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

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NOTES

Sometime between the forty-eight meetings of the nineteen different organizations held at Cincinnati, persons interested in educational research work in school systems got together and organized a new society, electing as president, Frank W. Ballou, director of educational research and measurements, Boston, Mass., and as secretary, George Melcher, director of educational research and efficiency, Kansas City, Mo.

The summer session of the University of California regularly attracts in the neighborhood of three thousand students from practically every section of the country. An attempt has been made this year to secure an unusually interesting program, as it was felt that a large number of teachers would be attracted to California by reason of the Exposition and of the meetings of the National Education Association. A request addressed to the University of California, Berkeley, will secure a copy of the announcement for the summer-school session.

The directors of summer schools to whom this Bulletin is sent and to whom a June Bulletin will be sent are requested to call the attention of those enrolled this summer to the meetings of the International Congress of Education, the National Education Association, and the affiliated organizations.

Nation-wide interest has been awakened in connection with the offer of a prize for the best essay on the teaching of religion in the public schools. Over one thousand letters of inquiry have been received, and, while at this date we have not compiled the figures for the entrants, it is probable that in the neighborhood of five hundred persons will write on the subject.

It has been decided to use the Hotels Statler and Tuller as joint headquarters at Detroit next February. These hotels are located directly across the street from each other and will offer as convenient and satisfactory headquarters as did the joint arrangement at Cincinnati. Frank Cody, assistant superintendent of schools of Detroit, has been designated as chairman of the local committee and any question relating to local matters should be addressed to him.

If any members of the Association who have paid their dues for this year have not received the annual volume of Proceedings and Yearbook for the St. Paul meeting, notice should be sent to the Secretary immediately. Those members who have not paid their dues are requested to remit at once in order that their copies may be sent them.

At the last session of the meeting of the Department of Superintendence the officers of the National Education Association were requested to print the Proceedings of the department at once if possible. The Executive Committee of the Association has carefully considered the request in view of the fact that the estimated receipts of the Association were taken into consideration when the appropriations were made at St. Paul for the work of the various committees on educational investigations this year. The Cincinnati program had a larger number of papers than usual and it was found that the expense involved would be more than the finances of the Association would warrant if all members were furnished a copy. It has been decided to issue these proceedings as an advance reprint, selling it at twenty-five cents. The "copy" has already been sent to the printer, and we shall print an edition large enough to take care of the orders which are received by May 1. If, therefore, you desire to receive the Proceedings of the Department of Superintendence in advance of the regular volume of Proceedings, send your order at once and twenty-five cents per copy for the number wanted to the office, Ann Arbor, Mich.

The Fourteenth Yearbook of the National Society for the Study of Education contains the report of the N. E. A. Committee on the Minimum Essentials in Elementary School Subjects. This report was the basis of discussion at one of the meetings at Cincinnati. It is published by the University of Chicago Press, Chicago, Ill., and may be secured from them at seventy-five cents each.

Copies of this Bulletin are being sent to every state, county, and city superintendent in the country whose addresses we have, as well as to college presidents, normal-school presidents, and principals of high schools in larger cities, even tho they are not members of the National Education Association. We desire to familiarize the teachers of the country with the fact that the meeting of the Association this summer occurs at a time which will not interfere with the summer schools. We believe that the trip to California will be exceedingly educational, and that, if taken by teachers at the time of the meeting of the National Education Association, it will have an added value. We should be pleased to supply extra copies to those who ask for them. The suggestion is made that if systematically used each copy of this Bulletin ought to serve as an announcement to a large number of teachers.

INTERNATIONAL CONGRESS OF EDUCATION NATIONAL EDUCATION ASSOCIATION

Oakland, Cal., August 16-28

At Chicago in 1893 and at St. Louis in 1904, the annual meetings of the National Education Association were in the nature of international congresses. The same is true of the meeting to be held in connection with the Panama-Pacific International Exposition this year. The Congress of the United States by Joint Resolution authorized the President to extend an invitation to foreign countries to appoint honorary vice-presidents for the Congress and otherwise to participate in the same. Such an invitation has been extended thru the regular diplomatic channels. Corresponding organizations in foreign countries are invited to send delegates to the Congress. Invitations have been extended to representatives from foreign countries to appear upon the programs. It is proposed to discuss the

various topics which have been selected from the world standpoint as far as possible. In arranging the program, we have endeavored to organize the meetings of the departments into congresses on specific topics and to schedule the meetings in such a manner as to bring all the discussions upon any topic as far as possible in one day, with the idea of offering the teachers who are present entire days for visiting the Exposition. The arrangement of congresses which follows has been made in the chronological order in which they will be held. The June Bulletin will contain the programs arranged by sessions with the names of the speakers attached to the particular subjects they will discuss. The general congresses will occupy four entire days with morning, afternoon, and evening sessions. In most cases, the departmental congresses occupy a single day with three sessions.

GENERAL CONGRESSES

August 16, 19, 25, and 28

Presiding—David Starr Jordan, Stanford University, Cal.,
President, National Education Association.

The topics for the general sessions are as follows:

The Teacher and War; Woman and War; Organizing Public Education; Financing Public Education; Adaptation of Rural Education to Needs of Rural Life; Preparation and Efficiency of Rural Teachers in the United States; Education and Race Improvement; Rural Education and Genetics; Self-Government in Secondary Schools; Cost and Labor of English Teaching; The Junior College; Sanitation in Schools; Vocational Training; Mothercraft; Vocational Aspect of Home Economics; Military Training in Schools; Teachers Organizations; Education of the Negro; Education of the Indian; Education of the Japanese; Professional Education of the Teacher; Education of the Physician; Education of the Engineer; Higher Ideals in Education; Women's Work for Peace; The Teacher's Work for Peace; Internationalism.

DEPARTMENTAL CONGRESS ON KINDERGARTEN EDUCATION

August 17

PresidentAnna M. Stovall, Supervisor and Normal Instructor,
Golden Gate Kindergarten Association.....San Francisco, Cal.
Vice-PresidentMyra M. Winchester, Educational Director, National
Kindergarten AssociationWashington, D. C.
SecretaryAnna I. Jenkins, Director of Roosevelt Kinder-
gartensPasadena, Cal.

Three general topics will be discussed in this congress.

The first relates to the work of the kindergarten from the inside—its immediate concerns, or practice and procedure. The question of industrial arts and double sessions will be discussed. The second theme has to do with the work of the kindergarten from the outside—its wider relations and obligations, and includes primary work, propaganda activities, training-school courses, and legislation. The third topic covers the kindergarten at home and abroad; the new internationalism; child education as a basis for a concert of nations.

DEPARTMENTAL CONGRESS ON SCHOOL HYGIENE

August 17

PresidentLinnaeus N. Hines, Superintendent of Schools.....Crawfordsville, Ind.
Vice-PresidentLewis M. Terman, Associate Professor of Education,
Leland Stanford Jr. UniversityStanford Univ., Cal.
SecretaryErnest B. HoagLong Beach, Cal.

The aim of this congress will be to present a number of distinct subjects rather than general topics, such as: Seven Years of Open-Air Schools in the United States; Rural School Hygiene Progress; A Statistical Study Based on Medical Inspection in Chicago; Some Problems in Medical Inspection; The School-

room Window; The Planning of Schoolhouses and the Fire Hazard; The Future of the School-Hygiene Movement; The Training of the Body in Its Relation to the Hygiene Movement.

DEPARTMENTAL CONGRESS ON RURAL AND AGRICULTURAL EDUCATION

August 17

PresidentE. C. Bishop, Schools Section, Iowa State College...Ames, Iowa
 Vice-PresidentM. J. Abbey, Professor of Agricultural Education,
 University of West Virginia.....Morgantown, W. Va.
 SecretaryF. L. Griffin, Extension Service, Oregon Agricultural
 CollegeCorvallis, Ore.

Three general topics will be offered in this congress. The first relates to the problems centering around home work; the second concerns itself with the question of high-school extension work in agriculture; the third will relate to the training in agriculture needed by the rural school-teacher.

DEPARTMENTAL CONGRESS ON EDUCATIONAL INVESTIGATIONS

August 18

PresidentRobert J. Aley, President, University of Maine.....Orono, Me.
 Vice-PresidentJames Y. Joyner, State Superintendent of Public In-
 structionReleigh, N. C.
 SecretaryWilliam B. Owen, Principal, Chicago Normal School. Chicago, Ill.

The general topic for this congress will be: American Education—The Business of the State. The morning session will be devoted to a discussion of the history and development of American education and a discussion of the American view as distinguished from that held by other nations. In the afternoon session, a representation will be made as to the present activities and accomplishments of the various forms of education. In the evening session, papers will be presented on the future outlook and possibilities.

DEPARTMENTAL CONGRESS ON MUSIC EDUCATION

August 18

PresidentLucy K. Cole, Supervisor of School Music, Instructor
 in Music, University of Washington.....Seattle, Wash.
 Vice-PresidentWill Earhart, Director of Music, Public Schools.....Pittsburg, Pa.
 SecretaryHerman E. Owen, Director of Music, Public Schools. San Jose, Cal.

The morning and afternoon sessions of this congress will be devoted to the discussion of topics pertaining to musical education, such as: Elementary Music Education as a Basis for Secondary and Higher Music Education; College Courses Which Prepare for Secondary Music Teaching; Uniformity of Standards in Secondary Music Education; High-School Harmony; Elementary-School Orchestras; The Crediting of Private Music Study by High Schools; Folk Songs and Folk Lore.

In the evening, a concert will be given of brief sketches of music of the Hindoos, Chinese, Japanese, Hawaiians, and Filipinos, with illustrations by natives in native costume and using native instruments and language.

DEPARTMENTAL CONGRESS ON PHYSICAL EDUCATION

August 18

PresidentBaroness Rose Posse, President, Posse Normal School
 of GymnasticsBoston, Mass.
 Vice-PresidentClara Gregory Baer, Professor of Physical Education,
 Newcomb College, Tulane University.....New Orleans, La.
 SecretaryMay G. Long, Supervisor of Physical Training, Public
 SchoolsEverett, Wash.

The topics already agreed upon for presentation in this congress are: Play in the School Curriculum; Organization and Management of Playground and Recreation Centers; The Next Step in the Development of Public Playgrounds; Physical

Training an Essential; The Importance of Therapeutic Gymnastics in a Scheme of Exercise for Secondary Schools.

DEPARTMENTAL CONGRESS ON ELEMENTARY EDUCATION

August 20

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.

One session will center around the fundamental aspects of the course of study. The second session will treat of the school as a social center; supervision of teachers in the elementary school; the elementary rural school and its problems. The third session will be devoted to a discussion of the scientific measurement of teaching efficiency.

