L
13
N2825

GENERAL LIBRARY
DEC16 1914

N.E.A. BULLETIN

Vol. III. No. 2 | December, 1914 | Whole Number 10

Entered as second-class matter March 22, 1913, at the post-office at Ann Arbor, Michigan, under the Act of August 24, 1912. Published September, December, January, February, April and June, by the National Education Association of the United States. Office of publication, Ann Arbor, Michigan.

DEPARTMENT OF SUPERINTENDENCE, CINCINNATI, OHIO, FEB. 22-27, 1915

INTERNATIONAL CONGRESS OF EDUCATION—NATIONAL EDUCATION ASSOCIATION, OAKLAND, CAL., AUGUST 16-28, 1915

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

OFFICERS FOR 1914-15

GENERAL ASSOCIATION

David Starr Jordan	President	Stanford University, Cal.
Durand W. Springer	Secretary	Ann Arbor, Mich.
Grace M. Shepherd	Treasurer	Boise, Idaho

VICE-PRESIDENTS

Joseph Swain, President, Swarthmore College	Swarthmore, Pa.
Grace C. Strachan, District Superintendent of Schools	Brooklyn, N. Y.
Walter R. Siders, Superintendent of Schools	Pocatello, Idaho
Mrs. W. S. Hefferan, Chairman, Education Section of the Chicago Women's Committee on Public Affairs	Chicago, Ill.
John W. Brister, President, West Tennessee Normal School	Memphis, Tenn.
Isabel Williams, Teacher, Jackson School	St. Paul, Minn.
R. C. Stearns, State Superintendent of Public Instruction	Richmond, Va.
Josephine C. Preston, State Superintendent of Public Instruction	Olympia, Wash.
Jacob G. Collicott, Superintendent of Schools	Indianapolis, Ind.
Cora G. Lewis, Member, State Board of Administration	Kinsley, Kans.
Fayette L. Cook, President, South Dakota State Normal School	Spearfish, S. D.

BOARD OF TRUSTEES

Carroll G. Pearse, Chairman	Milwaukee, Wis.	Term expires in 1918
James Y. Joyner, Secretary	Raleigh, N. C.	Term expires in 1916
Robert J. Aley	Orono, Me.	Term expires in 1915
*James M. Greenwood	Kansas City, Mo.	Term expires in 1917
David Starr Jordan	Stanford University, Cal.	Ex officio

EXECUTIVE COMMITTEE

David Starr Jordan	President	Stanford University, Cal.
Joseph Swain	First Vice-President	Swarthmore, Pa.
Grace M. Shepherd	Treasurer	Boise, Idaho
Carroll G. Pearse	Chairman Board of Trustees	Milwaukee, Wis.
George B. Cook	Member by Election	Little Rock, Ark.

Durand W. Springer	Secretary	Ann Arbor, Mich.

* Deceased.

BOARD OF DIRECTORS

Directors ex officio

David Starr Jordan, Stanford University, Cal.
Joseph Swain, Swarthmore, Pa.
Grace M. Shepherd, Boise, Idaho
Carroll G. Pearse, Milwaukee, Wis.
Durand W. Springer, Ann Arbor, Mich.

LIFE DIRECTORS

Bicknell, Thomas, W., Providence, R. I.
Board of Education, Nashville, Tenn.
Brown, Elmer Ellsworth, New York, N. Y.
Butler, Nicholas Murray, New York, N. Y.
Claxton, P. P., Washington, D. C.
Cook, John W., De Kalb, Ill.
Cooley, Edwin G., Chicago, Ill.
Corson, Oscar T., Columbus, Ohio.
Eliot, Charles W., Cambridge, Mass.
Fairchild, E. T., Durham, N. H.
Gove, Aaron, Denver, Colo.
Graham, H. A., Mt. Pleasant, Mich.
Green, James M., Trenton, N. J.
Harvey, Lorenzo D., Menomonie, Wis.
Jewett, A. V., Abilene, Kans.
Joyner, James Y., Raleigh, N. C.
Marshall, T. Marcellus, Stouts Mills, W. Va.
Maxwell, William H., New York, N. Y.
Parker, Charles I., Chicago, Ill.
Pearse, Carroll G., Milwaukee, Wis.
Pike, Joshua, Jerseyville, Ill.
Schaeffer, Nathan C., Harrisburg, Pa.
Skinner, Charles R., Watertown, N. Y.
State Teachers Association of Illinois
Swain, Joseph, Swarthmore, Pa.
Taylor, A. R., Decatur, Ill.
Teachers Institute, Philadelphia, Pa.
White, Charles G., Lake Linden, Mich.
Young, Ella Flagg, Chicago, Ill.

DIRECTORS BY ELECTION

Alabama	John H. Phillips, Superintendent of Schools	Birmingham
Arizona	C. O. Case, State Superintendent of Public Instruction	Phoenix
Arkansas	George B. Cook, State Superintendent of Public Instruction	Little Rock
California	Arthur H. Chamberlain, Editor, Sierra Educational News	San Francisco
Colorado	Anna L. Force, Principal, Columbian School	Denver
Connecticut	Frank L. Glynn, Director, Trade Education Department, Boardman Apprentice Shops	New Haven
Delaware	A. Henry Berlin, Principal of High School	Wilmington
District of Columbia	E. L. Thurston, Superintendent of Schools	Washington
Florida	W. N. Sheats, State Superintendent of Public Instruction	Tallahassee
Georgia	G. L. Carver, Professor of Biology, Mercer University	Macon
Idaho	Walter R. Siders, Superintendent of Schools	Pocatello
Illinois	William H. Campbell, Examination Department, Board of Education	Chicago
Indiana	Milo H. Stuart, Principal, Manual Training High School	Indianapolis
Iowa	L. H. Minkel, Superintendent of Schools	Fort Dodge
Kansas	John MacDonald, Editor, Western School Journal	Topeka
Kentucky	J. G. Crabbe, President, State Normal School	Richmond
Louisiana	Thomas H. Harris, State Superintendent of Education	Baton Rouge
Maine	Robert J. Aley, President, University of Maine	Orono
Maryland	Chas. J. Koch, First Assistant Superintendent of Schools	Baltimore
Massachusetts	Robert J. Fuller, Superintendent of Schools	North Attleboro
Michigan	E. E. Scribner, Superintendent of Schools	Ishpeming
Minnesota	Agnes E. Doherty, Teacher, Central High School	St. Paul
Mississippi	E. E. Bass, Superintendent of Schools	Greenville
Missouri	W. P. Evans, State Superintendent of Public Schools	Jefferson City
Montana	Henry A. Davee, State Superintendent of Public Instruction	Helena
Nebraska	Frederick M. Hunter, Superintendent of Schools	Lincoln
Nevada	Katherine M. Cook, Superintendent of Schools	Panaca
New Hampshire	Henry C. Morrison, State Superintendent of Public Instruction	Concord
New Jersey	M. P. E. Grossmann, Educational Director, National Association for the Study and Education of Exceptional Children	Plainfield
New Mexico	Alvan N. White, State Superintendent of Public Instruction	Santa Fe
New York	Thomas E. Finegan, Assistant Commissioner for Elementary Education	Albany

North Carolina	Francis M. Harper, Superintendent of Schools	Raleigh
North Dakota	Charles C. Root, Superintendent of Schools	Bismarck
Ohio	Jacob A. Shawan, Superintendent of Schools	Columbus
Oklahoma	Edwin S. Monroe, Superintendent of Schools	Muskogee
Oregon	Hallie C. Thomas, Teacher, City Schools	Portland
Pennsylvania	Reed B. Teitrick, Deputy Superintendent of Public Instruction	Harrisburg
Rhode Island	Isaac O. Winslow, Superintendent of Schools	Providence
South Carolina	D. B. Johnson, President, Winthrop Normal and Industrial College	Rock Hill
South Dakota	Oliver O. Young, Deputy State Superintendent of Public Instruction	Pierre
Tennessee	S. H. Thompson, State Superintendent of Public Instruction	Nashville
Texas	C. E. Evans, Principal, State Normal School	San Marcos
Utah	Orson Ryan, Superintendent, Jordan School District	Midvale
Vermont	Guy Potter Benton, President, University of Vermont and State Agricultural College	Burlington
Virginia	E. H. Russell, President, State Normal and Industrial School for Women	Fredericksburg
Washington	Elmer L. Cave, Superintendent of Schools	Bellingham
West Virginia	M. P. Shawkey, State Superintendent of Schools	Charleston
Wisconsin	Milton C. Potter, Superintendent of Schools	Milwaukee
Wyoming	C. A. Duniway, President, University of Wyoming	Laramie
Philippine Islands	Frank L. Crone, Director of Education	Manila
Porto Rico	Edward M. Bainter, Commissioner of Education	San Juan
Hawaii	Willis T. Pope, Superintendent of Public Instruction	Honolulu

DEPARTMENT OFFICERS

National Council

President	Robert J. Aley, President, University of Maine	Orono, Me.
Vice-President	James Y. Joyner, State Superintendent of Public Instruction	Releigh, N. C.
Secretary	William B. Owen, Principal, Chicago Normal School	Chicago, Ill.
Executive Committee	Ellen C. Sabin, President, Milwaukee-Downer College	Milwaukee, Wis.
Executive Committee	David B. Johnson, President, Winthrop Normal and Industrial College	Rock Hill, S. C.
Executive Committee	A. J. Matthews, President, Normal School of Arizona	Tempe, Ariz.

Kindergarten

President	Anna M. Stovall, Supervisor and Normal Instructor, Golden Gate Kindergarten Association	San Francisco, Cal.
Vice-President	Myra M. Winchester, Educational Director, National Kindergarten Association	Washington, D. C.
Secretary		

Elementary

President	Margaret E. Schallenberger, Commissioner of Elementary Schools, Department of Public Instruction	Sacramento, Cal.
Vice-President	Adelaide Steele Baylor, Assistant State Superintendent of Public Instruction	Indianapolis, Ind.
Secretary	Mary E. Foster, Superintendent of Cass County Schools	Plattsmouth, Nebr.

Secondary

President	George E. Marshall, Principal, High School	Davenport, Iowa
Vice-President	Emma J. Breck, Head of English Department, High School	Oakland, Cal.
Secretary	Claude P. Briggs, Principal of High School	Rockford, Ill.

