Resentment toward interference.	Demonstrations in Nutrition & Health, County Contests, State Contests, Physical Efficiency Tests, Addresses.
Indiana	No; great opposition to compulsory law.	Health	Educators Only	None			See little benefit, fear state control	
Kentucky		Health	Educators & Brd of Health	None		Yes.		
Maine	Yes, where properly carried out.	Citizenship Training	Educators			Yes.		Demonstrations or exhibitions with cooperation of parents, Special Demon. School Te Teachers.
Maryland	Yes, finally		Political leader with vision	$15,000±	Effective county supervisors	Yes.		Public athletic meets, P. Efficiency Tests, Medical Examinations & Nurses, talks to teachers and parents.
New Jersey	Yes		Political leaders educators	$13.650	Helping teachers County Supervision	Yes.		Helping Teachers, Health Clubs, Festivals, and Athletic Meets.
New York	Opposition dying out as teachers are better trained	Citizenship Training	Preparedness advocates later Educators	about 1/2	State Supervision	Increasingly so. Special rural Syllabus.	Expense of spec. teachers. Ignorance of bene.	Field Day demonstrations, Conferences at Normal Schools, Teachers Conventions, co-operation with Scouts & Welfare Troups. State-wide contest, Health Clubs, Junior Projects, School lunches.
North Dakota.	Yes.	Health & Social Welfre	Educators & Vocational Medical Group	None		County Nurse		County School Nurse
Oregon	Yes, no objections raised	Military & Civil Fitness		None	County Supervision -County Nurse			County School Nurse
Pennsylvania	Law does not operate in rural districts	Health & Some Social Welfare	Educators assisted by public-minded citiz. & groups	None	St. Supervision			Education of public opinion thru demonstration of value of P.Ed. in larger towns
Rhode Island	So far as Commissioner knows - yes	Health	Educators & Improvement Organizations	No special appropriation	P. Ed work done by regular teachers.	No special adaptation deemed necessary		5/6 of regular teachers have been trained in work of Phys. Ed. syllabus provided by the State Board of Education.
Utah	Law is not definitely compulsory	Phys. fitness of all citizens	Educators & Welfare Leag.		St Supervision slowly educating rural districts by close coop. with local supervision	Yes.		Nutrition clinics.
Virginia	Yes	Health & P. Ed.	Educators	$25,000	St. & Cty Super.	Yes.	No serious opposition at pres.	
Washington		Health social welfare	Educators & Civic & Labor Organizations				Same as Georgia.	Demonstrations in Nutrition and Health, County and State Contests, Physical Efficiency Tests, Addresses.

Esther Watson,
M.A.C., Amherst, Mass.
Sept. 24, 1921.

Comparison of City and Country Children 1915 or 16

Percentages are from all available statistics and based on reports of over half a million children,

taken from Health Essentials for Rural School Children prepared by Dr.Thomas D.Wood, Chairman Committee on Health Problems in Education of the National Council of the National Education Association cooperating with the Committee on Health Problems in Education of the American Medical Association

Table I, page 4.

	City	Country
Teeth defects	33.58	48.8
Tonsils	16.42	28.14
Adenoids	12.5	23.4
Eye defects	13.4	21.
Malnutrition	7.65	16.6
Enlarged Glands	2.7	6.4
Ear defects	1.28	4.78
Breathing defects	2.1	4.2
Spinal Curvature	.13	3.5
Anemia	1.5	1.65
Unclean	.17	1.7
Lung Defects	.32	1.25
Heart Disease	.40	.74
Mental Defects	.2	.8

Appendix U.

Comparison of City and Country children
United States Public Health Service
Dr. Taliaferro Clark, assistant Surgeon General
noted in American Physical Education Review
June, 1921, page 271

Little Rock, Ark. in 1918		Rural Children, Ark.	
Teeth defective	30.10	33.4	+
Tonsils "	15.3	21.3	+
Adenoids	2.9	8.8	+
Eye Defects	12.0	11.3	-
Defective Hearing	3.0	5.8	+