DEPARTMENTAL CONGRESS ON SCHOOL ADMINISTRATION

August 20

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.

The morning session will be devoted to the general topic of School Administration Problems, under which will be discussed the following questions: School Survey; School Board Members; Problems of a Director. In the afternoon, the topic will be: School Architecture. The evening session will be given over to a discussion of the teachers problems, including the relation of the school to the teacher and the question of tenure of office.

DEPARTMENTAL CONGRESS ON SCIENCE EDUCATION

August 20

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.

The first session will consider the following topic: The Correlation of Science and Vocational Instruction, with sub-topics as follows: Physics and Manual Training; Correlation of Chemistry and Agriculture; Biology for the Rural School; Science Instruction in Danish Rural Schools. In the afternoon, the topic will be, Science for Girls, treating on the sub-topics: Special Science for Girls in Rural Schools; A Chemistry Course for Girls; General Science for the First Year of High School: Should It Be Different for Boys than for Girls? In the evening, the topics will be: The Place of Pure Science in the Public-School System; The Criteria of Successful Applied Science Instruction; The Cultural Value of Science Instruction.

NATIONAL EDUCATION ASSOCIATION DAY AT THE PANAMA-PACIFIC EXPOSITION

August 21

The general plan for this day is for the teachers to meet in their respective state buildings on the Exposition grounds at ten o'clock for an hour, at which time detailed announcements will be made concerning the features of the after-

noon and evening. No provision has been made for the time from eleven until one o'clock. From one to three o'clock, it is proposed to make a visit to many of the exhibits which have especial attractions educationally, going in groups under the leadership of persons who have prepared themselves for this work. In this way, it is hoped to cover more ground in the two hours than would ordinarily be covered in a full half-day of sight-seeing. From three to half-past four o'clock, the time will be occupied in viewing a historical pageant prepared by San Francisco clubs. Again there will be a free period until eight in the evening. From eight until ten o'clock, a reception will be tendered the members of the N. E. A. in the California Building.

EDUCATIONAL SUNDAY

August 22

It is expected that at least one service will be held in the auditorium, at which the sermon will be delivered by a prominent divine. As has been customary for a number of years, the local ministers will be invited to make their morning discourses on themes of an educational character.

DEPARTMENTAL CONGRESS ON SECONDARY EDUCATION

August 23

PresidentGeorge E. Marshall, Principal, High SchoolDavenport, Iowa
 Vice-PresidentEmma J. Breck, Head of English Department, High
 SchoolOakland, Cal.
 SecretaryClaude P. Briggs, Principal of High School.....Rockford, Ill.

The topics for the morning session will be: The Place and Function of the High School in the American System of Education; The High-School Library and Its Possibilities. In the afternoon, the subjects discussed will be: High-School Efficiency and What It Means to a Community; Sex Pedagogy in the High School; Faculty Advisers in the High School; The Social Bearings of High-School Education. In the evening, the subjects will be: Reorganization of the High School into Junior and Senior Sections; The High School of the Future; The Extra Activities of the High School—Social Interests, Athletics, Literary and Debating Clubs.

DEPARTMENTAL CONGRESS ON RELATIONSHIP BETWEEN THE SCHOOL AND CO-OPERATIVE ORGANIZATIONS

August 23

PresidentMrs. Louis Hertz, Council of Jewish Women.....San Francisco, Cal.
 Vice-PresidentMrs. Philip N. Moore, Trustee, College for Women,
 University of the South.....St. Louis, Mo.
 SecretaryMrs. E. L. Baldwin, State Chairman of the Depart-
 ment of School Patrons.....San Francisco, Cal.

The morning session will be devoted to the reports of representatives of various organizations, showing their method of co-operation and what has been accomplished, also suggesting plans for future work. So far, the organizations which will be represented by speakers are: The General Federation of Women's Clubs; the Collegiate Alumnae; The Council of Jewish Women; The Southern Association of College Women. In the afternoon, there will be "A Lands Beyond the Pacific Program," with speakers from the Philippine, Chinese, and Japanese Commissions dealing especially with the relation of the educational system to native industrial interests. In the evening the topic will be: American Ideals and How School Patrons May Assist in Their Realization.

DEPARTMENTAL CONGRESS ON LIBRARIES**August 24**

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.

The morning session will be devoted to a discussion of the equipment of the library, the qualifications and status of the librarian, and the essentials of library instruction, as these topics are related to normal schools and high schools. In the afternoon, the discussion will relate to the organization of libraries for elementary and rural schools, the books that should be included in such a library, and the library instruction that should be given to grade and rural teachers. A third topic will be: The Library as a Continuation School. In the evening, the subjects to be considered are: How Schools and Libraries Are Training Young People in Good Reading Habits; The Boy, the Book, the Man.

DEPARTMENTAL CONGRESS ON PROFESSIONAL SUPERVISION OF PUBLIC SCHOOLS**August 24**

President	M. P. Shawkey, State Superintendent of Schools	Charleston, W. Va.
First Vice-President	Lawton B. Evans, Superintendent of Schools	Augusta, Ga.
Second Vice-President	Lucy Wheelock, Principal, Kindergarten Training School	Boston, Mass.
Secretary	E. C. Warriner, Superintendent of Schools	Saginaw, Mich.

The discussion of the professional supervision of public schools will naturally center around a three-fold division, namely: the supervision of the state, the county, and the city. The congress will attempt to bring out clearly the relation which each form of supervision bears to the others.

DEPARTMENTAL CONGRESS ON PREPARATION OF TEACHERS**August 24 and 27**

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.

It is generally understood that the preparation of teachers for elementary schools is different than that required in the preparation of teachers for high schools. The first day of this congress will be devoted to a discussion of the preparation necessary for secondary schools and the claims of the normal schools and the colleges will be clearly differentiated. During the second day, there will be a discussion of the preparation of teachers for elementary schools, which will include the preparation needed for the rural-school teachers as well as for the elementary teachers in city systems.

DEPARTMENTAL CONGRESS ON VOCATIONAL AND PRACTICAL ARTS EDUCATION**August 26**

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, Cornell 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, Uni-
versity of Wisconsin.....Milwaukee, Wis.

The morning session will be devoted to a discussion of the general topic: Vocationalizing Industrial Education. Three sub-topics will be considered: Art and Design for Useful Ends; Home Economics Applied to Life; The School Shop in Its Relation to Bread Winning. In the afternoon, the topic will be: Economic Aspects of Vocational Education, with the sub-headings: Vocational Education and the Labor Problem; Vocational Education and the Industries; The Social Phases of Vocational Education. In the evening, the topic will be: The Organization and Administration of Vocational Education.

DEPARTMENTAL CONGRESS ON ADMINISTRATIVE PROBLEMS AS VIEWED BY CLASSROOM TEACHERS

August 26

PresidentNellie Minehan, Vice-Principal, Jefferson Street
SchoolMilwaukee, Wis.
Vice-PresidentJane McCarthy, Teacher, Public Elementary School
No. 164Brooklyn, N. Y.
SecretaryLydia L. Hazelton, Teacher Public Schools.....Minneapolis, Minn.

Among the topics which will be discussed are: Teachers Advisory Councils as a Step Toward Democracy in Public-School Administration; Vocational Education—Its Dependence upon Elementary Cultural Training; Waste in Teaching; Salaries, Tenure of Office, and Pensions; Teachers Ratings and Promotions; Curriculum; A Suggested Course of Instruction Prepared by Classroom Teachers; Grading Pupils According to Mental Age.

DEPARTMENTAL CONGRESS ON EDUCATION OF EXCEPTIONAL CHILDREN

August 26

PresidentM. P. E. Groszmann, Educational Director, National
Association for the Study and Education of
Exceptional ChildrenPlainfield, N. J.
Vice-PresidentL. R. Alderman, Superintendent of SchoolsPortland, Ore.
SecretarySamuel B. Allison, District Superintendent of Schools. Chicago, Ill.

The general topics around which discussion will center are: Classification of Exceptional Children; School Surveys to Discover Number and Kinds of Exceptional Children; Juvenile Delinquents.

DEPARTMENTAL CONGRESS ON BUSINESS EDUCATION

August 27

PresidentReginald R. Stuart, Head of Commercial Department,
Technical High SchoolOakland, Cal.
Vice-PresidentJ. A. Bexell, Dean, School of Commerce, Oregon
Agricultural CollegeCorvallis, Ore.
SecretaryAlvah B. Way, Head of Commercial Department,
High SchoolPetaluma, Cal.

The morning session will be devoted to a discussion of the technical phases of business education, such as: Commercial Preparatory Subjects; Teaching the Fundamentals of Accountancy; Standardization of Commercial Courses; The Training and Field of the Amanuensis. In the afternoon, the discussion will center about the relation of the school to the business world with such topics as: Linking School Work with Business Enterprises; Junior Chambers of Commerce; School Banks; Student Finances, etc.; The Evening School as a Factor in Business Education; The Commercial Museum; Advertising and Salesmanship. In the evening, the topics discussed will be: Departments of Commerce in Colleges and Universities; Standardization of Statistics and Accounts; Training for Business in South American Countries.

DEPARTMENTAL CONGRESS ON HIGHER EDUCATION

August 27

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.

Some of the topics to be discussed are: The Evaluation of Results in Higher Education; The General Question of Student Activities; The Significance of the Graduate Degree of M.A.; The Standardization of Colleges and Universities; Academic Freedom as It Relates to College and University Faculties.

COMMITTEE ON RESOLUTIONS

President Jordan has appointed the following Committee on Resolutions to serve for the Oakland meeting. Persons who have resolutions which they desire considered by the committee are requested to forward them as soon as possible to the chairman of the committee.

F. G. Blair, state superintendent of public instruction, Springfield, Ill, Chairman.

Fannie Fern Andrews, secretary, American School Peace League, Boston, Mass.

Mary C. C. Bradford, state superintendent of public instruction, Denver, Colo.

J. Stanley Brown, superintendent, Township High School, Joliet, Ill.

John W. Carr, superintendent of schools, Bayonne, N. J.

P. P. Claxton, United States commissioner of education, Washington, D. C.

Ellwood P. Cubberley, professor of education, Leland Stanford Jr. University, Stanford University, Cal.

William T. Foster, president, Reed College, Portland, Ore.

J. H. Frances, superintendent of schools, Los Angeles, Cal.

James Y. Joyner, state superintendent of public instruction, Raleigh, N. C.

Alexis F. Lange, head, Department of Education, University of California, Berkeley, Cal.

Carroll G. Pearse, president, State Normal School, Milwaukee, Wis.