Higher

President	Livingston Farrand, President, University of Colorado	Boulder, Colo.
Vice-President	Melvin A. Brannon, President, University of Idaho	Moscow, Idaho
Secretary	John E. Rouse, Head of School of Education, James Millikin University	Decatur, Ill.

Normal

President .....Dwight B. Waldo, President, Western State Normal School .....Kalamazoo, Mich.
Vice-President .....Thomas W. Butcher, President, Kansas State Normal School .....Emporia, Kans.
Secretary .....Waite A. Shoemaker, President, State Normal School .....St. Cloud, Minn.

Superintendence

President .....Henry Snyder, Superintendent of Schools.....Jersey City, N. J.
First Vice-President.....Paul W. Horn, Superintendent of Schools.....Houston, Tex.
Second Vice-President...E. C. Warriner, Superintendent of Schools.....Saginaw, Mich.
Secretary .....Mrs. Ellor C. Ripley, Assistant Superintendent of Schools .....Boston, Mass.

Vocational Education and Practical Arts

President .....Arthur H. Chamberlain, Secretary, California Council of Education .....San Francisco, Cal.
Vice-President .....Martha Van Rensselaer, President, American Home Economics Association, and Professor of Home Economics, Corneil University .....Ithaca, N. Y.
Vice-President .....Carl N. Werntz, President, Chicago Academy of Fine Arts .....Chicago, Ill.
Corresponding Secretary. Florence Marshall, Principal, Manhattan Trade School for Girls .....New York, N. Y.
Recording Secretary.....Wilson H. Henderson, Extension Department, University of Wisconsin.....Milwaukee, Wis.

Music

President .....Lucy K. Cole, Supervisor of School Music, Instructor in Music, University of Washington.....Seattle, Wash.
Vice-President .....Will Earhart, Director of Music, Public Schools.....Pittsburg, Pa.
Secretary .....Herman E. Owen, Director of Music, Public Schools. San Jose, Cal.

Business

President .....Reginald R. Stuart, Head of Commercial Department, Technical High School .....Oakland, Cal.
Vice-President .....
Secretary .....Alvah B. Way, Head of Commercial Department, High School .....Petaluma, Cal.

Child Hygiene

President .....Linnaeus N. Hines, Superintendent of Schools.....Crawfordsville, Ind.
Vice-President .....Lewis M. Terman, Associate Professor of Education, Leland Stanford Jr. University .....Stanford Univ., Cal.
Secretary .....Ernest B. Hoag .....Long Beach, Cal.

Physical

President .....Baroness Rose Posse, President, Posse Normal School of Gymnastics .....Boston, Mass.
Vice-President .....Clara Gregory Baer, Professor of Physical Education, Newcomb College, Tulane University.....New Orleans, La.
Secretary .....May G. Long, Supervisor of Physical Training, Public Schools .....Everett, Wash.

Science

President .....John A. Randall, Department of Physics, Pratt Institute .....Brooklyn, N. Y.
Vice-President .....Ellwood P. Cubberley, Professor of Education, Leland Stanford Jr. University .....Stanford Univ., Cal.
Secretary .....Emma Conley, State Inspector, Domestic Science...Madison, Wis.

School Administration

President .....O. M. Plummer, Director, Board of Education.....North Portland, Ore.
Vice-President .....Edward C. Elliott, Professor of Education, University of Wisconsin .....Madison, Wis.
Secretary .....Frank M. Bruce, Business Manager, American School Board Journal .....Milwaukee, Wis.

Library

President .....Harriet A. Wood, School Librarian, Library Association .....Portland, Ore.
Vice-President .....W. Dawson Johnston, Librarian, Public Library.....St. Paul, Minn.
Secretary .....Lucile Fargo .....Spokane, Wash.

Special

President .....M. P. E. Groszmann, Educational Director, National Association for the Study of Exceptional Children .....Plainfield, N. J.
Vice-President .....L. R. Alderman, Superintendent of Schools .....Portland, Ore.
Secretary .....Samuel B. Allison, District Superintendent of Schools. Chicago, Ill.

School Patrons

President .....Mrs. Louis Hertz, Council of Jewish Women.....San Francisco, Cal.
Vice-President .....Mrs. Philip N. Moore, Trustee, College for Women, University of the South.....St. Louis, Mo.
Secretary .....Mrs. E. L. Baldwin, State Chairman of the Department of School Patrons.....San Francisco, Cal.

Rural and Agricultural

President .....E. C. Bishop, Schools Section, Iowa State College..Ames, Iowa
Vice-President .....M. J. Abbey, Professor of Agricultural Education, University of West Virginia.....Morgantown, W. Va.
Secretary .....F. L. Griffin, Extension Service, Oregon Agricultural College .....Corvallis, Ore.

Classroom Teachers

President .....Nellie Minehan, Vice-Principal, Jefferson Street School .....Milwaukee, Wis.
Vice-President .....Jane McCarthy, Teacher, Public Elementary School No. 164 .....Brooklyn, N. Y.
Secretary .....Lydia L. Hazelton, Teacher Public Schools.....Minneapolis, Minn.

NOTES

The Committee on Vocational Education and Vocational Guidance presented a second report at the St. Paul meeting in pamphlet form. Members of the Association desiring copies of the same may have them by addressing the Secretary of the Association, Ann Arbor, Mich.

The many friends of Irwin Shepard, Secretary of the Association for twenty years, learned with sorrow that he had been compelled to retire from active work as National Secretary of the Bureau of Conventions and Societies of the Panama-Pacific International Exposition, as the result of a severe heart attack in September. The Exposition authorities have continued Dr. Shepard as National Secretary in an advisory capacity, and it is hoped that his health will be sufficiently recovered by the time the Exposition opens so that he will be able to greet his many friends.

Galley proof for the Volume of Proceedings for the St. Paul meeting has been received and read except for the last three departments. Page proof has been completed for one-half the Volume. Shipments will be begun the latter part of December, and by the last of January the Volume should have been received by all members.

A joint meeting of the Executive Committee and Board of Trustees of the National Education Association was held at the office of the Secretary, October 31. There were present, Joseph Swain, President, Swarthmore College, Swarthmore, Pa.; Grace M. Shepherd, State Superintendent of Public Instruction, Boise, Idaho; Carroll G. Pearse, President, State Normal School, Milwaukee, Wis.; George B. Cook, State Superintendent of Public Instruction, Little Rock, Ark.; and Robert J. Aley, President, University of Maine, Orono, Me.

If any of the members have not yet returned the corrected data slip, it should be sent in at once, as copy for the Yearbook, which will be issued as the January number of the Bulletin, is now going to the printer and any changes must be made on the galley proof as it is received.

One of the matters which came before the joint meeting was a discussion as to what might be done in the schools to further the interests of the peace movement. It was decided to ask President Jordan to write a letter for the December Bulletin, and to publish an article which should be furnished by Fannie Fern Andrews, Secretary, American School Peace League.

The National Reform Association requested the National Education Association to appoint a committee to represent it at a meeting held at Pittsburgh, Monday, November 30, for the purpose of meeting with representatives from other organizations which were interested in the subject of the Bible and Moral Training in the Public Schools. President Jordan appointed as our representatives: W. M. Davidson, Superintendent of Schools, Pittsburgh, Pa.; Ada Van Stone Harris, Director, Elementary Practice Teaching, Public Schools, Pittsburgh, Pa.; and Clifford B. Connelley, Dean of the School of Applied Industries, Carnegie Institute of Technology, Pittsburgh, Pa.

At the St. Paul meeting, the Association authorized the appointment of a committee of five to investigate and report upon the desirability of introducing into the schools materials and methods intended to educate the children in an intelligent and sympathetic understanding of foreign affairs. President Jordan has appointed the following committee: James Y. Joyner, State Superintendent of Public Instruction, Raleigh, N. C., chairman; Fannie Fern Andrews, Secretary, American School Peace League, Boston, Mass.; William A. McAndrew, Associate Superintendent of Schools, New York City; Mary E. Woolley, President, Mount Holyoke College, South Hadley, Mass.; and Sidney L. Gulick, member of the Federal Council of the Churches of Christ in America, New York City.

The first edition of the December Bulletin is thirty thousand. A second edition will be printed the last day in December for such a number as may be needed to supply orders received by that time. Should any persons desire extra copies for school use because of the special article by Mrs. Andrews, they can be supplied in any number at the rate of $2.00 per hundred, when sent in bundles, or at $2.50 per hundred if sent in individually addressed envelopes to list furnished us.

One of the interesting features of the great peace meeting held in New York, Sunday evening, September 20, was the singing of "The Star Spangled Banner" by the chorus of a thousand Washington Irving High School girls. In addition to the song as written by Francis Scott Key, they sang the verse which follows, and which has been suggested by its author, Kate Devereux Blake, former treasurer of the National Education Association, as more nearly representing the spirit of our times.

"Oh, say can you see, you who glory in war,
All the wounded and dead of the red battle's reaping?
Can you listen unmoved to their agonized groans,
Hear the children who starve, and the pale widows weeping?
Henceforth let us swear
Bombs shall not burst in air,
Nor war's desolation wreck all that is fair.
But the Star Spangled Banner, by workers unfurled,
Shall give hope to the nations and peace to the world."

PRIZE ESSAY

Thru the generosity of a resident of Berkeley, Cal., the National Education Association is able to offer a prize of one thousand dollars for the best essay on "The Essential Place of Religion in Education, with an Outline of a Plan for Introducing Religious Teaching into the Public Schools."

The essays must be in the possession of the Secretary of the Association by June 1, 1915. The award will be made at the time of the meeting of the International Congress of Education, held under the auspices of the National Education Association, in connection with the Panama-Pacific International Exposition, at Oakland, Cal., August 16-28, 1915. Further particulars may be secured by addressing the Secretary, Durand W. Springer, Ann Arbor, Mich.

SCHOOL-BOARD MEMBERSHIPS

The National Education Association has provided an institutional membership under which any Board of Education may become an active member of the Association with the privilege of sending a representative to any of its meetings.

At the summer meeting, the Department of School Administration is maintained for the purpose of discussing those matters in connection with our public-school system which are of especial interest to members of school boards. At the winter meeting of the Association, conducted by the Department of Superintendence, an opportunity is offered to hear a discussion of the educational problems of our public schools by the leading administrative officers of the country. At both meetings, the programs offer much of general interest to board members. In connection with both meetings there is also provided a commercial exhibit which is interesting to the members, for it permits them to make comparisons between various makes of school equipment.

