Travel to Brooklyn College, where the work-study and Professor Ralph C. Benedict will tell you that this truly progressive form of education began back in the days of Aristotle.

**BROOKLYN COLLEGE EDUCATORS IN CONFERENCE**

Dr. Harry Glodeone, Brooklyn College president, and Prof. Benedict here discuss report on juvenile delinquency.

"How many teeth in a horse's mouth?" Aristotle asked students of the Lyceum. When various guesses had been hazarded, the philosopher would send the youth out to look in a horse's mouth... Education through experience, one of the tenets of progressive education, had its greatest champion in Johann Pestalozzi, a Swiss educational reformer.

**Bar Books Alone**

Brooklyn College's Benedict can tell you how Pestalozzi, in the middle of the 18th Century, entered schoolrooms and impatiently attacked teachers' efforts to inculpate pupils through the use of textbooks alone.

"Don't tell children that two apples plus two apples make four," he would say angrily. "Bring a bagful of apples in and let them actually count them out. That's the only way they'll learn.

There is a difference—and a vast one—between recognition and UNDERSTANDING. Benedict points out. It is his belief together with that of President Glodeone of the college, that the work-study plan alone can produce UNDERSTANDING and APPRECIATION, not enflated from mere recognition.

"Children learn facts by heart; but they don't live it," Glodeone explained, in referring to the usual textbook method now being employed in our colleges and high schools. "We carry on examinations and then forget about them a few months later.

The laboratory, originally designed to provide students with a hands-on, practical method of learning, has today become practically a vehicle for presentation. Classes are too large to enable all pupils to "do," so they merely watch someone demonstrate.

**Helped Farmers**

Brooklyn College had the lesson of work-study brought home during 1942. At that time, reitered warnings in the press that there would be a serious farm labor shortage during the forthcoming summer turned the thought of many people to the possibility of reducing some of this labor deficit by recruiting young people of college and high school age from the cities.

Brooklyn College furnished 100 volunteers.

Three farm-labor camps were set up for the students in and about Red Hook and German-town, N. Y. One hundred students promptly learned more about agriculture, botany, geology, and economics than they had ever learned before. Professor Benedict will tell you why.

Because they learned through practical application. Picking string beans and plucking corn, they learned through actual experience how many quarts a day could be picked by a person.

**Practical Lesson**

They learned how a picker in a weedy area, had a more difficult time (and consequently picked less) than one in a well-cultivated area. Thus, they learned, though some farmers paid a higher price per quart for the most quarts picked, the task wasn't worth it because the farms weren't well-