OAKLAND

Oakland bears the same relation to San Francisco as does Jersey City to New York. It is a city of 200,000 population, the largest of a chain of municipalities extending along the east side of San Francisco Bay in the low lap of the Coast Range Mountains, and commands a magnificent view of one of the most beautiful harbors in the world. Before the city stretch the blue waters of the bay, hedged about by ranges of mountains, with the commanding outline of Mount Tamalpais rising boldly from the opposite shore.

The system of transportation across the bay to San Francisco is unsurpassed. Both the Southern Pacific and the Key Route Systems operate on a twenty-minute schedule from various parts of the city, including the residential quarter, at a regular fare of ten cents. Before the opening of the Panama-Pacific International Exposition, a direct service was inaugurated by the Key Route system by which passengers are enabled, with perfect comfort, to go directly to the Exposition without the necessity of passing thru San Francisco.

Until 1906, Oakland was a city of minor importance as a business centre. Possessed of unusual beauty of site and of a mild and salubrious climate in which there is a difference of approximately ten degrees between the mean summer and winter temperature, it enjoyed much popularity as a home town, whence many persons engaged in business in San Francisco commuted daily to their transbay offices.

With the cataclasm of 1906 there came to the citizens an awakening to the possibilities open to Oakland for commercial and industrial development. The educational assets of Oakland as a place of residence also came to be more generally appreciated. For not only were the standards of the public schools such as to deserve consideration by home-seekers, but the superiority of its position entitled it to favor by those desiring more advanced training.

The spirit of change, however, did not alter the popularity of Oakland as a residential city. When San Francisco arose Phoenix like from the ashes of her dead past, many San Franciscans, driven from their homes by the fire, returned to their offices, but lured by the softer climate of the east bay region, retained their homes in the Piedmont hills.

The new era of Oakland has been marked by the construction of a series of public buildings of which the new city hall, fourteen stories in height, is the most notable example. Of a somewhat unusual type of municipal building, this structure has attracted attention thruout the entire country, and will endure as a monument of progressive civic spirit. The municipal auditorium, of scarcely secondary importance, is a modern edifice on the southern shore of Lake Merritt. This building will afford an ideal meeting place for the National Education Association. It contains a large arena with a seating capacity of ten thousand, a theatre accommodating more than two thousand, and many small halls suitable for special sections.

In the year 1907, the passage of a bond issue of \$992,000 began the development of the park and boulevard system. Since that time, three hundred and fifty acres of parks, including Lake Merritt, much of which was of exceptional natural beauty, have been improved.

Oakland has also a well-equipped library, which has had an important bearing upon public welfare and advancement. Of particular service is the Municipal Reference Department, which is provided with files of important documents relating to all the various civic departments. The library owns 587,056 bound volumes, and 92,434 periodicals, exclusive of 16,785 pictures and 2,750 pieces of music. In addition to providing for the needs of Oakland thru the six branch libraries well equipped with books and provided with special messenger service, the public library now serves all of Alameda county thru the medium of twenty branch libraries and deposit stations.

Oakland also possesses a small municipal museum which was opened in 1910 with fourteen exhibition rooms. The museum has built up for itself a field in the educational life of the city and is becoming a small center for scientific activities in which lectures are given to school classes on regular schedule, and two organizations devoted to active research hold regular meetings.

In her schools, Oakland feels a justifiable pride, and for their upbuilding and maintenance has been willing to vote bonds generously. Between the years 1905-1910, the people have authorized the expenditure of \$3,237,521.98 for sites and buildings for elementary schools, and of \$739,928.41 for secondary schools. For this large sum of money, the Board of Education has, in pursuance of a policy inaugurated many years ago, purchased at a reasonable rate sufficient land to insure ample building sites and playgrounds for the future in the present thickly populated districts, and has acquired tracts of considerable size in the more sparsely settled parts of the city. Nearly all of the downtown schools have at least a city block, and many of the newer ones have more. The Lockwood owns nearly eighteen acres; the new Technical High School has a campus of eight; several others have grounds nearly as large. In 1911, the Board of Education appointed a commission which, acting without pay and sitting twice a week for

two months, carefully planned a program of building. A supervising architect, under whose supervision all new schools and several additions to old buildings have been constructed, was then appointed. In all, ten new buildings have been erected since 1911, most of which have been so constructed that future additions will be easy. Every one is provided with the latest and best systems of sanitation, heating, and ventilation. Nearly all contain, in addition to the regular classrooms, an assembly hall, stereopticon room, neighborhood clubroom, library, kindergarten, nurse's room with bath, principal's suite, teachers' restroom, teachers' lunchroom, children's lunchrooms, boiler and fan rooms, and, in the grammar schools, manual training rooms, domestic science and art rooms, and kitchens attached to the teachers' lunchrooms. In all of the new buildings, use of the simplex windows makes it possible to convert each classroom practically into an open-air room with the added advantage that temperature, ventilation, and light can be regulated to better advantage. The present school plant includes forty-seven main school buildings.

There are four high schools in Oakland: the Oakland High School, an academic school of fine standards; the John C. Fremont High School, which maintains, in addition to the regular academic courses, an excellent commercial department; the Technical High School, which has just occupied a magnificent new plant costing nearly \$700,000; and the University School, a six-year high school, which is conducted as a model school under the direction of the Department of Education of the University of California.

The Vocational School was recently opened as a trade school, the purpose of which is to provide preparatory trade and related academic instruction for boys and girls who have the ability and desire to engage in practical wage-earning occupations and to continue at the same time a general education. It covers the grades from the seventh to the tenth, and will materially shorten the period of apprenticeship for young people desiring to enter trades. There are six departmental grammar schools, or, as they are more popularly termed, junior high schools, in which a somewhat more flexible course is offered than in the regular elementary schools.

The department maintains twenty-nine kindergartens, seven special classes, and a clinic for typical or subnormal children, several ungraded classes, a small school for the deaf, an open-air school for anemic children, a naturalization school for foreigners, a public lecture department, an astronomical observatory, and more than fifty bands and orchestras.

Certain features of the school system are of particular interest. Of these, the department of health and sanitation is of special importance. The work is conducted by a director, an assistant director, and nine nurses, all of whom are thoroly trained for this work. The aim of the department is not so much the treatment of the sick as the care for the general health of the pupils. Each child in the elementary schools is examined once a year.

Open-air recreation is a feature of life in Oakland. Park playgrounds have been maintained by the Recreation Department of the city since 1909. The past year has marked a great expansion of recreation thru co-operation with the school department, as a result of which thirty of the schools have been provided with steel playground and gymnasium apparatus, and equipment for the various forms of athletic and group games. Some of these parks are very attractive; others are being adorned with trees, shrubs, and lawns under the direction of a consulting landscape architect. The activities of this department include not only the regular playground activities, but aquatic sports and celebrations on national holidays and an annual May festival in which at least fifteen hundred children participate.

The environs of Oakland include the city of Berkeley, the site of the University of California, the enrolment of which is the third largest in the United States. No institution in the world has the advantage of a more inspiring setting. The chief point of interest to most visitors is the famous Greek theater. Within the last five years, Berkeley has become a teachers' Mecca, since the University has offered summer courses of sufficient attraction to lure the more ambitious from the pleasures of ordinary vacations. For the past two years the registration for the summer session has reached three thousand students.

Closely associated with Oakland are the names of two poets of more than local reputation. Edwin Markham, once principal of the Tompkins School, and Joaquin Miller, whose home, "The Heights," occupies a commanding site among the foothills of East Oakland. Visitors may reach this interesting spot by motor in a half-hour from Broadway, or, if inclined to walk, in an hour from the end of the car line.

Oakland, which possesses one of the coolest summer climates in the United States, and is the terminus of four railway systems, the Southern Pacific, the Western Pacific, the Santa Fe, and the Oakland, Antioch and Eastern, as well as of the Lincoln Highway, will prove a delightful and convenient headquarters for discriminating visitors desiring to combine all the advantages of metropolitan life with escape from the noise and crowds of a commercial city. Easterners still uncertain over their plans for the summer vacation need feel no hesitation regarding the summer attractions of California, where, in the words of Chancellor David Starr Jordan, "teachers will find, besides the great Exposition, the Yosemite, the forests, the mountains, and the sea, a program of unusual excellence, as cosmopolitan as the state of Europe will permit, and altogether worth their while."

PANAMA-PACIFIC EXPOSITION

The opening of the Panama-Pacific International Exposition on February 20, 1915, symbolizes to San Francisco the substance of things long hoped for. It is not only a celebration of the triumph over water; it is a splendid refutation of the caption of eight years ago that San Francisco could never come back. San Francisco has indeed come back in the guise of a far finer city than before the fire to act as hostess of the most nobly placed Exposition yet seen on this continent. No former world's fair has been so entirely characteristic of its environment and the spirit of its state; none has been so glorious in color or so harmonious in design; none has made so stirring an appeal to the imagination.

The grounds cover an area of six hundred and thirty-five acres on the southern shore of San Francisco Bay just within the Golden Gate, and are flanked by Fort Mason on the east and the Presidio on the west. In spite of the considerable extent of territory covered, the building groups are so compactly located as to make it possible for the visitor to inspect the principal exhibits with a minimum of effort. Eight of the eleven exhibit palaces are assembled in one unit and are so connected by colonnades and courts that one may traverse all of them and visit the five courts without stepping upon the main boulevard. The Machinery Palace is east, the Fine Arts Palace, separated by a quiet lagoon, west, of the main group; the Palace of Horticulture is at the west end of the South Garden. Pavilions of foreign nations and the state buildings occupy the west end of the grounds, and the amusement zone, the east end. The ensemble effect of these great buildings is that of a walled city of the far east sheltering and suggesting by a thousand subtle arts the beauty concealed within. Towering above the whole Exposition, unique in conception and structure, the great Tower of Jewels, from which wink and gleam many thousands of glittering prisms, forms the central and dominating note.

The unified color plan controlling the whole Exposition was devised by Jules Guerin, the artist, under whose supervision the work has been pursued. Eight colors have been used in decoration: French green, cerulean blue, orange, pink, pinkish red, golden burnt orange, terra cotta, gold, and verde antique.

The Panama-Pacific International Exposition is a contemporaneous one—an epitome of the progress of civilization and of the arts of peace in all nations during the last ten years. To judge how well this idea has been fulfilled, one needs to visit in addition to those already named, all the palaces of the central architectural grouping, including those devoted to Education and Social Economy, Liberal Arts, Manufactures, Varied Industries, Mines and Metallurgy, Transportation, Machinery, Agriculture, Food Products, and Horticulture.