As the Association meets in different sections of the country twice a year, it will be possible for each school board to be represented at one of the meetings on an average of at least once in two years, without a very considerable expense. A number of boards have been sending representatives to the meetings for some time and have found it a profitable investment.

The institutional membership would bring to the board each year the annual Volume of Proceedings, which could be examined by the members even tho no one had been present at the meeting. In this way, the board would learn the trend in the various fields of educational activity.

DEPARTMENT OF SUPERINTENDENCE

The meeting of the Department of Superintendence will be held at Cincinnati, Ohio, February 22-27, 1915.

Hotels Gibson and Sinton will be used jointly as headquarters, altho all registrations will be made in Hotel Gibson. These hotels are located on opposite sides of Fourth Street, in the block between Walnut and Vine Streets.

The main meetings will be held in the Cincinnati Music Hall. Other meetings will be held in the convention halls of both headquarters hotels, at the Woodward High School, and at the Guilford School.

The first attempt of the Association at systematized commercial exhibits was favorably commented on by a large number of the teachers who were present at St. Paul. The conditions at Cincinnati will be still more favorable, as the exhibit will be shown in the north wing of the Music Hall, which is the building in which the larger meetings will be held.

Outlines of the programs which are presented in this Bulletin do not contain the times and places for the several meetings. The complete program will be announced in the February Bulletin.

Final action has not yet been taken by all the various railway pasenger associations, but it is safe to announce that open rates will be granted for the Cincinnati meeting on practically the same basis as those which were given last year for the Richmond meeting.

Assistant Superintendent Edward D. Roberts, is chairman of the local Committee on Arrangements, and all communications concerning local matters should be addressed to him. He will see that they reach the proper committees, the chairmen of which are:

Committee on Badge and Decoration	W. H. Vogel
Committee on Bulletin	T. W. Gosling
Committee on Exhibits	E. W. Christy
Committee on Excursions	P. A. Johnston
Committee on Hotels and Entertainments	F. M. Moore
Committee on Information and Reception	E. D. Lyon
Committee on Meeting-Places	Carl Dehoney
Committee on Music	W. H. Aiken
Committee on Press and Publicity	W. C. Culkins
Committee on Printing	Henry S. West
Committee on School Activities	L. M. Schiel
Committee on Ushers	Carl Ziegler

A Citizens Committee on General Arrangements has been formed with the following membership:

Randall J. Condon, Chairman
Mayor Frederick S. Spiegel
J. M. Withrow
George F. Dieterle
William Melish
Lawrence Maxwell
W. P. Rogers
G. H. Shearer
John H. Marckworth
W. C. Culkins, Secretary
Charles W. Dabney
W. P. Burris
E. D. Lyon
Rutherford B. Cox
F. R. Ellis
Mrs. Charles P. Taft
Mrs. A. L. Whitaker
Miss Esther Wilson
Miss Annie Laws

On Thursday evening, the Association will have an opportunity to hear one of the famous May Festival Concerts which is being prepared especially for this occasion, and which will be given by the May Festival Association and the Symphony Orchestra Association, complimentary to the Department of Superintendence.

In addition to the full May Festival Chorus and the Symphony Orchestra, over seven hundred children will take part in the concert. The singing of the children is a regular feature of the May Festival Concerts which have been held every two years since they were inaugurated in 1873, under the leadership of Theodore Thomas.

This will afford visiting superintendents an opportunity to see how the musical instruction of the public schools may become a part of the work of a great musical organization. The entire concert will be under the direction of Alfred Hartzel, assistant supervisor of music in the public schools, who is also the regular assistant director of the May Festival Chorus.

It is expected that an opportunity will be offered sometime during the week for the superintendents to visit the National Cash Register plant at Dayton, for the purpose of observing the fine social and educational work which has been developed by the company. Arrangements will also be made for side trips to the Mammoth Cave and to the home of Lincoln at Hodginville, Ky.

The following is a schedule of hotels and their rates. Where a single rate is named, it is the minimum.

HOTEL GIBSON
Headquarters

Single room, one person.....$2.50-$5.00
Double room, two persons..... 4.00- 7.00
Every room provided with bath.
Twin beds furnished if desired.

HOTEL ALMS
McMillan and Alms Place
American Plan

Single room, without bath.....$3.00
Single room, with bath 4.00
Double room, without bath..... 6.00
Double room, with bath..... 7.00

BRISTOL HOTEL

Rooms .....$ .50-$1.25
No extra charge for shower or tub bath.

BURNET HOUSE
American Plan

Single room, without bath.....$2.50
Double room, without bath..... 4.50
Single room, with bath..... 3.00
Double room, with bath..... 5.50
European Plan
Rooms without bath—per person...$1.00
Rooms with bath—per person..... 1.50

DENNISON HOTEL
Fifth and Main

Single room, without bath.....$ .75-$1.50
Single room, with bath..... 1.50
Double room, without bath..... 1.50- 2.00
Double room, with bath..... 2.00

EMERY HOTEL

Single room, without bath.....$1.00
Double room, without bath..... 2.00
Single room, with bath..... 2.00
Double room, with bath..... 3.50

GERDES HOTEL

Single room, without bath.....$1.00
Double room, without bath..... 1.50
Single room, with bath..... 2.00
Double room, with bath..... 3.00

GRAND HOTEL

Single room, without bath.....$1.00-$2.00
Double room, without bath..... 2.00- 3.00
Single room, with bath..... 2.00- 3.00
Double room, with bath..... 3.50- 4.00

HAVLIN HOTEL

Single room, without bath.....$1.50-$2.50
Double room, without bath..... 3.00- 4.00
Single room, with bath..... 2.50- 6.00
Double room, with bath..... 4.00- 7.00

HOEMER HOTEL

Single room .....$ .50-$1.00
Double room 1.00- 1.25

HOTEL HONING

Single room, without bath.....$1.50
Double room, without bath..... 2.50
Single room, with bath..... 2.00
Double room, with bath..... 3.00

HOTEL SINTON
Headquarters

Single room, without bath.....$2.00-$3.00
Single room, with bath..... 2.50- 6.00
Double room, without bath—two persons 3.00- 4.00
Double room, with bath—two persons 3.50- 6.00

HOTEL LACKMAN

Single room, without bath.....$1.00
Double room, without bath..... 2.00
Single room, with bath..... 1.50
Double room, with bath..... 3.00

HOTEL METROPOLE
Men Only

Single room, without bath.....$1.50-$2.00
Double room, without bath..... 2.50- 3.00
Single room, with bath..... 2.50
Double room, with bath..... 3.50

MUNRO HOTEL

Single room, with bath.....$1.00-$2.50
Double room, with bath..... 2.00

OXFORD HOTEL

Rooms .....$ .50-$1.25
No extra charge for shower or tub bath.

PALACE HOTEL
American Plan

Single room, without bath.....$2.50-$3.00
Double room, without bath..... 5.00- 6.00
Single room, with bath..... 3.50
Double room, with bath..... 7.00
European Plan
Rooms without bath—per person...$1.00-$1.50
Rooms with bath—per person..... 1.50- 2.00

PRINCETON HOTEL

Single room .....$ .75-$1.50
Double room..... 1.00- 2.50
No extra charge for bath.

HOTEL RAND

Single room, without bath.....$ .50-$1.00
Double room, without bath 1.00- 1.50
Free use of shower and tub baths.
Single room, with bath..... 1.50- 2.00
Double room, with bath..... 2.00- 3.00

HOTEL SAVOY

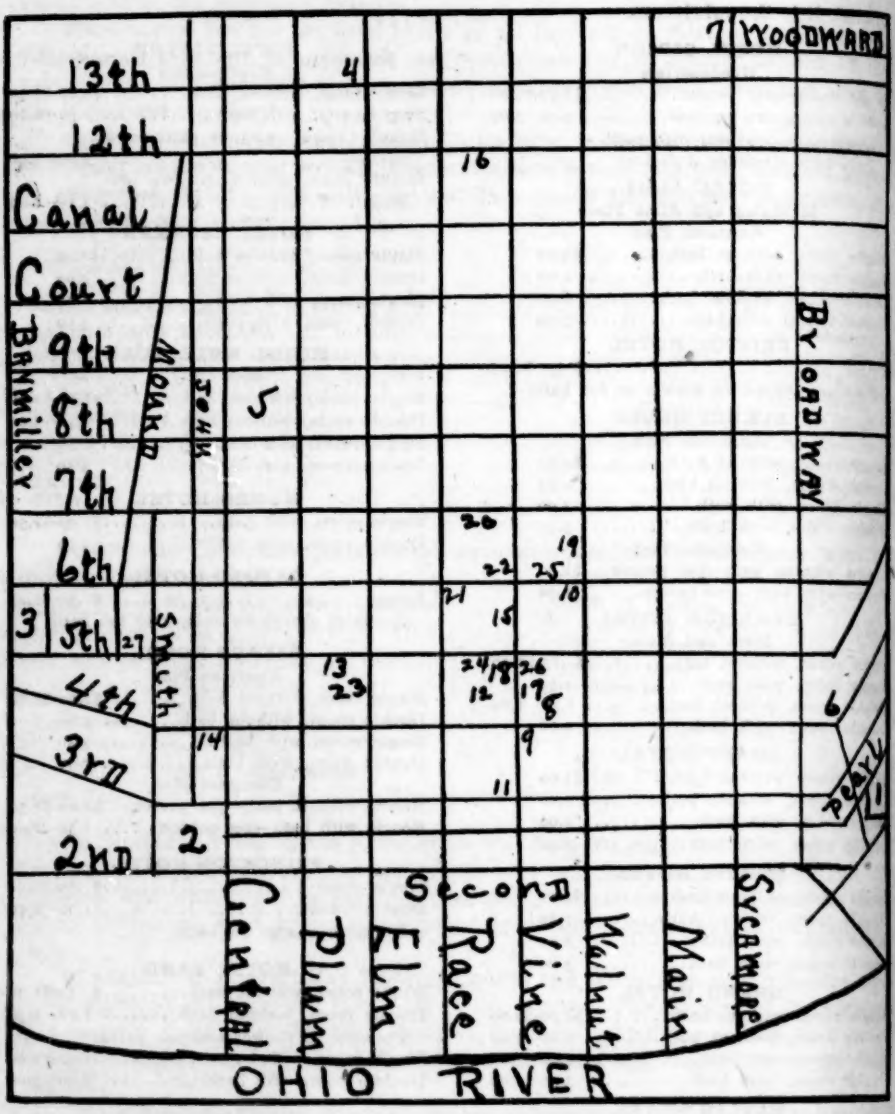
Single room, without bath.....$1.00
Double room, without bath..... 2.00
Free use of shower and tub baths.
Single room, with bath..... 2.00
Double room, with bath..... 3.00

STAG HOTEL

Rooms .....$ .50-$1.25
No extra charge for shower or tub bath.

