

the only culture possible. Subjects in the curriculum, based primarily on book work, become cultural in exact proportion as the subject matter is lifted out of the book and placed down in a living setting. Utilitarian subjects become really utilitarian only insofar as their subject matter is related to actual life and becomes in this way part of the every day working machinery of the mind and body of the child. Reality, not resemblance; first-hand contact, not once or twice removed second-hand experience, are the first essentials for the effective teaching of any subject. Yet, even such subjects as History and Geography, the people's humanities, in the Park School, as in 99% of the elementary schools on the continent, are still under the baleful dominance of the text book. There can be no reasonable doubt that every school as large as the Park School should have one special room set apart for History, and another for Geography and Nature Study. While some of the exercises in these subjects could be taught in the regular classroom, every teacher of such subjects should take her classes to the special rooms for the greater part of the time allotted. As suggested elsewhere, working collections of illustrative material should line the walls, motion picture machines should be installed for the presentation of films closely related to the text, and history and geography should become studies of things, peoples and processes rather than of books. The time spent would be greatly diminished, the usable residuum in the minds of the pupils would be greatly increased and the cultural value of these subjects would be multiplied many times.

The school auditorium should be the centre of instruction in literature and art supplementing the work of the classroom in drawing, composition and reading. This room also should be equipped with a motion picture machine and as wide a range of films as is at present available. At present the Park School has no auditorium. This is a great lack, and limits the efficiency of the school from the standpoint of the children, as well as from that of the neighboring community.

It would be possible through the shift system—in which all the special instruction, save in higher manual training and domestic art, would be given by regular class teachers—to set aside some of the regular class-rooms for special instruction without diminishing the capacity of the building from the standpoint of total membership. The construction of a swimming pool in the basement, the conversion of the kindergarten into an auditorium, the removal of the kindergarten to a double class-room elsewhere and the conversion of some regular class-rooms or playrooms into special rooms for such subjects as printing (through which spelling and composition could be effectively taught), would make school work more interesting and effective without lessening the number of pupils it could serve. By the shift plan the teachers would accompany their classes, except as above stated, thus avoiding serious defects of the so-called platoon system. When the children are in the classes of the special teachers the regular teachers would be free for individual or small group instruction of backward children.

If the school day were lengthened from 8.00 to 4.00, with different lunch hours for various groups of children, the capacity of the school could be increased from 25% to 40%. The following paragraphs and