Of this main group, the Palace of Education is the southwest unit. Within is housed a collection of exhibits, somewhat unusual in plan, inasmuch as it is free from the endless duplication so common to previous expositions. Each state, school, or institution has specialized in exhibiting some significant and recently developed feature of her system which has been demonstrated to be successful. Five states, for example, each from a different angle, are indicating the attempt to improve rural conditions. Of these, Indiana specializes upon consolidated rural schools made possible by good roads and automobiles; Oregon shows what is being done in organizing rural commodities for the proper control of education; Utah displays comprehensively the function of the school in improving rural conditions. The Illinois method of measuring the results of individual schools thru a series of efficiency tests is an exhibit certain to attract general interest.

An exceptionally graphic and well-planned exhibit is made by the state of New York, which, in addition to a complete model of the beautiful state education building at Albany, displays a remarkable topographical map, on which are shown by means of thousands of tiny incandescent lights of varying colors flashing in turn, every school of elementary, secondary, professional, normal, or university grade in the entire state. In addition, there are a series of very beautiful stereomatographs showing types of schools and playgrounds.

An exhibit certain to attract general interest is that of the state of Massachusetts, demonstrating her system of separate state-wide vocational schools which receive children who must leave the public schools. These operate as continuation schools in conjunction with factories, and train children for the trades, either as skilled workmen or as foremen.

Worthy of inspection also are certain phases of education shown by cities and institutions. The city-school system of Gary, Ind., is shown in its entirety; Oakland, Cal., illustrates the development of public-school music by a series of Friday afternoon demonstrations of band, orchestra, and choral work by the pupils of both elementary and high schools. A significant feature of the Palace of Education is the obvious attempt to bring scientific information and all educational agencies to public service. This is finely illustrated by the exhibits of the Field Museum, the city of St. Louis, the Elizabeth McCormick Memorial, and the group exhibit of eight model rooms to show the application of applied arts to homemaking.

The federal government displays some interesting statistics and outlines the proposed plan of organization for federal aid to vocational schools. It features also education at Washington, D. C., and in Alaska, and reviews the accomplishments in experimental agriculture as worked out in various states.

China and Japan are represented by school displays of the familiar and delicately wrought embroideries, carvings, drawings, and lacquers of the east, and by charts showing the courses of study in high and elementary schools. The exhibit of Japan is marked by a strong European influence.

Of all the exhibits in the Palace of Education, however, that of the Philippine Islands is the most ample in scope, generous in illustration, and thoroly illustrative of education in this interesting field. It shows a complete "system" of education with balanced curriculum embracing academic instruction, industrial work, and physical training, with emphasis upon the industrial and commercial features. Its various exhibits bring out the idea of centralized school management, the campaign for buildings and sites, office and field management, Philippine Bureau of Education publications, school finances, the food campaigns, health and sanitation, and citizenship and social work. Many of these phases are shown by numerous handicraft articles and wall charts. A display case shows the textbook program of the past twenty years. Further exhibits include the system of reports and records, a case of classroom written work in bound volumes, industrial exercises showing early and advanced steps in industrial fundamentals, a model reinforced concrete school building, and building plans in use, and a display showing the technical and commercial sides of school industrial operations. Later installations will include a primary class and a working exhibit. The main display is industrial and includes six booths devoted to the articles produced by school children in their usual industrial work, under the following heads: Philippine hardwood furniture, embroidery and lace, articles made from palm materials, articles prepared from ferns and other plants, bamboo products, and a variety of articles made of abaca (Manila hemp) and similar fibers. These and many other interesting facts are shown the visitors by Filipino demonstrators.

In a special letter to the Cincinnati Times-Star, George Randolph Chester and Lillian Chester make the following interesting observations among many:

"It remained for California to make the remarkable discovery that an Exposition should be for the benefit of the visitor. Heretofore the exhibitor has been the boss; but the Panama-Pacific International Exposition has changed that—to his own advantage, however! It charges him nothing for space and tells him what shall go into it. You must show something new, said San Francisco; your display must be something more than a mere collection of manufactured goods. Bossing the exhibitor has been the most amazing progress made by civilization in the past decade.

"Nothing which antedates the St. Louis Exposition is encouraged at San Francisco. You get your instruction and your education condensed; capsuled, as it were; brought into such a range that the human system can grasp and absorb it. This adds about 500 per cent to the interest, and does away with 500 per cent of the fatigue. Everything in which you can possibly be interested is here, the best of it, displayed in the best manner, and its information features selected and arranged with care, with skill, with judgment and intelligence.

"That is the keynote of this entire Exposition. This keynote is found in every department, from the Palace of Fine Arts, with its countless treasures of painting and sculpture, to the Zone, with its hundreds of amusement concessions. A student of sociology will find not only the progress of the past ten years in the Palace of Education and Sociology, but a foreshadowing of the progress of the next ten years. Whatever your interest, mining, engineering, manufacturing, what not, you will find a thoro exposition of the best there is in that special line here. Nor will you be physically and mentally wearied, for whatever subject you wish to investigate will be found compactly grouped, and the buildings and grounds have been specially designed for the joy and the comfort of the visitors. There is beauty everywhere, rest for the eye, for the brain, for the body.

"It is admirable, this great Exposition, admirable in every way; but its most admirable quality has been selective judgment; the rigid seclusion of the trivial



most
trivial

and the imperative demand for worth. How well the rigid requirements of California have been accepted is one of the joys of the enterprise. Nations, states, corporations, and individuals, as soon as they caught the spirit of the idea, were eager for co-operation. China, for example, finding that California wanted the best and only the best and would have nothing less, dug up her most sacred bush from her most sacred garden, and proudly sent it along. Exhibitors who have protested most loudly against being bossed to their own advantage, became, in time, the most loyal supporters of the remarkable discovery that an Exposition should be for the benefit of the visitors; and they're proud of themselves for it!

"The exhibits themselves are a joy in their clean-cut directness to the things worth while. California made up her mind to build not only the most beautiful, but the most interestingly educational Exposition ever put together, and she has kept that idea firmly before her. To begin with, she appointed commissions and committees, all experts, to discover experts. When these committees found a man who knew more about any given thing than anybody else knew about it, they went after him, and they got him. It made no difference whether he was from Boston, or New York, or Dublin, or Los Angeles, or San Francisco, or where. If he was the best, they got him, and having secured him, they gave him all the help he wanted, and told him to go as far as he liked.

"And they are amazed themselves with the result they have secured!"

In our June Bulletin we expect to outline the exhibits, considering the Exposition as an Educational Laboratory.

RAILROAD RATES FOR OAKLAND

The trans-continental rates which have been fixed for the Panama-Pacific International Exposition are the lowest which have been in effect for some time and will cover all travel to California during the period of the Exposition. In general the round-trip rates are as follows:

Chicago, Ill.....	\$ 62.50
Indianapolis, Ind., and Louisville, Ky.	67.10
Detroit, Mich.	73.50
Buffalo, N. Y.....	81.10
St. Louis, Mo.....	57.50
Cincinnati, Ohio.....	70.25
Cleveland, Ohio.....	74.50
Pittsburgh, Pa.....	79.30
Wheeling, W. Va.....	79.00
Omaha, Nebr., Council Bluffs, Iowa, and Leavenworth, Kans.....	50.00
St. Paul and Minneapolis, Minn.....	63.85
Little Rock, Ark., and New Orleans, La.....	57.50
Ft. Worth and Dallas, Tex.....	52.50
Denver, Colo.....	45.00
Salt Lake City, Utah.....	35.00
New York, N. Y.....	101.00

Tickets sold at these rates are good for a round trip by direct routes including San Diego, Los Angeles, San Francisco, and Oakland on the western coast. Where it is desired either to go or to return via the northwest route, taking in the cities of Portland, Seattle, Victoria, and Vancouver, an extra \$17.50 is added to the rates quoted for direct routes. All tickets sold are good for a three months' trip with stopover privileges in either direction within the limits of ticket at all points

west of Chicago and corresponding points. These tickets must be validated before the return journey is commenced, for which a fee of fifty cents will be charged.

As all trans-continental lines have issued special printed matter in connection with the Exposition, it is suggested that the teachers secure copies of the same from their ticket agents at an early date, in order to study the various routes that are offered for the purpose of determining which ones offer the most from an educational standpoint. It is necessary for the entire trip to be mapped out in advance of buying the ticket in order to take advantage of all possible opportunities for saving. Many side trips can be secured either free or at a slight cost before the ticket is purchased as compared with the expense involved in buying tickets after the journey is begun. A study of the literature which has been gotten out by the railroads for the Exposition is in itself a fine lesson in geography.

The local ticket agent will be able to furnish detailed information as to rates from cities other than those quoted, which are only named to give an idea of the expense. He will also give information concerning the question of sleeping car rates. A large number of car parties are being arranged for in connection with the summer meeting. For a trip of this length, this is the most delightful way in which to travel. If you do not know of anyone who is organizing such a party, speak to your local agent and ask him to secure the information from the railroad company; or, better still, if you know of a few of your friends who are thinking of going, make them the nucleus for a car party and tell your ticket agent about it.

OAKLAND ARRANGEMENTS

Joseph E. Caine, secretary, Oakland Chamber of Commerce and Oakland Commercial Club Consolidated, is managing director of the local arrangements in connection with the meeting of the International Congress of Education and the National Education Association, and any communications addressed to him will be placed in the hands of the proper committees, the chairmen of which are as follows:

Executive Committee	O. E. Hotle
Committee on Exposition.....	A. C. Barker
Committee on Advance Membership.....	E. Morris Cox
Committee on Finance and Auditing.....	J. Y. Eccleston
Committee on Hospitality.....	Elizabeth Sherman
Committee on Printing.....	Glen C. Barnhart
Committee on Decoration and Badges.....	A. S. Kelly
Committee on Hotels and Headquarters.....	Lewis B. Avery
Committee on Halls.....	C. R. Keyes
Committee on Trains and Transportation.....	W. D. Forbes

Most of the meetings will be held in the new municipal auditorium, which is one of the finest in the United States and has practically sufficient meeting places to house the entire Association. This auditorium is situated on the bank of Lake Merritt, within easy walking distance of the hotel section, and bids fair to offer the best arrangement for our meetings that we have ever had.

The registration and information headquarters will be located in the Polytechnic Business College, which is midway between the headquarters center and the auditorium. The entire ground floor of the building is to be used for this purpose.

Hotels Oakland, Menlo, Harrison, St. Mark, and Key Route Inn are to be used as headquarters, assignments having been made for state headquarters to the first four named, and the last being utilized by some of the organizations meeting with us as their headquarters. These hotels are within two adjoining blocks. The rates at the headquarters hotels are as follows:

HOTEL OAKLAND

Single room, with bath.....\$3.00
 Double room, with bath..... 5.00-\$5.50
 Single room, without bath..... 2.50
 Double room, without bath..... 4.00
 Double room rates for one or two persons.
 Extra persons in a room, one dollar each.