HOTEL STERLING

Room without bath.....$2.00-$2.50
Room with bath 2.50- 3.50



PLAT OF CENTRAL CINCINNATI

1—Pennsylvania Depot
2—Central Union Depot
3—C. H. & D. Depot
4—Music Hall
5—City Hall
6—Guilford School
7—Woodward High School
8—Hotel Gibson
9—Hotel Sinton
10—Bristol Hotel
11—Burnet House
12—Emery Hotel
13—Gerdes Hotel
14—Grand Hotel
15—Havlin Hotel
16—Hoemer Hotel
17—Hotel Honing
18—Hotel Lackman
19—Hotel Metropole
20—Munro Hotel
21—Oxford Hotel
22—Palace Hotel
23—Princeton Hotel
24—Hotel Rand
25—Hotel Savoy
26—Stag Hotel
27—Hotel Sterling
Hotel Alms—McMillan and Alms Place
Dennison Hotel—Fifth and Main

CINCINNATI

On account of its large program of civic development, Cincinnati offers to the traveler unusual opportunities for observation and for study.

The little band of pioneers who came down the Ohio River in 1788 and founded a settlement which was later to become the city of Cincinnati brought with them steadfastness, idealism, and culture. They called their new home Losantiville. The French word for town, the Greek word for opposite, the Latin word for mouth, and the letter L representing the English words Licking River, formed a combination which gave the location of the new settlement—the town opposite the mouth of the Licking River.

The period of settlement was followed by a period of rapid and healthy growth. Easy communication with the South by means of the Ohio and the Mississippi rivers and their tributaries brought industry and prosperity. Cincinnati has always had "a southern exposure." In consequence of this fortunate condition the relations between Cincinnati and the South have been amicable and mutually profitable. Even the Underground Railway, which had one of its important stations in Cincinnati, and the famous Morgan Raid of Civil War times have not succeeded in breaking the friendly ties of many years. Today, Cincinnati, "the Gateway of the South," is enjoying its share of the marvelous financial and industrial growth which is rapidly adding wealth and power to the Southland.

Thru all its history Cincinnati has been conservatively progressive. No other city of the nation has to its credit the ownership of a great railway, built at a time when it required courage and strength to carry to successful completion an undertaking which had no American precedents to sanction it. The Cincinnati Southern Railway is a concrete evidence of that quality of character in a city which makes it possible to do great things and new things in a safe way.

The prosperity of the city does not depend upon the success of a single industry. Thirty industries report an annual production of over $1,000,000 each. There are within the city forty-five industries each of which has an annual production of over $500,000. The total number of industries within the city limits is 2,184.

The largest single industry of Cincinnati is the manufacture of foundry and machine-shop products. The sales in this one line amount to $26,000,000 a year. No other city in the world occupies so important a place in the machine-tool trade. In the manufacture of boots and shoes, of clothing, of printers' ink, of jewelry, of pianos, of carriages, of electrical machinery, of soap, of office furniture, of ornamental iron, and of laundry machinery, Cincinnati occupies an important place.

For the purpose of encouraging industry and commerce, Cincinnati instituted many years ago the Industrial Exposition, which attracted many thousands of visitors to the city and gave a good opportunity for the display of local products.

An extension of this method of display will be taken when the projected Manufacturers' Permanent Exhibit Building is completed.

For many years the Cincinnati Art Academy has been developing artists of the first rank and the Art Museum with its remarkable collections of various kinds has been cultivating in considerable measure that general appreciation of refinement which gives distinction wherever it is found.

In music, the higher life of the city has been stimulated by the College of Music, the Conservatory of Music, the Symphony Orchestra Association, and the May Festival Association. Thru these agencies, Cincinnati has become far famed as a center of culture in music. In the general diffusion of musical appreciation thru the city, the work of the public schools has been most effective.

In the ceramic arts, the work of the Rookwood Pottery is of international fame. In beauty of design and in exquisite treatment of color the products of this Pottery are recognized everywhere as belonging to the first order of excellence.

The most significant feature of Cincinnati is its system of public education. Free instruction from the kindergarten thru the graduate school of the University is offered to all the children and youth of the city.

The Cincinnati system gives a fine example of excellent methods of co-operation among the various educational and social agencies of a city. The Board of Health conducts the medical inspection of school children and makes recommendations concerning the sanitation of school buildings. In this way the schools receive the benefit of the assistance of experts in hygiene and public health.

Thru the generous activity of the Cincinnati Dental Society the teeth of school children are examined for the purpose of correcting defects and of preventing that deterioration of health which so often comes from unsanitary dental conditions.

The Public Library is of large service to the schools not only thru its liberal policy of lending sets of books for classroom purposes but also thru its lectures to children on the correct use of library facilities, thru its lantern slides, its pictures, and its ready help to teachers in the preparation of bibliographies.

The Art Museum and the Art Academy maintain helpful relations with the public schools. The Academy thru its special training courses is able to supply the demands of the schools for teachers of drawing. Thru the medium of lectures with only a small fee, all teachers have an opportunity to secure the cultural values which come from a knowledge of the history of art. The museum generously offers free admission to its collections to classes of children who come for study and observation with their teachers. It is impossible to estimate the immense value which visits of this kind may have in the life of the young.

The Zoological Garden affords a fine opportunity for first-hand information in connection with the study of geography and natural history. The annual visit by the children of the elementary grades is a great event in their lives.

The Cincinnati Kindergarten Association is in close connection with the public schools thru its Kindergarten Training School. For nearly thirty-five years, this Training School has been preparing teachers for high-grade work in their specialty. The Association has been largely instrumental in inducing the Board of Education to make the Kindergarten a regular part of the school life of the child. Altho the Training School is still a private institution, its work is done in the closest co-operation with the superintendent of schools. In return for its public service it receives some financial support from the Board of Education. The Training School is affiliated with the Teachers' College of the University of Cincinnati. Candidates for the kindergarten diploma take part of their work in the Training School and part in the Teachers' College.

The Teachers' College of the University of Cincinnati is a joint enterprise of the University and of the Board of Education. Thru this organic relationship, the College receives the benefit of connection with a flourishing institution of high rank and also the strength which comes from service to a great system of public schools. Students in the Teachers' College have practical experience in teaching in the schools of the city under expert supervision; upon graduation they are put upon a preferred list for appointment to permanent teaching positions; after appointment they receive supervision and assistance from experts connected with the College.

The newest undertaking of the Teachers' College is in the training of teachers who wish to secure high-school positions without the necessity of serving first in the elementary grades. Students of this type during their training course are

assigned as cadets to various teachers in one of the large city high schools. Here they have the benefit of observation of actual classroom procedure and the opportunity to engage in practice-teaching under the supervision of the University Professor of Secondary Education.

A noteworthy original contribution to educational administration has been made in the University of Cincinnati, where the co-operative plan, now known as the Cincinnati plan, was instituted under the direction of Dean Herman Schneider, of the College of Engineering. This plan is so generally known that only a brief reference to it is necessary here. During their course in the College of Engineering students are grouped in pairs. For two weeks one member of each of these pairs works in a shop, laboratory, or factory, while the other member is attending classes in the College. At the end of each period of two weeks the members of each pair exchange places. The wages which are paid for the practical work are almost sufficient to defray the expenses of the student during his entire course. At the end of the five-year course the student has a combination of theoretical instruction and practical experience which enables him to take a position of large responsibility.

The co-operative plan is so favorably regarded that an industrial course providing for co-operation in the last two years has been instituted in the high schools of the city. It is hoped that by this means both boys and girls who would otherwise leave school to enter blind-alley jobs will be induced to remain for the purpose of gaining that larger insight which makes for efficiency and for joy.

In other ways, Cincinnati is doing much to foster education for industrial workers. The School for Machinists' and Printers' Apprentices is the first of its kind in America. The various Continuation Schools are offering large opportunities in many directions. Classes have been organized for saleswomen, for messenger boys, for men employed in the builders' trades, and for women who wish instruction in the household arts.

In connection with the Work Certificate Office, and under the direction of Mrs. Helen T. Woolley, a trained psychologist, valuable results have been secured with reference to the effects of industry upon the growing child. Psychological tests have been given to a large group of children who have gone to work early and to another large group of children who have remained in school. It is expected that practical results will follow from this scientific study of actual conditions.

For several years the work of "Vocational Guidance" has been developing in both the elementary and the high schools of the city. All the efforts in this direction are now about to be unified under a Bureau of Vocational Service, one of whose functions will be the placement and the supervision of children who work.

Another form of social service in the public schools is the "penny luncheon." Cincinnati has the distinction of being the leader in this good work of supplying cheap and wholesome food to school children. "The time will come," says Superintendent Condon, "when it will be considered as necessary to provide for luncheon arrangements in all schools as it is to provide classrooms, gymnasiums, playrooms, and assembly halls."

The visitor who attends the meeting of the Department of Superintendence can not fail to find much to interest him in Cincinnati. The material prosperity of the city, its fine civic spirit, its places of historic interest, its art gallery, its music, and, above all, its great schools with their forty thousand children, are a pledge of a pleasant and profitable trip.