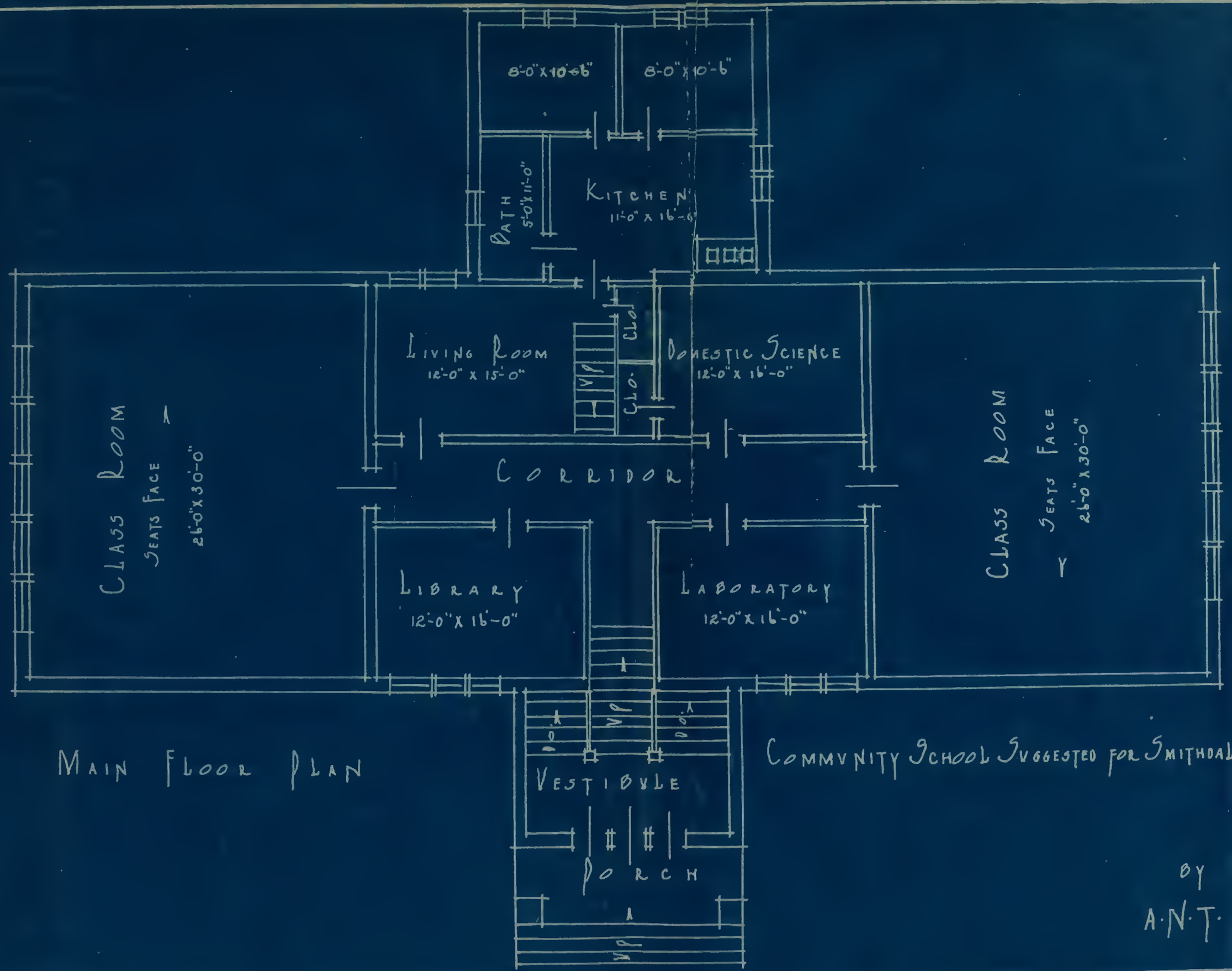
Philadelphia, Pa. in 1915		Rural Children. Porter Co. Indiana	
Teeth defective	35.68	49.35	+
Tonsils "	19.15	15.4	-
Adenoids	-----	11.5	
Eye defects	13.94	6.7	-
Defective Hearing	1.25	12.1	+

\+ more defects in country children than city children

\- less " " " " " " "

COMMUNITY SCHOOL SUGGESTED FOR SMITHDALE.