KEY ROUTE INN

Double room, with bath.....\$3.00-\$5.00
 Double room, without bath..... 2.50- 4.00
 Double room rates for one or two persons.
 Extra persons in a room, one dollar each.
 American plan—Rooms \$6.00 to \$8.00.

HOTEL MENLO

Double room, with bath.....\$3.00-\$5.00
 Double room, without bath..... 2.50- 4.00
 Double room rates for one or two persons.
 Extra persons in a room, one dollar each.

HOTEL HARRISON

Double room, with bath.....\$3.00-\$5.00
 Double room, without bath..... 2.50- 4.00
 Double room rates for one or two persons.
 Extra persons in a room, one dollar each.

HOTEL ST. MARK

Double room, with bath.....\$3.00-\$5.00
 Double room, without bath..... 2.50- 4.00
 Double room rates for one or two persons.
 Extra persons in a room, one dollar each.

In view of the extra demand made upon Oakland and Berkeley for rooms in connection with the increased travel due to the Exposition, the Oakland and Berkeley Hotel and Apartment Houses Association was organized at the suggestion of the Oakland Commercial Club. This Association has guaranteed that rates will not be raised during the time of the National Education Convention. Correspondence relating to accommodations outside of the headquarters hotels should be carried on thru the local committee, of which Joseph E. Caine, is the managing director, and Lewis B. Avery is chairman of hotel committee. Specific rooms in hotels or apartment houses may be reserved by correspondence upon a deposit of ten per cent. The committee guarantee to take care of all without increasing prices of rooms or meals. Oakland is well supplied with restaurants and cafeterias, so that no difficulty will be experienced as the result of inadequate eating facilities.

SPECIAL INVITATIONS

The fact that our summer meeting is to be held in Oakland, Cal., has awakened an interest among some of our members in other western cities who feel that teachers will desire to avail themselves of the opportunity to make the trip west as educational as possible by visiting a large section of the country.

Superintendent D. H. Christensen, of Salt Lake City, Utah, writes:

"We cordially invite all teachers who attend the National Education Association at Oakland to visit Salt Lake City. Headquarters for teachers will be established at the rooms of the Board of Education and also at the Commercial Club Building. Both places are conveniently located for tourists. An attractive souvenir edition of a guide to Salt Lake City will be prepared for distribution.

"Of course, every teacher will want to see America's wonderland, the Yellowstone National Park, and Salt Lake City is the starting point for excursions. Provision for the trip should be made at the time the ticket to San Francisco is purchased. The additional cost is trifling.

"We are anxious to arrange for the entertainment of teachers during their stay in this city, and we ask that each party kindly notify us in advance of the time of arrival, length of stay in the city, and the number in the party.

"Authorization has been given for the announcement that special organ recitals on the world-famed tabernacle organ with J. J. McClellan in charge will be provided for visiting teachers."

Superintendent Frank B. Cooper, of Seattle, Wash., writes:

"The School Department of Seattle extends a cordial invitation to the teachers of the land attending the National Education Association at Oakland to visit Seattle. It has attractions in its surroundings and in itself that are unusual and we want our educational friends to enjoy them. We shall provide a welcome and

means of information to make their stay among us as agreeable as possible. It cannot be other than an inspiration to any American teacher to see a new live American city set on an unequalled harbor with snow-capped mountains and primeval forests round about. Our parks, boulevards, playgrounds, the treatment of our hills that stand in the way of traffic, the beauty and varied character of our scenery, are full of appeal and of uplift."

L. R. Alderman, superintendent of schools, Portland, Ore.; O. M. Plummer, member of the Board of Education and president of the Department of School Administration, National Education Association; Harriet A. Wood, school librarian, and president of the Library Department, National Education Association; Hallie C. Thomas, president of the Portland Grade Teachers Association and state director for Oregon, National Education Association; and Grace DeGraff, principal of one of the Portland schools and president of the League of Teachers Associations, join, on behalf of the various interests in Portland, "in a cordial invitation to the hundreds of thousands of school people who will visit the Panama-Pacific International Exposition in 1915 to come or go by the way of the Northwest. We want you to be filled with the beauty and inspiration that comes from contact with what Oregon has to offer in grandeur of scenery and climate. Especially is the city of Portland—the Rose City—planning to entertain teachers on their way to or from the International Congress of Education to be held at Oakland, Cal., in August. Headquarters will be maintained by the Grade Teachers Association in the Court House and also in the Public Library.

OTHER ORGANIZATIONS

Several educational organizations will hold their meetings in California this summer in connection with the meetings of the International Congress of Education and the National Education Association. Listed by dates, these meetings will be held as follows:

ASSOCIATION OF AMERICAN AGRICULTURAL COLLEGES AND EXPERIMENT STATIONS

August 11-13

President—A. C. True, director, Office of Experimental Stations, United States Department of Agriculture, Washington, D. C.
Secretary—J. L. Hills, director, Vermont Experiment Station, Burlington, Vt.

LEAGUE OF TEACHERS ASSOCIATIONS

August 14-21

President—Grace DeGraff, 704 Lovejoy Street, Portland, Ore.
Secretary—Estelle Hutchins, 1008 German Street, Erie, Pa.

Six sessions will be held. There will be reports from affiliated associations, after which pensions, tenure, advisory councils, and other important needs of teachers will be discussed.

Headquarters—Rooms 246-248, Hotel Oakland.

INTERNATIONAL STUDENTS' REUNION

Auspices Corda Fratres Association of Cosmopolitan Clubs
Berkeley—August 16-23

President—George W. Nasmyth, Harvard University, Cambridge, Mass.
Chairman—T. Das, University of California, Berkeley, Cal.
Secretary—Vern Smith, University of California, Berkeley, Cal.

NATIONAL FEDERATION OF STATE TEACHERS ASSOCIATIONS

August 17

President—Charles S. Foos, superintendent of schools, Reading, Pa.
Secretary—Walter W. Remington, East Side High School, Denver, Colo.

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION

August 17-18

President—Jesse B. Davis, principal, Central High School, Grand Rapids, Mich.

NATIONAL ASSOCIATION OF STATE SUPERVISORS AND INSPECTORS OF RURAL SCHOOLS

August 18

President—Lester S. Ivins, supervisor of agricultural education, Lebanon, Ohio.

Secretary—C. F. Murray, rural school supervisor, Baton Rouge, La.

SCHOOL GARDEN ASSOCIATION OF AMERICA

August 18 and 20

President—Van Eyrie Kilpatrick, Public School No. 52, New York, N. Y.

Secretary—Earl L. Finney, supervisor, public school gardens, St. Paul, Minn.

INTERNATIONAL KINDERGARTEN UNION

August 18-21

President—Mary Boomer Page, 54 Scott Street, Chicago, Ill.

Secretary—May Murray, editor, "Kindergarten Review," Springfield, Mass.

Some of these meetings will be held in San Francisco, Cal.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

August 18 and 20

President—E. H. Kemper McComb, Department of English, Manual Training High School, Indianapolis, Ind.

Secretary—James Fleming Holic, Chicago Normal College, Chicago, Ill.

STATE AND NATIONAL CLUB LEADERS

August 20

Chairman—O. H. Benson, Bureau of Plant Industry, Department of Agriculture, Washington, D. C.

AMERICAN SCHOOL PEACE LEAGUE

August 23-24

President—Randall J. Condon, superintendent of schools, Cincinnati, Ohio.

Secretary—Fannie Fern Andrews, 405 Marlborough Street, Boston, Mass.

The annual peace contest will take place on Monday afternoon, August 23.

Headquarters—Rooms 224-226, Hotel Oakland.

NATIONAL ASSOCIATION OF TEACHERS AGENCIES

August 23

President—A. F. Pease, 6 Beacon Street, Boston, Mass.

Secretary—B. F. Clark, Steinway Hall, Chicago, Ill.

NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS

August 24

President—Mrs. Frederic Schoff, 3418 Baring Street, Philadelphia, Pa.

Secretary—Mrs. Arthur A. Birney, 910 Loan and Trust Building, Washington, D. C.

ASSOCIATION OF STATE SUPERINTENDENTS

August 26

Committee—Thomas E. Finegan, Albany, N. Y.; Mary C. C. Bradford, Denver Colo.; M. L. Brittain, Atlanta, Ga.

NATIONAL ASSOCIATION FOR THE STUDY AND EDUCATION OF EXCEPTIONAL CHILDREN

August 26

Educational Director—M. P. E. Groszmann, Plainfield, N. J.

AMERICAN HOME ECONOMICS ASSOCIATION

August 27-28

President—Martha Van Rensselaer, College of Agriculture, Cornell University, Ithaca, N. Y.

Secretary—Anna Barrows, Teachers College, Columbia University, New York, N. Y.

RELIGIOUS EDUCATION ASSOCIATION

August 27-29

President—Rt. Rev. Charles D. Williams, Protestant Episcopal Bishop of Michigan, Detroit, Mich.

Secretary—H. F. Cope, 332 South Michigan Avenue, Chicago, Ill.

NATIONAL ASSOCIATION OF STATE UNIVERSITIES

Berkeley—August 30-31

President—Benjamin Ide Wheeler, president, University of California, Berkeley, Cal.

Secretary—Guy Potter Benton, president, University of Vermont, Burlington, Vt.

DEPARTMENT OF SUPERINTENDENCE

The Forty-fifth Annual Meeting of the Department of Superintendence was held at Cincinnati, February 22-27, and was the largest in the history of that organization. There were enrolled 2,414 members of the National Education Association, of which number 217 were new active members, 1,379 former active members, and 818 associate. The states having over one hundred members present, in order of enrolment were: Ohio, Illinois, Pennsylvania, New York, Indiana, Michigan, and Kentucky. There were more members enrolled from outside the state of Ohio than the total enrolment at any other meeting. It is probable that over three thousand persons were present on account of the meeting, as a number of members were accompanied by their wives, many of the members of other organizations meeting at the same time were not members of the National Education Association, and there were a large number of exhibitors and bookmen who did not take out membership. The open round-trip rate granted by the various passenger associations helped materially to swell the attendance from distant points.

The local arrangements were all that could be desired. The members will recall with pleasure for a long time the wonderful concert of Thursday evening given by the Symphony Orchestra, May Festival Chorus, and Children's Chorus, a combination which cannot be duplicated in any other city in this country. The courtesy of Mr. and Mrs. Taft in opening their art collection to the members was highly appreciated. Many of the members took occasion to visit the Rookwood Pottery, the new city hospital, and the Union Central Life Building, as well as to attend the reception given by the women's clubs, while a large number spent the Saturday following the meeting at Dayton as guests of the National Cash Register Company. The use of two hotels as headquarters relieved the congestion usually attendant upon a single headquarters hotel.