ORGANIZATION OF THE CINCINNATI PUBLIC SCHOOL SYSTEM

I. College for Teachers (Organized 1905)

II. High Schools: (Organized 1847)

1. Academic Courses:
   - (a) General Course (Established 1847)
   - (b) Classical Course (Established 1847)
   - (c) Manual Training Course (Established 1906)
   - (d) Domestic Science Course (Established 1906)
2. Technical Courses:
   - (e) Commercial Course (Established 1910)
   - (f) Boys' Co-Operative Course (Established 1910)
   - (g) Girls' Co-Operative Course (Established 1910)
   - (h) Art Course (Established 1910)
   - (i) Music Course (Established 1910)

III. Elementary Schools:

1. Regular Elementary Schools (Organized 1828)
2. Special Elementary Schools:
   - (a) Oral School for the Deaf (Organized 1888)
   - (b) School for the Blind (Organized 1905)
   - (c) Schools for Foreigners (Organized 1906)
   - (d) Boys' Special School (Organized 1907)
   - (e) Schools for Mental Defectives (Organized 1907)
   - (f) Schools for Retarded Pupils (Organized 1908)
   - (g) Continuation School for Apprentices (Organized 1909)
   - (h) Schools for Exceptionally Bright Pupils (Organized 1910)
   - (i) Elementary Industrial Schools (Organized 1911)
   - (j) Compulsory Continuation Schools (Organized 1911)
   - (k) Open-Air Schools (Organized 1912)
   - (l) School for Stammerers (Organized 1912)
3. Special Departments:
   - (a) German (Organized 1840)
   - (b) Penmanship (Organized 1841)
   - (c) Music (Organized 1844)
   - (d) Physical Training (Organized 1860)
   - (e) Drawing (Organized 1864)
   - (f) Manual Training (Organized 1905)
   - (g) Domestic Science (Organized 1905)

IV. Kindergartens (Organized 1905)

V. Evening Schools: (Organized 1840)

1. Evening Elementary Schools (Organized 1840, for boys; organized 1855, for girls; discontinued 1883; re-organized 1892)
2. Evening High Schools:
   - (a) Academic (Organized 1856; discontinued 1883; re-organized 1904)
   - (b) Commercial (Organized 1907)
3. Evening Schools for Foreigners (Organized 1905)
4. Evening Industrial Schools (Organized 1906)
5. Evening Gymnastic Classes (Organized 1912)
6. Evening School for Stammerers (Organized 1912)

VI. Summer Schools:
1. Vacation Schools (Organized 1906)
2. Summer Academic—Elementary and High (Organized 1908)
3. Playgrounds (Organized 1909)
4. Gardening (Organized 1912)

VII. Social Centers (Organized 1913)

TWO LETTERS—A COMPARISON

Do they, in any way, indicate why business men sometimes charge teachers with being narrow?

The writer of the first letter has taught twelve years and has been a member of the Association for three years, hardly long enough to get acquainted.

The writer of the second letter taught in a city school system for sixteen years and altho she left the schoolroom for the business office more than six years ago because of its more profitable possibilities, she still finds intellectual profit in maintaining her membership.

First Letter

I beg that you will remove my name from membership in the Association. Since I can never be present at the meetings, it seems absurd to continue to belong to it.

Yours truly,

Second Letter

It has not been my privilege to attend your meetings for two or three years, and it may not be my great fortune to attend this year. However, I am keeping up with every phase of the educational work in all countries, altho for more than five years I have been leading a busy commercial life, being, as I am, secretary-treasurer of our concern.

I cannot understand why it is that more teachers in our public schools do not become "Active Members" of our Association, because of the far greater benefits to be derived from being an active member. I wonder that so few in our own city are members. They do not realize the advantages they are denying themselves.

Thru being registered as an active member my name is accessible to many publishers who never fail to mail me, as an active member, something of all the best literature on the latest thoughts of the day, from the best writers.

I could not teach again and not be a member thus identified. I marvel at the stale thoughts of many of our teachers as I meet them, going and coming, and pity our boys and girls who have to tolerate them.

Yours in the work at heart,

PRELIMINARY PROGRAM

DEPARTMENT OF SUPERINTENDENCE

President—Henry Snyder, Superintendent of Schools, Jersey City, N. J.
First Vice-President—Paul W. Horn, Superintendent of Schools, Houston, Tex.
Second Vice-President—E. C. Warriner, Superintendent of Schools, Saginaw, Mich.
Secretary—Mrs. Ellor C. Ripley, Assistant Superintendent of Schools, Boston, Mass.

First Session

Invocation.
Address of Welcome.
Response.
(Program to be completed later.)

Second Session

The Protection of Professional Interests.
School Books—Educationally, Commercially, Politically.
The Training of Teachers.
- a. The Normal School.
- b. The Training of Rural Teachers.
- c. The Training of Teachers in Service.
- d. The Training of Superintendents.

Vocational Education.
- a. A State School System for Industrial and Social Efficiency.

Third Session

Vocation Education (Continued).
- b. The Evolution of the Training of the Worker in Industry.
- c. The Study of Occupations as a Part of the Program of Vocational Education.
- d. Continuation School Work.
- e. Vocational Training for Women.
- f. The Educational Field for the All-Day Trade School.
- g. The Field for the Corporation School and its Relation to the Public Schools.
- h. National Aid for Vocational Education.

Fourth Session

Program to be announced hereafter.

Fifth Session

School Curricula and Organization.
- a. Principles Underlying the Determination of a Course of Study.
- b. Should Essentials of a Course of Study Vary to Satisfy Social Demands in Different School Districts? Within the Same District?
- c. The Demands of Rural School Districts.
- d. The Six-and-Six Plan.
- e. The Pros and Cons of the Gary System.
- f. Results of Plans to Measure Efficiency in Teaching.

Report of the Committee on Economy of Time in Education.
- a. Minimum Essentials of a Course of Study—The Objectives and Guiding Principles of the Report.

Sixth Session

Round Tables.

(A) State and County Superintendents.

State School Codes.

Legislative Provisions for

a. Financial Support of the Public Schools.
b. The Appointment, Salary, and Tenure of Teachers.
c. The Selection of County Superintendents.
d. The Determination of the School District.
e. The Supervision of Rural Schools.

(B) Superintendents of Cities over 250,000.

The Essence of Success in Evening Vocational Work.

Illiteracy and Industrial Efficiency.

The Education of Adult Immigrants.

(C) Superintendents of Cities between 25,000 and 250,000.

Current Methods of Dealing with the Exceptional Pupil.

a. The Backward Pupil.
b. The Mentally Defective Pupil.
c. The Bright Pupil.
d. The Delinquent Pupil.
e. The Anaemic Pupil.

(D) Superintendents of Cities under 25,000.

Current Practices in the Appointment of Teachers.

How Shall the Efficiency of Teachers be Tested and Recorded?

The Promotion of Teachers on the Basis of Merit and Efficiency.

A Satisfactory Basis for the Promotion of Pupils.

(E) General—Child Relations.

The Administration of Compulsory Education Laws.

The Issuance of Work Permits and Its Bearing on Other School Problems.

The Taking of the School Census.

Seventh Session

Report of the Committee on Economy of Time in Education.

a. Minimum Essentials of a Course of Study (Continued).
b. Language and Grammar.
c. Arithmetic.
d. History and Geography.
e. Typical Progressive Experiments.

Eighth Session

The Investigation of the Efficiency of Schools and School Systems.

Thursday Evening

May Festival Concert, given by the May Festival Association and the Symphony Orchestra Association.

NATIONAL COUNCIL OF EDUCATION

President—Robert J. Aley, President, University of Maine, Orono, Me.
Vice-President—James Y. Joyner, State Superintendent of Public Instruction, Raleigh, N. C.
Secretary—W. B. Owen, Principal, Chicago Normal School, Chicago, Ill.

First Session

Topic: Standardization, Wise and Otherwise.

Second Session

Final Report of Committee on Tests and Standards of Efficiency in Schools and School Systems.

Initial Report of Committee on Superintendent Problems.

Third Session

Report of Committee on Health Problems in Education.
The Study of Education in the Normal School and in the University.

DEPARTMENT OF NORMAL SCHOOLS

President—Dwight B. Waldo, President, State Normal School, Kalamazoo, Mich.
Vice-President—Thomas W. Butcher, President, State Normal School, Emporia, Kans.
Secretary—Waite A. Shoemaker, President, State Normal School, St. Cloud, Minn.

First Session

This will be a general conference on the subject of Federal Aid to Vocational Education, with special reference to the report of the Commission appointed by President Wilson.

Second Session

Persons interested in normal schools are invited to attend a meeting with the City Normal School Association.

COMMISSION ON THE REORGANIZATION OF SECONDARY EDUCATION

Chairman—Clarence D. Kingsley, High-School Inspector, Massachusetts Board of Education, Boston, Mass.

First Session

Progress of the Commission.
The Reorganization of the Seventh and Eighth Grades.
In What Respects Will the Report of the Committee on Modern Languages be Helpful?
Can Algebra and Geometry be Reorganized so as to Justify Their Retention for Pupils Not Likely to Enter Technical Schools?

Second Session

There is a sharp discussion regarding the character of science instruction in the first two years in the high school. Can the claims of general science and biology be reconciled? The committees are attempting to arrive at the fundamental principles which should determine the organization of subject-matter, and all interested in these subjects are invited to participate in the discussion.

Reports will be presented by John F. Woodhull, Professor of Physical Science, Teachers College, Columbia University, New York, N. Y., and James E. Peabody, Department of Biology, Morris High School, New York, N. Y.

Third Session

How May Manual Training Be Reorganized so as to Contribute to Vocational Efficiency?
To What Extent and How Can a High School in a Small City or Town Teach a Trade, Such as Cabinet Making?
Relative Advantages of County Agricultural High Schools and Agricultural Departments in Town High Schools.
To What Extent Should Credit-Courses in Music Be Introduced in Public High Schools?
How May We Avoid the Danger of Making Household Arts too Theoretical?
High School Terminology in Relation to High School Development.

Fourth Session

What Can Be Done to Make One-Year and Two-Year Courses in Latin of Value to Those Who Do Not Continue the Study?
What Important Gains Are to Be Expected in the Teaching of English as a Result of the Report of the Committee on English?
In View of the European Cataclysm, What Readjustment Should Be Made in Teaching History and Civics?

What Should We Aim to Accomplish in Teaching Community Civics?
Experiments at Two Rivers in Teaching Citizenship Thru Participation.
Progress in Socializing History.
What Place Should Be Given to a Survey of Vocations in the Curriculum?

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION

President—J. M. Gwinn, Superintendent of Schools, New Orleans, La.
Secretary—S. Chester Parker, Dean of the College of Education, University of Chicago, Chicago, Ill.