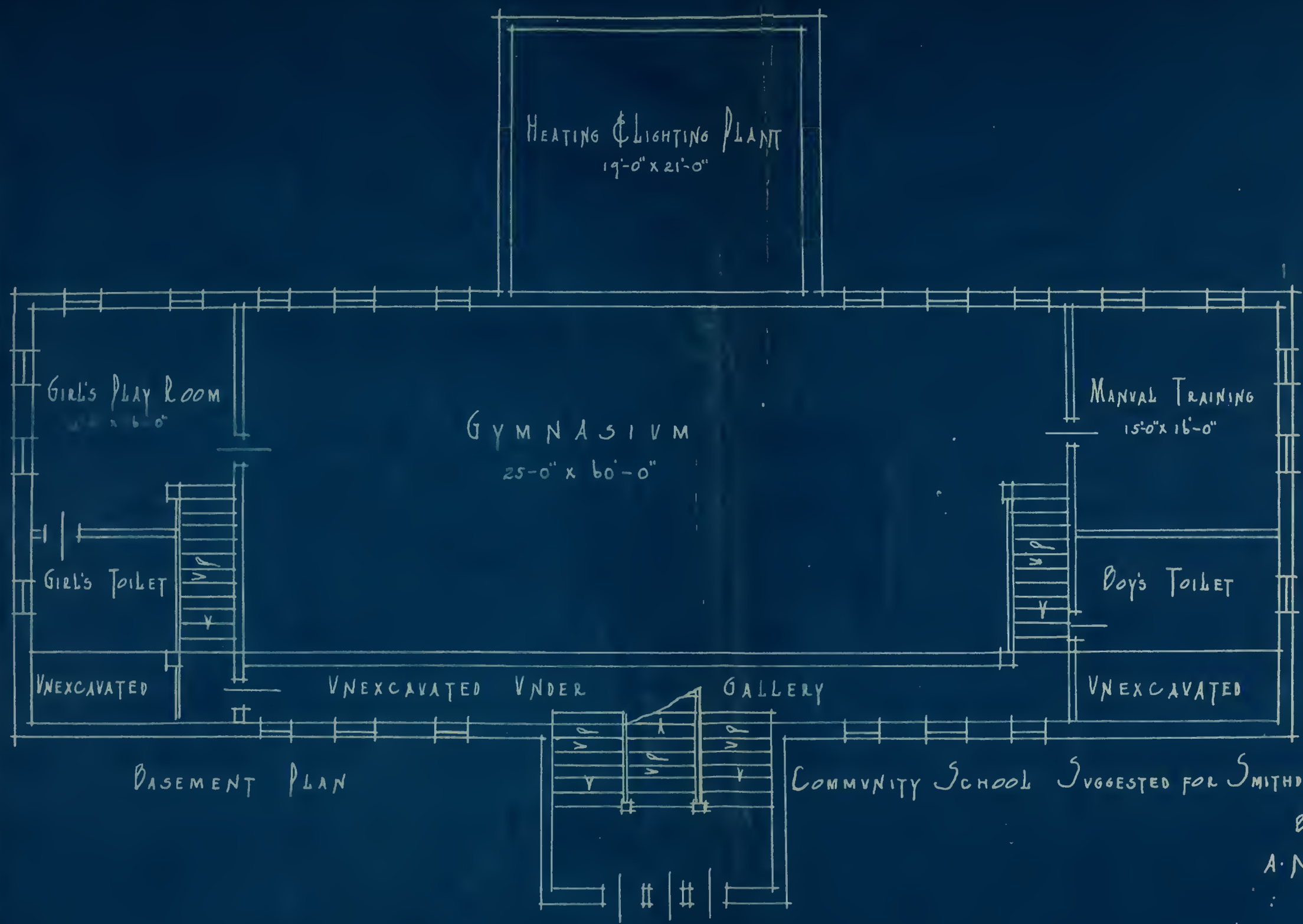
By
A.N.T.



Main Floor Plan

Community School Suggested for Smithdale.

By
A.N.T.



Basement Plan

Community School Suggested for Smithdale

By A.N.T.

NOTE TO READER.

The identity of the town in which this study of rural school conditions was made has been guarded by the author. It is hoped that any reader of this manuscript who discovers the real name of the town of Hillsfield and the village of Smithdale will only use the reference for further study of the rural problem.

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