The department voted to hold its next meeting at Detroit, Mich., and selected the following officers:

President—M. P. Shawkey, state superintendent of schools, Charleston, W. Va.

First Vice-President—Lawton B. Evans, superintendent of schools, Augusta, Ga.

Second Vice-President—Lucy Wheelock, principal, Kindergarten Training School, Boston, Mass.

Secretary—E. C. Warriner, superintendent of schools, Saginaw, Mich.

The Committee on Resolutions—Charles E. Chadsey, of Detroit, Mich., Ben Blewett, of St. Louis, Mo., James W. Kennedy, of Newark, N. J., Charles H. Judd, of Chicago, Ill., and Nathan C. Schaeffer, of Harrisburg, Pa., submitted the following report, which was adopted:

1. Resolved, That we believe that the right to vote in the various departments of the Association should be limited to those whose work is of the character indicated by the name of the department, and that we suggest that the by-laws of the Association be amended, if necessary, so as to secure such limitation.

2. Resolved, That the president of the department appoint a Committee of five to consider and report at the next meeting a plan for such an extension of the organization of the department that professional relations shall be more adequately defined and professional interests shall be promoted not only at the regular meetings but also during the interval between meetings.

3. Resolved, That the department heartily indorses the organization of bureaus of efficiency and educational measurement as adjuncts to the superintendent's office. The constant investigation of school problems by permanent school officers is far more effective than any other form of scientific study. It is to be recognized that temporary commissions are in some cases justifiable. The superintendent or the board of education should be in a position at any time to call in impartial professional advisers in case they find that school interests require such special discussion.

Professional aid from without will, however, be for the most part unnecessary if the regular supervisory staff together with the teachers have been active in constant studies of the types which can be carried on by the permanent bureau of efficiency.

4. **Resolved**, That the department commends most heartily the activity of the United States Bureau of Education in issuing special bulletins reporting the results of educational investigations. The range of subjects covered and the great body of valuable information thus made available to the teaching profession justify in the judgment of the department an extension of the support which the federal government gives to the work of the bureau.

5. **Resolved**, That the department recognizes the urgent need of provision for the more complete training of teachers in service. The familiar devices of teachers' institutes and sporadic lectures do not adequately meet this need. State departments of education and local communities should be urged to make provision for regular, systematic training both in technical professional lines and in general subjects.

6. **Resolved**, That we note with approval the increasing tendency to establish, beginning with the seventh grade, differentiated courses of study aimed more effectively to prepare the child for his probable future activities. We believe that as a result of these modifications a more satisfactory type of instruction will be developed and that a genuine economy of time will result.

7. **Resolved**, That in the judgment of the department it is of the greatest importance that support and encouragement be accorded to night schools and continuation schools organized for the training of adults. The dissemination of intelligence in a cosmopolitan population like that of our country demands not only that the children of the nation be educated but also that educational opportunities be offered to many of the older members of the community, especially where adequate opportunities have been withheld in earlier years.

8. **Resolved**, That we heartily approve the increasing attention which is being given to the hygienic and sanitary problems of the rural school and bespeak for the recommendations of the Committee on Health Problems in Education of the National Council of Education, the most widespread publicity thru the United States Bureau of Education and all other suitable mediums of publicity.

9. **Resolved**, That we again reaffirm our declaration favoring a national university and note with pleasure the fact that the Fess Bill establishing such a university has been favorably reported to the House of Representatives. We trust that this action indicates the eventual passage of this or similar legislation.

10. **Resolved**, That the legislation which is pending in the Congress of the United States for the protection of children of school age from undesirable employment deserves most careful consideration. We recommend to the United States Bureau of Education and Bureau of Child Welfare that they, as the representatives of the educational profession, co-operate in promoting all national legislation looking towards this end.

11. **Resolved**, That in view of the commonly observed fact that the bringing of popular recreational, social, and civic activities within the jurisdiction of the school authorities tends to purify them and to elevate their character, we believe that such employment of the school machinery should be regarded as essentially educational, and recommend to all boards of education that they include extension activities in their regular programs.

12. **Resolved**, That we reaffirm our belief in the efficiency of the small board of education as the most satisfactory method of administering public schools.

13. **Resolved**, That we express our appreciation of the action of the various railroad associations which gave to this meeting the open rate, thereby securing to our members a very considerable saving in expenditure for transportation.

14. **Resolved**, That we express our appreciation of the hospitality extended to the Department by Superintendent Condon, the Committee and the citizens of Cincinnati, of the courtesy extended by Mr. and Mrs. Charles P. Taft, by the Trustees of the Art Museum, the management of the Rookwood Pottery, of the Municipal Hospital, the High School Teachers' Association, the Chamber of Commerce, and the other clubs of the city.

We especially thank the May Festival Chorus and the Cincinnati Symphony Orchestra for the complimentary concert and the orchestra and glee clubs of the Woodward and Hughes High Schools for the most excellent music provided.

15. **Resolved**, That the thanks of the Association are extended to President Snyder for the most excellent program presented at this meeting.

16. **Resolved**, That we commend the hotel managements for the many special courtesies provided.

17. **Resolved**, That we thank the representatives of the press for their excellent reports of the meetings of the departments.

Later in the meeting, President Snyder appointed the following committee as authorized by Section 2: Charles E. Chadsey, of Detroit, Mich., chairman, Ben Blewett, of St. Louis, Mo., James M. Green, of Trenton, N. J., Nathan C. Schaeffer, of Harrisburg, Pa., and William H. Maxwell, of New York, N. Y.

The department voted that its officers-elect should take charge of the Congress on the Professional Supervision of the Public Schools to be held in connection with the regular meeting of the National Education Association at Oakland, Cal., in August.

The Committee on Economy of Time in Elementary Education was continued for another year, and the Department of Superintendence requested the United States Bureau of Education to publish its report on the Minimum Essentials of a Course of Study as one of the documents of the United States Bureau of Education.

It was also voted that in view of the desire of many members of the department to take immediate advantage of the papers which had been presented at this meeting the officials of the National Education Association be requested to publish immediately the papers read and the discussions held, if at all possible to do so.

PROCEEDINGS—VOLUME OR MAGAZINE FORM

For some time there has been a discussion among the members of the Association looking toward publishing the Proceedings in magazine form. At St. Paul, the matter was referred by the Board of Directors to the Executive Committee, with authorization to secure information during the coming year which would enable the board to act intelligently. At a meeting of the Executive Committee held at Cincinnati, the Secretary was authorized to ask for an expression of opinion from members of the Association.

The present proposition is to publish the Proceedings in both magazine and volume form, permitting each member of the Association to have either form for the regular two dollar fee, and to have them in both forms, if desired, by the payment of an additional dollar. This would require that the membership should elect in advance which of the three plans they preferred, in order that a sufficient number of each might be printed.

Briefly stated, the arguments for each form are as follows:

The volume is a more permanent record for library use and covers a wider range of educational data than is to be found in any other volume now issued. Its value as a historical record is large. The magazine would bring to each member the same material in ten installments, which would permit its perusal at leisure moments thruout the school year immediately following the meeting. It is impossible to publish the Proceedings in volume form so as to give them a large amount of immediate value. With the magazine form, the members would receive the first installment of the Proceedings in September, and it is anticipated that each month they would receive a magazine of 96 pages until the entire Proceedings had been published. With an ordinary program, this would bring the Proceedings of the Department of Superintendence in about the May issue following the February meeting.

You are requested to express your opinion on the blank on the next page, which can be detached, adding thereto any comments which you wish to make.

National Education Association:

If it is decided to issue the Proceedings of the Association in both volume and magazine form, I would probably make the following selection. It is understood, however, that, if such decision is reached, the members shall have another opportunity of indicating their choice.

Volume form for regular two dollar membership fee.....

Magazine form for regular two dollar membership fee.....

Volume form and magazine form for regular two dollar

membership fee and one dollar additional.....

Name.....

Address

PEACE LETTER

To the Teachers of the United States:

Will you assist in making Peace Day this year a special appeal for international peace? For more than ten years the schools of the United States have been observing May 1 as Peace Day. The purpose of this observance has been to instill into the minds of young people the great laws of human brotherhood, to point out the historical significance of the progressive measures making for world peace adopted by the two Hague Conferences, and to emphasize the American ideal of peace thru justice. To make the exercises profitable and uniform thruout the country, the American School Peace League has prepared material for the use of schools and has sent literature dealing with the general subject of international relations in answer to many thousand requests. In 1912 and 1913, the Secretary of the League compiled Peace Day Bulletins for the United States Bureau of Education, which have reached an issue of nearly a hundred thousand.

This year we are to celebrate again the event which emphasizes the interdependence of nations and points to the time when the citizens of every land and the members of every race shall live together in mutual helpfulness and service. The present world crisis does not change the philosophy of life nor the trend of human progress. It is indeed a tragic interruption. When the delirium of war is over, an iron law will compel those now engaged in mutual destruction to seek one another again. The day must come when the peoples of the world will work in common once again. This idea should be impressed in the Peace Day Observance this year. The spectacle of human suffering and devastation should fire every boy and girl with a permanent revulsion against war, and the thought should be ingrained that war can be eliminated by the will of the people. Peace Day this year should also give the youth of our country a conception of the practical means of obtaining permanent peace among the nations, and should point out the particular bearing of American democracy on the world situation.

The American School Peace League hopes that every teacher in the country will read the literature on the subject, especially that prepared for Peace Day this year. The material in the Peace Day Bulletins, given the proper emphasis, can be used with the same effectiveness as heretofore. The League will be glad to give any information concerning Peace Day literature. We recommend the presentation of "In the Vanguard" for secondary and normal schools, which, thru the generosity of the author, Katrina Trask, by special arrangement with her manager, is offered for the first time for Peace Day and commencement exercises. We also recommend "The Enemy" for secondary school boys, and "A Pageant of Peace" for elementary schools. These have been generously contributed to the League by Beulah Marie Dix. All these productions are a virile condemnation of war, an appealing argument for an orderly world, and a practical manifestation of common interests and common responsibilities.

The League is requesting the governors of the states to proclaim the Eighteenth of May Peace Day, not only for the schools but for all institutions that are the guardians of civilization. We should realize that it is our duty to remain true to our conception of peace in order that we may be able to co-operate in the work of reconstruction after the war. Humanity must be above nations.

Most sincerely yours,

FANNIE FERN ANDREWS,

Secretary, American School Peace League,
405 Marlborough Street,
Boston, Mass.

