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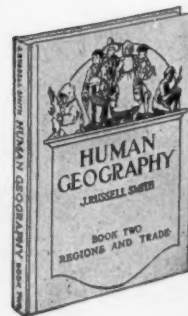
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Our National Association

Its Representative Assembly

DEMOCRACY in education has many phases. Democratic governments recognize education as the foundation of their very existence. Wise teachers so organize the work of children that each has a personal interest in the government and good name of the school. They so handle many of the topics of the curriculum that children come to appreciate the responsibilities and opportunities of life in democratically organized localities, States, and nations. The school system as a whole, if it is well managed, is rich in the spirit of mutual helpfulness that makes for democracy.

More recently there has been increasing emphasis on the democratic element in professional organization. In the early days of the National Education Association both teachers and administrators were practically untrained. All were poorly paid, and it was chiefly the more fortunate administrative workers who were able to gather at the historic early meetings. That condition has been changed only as teachers have become better trained, better paid, and more able and eager to share in the work of professional organization. For example, in 1917 fewer than ten thousand educational workers had become active members of the National Education Association. There were at that time over 600,000 teachers in the United States. Naturally an organization that enrolled

only one educational worker out of every sixty would be composed largely of administrators and representatives of teacher-training institutions.

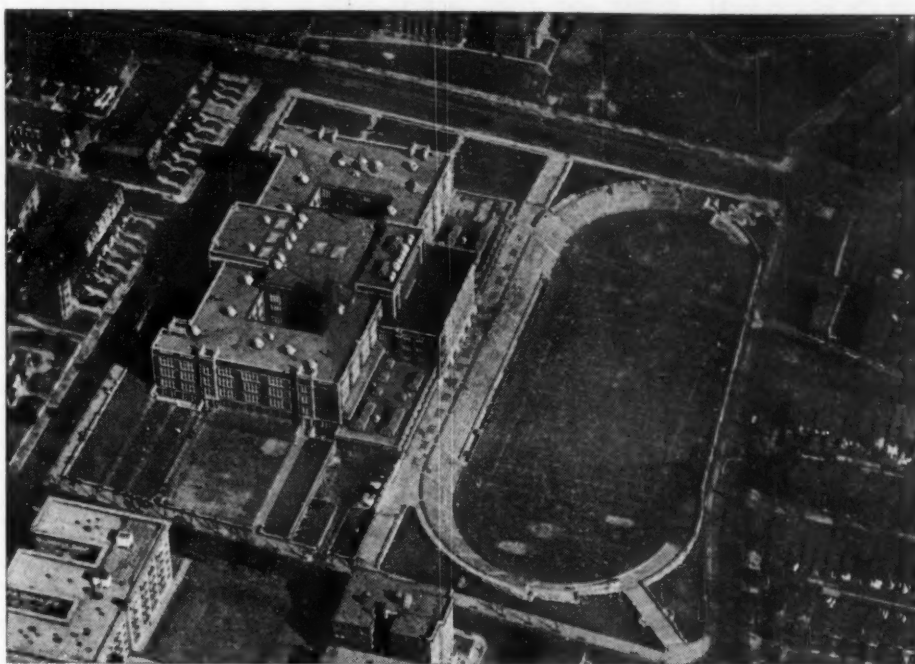
Even then, however, the leaven of

who were able to travel some distance and, second, a preponderance of teachers in the locality where the meetings were held who took out membership in order that they might attend the programs and participate in business sessions.

In the year 1915, at the Oakland meeting, a committee on organization was authorized by the active members to work out a plan which would provide a democratic and representative basis for the management of the Association's affairs. The final report of this committee was presented at the Milwaukee meeting in 1919, but it was discovered at a late moment that its proposals could not be embodied in the Association's By-laws without changes in the special charter granted by Congress in 1906. Accordingly a bill amending the charter

was passed by Congress. The signing of this bill by President Wilson cleared the way for action at Salt Lake City. There, in 1920, the proposed reorganization plan was made a part of the Association's By-laws. It provided that the business affairs of the Association should be transacted by a representative assembly composed of delegates from State and local associations, following in a measure the plan of organization of the Congress of the United States—one element representing the States as a whole and another element representing localities.