The Committee of the National Education Association on Economy of Time in Elementary Education will issue as a Yearbook of the National Society for the Study of Education a report dealing with standards and current practices for economizing time in the standard elementary school subjects. While the Yearbook will contain some theoretical discussions of standards and fundamental principles, it will consist for the most part of practical descriptions and accounts of what is actually being done to secure economy in various parts of the country, together with some discussion of exact quantitative standards for measuring the results achieved. The subjects treated are reading, language, spelling, arithmetic, handwriting, history, geography, and literature. The contributors include: H. B. Wilson, Superintendent of Schools, Topeka, Kans.; H. W. Holmes, Assistant Professor of Education, Harvard University, Cambridge, Mass.; F. E. Thompson, Professor of Education, University of Colorado, Boulder, Colo.; R. G. Jones, Superintendent of Schools, Rockford, Ill.; S. A. Courtis, Supervisor of the Department of Educational Research, Public Schools, Detroit, Mich.; F. N. Freeman, University of Chicago, Chicago, Ill.; H. C. Pryor, Teachers College, Columbia University New York, N. Y.; J. F. Hosic, Professor of English, Chicago Normal College, Chicago, Ill.; W. A. Jessup, Director, School of Education, University of Iowa, Iowa City, Iowa; W. C. Bagley, Director, School of Education, University of Illinois, Urbana, Ill.

The Yearbook will be printed in January and will be ready for distribution about February 1. With this completed report to be presented at Cincinnati, where it will be discussed at the meeting of the National Society for the Study of Education and at one of the meetings of the Department of Superintendence, the Committee on Economy of Time in Elementary Education show definite results in one very important phase of elementary-school work, namely, the determination of essential content and standards. Those who are interested in securing a copy of the Yearbook in advance of the Cincinnati meeting should address S. Chester Parker, secretary.

SOCIETY OF COLLEGE TEACHERS OF EDUCATION

President—W. W. Charters, Dean, School of Education, University of Missouri, Columbia, Mo.
Secretary—Carter Alexander, George Peabody College for Teachers, Nashville, Tenn.

The meetings are open to members of the Society only.

First Session

This will be devoted to a report of the Committee on Normal Schools which is this year presenting a survey of the work done in college and university departments of education. Contributors to the report include: W. A. Jessup, State University of Iowa, Iowa City, Iowa; Carter Alexander, George Peabody College for Teachers, Nashville, Tenn.; F. E. Bolton, University of Washington, Seattle, Wash.; T. J. Doster, University of Alabama, University, Ala.; W. C. Ruediger, George Washington University, Washington, D. C.; Charles H. Johnston, University of Illinois, Urbana, Ill.; Harlen Updegraff, University of Pennsylvania, Philadelphia, Pa.

Second Session

Luncheon.

Third Session

Business.

Reports of committees on Rating, Placing and Promotion of Teachers, and School Surveys.

The Need for a Uniform Educational Nomenclature.

NATIONAL COMMITTEE ON AGRICULTURAL EDUCATION

Chairman—Homer H. Seerley, President, State Teachers College, Cedar Falls, Iowa.
Secretary—E. E. Balcomb, State Normal and Industrial College, Greensboro, N. C.

First Session

Report of Committee on Boys and Girls League of Home and School Activities.

The Basis of all Educational Credit.

Second Session

School Credit for Work Beyond the Schoolhouse Door.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

President—John MacDonald, Editor, Western School Journal, Topeka, Kans.
Secretary—Julia Fried Walker, Business Manager, Educator-Journal, Indianapolis, Ind.

This association will give its annual dinner, followed by a Round Table and regular business meeting.

AMERICAN SCHOOL PEACE LEAGUE

President—Randall J. Condon, Superintendent of Schools, Cincinnati, Ohio.
Secretary—Fannie Fern Andrews, 405 Marlborough St., Boston, Mass.

The League will have headquarters in rooms 254-256 at the Hotel Gibson and will give the usual dinner.

CONFERENCE OF TEACHERS OF EDUCATION IN STATE UNIVERSITIES

Chairman—P. P. Claxton, United States Commissioner of Education, Washington, D. C.

This meeting of professors and teachers of education in state colleges and universities is called to discuss problems peculiar to their work.

ASSOCIATION OF STATE SUPERINTENDENTS

Chairman—M. P. Shawkey, Charleston, W. Va.
Secretary—W. D. Ross, Topeka, Kans.

This association will hold two sessions for conference with the United States Commissioner of Education.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

President—Franklin T. Baker, Professor of English, Teachers College, Columbia University, New York, N. Y.
Secretary—James Fleming Hosic, Professor of English, Chicago Normal College, Chicago, Ill.

The Council will hold four sessions during the week. At the first session, the topic for discussion will be English as an Administrative Problem.

CITY NORMAL SCHOOL ASSOCIATION

Chairman—Frank Webster Smith, Normal Training School, Paterson, N. J.
Secretary—Frank A. Manny, Teachers Training School, Baltimore, Md.

First Session

The Psychology of the Normal-School Student—Characteristics of Development between the Ages of Eighteen and Twenty-four as Guides in Normal-School Instruction.

Reorganization of the Curriculum of the Normal School—Addition of Courses, Consolidation of Courses, Revision of Content, etc., to Meet the Needs of "The New Normal School."

Second Session

All persons interested in the work of normal schools are invited.

INTERNATIONAL KINDERGARTEN UNION

Chairman—Lucy Wheelock, Principal, Kindergarten Training School, Boston, Mass.

A symposium conference will be held, the general subject of which will be Correlation of the Kindergarten with the School System. The local Kindergartners and the Kindergarten Association of Cincinnati plan to make the meeting a notable one.

NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS

President—Mrs. Frederic Schoff, Philadelphia, Pa.
Secretary—Mrs. Arthur A. Birney, Washington, D. C.

A single session will be held.

SCHOOL GARDEN ASSOCIATION OF AMERICA

President—Van Evrie Kilpatrick, Principal, Public School No. 52, New York, N. Y.
Secretary—Edwin J. Brown, Dayton, Ohio.

Two sessions will be held. The following persons will speak: Gustave Straubenmuller, Associate Superintendent of Schools, New York, N. Y.; Ira I. Cammack, Superintendent of Schools, Kansas City, Mo.; Lester S. Ivins, Supervisor of Agricultural Education, Lebanon, Ohio; Wallace E. Mason, Principal Normal School, Keene, N. H.; R. E. Tidwell, Superintendent of Schools, Tennessee Coal and Iron Co., Birmingham, Ala.

STATE HIGH-SCHOOL INSPECTORS ASSOCIATION

Chairman—Joseph Stewart, University of Georgia, Athens, Ga.
Secretary—H. L. Terry, Department of Public Instruction, Madison, Wis.

This association will hold one session, open to members only.

NATIONAL ASSOCIATION OF STATE SUPERVISORS AND INSPECTORS OF RURAL SCHOOLS

President—J. H. Binford, Executive Secretary, Co-operative Education Association of Virginia, Richmond, Va.
Secretary—Lester S. Ivins, Supervisor of Agricultural Education, Lebanon, Ohio.

First Session

Educational Surveys.
Financing the Rural Schools.

Second Session

County Normal Schools.
Methods of Rural-School Supervision.
Improvement of Rural Schools thru Agricultural Instruction.

Third Session

The Relation of the School to Community Building.

NATIONAL ASSOCIATION OF TEACHERS' AGENCIES

President—F. G. Webb, Atlanta, Ga.
Secretary—E. E. Olp, Chicago, Ill.

One or two open sessions will be held.

PEACE LETTERS

To the Teachers of the Nation:

I am sending with this note a letter from Mrs. Fannie Fern Andrews which will be of special interest to you.

The present time is one of the greatest of world-crises. In its final result, very much must depend on the wisdom, patience, and devotion of the American people. As the future history of the nation is written in the schools of today, it is vital that our teachers as a whole should hold sane views on the questions at issue, and, at the same time, they should feel a friendly sympathy with all peoples, as befits a nation under whose flag all hatreds die away. To be neutral is not to be ignorant nor indifferent. We should, above all, not be ignorant nor indifferent towards the ideals of our own democracy, devised in the wisdom of our fathers to prevent just such catastrophes as the one which now engulfs Europe. For militarism means anarchy, reliance on force, and fear in the interests of privilege, while democracy means security and liberty under law, the law which devoted men have framed for their mutual guidance. The prosperity of our nation rests on "the right divine of man, the million trained to be free." And we, as a cosmopolitan race, meaning to be just and godfearing, having "malice toward none and charity towards all," may hope, in this crisis, to exert an influence of permanent helpfulness on the future of our unfortunate brothers and sisters and cousins in desolated and desecrated Europe.

Very truly yours,
DAVID STARR JORDAN.

My Dear Dr Jordan:

The present war crisis has given a special impetus to teachers to emphasize American ideals of peace in the schools of the country. Five state teachers' associations have organized branches of the American School Peace League since October, and it is expected that at least five of the remaining seven states will organize before the close of the present school year. The programs of the annual meetings of the state branches this autumn have emphasized the relation of education to the promotion of world-wide peace and the particular bearing of American democracy on the world situation. The programs of the high and normal school branches have enlisted the interest of mature pupils in making a scientific study of international relations. The officers of the League hope that every teacher will join his state branch, and that high and normal school branches will become general throughout the country. As president of the California branch, you can see the value of thoro organization of this work thru the schools.

It is not too early to call attention to the observance of May 18, Peace Day, which has become a general day of observance. It would be a happy event if on next Peace Day we could witness a world at peace. But whether peace or war, the blessings of peace and the practical means of obtaining it should be impressed upon the American children. The two Peace Day Bulletins issued by the United States Bureau of Education contain valuable Peace Day material. The League, however, is planning to publish new program material this year and will send out announcements of the same in January.

The 1914 Yearbook of the League, which will be sent to any person making application, contains a complete bibliography of articles and pamphlets bearing on international relations, and can be obtained free of charge. This bibliography also contains names of books, with their publishers and price lists, which will aid teachers in getting a comprehensive grasp of the subject.

The list of books suitable for boys and girls of high-school age, designed for the Peace Circle Reading Clubs of the United States Bureau of Education, is ready for distribution and can be obtained by addressing the United States Bureau of Education or the secretary of the American School Peace League. There is, under the name of each book, a brief review of the contents.

We hope also to have every state in the Union represented in the Peace Prize Essay Contest, open to seniors of secondary and normal schools. The conditions for this contest will be sent to any applicant by the secretary of the American School Peace League.