A PAGEANT OF PEACE

The People

Given in the order of their entrances

Two Scarlet Trumpeters

War

Famine

Pestilence

Crime

Farmer

Farmer's Wife

Carpenter

Carpenter's Mother

Teacher

Teacher's Daughter

Scientist

Woman with a Baby

Musician

First Girl

Second Girl

Artist

First Woman

Second Woman

Artisan

Artisan's Mother

Writer

Writer's Wife

Writer's Little Boy

Officer

Two Blue Trumpeters

Justice

Peace

Wisdom

Prosperity

Social Service (Boy)

Social Service (Girl)

Columbia

Group I. Heroes and Heroines of Peace

Group II. Judges of the International Court

Group III. The States of the Union

Group IV. The Nations of the World

Note. The numbers in Groups I and IV may be increased or diminished almost indefinitely.

SUGGESTIONS FOR COSTUMING

Trumpeters: Tabards of their respective colors, scarlet or bright, dark blue (the Peace color), and squares of the same color, gold fringed, dependent from their trumpets. Simplified: merely scarfs of the respective colors, worn over ordinary dress.

War: Dress of a barbarian soldier of the first century. This dress is easy to make, inexpensive, and effective. Brown sneakers, pajama trousers of light brown outing flannel, cross gartered with brown tape, a short-sleeved, collarless shirt of dark brown outing flannel, reaching halfway to the knee, a fur rug of 20 or 22 inches wide, folded about the torso beneath the arms, and held in place by a leather harness, made from a belt and the straps from a shawl strap. A dark, shaggy wig.

Famine: A long black dress, with long, full sleeves, and a length of the same black stuff folded about the shoulders and the head, half screening the face.

Pestilence: A long scarlet dress, with long, full sleeves. Lips and cheeks deeply rouged. A scarlet flower in the hair.

Crime: Light gray pajama trousers, dark gray shirt, cut on the same pattern as the garments of War, but soiled and tattered. A leather belt, with a knife in it. Across the lower part of the face a strip of black cloth. A dark gray hood, with a short cape.

Justice: A long white dress, bordered with gold, and short-sleeved. A short coat of mail, easily constructed from the link pot-cleaners, procurable at the Ten Cent Store, held together with wires, and hung from the shoulders with leather straps.

Peace: White sneakers, pajama trousers of white outing flannel, cross gartered with blue tape, shirt of bright, dark blue outing flannel, a short coat of mail, a long cloak of the blue outing flannel, falling from the shoulders, where it is secured, almost to the ground.

Wisdom: A scholar's gown of black, with a mortar board cap. A gray beard.

Prosperity: A Grecian gown of yellow cheese cloth.

Social Service: (Boy) Dressed like Peace, but in bright, dark green and white.

Social Service: (Girl) A Grecian gown of rosy pink cheese cloth.

The boys who represent **the Arts and Crafts** can wear simply the Boy Scout dress, and be characterized by the emblems which they carry. The Wives and Mothers wear everyday dress, preferably with long skirts, and aprons and kerchiefs. The Mothers also wear caps. These costumes might all be indefinitely elaborated.

Officer: Military dress, with cuirass and helmet and high boots. Shoulder straps. Simplified: Boy Scout dress, with shoulder straps.

Heroes and Heroines: Dresses as elaborately appropriate, or as suggestively simple, as necessity dictates. Red Cross armbands, say, for the Nurses, pith helmets and fur caps for the Explorers, etc.

Judges: Black gowns.

States: White dresses, with sashes of red, white, and blue.

Nations: Each in the costume of a different nation. Simplified: white dresses.

Columbia: Conventional Columbia dress, with Phrygian cap.

Note: The symbolic figures should be represented by the tallest and oldest boys and girls, of sixteen years or so. The Arts and Crafts and their wives should be represented by boys and girls of twelve or so. Naturally the superhuman beings should overtop the mortals.

A PAGEANT OF PEACE

Set: A plain stage, but, if possible, set with screens or hung with cloths of a neutral tint, such as gray or a light brown. Entrances at L and R. At back of stage a low platform, a foot or a foot and a half high, which can be improvised with two or three good firm boxes.

A blast of harsh and discordant trumpets. From R come in Two Scarlet Trumpeters. Advance to centre, wheel, face audience, blow a blast. One to the door R. One to the door L. Face audience. Blow a second blast. Enter R War. In his right hand he carries a heavy whip with a long lash. On his left arm a shield. In his left hand, bunched together, are eight small modern swords. He advances to the centre and faces the audience.

War: I am War. All the nations worship me. They spend their treasure to support me. They train their young men to serve me. (He goes up and ascends platform) I rule the world. I am War.

(Enter R Famine, a pale, thin girl, with disheveled hair, Pestilence, Crime, with a skulking gait.)

Famine: Where War goes, I follow. My name is Famine. (She ascends platform and stands L of War.)

Pestilence: Where War goes, I follow. My name is Pestilence.

(She ascends and stands R of War.)

Crime: I am the half-brother of War. I do not follow. I keep step with him. My name is Crime. (He leaps on the platform and sits at the feet of War.)

War: Where I go, these follow. I rule the world. I am War.

(War swings his whip aloft with a resounding crack. Trumpeters blow a blast. Enter at R Farmer, with a spade, and his Wife, with a big doll in her arms, bundled up like a baby.)

Farmer: The trumpets are calling. I must go.

Wife: Who will reap your fields?

Farmer: The trumpets are calling.

Wife: What will become of us?

Farmer: I must go.

(He puts down his spade, goes up and takes the sword which War puts into his hand.)

War: Kill them! (points to L) Your cause is righteous.

(Trumpets blow. Enter L Carpenter, with a saw, and his Mother.)

Carpenter: Do you hear the trumpets? I must go.

Mother: Who will build houses to shelter us?

Carpenter: Don't you hear the trumpets?

Mother: I am old. What will become of me?

Carpenter: I must go.

(He puts down his saw, goes up and takes the sword which War puts into his hand.)

War: (Pointing to Farmer) Kill him! Your cause is righteous.

(Wife at R and Mother at L draw back, crying. Trumpets blow. Enter R Teacher, in a scholar's gown, with a green bag of books, and a little girl, his Daughter.)

Teacher: The trumpets are calling. I must go.

Daughter: Who will teach us children?

Teacher: The trumpets are calling.

Daughter: Don't leave me, Daddy!

Teacher: I must go.

(He lays down his bag, flings off his gown, and takes the sword which War gives him.)

War: (pointing to Carpenter) Kill him! He will destroy your country.

(Daughter goes crying to Farmer's Wife. Trumpets blow. Enter L Scientist, with a test-tube, and Woman with a doll in her arms, bundled up like a baby.)

Scientist: Do you hear the trumpets? I must go.

Woman: Who will find the way to cure my child that-is sick?

Scientist: Don't you hear the trumpets?

Woman: Don't leave us to suffer, all the sick ones!

Scientist: I must go.

(He puts down his test-tube and takes the sword which War gives him.)

War: Kill them! (points to Farmer and Teacher) They will destroy your country.

(Woman with baby sadly joins Carpenter's Mother, L. Sound of a violin is heard. Enter R Musician, playing a snatch of folk-song on his violin, and Two Little Girls who dance a few steps to his playing. Trumpets blow.)

Musician: The trumpets are calling. I must go.

First Girl: Who will play for us to dance?

Musician: Don't you hear the trumpets?

Second Girl: What will the world be like, with no one to make us music?

Musician: I must go.

(He lays down his violin and takes the sword that War gives him.)

War: Kill them! They are not of your blood.

(Trumpets blow. Enter L Artist, with palette and brush, and Two Women.)

Artist: The trumpets are calling I must go.

First Woman: Who will give us beautiful pictures to rest our eyes when they are weary?

Artist: Don't you hear the trumpets?

Second Woman: What will the world be like, with no one to give us beauty?

Artist: I must go

(He lays down palette and brush, and takes the sword that War gives him.)

War: Kill them! They are not of your blood.

(Trumpets blow. Enter R Artisan with a hammer, and his Mother.)

Farmer: Don't you hear the trumpets?

Artisan: I have my work to do.

Teacher: Come with us!

Artisan: I have my mother to care for.

Musician: Come, for your country's sake!

Artisan: Why should I kill them? They are my brothers.

Farmer: You're a sissy!

Teacher: You're a coward!

Musician: You're afraid!

Farmer's Wife: He's a coward!

Teacher's Daughter: A coward!

The Two Girls: Coward! Coward!

Artisan's Mother: They are calling you coward, even the children. You must go.

Artisan: It's all wrong to kill, but I've got to show you I'm not a coward.

(He puts down his hammer, and takes the sword that War gives him. His Mother joins the other women and girls at R.)

War: Kill them! They are cruel and ignorant.

(Trumpets blow. Enter L Writer, with a pen in his hand, his Wife, and his Little Boy.)

Wife: Don't fight! What quarrel have we with them?

Scientist: Come on! Unless you're afraid.

Writer: Listen to reason!

Carpenter: Don't you hear the trumpets?

Wife: Don't go with them!

Artist: Show you're not afraid!

Writer: The trumpets are calling.

(He puts down his pen and takes the sword that War gives him. His wife joins the other women at L with her little boy.)

War: Kill them! They are cruel and ignorant.

(Enter R Officer, a well set-up, handsome young boy, with a sword at his side.)

Farmer's Wife: He is an officer. How fine he is!

First Girl: There is nothing so heroic as an officer.

Second Girl: There is nothing so beautiful.

Officer: (advances to centre, wheels, faces War, and salutes him with his sword). I am ready, sir.

War: You are welcome, my son.

Officer: I hoped you would come. I have waited for you a long time.

War: You do not need a sword.

Officer: No. Mine is always ready. (turns to boys at R). Come on, boys! We'll beat the life out of them!

War: (with arms uplifted). I rule the world. I am War.

Crime: (leaping up, with knife bared). I am Crime. I keep step with War. They do not dream what things they will do, before they put up their swords again.

Famine: (tossing her arms). I am Famine. While the men fight, I go to the women and the children.

Pestilence: (tossing her arms). I am Pestilence. When they fall wounded, I take them to my loathsome arms. The women and children, too, they shall know me.

War: I rule the world. (He swings his whip cracking over the heads of the boys, who are ready to rush at one another with drawn swords.) Kill! Kill! Kill!

(Enter L Two Blue Trumpeters. Scarlet Trumpeter at Y runs over to R. There are now two trumpeters at each door. Behind the Blue Trumpeter enters Justice, a tall, well-grown girl, with a cross-hilted sword in her belt, and in her right hand scales.)

Justice: Stop! I am Justice.

(Enter L Peace, the tallest and manliest boy in the school. A cross-hilted sword in his belt.)

Peace: Put up your swords. I am Peace.

Justice: Where Justice goes, Peace follows.

(Peace advances to centre and goes up toward War, between the two ranks of boys, who fall back, but with swords still drawn.)

Peace: You have ruled the world too long. Come down!

War: You must fight me first.

Peace: You have no sword to fight. You have only a whip to scourge the nations to madness.

War: I am brave and strong. You cannot drive me away.

Peace: You are not strong. You are not brave. You skulk by night. You lay ambushes. You drop bombs on people that sleep. You starve women and little children.

War: I rule the world.

Peace: Your throne is a heap of skulls. Your feet are in blood and slime. Come down to the dust where you belong.

War: Drag me down if you can!

Peace: Why, if you wish it!

(Peace leaps on platform, grapples with War, takes whip from him, and throws him down from the platform. Pestilence, Famine, Crime scurry after War and cower behind him.)

War: You do wrong to drive me away. I bring out the courage in men.

Peace: So do earthquakes and fires.

War: I teach them not to value their lives.

Peace: You teach them not to value the lives of others.

War: The fit survive under my rule.

Peace: That is not true. It is the unfit. The old men, the crippled men, the weaklings are left alive. The young, strong men die under your lash. You have ruled the world too long. Go away into darkness! Go away! (cracks the whip over War). Go away!

(War runs out at R. The Scarlet Trumpeters follow him.)

Crime: We are the legacy of War. I am Crime.

Famine: We remain with you still. I am Famine.

Pestilence: You will not get rid of us lightly. I am Pestilence.

Peace: Trumpeters!

(Blue Trumpeters come to centre.)

Blow!

(A Trumpeter to either door, L and R, and blow a clear, sweet blast. Enter L Wisdom, Prosperity, with a horn of plenty, and Social Service, boy and girl.)

Wisdom: I am the father of Peace and Justice. I am Wisdom. I know how to deal with these three.

Pestilence: Here is Wisdom. We must go.

(The three horrors skulk toward R.)

Prosperity: I follow Peace. I am Prosperity. These three will shrink from the sight of my face.

Famine: Here is Prosperity. Where shall we hide?

Social Service (boy): We march with Justice. We are Social Service.

Social Service (girl): We can help those that these wicked three have hurt.

Crime: Here is Social Service. Let us go!

Peace: Out with you! (swings the whip).

Omnes: Out with you! Out! Out! Out!

(Famine, Pestilence, Crime run out at R. Peace gives a hand to Justice, who ascends platform. Wisdom stands behind her, R. Prosperity also at her R. Both the Social Services at her L.)

Peace: The rein of War is ended. (breaks the whip).

Justice: Now Peace shall rule.

Peace: Peace with Justice! Put up your swords now, boys! Go home to your work, and to your wives and your mothers.

(All sheathe swords, except Officer.)

Officer: I won't put up my sword. I want War back again.

Peace: Hello! Who are you?

Officer: An officer and a gentleman.

Peace: Then go home quietly, like a gentleman.

Officer: I don't take orders from you. War is my leader. I want War back. Come on, fellows! We're not a parcel of girls! Show you have some spirit! Go for 'em! I'll lead you.

(The boys at R half start to draw their swords again. Peace catches the Officer by his right arm.)

Peace: Drop that sword!

Officer: I won't.

Peace: (twisting his arm) Drop it!

Officer: You're hurting me.

Peace: Very likely.

Officer: You're hurting me a good deal.

Peace: Better drop that sword, then.

Officer: (dropping the sword) You're not like what I thought Peace was.

Peace: And what did you think Peace was?

Officer: A consumptive girl with yellow curls.

Peace: You've been misinformed, my son. Peace is the fightingest thing alive. No go home and behave yourself.

(Officer takes up and sheathes sword.)

Carpenter: It's his sort made all the trouble.

Farmer: He always wanted War.

Officer: I can't go home, you see. The other fellows all think I'm to blame.

Teacher: Yes, it's his fault.

Writer: We think he ought to be punished.

Justice: In the name of Justice! You cannot make one of your number a scapegoat.

Peace: (his arm about the Officer's shoulders). Just a few minutes ago, you thought he was rather nice, didn't you? Particularly you girls.

Officer: They trained me to fight. They wanted me to fight. Now they're mad because I fought.

Justice: Is that quite fair?

Peace: Better shake hands, all of you, and cry quits.

(Trumpets blow. Crossing in front of Peace and Officer, the Farmer, Teacher, Musician, Artisan shake hands with Carpenter, Scientist, Artist, Writer. Group for an instant about Peace and Officer, backs to audience, as if all shook hands with Officer. Then return to their respective women, who greet them in dumb show, and take up again their various implements. The moment they leave him, Officer speaks.)

Officer: Will you tell me what I am going to do, now that I can't fight?

Peace: Come along with me. I need just such chaps as you. (leads him to platform).

Officer: Yes, but I don't want to feed pigeons, and don't you forget it.

Peace: There's a lot to Peace besides pigeons. (steps on platform, Officer with him). Sit up and take notice, you boys! I'm going to give you a look at the people that follow me. Some are heroes, and they don't show their heroism by starving women and children, as you soldiers are pretty apt to do.

(Officer hangs his head)

Blow, Trumpeters!

Here comes the explorers!

(Enter R boys and one or two girls, some in khaki, with pith helmets and rifles, some in heavy furs. Salute Peace as they march to L.)

Officer: Say, I'd like to be one of them!

Peace: Trot along with them, then, and behave yourself.

(Officer joins Explorers L.)

(Various groups enter at R and L, salute Peace, and group at L and R. Peace names them as they salute.)

The Firemen, heroes of Peace. The Policemen. The coast-guard men. The nurses that risk their lives for their sick people. The builders of bridges. The great engineers. Scientists that give their lives in making discoveries that the world shall profit by. All these that follow, high and low, and rich and poor, and black and white . . . all these are they that offered their lives for others. These are my heroes. These are my followers. They do not tear down, they build up. They do not destroy. The save.

Farmer: I didn't think you were like this, Peace.

Carpenter: I thought you were something kind of soft and girlish. I guess you aren't.

Musician: I like your sort of heroes.

Scientist: We seem to be very happy together.

Teacher: I wish you could stay with us always, Peace!

Peace: Why can't I?

Artisan: You shall stay. We want you.

Writer: Perhaps, if we all pull together, we can manage it.

Peace: I'm going to show you **how** to manage it. Blow, Trumpets.

(Trumpets blow. Enter twelve Judges, and group themselves in front of the platform, below the brightly clad symbolic figures.)

Peace: The dream of statesmen. An international court.

Disputes shall be settled with wisdom and justice, not with dreadnaughts and siege guns.

Artisan: And they will decide disputes between the nations, just as our courts decide between man and man?

Peace: That's what they'll do.

Artist: It's too good to believe.

Peace: So you don't believe it?

Writer's Wife: How can a lot of nations all live at peace?

Peace: Because they've done it.

Teacher: When? Where?

Peace: I'll show you forty-eight sovereign states that have lived in peace for fifty years. They have a court, the United States Supreme Court, that settles disputes between them. People said it wouldn't work. They waited nearly two years for their first case. It has worked and worked well for over a hundred years. See for yourselves!

(Trumpets blow. Enter R Columbia, with flag of the United States. Stands at centre. Enter two by two from L and R, girls in white, each with a shield that bears the motto and emblem of a state of the Union. They group themselves at L and R, back. As they march in and group themselves, all sing as follows:)

The Coming Day of Peace

Tune: "Battle Hymn of the Republic"

Mine eyes have seen the dawning
Of a bright and glorious day,
When the war god's reign of anguish
Shall fore'er have passed away,
When the Prince of Peace in beauty
O'er the nations shall hold sway,
For truth the day must gain.

Chorus

Glory, glory, hallelujah! Glory, glory, hallelujah!
 Glory, glory, hallelujah! The Prince of Peace shall reign!

No more shall mangled corpses
 Strew the cursed battle plain
 While the tears of stricken women
 Fall like floods of scalding rain,
 And the nation's hands are branded
 With the bloody mark of Cain,
 For Peace the day must gain:

The plow in peaceful industry
 Shall supersede the sword,
 And the pruning hook the bloody spear,
 For so hath said His word;
 While the nations trust for safety
 In the banner of the Lord,
 For Peace at last must reign.

—Virginia Journal of Education

Peace: You see what has been done. Now you shall see what can be done and must be done.

Justice: In the name of Justice!

Wisdom: In the name of Wisdom!

Peace: Peace among all people!

(Trumpets blow. Enter girls as the different nations of the world, each with the flag of a nation, walking two and two, from L and R, England with Germany, France with Austria, Russia with Japan, Greece with Turkey, Bulgaria with Servia, etc., etc. They group themselves at L and R. While they march and group all sing as follows:)

Song of Peace

Tune: "Onward, Christian Soldiers!"

Forward, all ye faithful,
 Seeking love and peace,
 Hast'ning on the era
 When all strife shall cease;
 All the saintly sages,
 Lead us in the way,
 Forward in their footsteps,
 T'ward that perfect day.

Chorus

Forward, all ye faithful,
 Seeking love and peace,
 Hast'ning on the era
 When all strife shall cease.

Raise the voice of triumph,
 "Peace on earth, good will";
 Angels sang this anthem,
 Let us sing it still:

War's foundations quiver
At this song of peace.
Brothers, let us sing it
Till all strife shall cease.

Chorus. Forward, etc.

Children of one Father
Are the nations all;
"Children mine, beloved,"
Each one doth He call.
Be ye not divided,
All one family;
One in mind and spirit
And in charity.

Chorus. Forward, etc.

Wealth and power shall perish,
Nations rise and wane;
Love of others only
Steadfast will remain;
Hate and Greed can never
'Gainst this love prevail;
It shall stand triumphant
When all else shall fail.

Chorus. Forward, etc.

—M. K. Schermerhorn.

Writer: Will this ever happen?

Peace: It lies with you boys and girls to bring it about.

Wisdom: Work for it! Fight for it!

Justice: Remember the other fellow has the same feelings as yourself and the same rights, even if he speaks a different language.

Peace: Where Justice goes, Peace follows.

Prosperity: Prosperity follows Peace.

Social Service (boy): And the weak shall suffer wrong no more!

Omnes: Give us peace! Give us peace! Give us peace!

(All sing as follows:)

International Stanza

Tune: "America"

All folk upon the earth
Sprang from one common birth,
Children of God.
Lord of Humanity,
Teach us Fraternity,
Peace let the watchword be
In all the earth.

—Katrina Trask

Curtain

If there is no curtain let the Judges lead the way out, followed by Peace and the symbolic figures, Arts and Crafts, and Women, Heroes and Heroines, Nations, and States.