Yours for world progress,

FANNIE FERN ANDREWS.

405 Marlborough St., Boston, Mass.

THE WAR: WHAT SHOULD BE SAID ABOUT IT IN THE SCHOOLS?

Fannie Fern Andrews

The appeal of President Wilson to the people of the United States to "act and speak in the true spirit of neutrality" comes to the teachers of the country with peculiar force. They, as much, perhaps, as any class of persons, enjoy opportunities to preserve, as the President expresses it, "the spirit of impartiality and fairness and friendliness to all concerned." More than that, the war affords teachers a unique opportunity to exercise one of their most important functions—the training of citizens. It should be a constant purpose of the twentieth-century teacher to develop a civic intelligence regarding present-day problems—a gradual evolution of social consciousness, which will rise, it is hoped, to universal brotherhood.

The war that is now ravaging the continent of Europe has no parallel in history. It seems unnecessary to say that what is going on should be presented in the schoolroom in such a manner as to give pupils a proper interpretation of the whole dreadful tragedy. The task is difficult, but the American teacher, reared in a country whose foundation principles are based on tolerance and respect for the rights of others, is equal to the emergency. Many of our school children are descended from peoples of the nations now at war, and it is natural that their sympathies should be alert for the home countries. Then, too, among those who have no ancestral allegiance to the warring nations, it is inevitable that there will be partisan expression evoked by the daily occurrences of the war. Evidences of this are seen on every hand. The war is the subject of supreme moment. The children, like their elders, eagerly watch the newspapers, scan the war maps, listen to heated discussions, and form their own incomplete opinions. But whatever their conclusions are, animosities and recriminations against one nation or the other appear to be the rule. Under these conditions, race antagonisms are allowed to develop, the children become partisans, and that very spirit of neutrality which our President so urgently desires is endangered. The child is not able to comprehend the necessity or the duty of neutrality, nor the reasons why the United States should remain the one great nation friendly with all "to do what is honest and disinterested and truly serviceable," as Mr. Wilson says, "for the peace of the world."

This is the situation which confronts teachers. What shall they do about it? Their opportunity lies in correcting this partisanship so far as may be. They should not allow imperfect or prejudiced ideas to find lodgment in the pupils' minds, especially on a subject which is so vital to the civilization of the future. They should point out that every boy and girl who really loves America will "act and speak in the true spirit of neutrality"; that the great idea of American

patriotism is to wipe out racial prejudices; that, with its historical background and unique mixture of peoples, our nation is peculiarly fitted, again quoting the President, to "play a part of impartial mediation and speak the counsels of peace and accommodation, not as a partisan but as a friend." Only by instilling such ideas into the pupils' minds can they be placed in sympathy with the policy of this country. To do this, the teacher must "exhibit the fine poise of undisturbed judgment, the dignity of self-control," which our Executive hopes will be the attitude of this nation. Moreover, painstaking teachers cannot fairly escape discussions on this subject in the schoolroom. Lessons in history, geography, civics, and the like cannot go far without touching at some point on what is actually taking place across the water. European history and European geography must be eliminated if we bar out a discussion of this war.

The request, made at the beginning of the school year by certain superintendents, that there should be no discussion of this subject in the schoolroom, is apparently in line with President Wilson's policy. At that time, the world stood aghast at the tidings of a continent at war, and how to keep out of the trouble was our supreme concern as a nation. But today, when the significance of this world object-lesson comes more and more into light, when the causes are becoming better understood and the results to be hoped for more clearly defined, when the American ideal of democracy is seen in its direct relation to the conflict, the teachers of the country should take the matter under serious consideration. Silence on this subject in the schoolroom at this time is inconsistent with the purpose and the spirit of educaton. Consequently principles underlying the peace which should follow the great war should form a part of school instruction, and the mode of treatment should be planned with careful precision. The schools, if true to their aims, must react to the meaning of great events, to the ideas which govern men and nations.

So delicate and intricate are the elements involved that we are impressed at the outset with the necessity for eliminating the uncertain phases of the subject. The motives of any nation engaged in the war should not be impugned in the schoolroom. To do so would give offense to some of our own citizens. It would, of course, violate the President's injunction as to neutrality, and, what is more, it would tend to keep alive racial prejudices. Nor should daily reports of the military movements be followed in the schoolroom. Such details as reach us are vague at best, but, in any case, they should be eliminated, because they tend to excite the interest of the pupils unnecessarily in the game of war, and enmity toward one or the other of the contestants would naturally result. The real question at issue is not war, but the ultimate growth of international friendliness and peace. The evils of international hatred emphasized by militarism can be made plain to the pupils. The study of military minutiae is utterly irrelevant to the purpose of the teacher. Certain American colleges, in giving courses of lectures on the vital relations of the war to history and to civilization, are providing a method of acquiring a scientific understanding of the real place of this war in the historical sequence of world events. The History Teachers' Magazine suggests that "The history teacher has now the opportunity to stand as an expert guide for his school community and for the larger community about the school."

Teachers should lead pupils to understand the historical causes of the war, to look upon this spectacle of human suffering and devastation with horror, to contrast a world at war with a world at peace, to comprehend the principles that would make another great war impossible, to be conscious of the duties of the United States, a nation founded on democracy, universal brotherhood and goodwill, to realize that every boy and girl has an interest in the movement which shall bring about the reign of law in place of the reign of force and fear.

1. What Should Be Said As To The Causes of the Struggle?

No single event brought on the war. Its causes reach far back in history. In the development of nations, based on racial lines, there have grown up between some of them misunderstandings and enmities. These differences and the clashing of interests which ususally result when one people undertake to dominate another, are, in large part, responsible for this sudden plunge into unprecedented disaster.

Another cause is the failure of governments to keep pace with the processes of civilization, that in all the great countries of the world have been moving forward almost abreast. This failure is due to a blind assumption that national greatness depends on fighting strength.. Powerful nations have clung to the ancient doctrine that might makes right. This false philosophy leads to secret alliances which render frank and fair dealing impossible. Such a system leads inevitably to suspicion and hate. Mutual distrust has lead nations to arm themselves against surprises, and to pile up larger and larger armaments on land and on sea. In thus defying their enemies, they have likewise defied civilization. For, in every nation, the real enemy was within. The enemy is the war spirit of militarism. The teachings of militarism affirm that without war the virile virtues gradually decay, that war is indispensable for the development of nations, that since war lies in the great world plan the supreme duty of each nation is to prepare for it, and that the well-being of a nation demands obedience to the mandate of military leaders. These ideas, held in every country to a greater or lesser degree, brought about an armed peace, ready at any moment to become actual war. With the materials of mischief ready at hand, it required but a slight provocation to plunge a continent into chaos. When the combustibles are piled high, one spark suffices to set them ablaze, and the war system of the world which has furnished the tinder has been ready at any moment to set it on fire.

II. What Should Be Said As To The Results Of The War?

The state of mind which war produces is one of war's worst results. Victory is followed by vainglory and the perversion of national ideals. Defeat leads to exhaustion and hate. After war comes a lower standard of living and a heavy loss in human efficiency; for hosts of the best men of each nation, victims of guns and disease, have been sacrificed. The next generation, to whom must be intrusted the interests of civilization, will, to a degree at least, be of inferior stuff, because it has descended from the weaklings rejected by the recruiting sergeant. Of course there are the other obvious results—the world-wide interference with commercial and industrial progress affecting alike belligerents and neutrals, the piling up of debts never to be paid, the setback to scientific and cultural progress, the destruction of the world's art products, to say nothing of human suffering, distress and want and private griefs which always follow in the wake of war.

Our own country, separated from Europe by three thousand miles of ocean and on friendly terms with each of the warring nations, finds itself among the victims of the conflict. We were startled last August at the closing of the stock exchanges. We are alarmed at the serious plight of the cotton planter and of the miner who find their markets curtailed. Many of our industries are gravely hampered. We look with concern at the thousands of men and women who are swelling the ranks of the unemployed. We are disturbed in our plans for enjoyment by the interruption of foreign study and travel, as well as the cessation of international relations among our schools and universities.

The most direct lesson of the war is to teach the peoples of the world that great armaments are not guarantees of peace. Great armaments, we must admit,

may bring victory, but they never work for peace. Forty years of the most elaborate military organization in the world's history have been followed by the most stupendous calamity of the ages. The final result of the war will, it is hoped, be the stimulation of international organization—the guarantee of permanent peace. Public conscience should demand that this be the last war, and that the political conditions which made it possible should be radically changed.

III. What Should Be Said As To The Terms Of Peace?

A final settlement should compel loyalty to the world's order. It should be based on a world conscience that international harmony is not only a pressing need but a permanent duty. Out of the present struggle should come a complete revulsion of feeling against the use of force as a means of settling international disputes. The substitution of law for war should be the final order. There is an approaching unanimity of opinion, not only in this country but among the leaders of thought in Europe, as to the policy which should inspire the conditions of peace. They may be summed up as follows:

1. **A Concert of Europe.** The surest method of establishing permanent peace is to bring about a Concert of Europe, based upon the knowledge that, with nations as with individuals, co-operation and not conflict is the law of progress. In order to insure mutual conference and concerted action, there should be organized a representative Council whose deliberations and decisions would be public. This would mark the end of offensive alliances and ententes which have proved their inability to safeguard the real and permanent interests of the people.

2. **Nationality Must Be Respected.** No territory should be transferred from one nation to another against the will of the inhabitants, nor should any readjustments be made which might breed fresh wars. National boundaries should coincide as far as possible with national sentiment. No terms of settlement should be regarded as satisfactory if they impose upon any nation such harsh and humiliating terms of peace as would be inconsistent with its independence, self-respect, or well-being. All idea of revenge should, of course, be rooted out.

3. **Limitation of Armaments.** Since the policy of huge national armaments has lamentably failed to preserve peace, competition in armaments should end. The nations should agree to limit military force to purposes of police and international defense. Militarism should be abandoned by all countries, because they recognize the absolute futility of force as a means of advancing the moral or material well-being of any nation. To facilitate the elimination of militarism, the conditions of peace should stipulate that all manufactories of arms, armaments, and munitions for use in war shall hereafter be national property. No private citizen or corporation should be permitted to engage in such manufacture.

4. **Respect of the Rights of Neutral Nations and of Private Citizens.** If war must be, it should involve the conflict of armies with armies and not the oppression by armies and navies of the rights of private citizens. The open seas should be at all times the safe highways of passenger and merchant ships.

IV. What Should Be Said As To The Part Which The United States Should Play In Final Mediation?

There is a growing conviction that the world has reached a turning point in its history—that it is about to enter upon a new social and political era. However true this may be, it is a fact that at the close of the war the world will have to face a stupendous task of reconstruction; and, in solving the problems that must arise, the United States may be destined to assume an unique responsibility. This country may assist in shaping events which will lay the foundations of a

higher civilization. Certain it is, that the appeal of the embattled nations for our favorable judgment has conferred on us a sort of moral leadership, with all the obligations which this implies. And our traditions seem to fit us for the task. Founded on the principles of democracy, which make every person responsible for the common good, and wipe out race prejudices in giving freedom to every type of human being, the United States is distinctly the nation which can extend the idea of human well-being thruout the world. World brotherhood is but the expansion of American faith. The union of our forty-eight states, containing representatives from all the races of the world, working together and abiding by the laws of the central government, demonstrates that the principle of federation is practically applicable to political harmony regardless of racial, religious, or economic differences. Each state retains its identity, has its local laws and local governments, pursues its own ideals, and yet remains loyal to the whole, presenting in little, as it were, the plan for a world federation, where civilization can progress unhampered.

Immanuel Kant, in his famous essay, "Perpetual Peace," published in 1795, declared that the world will never attain universal peace until it is politically organized, and that it can never be so organized until the people rule. Thus, the great thinker of the eighteenth century, one of the greatest of all time, hinged the world's progress on the realization of an international federation and the universal extension of democracy. The twentieth century has seen a revival of Kant's ideas. Men distinguished in diplomacy and in statesmanship have accepted them as the true philosophy of peace; and, at this time, when peace is shaken to its very foundations, may not world federation and the extension of democracy be the props by which we can hope to sustain the fair structure?

After the cessation of hostilities, there should be opportunity to impress this view. We can point out that the variety of elements and the combination of types that comprise our own people have given our country its distinctive character and that every type of manliness has contributed to our prosperity. There is no reason why the forty-six civilized nations of the world should not be bound together in the pursuit of a common ideal, and for the common good as effectively as our forty-eight commonwealths. Our experience and our vision prompt us to characterize this as the next great step in world development. Nor would this involve a sudden change in world politics. For the past forty years, altho more obviously since 1899, the date of the opening of the First Hague Conference, the world has been moving rapidly on toward international federation. In 1862, when Montgomery Blair, the postmaster general during Lincoln's administration, proposed to the nations that they make a joint agreement for a more efficient postal service, he started what has grown to be an international organization of first significance to the world's progress. On October 8, 1874, delegates from twenty-five nations signed the constitution of what is now the Universal Postal Union, which has a permanent bureau at Berne, supported jointly by the whole world. Many other instances could be given to show how the nations have adopted uniform practices in the conduct of important affairs.

The most important result of the First Hague Conference was the establishment of the International Court of Arbitration, which will doubtless develop eventually into a real judicial tribunal. As the world is gradually creating a code of international law, so the recurring Hague Conferences are the forerunners of an international parliament, with power to legislate on all affairs of common concern. Logic and the world's political history force us to look to a future in which the world shall establish an international police to enforce these decisions. The program appeals peculiarly to the American spirit. The prominent part which the United States took in the First and Second Peace Conferences at The

Hague in 1899 and 1907 was in keeping with that spirit. America had the honor of opening the Hague Court in 1902, since which time this international institution has shown on eleven different occasions its efficacy in settling disputes between nations.

Our country has taken the lead among the nations in negotiating treaties of arbitration, and this activity has not abated even in the midst of the European War. Twenty-nine nations have signed peace commission treaties with the United States, while eight others have signified their willingness to sign similar treaties. As these provide that all matters in dispute shall be investigated during the period of a year before any declaration of war or commencement of hostilities can take place, it is believed that they will make armed conflict between the contracting nations improbable, if not entirely impossible. More than two-thirds of the civilized globe are now living under the protection of these treaties. Our government has cheerfully taken this long step in the direction of peace, and it is not only willing but indeed anxious to execute similar instruments with all remaining nations, large and small.

V. What Should Be Said As To The Part Which Every Boy And Girl Has To Play In Furthering Human Freedom?

The youth of our country should be conscious of their direct relationship to this world-wide movement for the extension of human freedom. The child will readily see that being a member of a family, a school, a town, a state, a nation, and the world at large, he has functions to perform in all these relations. In discharging his duties well in any one of these ways, he becomes a better citizen in all other respects. But it should be impressed upon him that all artificial and political relationships are secondary to what he owes the whole human race.

INTERNATIONAL CONGRESS OF EDUCATION
NATIONAL EDUCATION ASSOCIATION
OAKLAND, CAL., AUGUST 16-28, 1915

President Jordan, the various department presidents, and the Executive Committee are rapidly getting the plans into shape for the meeting to be held at Oakland next summer. Some changes have necessarily been made in the original plans, but, in all cases, they will result in a stronger program. The two weeks' schedule will be as follows:

Monday, August 16

International Congress of Education

Tuesday, August 17

Departmental Congress on Vocational Education and Practical Arts
Departmental Congress on Kindergarten Education
Departmental Congress on School Hygiene

Wednesday, August 18

Departmental Congress on Educational Investigations
Departmental Congress on Music Education
Departmental Congress on Physical Education

Thursday, August 19

International Congress of Education

Friday, August 20

Departmental Congress on Elementary Education
Departmental Congress on School Administration
Departmental Congress on Science Education

Saturday, August 21

National Education Association Day at the Panama-Pacific International Exposition

Sunday, August 22

Educational Sunday

Monday, August 23

Departmental Congress on Secondary Education
Departmental Congress on Relationship between the School and Co-operative Organizations
Departmental Congress on Libraries

Tuesday, August 24

Departmental Congress on Professional Supervision of Public Schools
Departmental Congress on Preparation of Teachers for Secondary Schools

Wednesday, August 25

International Congress of Education

Thursday, August 26

Departmental Congress on Higher Education
Departmental Congress on Administrative Problems as Viewed by Classroom Teachers

Friday, August 27

Departmental Congress on Preparation of Teachers for Elementary Schools
Departmental Congress on Rural and Agricultural Education
Departmental Congress on Business Education

Saturday, August 28

International Congress of Education

The topics for discussion in the International Congresses were given in the September Bulletin. Already many of the speakers for the various programs have been secured, and the outlook for an exceptionally strong program is good.

The arrangement of congresses, whereby whole days are given to single phases of education, offers to the teachers the largest amount of free time to visit the Exposition. The majority of teachers will not care to attend more than three of the Departmental Congresses and if in addition they attended all of the International Congress sessions they would have five days out of the two weeks for studying the Exposition.

Arrangements have been made by which the National Education Association will provide a laboratory manual of the Exposition in connection with the regular program, which will contain references to the various exhibits of special interest to teachers.

A large number of educational organizations will hold their meetings either immediately preceding or following ours, and some have arranged their programs for the same weeks as those of the National Education Association.

The Secretary made a trip to California in October for the purpose of completing arrangements with regard to local details. Five hotels will be utilized as headquarters: Hotel Oakland, Key Route Inn, Hotel Harrison, Hotel Menlo, and Hotel St. Mark.

Joseph Caine, Secretary, Commercial Club, Oakland, is chairman of the Local Executive Committee and all communications concerning local matters should be addressed to him.

In view of the fact that there will not be to exceed three congresses in any one day, most of the meetings can be held in the new million-dollar auditorium, which is rapidly approaching completion. It is probable that the registration offices will be maintained in the auditorium.

The Secretary has seen the various expositions since 1876, and is certain that the Panama-Pacific International Exposition will eclipse all others in the beauty of its setting. Even now it is worth a trip across the country to view the wonderful colorings and architectural beauty which have been secured.

The effect of the war on the Exposition has been discussed by many persons. It will not effect the exhibits in the least. For the first time in the history of expositions, space was given to exhibitors without charge but in every case before a definite assignment of space was made, a surety bond was required from the exhibitors. Already much of the exhibit material from concerns in countries at war with each other has been received and no cancellations have been made. The public has been protected by the bond required.

Much attention is being paid by the Exposition authorities to matters relating to education. The general plan of the Department of Education calls for a model school, a model playground, a model kindergarten, a model rural school, a model school garden, and model school courses. In addition to this, there will be the regular educational exhibit, with over thirty classifications, in which cities and states have undertaken to show single lines of educational activity in which they have specialized.

The dates for the meeting have been scheduled so as not to interfere with the summer schools. Those teachers who are not in summer school work will naturally use the time before the meeting for sightseeing instead of afterwards, as is ordinarily done, so that, when the meeting is over, they may return to their schools with the ideas gained from the Exposition and the various educational theories which have been propounded in the Congresses fresh in their minds.

Already great interest is being shown by the teachers and group parties are being arranged for from various sections of the country. The round trip rate from Chicago, including trip to San Diego, will be $62.50, tickets good for three months. The rate from St. Louis will be $57.50 and from Missouri River points, $50.00. When it is remembered that over twenty-five thousand American teachers annually spend their summer in Europe, which line of travel will probably be closed to them next year, we can readily see that the 1915 meeting of the National Education Association is bound to be one of the largest meetings ever held in the history of the organization.

MEMBERSHIP

If you are not a member of the Association, you are invited to fill out one of the blanks below. Those persons who intend to maintain membership from year to year usually become active members. Persons who join for a single year usually become associate members. Active members are listed by position and address in the annual Yearbook, which they receive, while associate members are not so listed. All members receive the Volume of Proceedings.

D. W. Springer,

Secretary National Education Association,

Ann Arbor, Michigan.

Please mail me an application blank for Active Membership in the National Education Association.

Name.....

(Street Address).....

(City and State)..... .....

D. W. Springer,

Secretary National Education Association,

Ann Arbor, Michigan.

Enclosed find two dollars for which enroll me as an Associate Member of the National Education Association for the year 1915-16 and send me the Volume of Proceedings, (Oakland meeting), when issued.

Name.....

(Street Address).....

(City and State)..... .....

NATIONAL EDUCATION ASSOCIATION
1857