Under this plan each affiliated State



HHEADQUARTERS for the Association's great summer meetings will be in this notable building—the Central High School of Washington, D. C., and the stadium to the right of it. This is one of the outstanding school plants of the country. The stadium is an admirable place for open air evening meetings in the mild summer climate of Washington. There is a large auditorium which will be used by the Representative Assembly. Registration and commercial exhibits will be in other parts of the building. The hill on which this plant is located gives a commanding view of the Capitol, the White House, the Potomac River, and the Virginia hills beyond. Can you afford not to be in Washington June 29 to July 4?

democracy was at work. Forward-looking administrators felt the need of better training, more adequate salaries, and more active professional life for teachers. Teachers who had begun to participate in professional organization came to realize the tremendous advantage to themselves and to the cause of education from such sharing of responsibility for the common problems of the profession.

When the movement looking toward the reorganization of the National Education Association on a more democratic basis started, two elements had come to dominate its meetings. First, administrative workers and better-paid teachers

association is allowed one delegate and one alternate to the Representative Assembly for each one hundred of its members or major fraction thereof who are active members of the National Education Association up to five hundred such members, and thereafter one delegate and one alternate for each five hundred of its members or major fraction thereof.

Each affiliated local association is entitled to one delegate and one alternate for each one hundred of its members or major fraction thereof who are active members of the National Education Association. There are those who feel that this provision gives the larger local associations an advantage over the State associations. An amendment was proposed at the Oakland meeting suggesting that local associations be allowed one delegate for each five hundred active members after the first five hundred. This proposal, however, was voted down.

The reorganization plan having been adopted, the next move rested with the State and local associations. Would they affiliate? Enthusiastic answers to this question began pouring into Association Headquarters as the State and local associations held their fall meetings. Before the first meeting of the Representative Assembly at Des Moines in 1921 forty-four State associations had affiliated. By the time of the Boston meeting all State associations were affiliated, excepting Rhode Island, which came in during the year following. In addition to all State and Territorial associations there are now nearly one thousand local and regional associations affiliated with the National Association.

The first meeting of the newly established delegate organization occurred in Des Moines July, 1921. The plan worked admirably from the start. The Representative Assembly adopted a brief code of rules for its guidance and proceeded to consider seriously and carefully the business of the then seventy-five thousand members of the Association. The new element of democracy was doing its work. Increasing interest in professional organization was evident throughout the country. It had now become possible for each of the hundreds of thousands of teachers of the Nation to have a voice in the management of the National Education Association, which more than any other single agency has influenced policies in the development of American education.

At Boston in 1922 the Representative Assembly held its second meeting this time representing 112,000 teachers.

Again the business of the Association was transacted with great success. This meeting may well be used to illustrate the difference between the old plan of organization and the new as it affects the policies of the Association. The teachers of the United States are overwhelmingly in favor of the Education Bill, as indicated by repeated endorsements at the Association's meetings, held in different sections of the country, and by hundreds of local and State organizations. It appears, however, that the opposition to the measure on the part of teachers is stronger in Boston than in almost any other locality. Under the old plan it might have been possible for a large number of local teachers to have become members and to have outvoted those in attendance from out of town on such a question. However, in the midst of this opposition and in spite of certain newspaper hostility, the delegates elected by the teachers of the Nation as a whole voted enthusiastically for the Association's legislative program.

The third meeting of the Representative Assembly was held in Oakland, California, in July, 1923. There were 881 registered delegates representing a membership of approximately 125,000 as compared with 806 delegates in 1922 and the 468 in 1921. This meeting was even more successful than the first and second meetings had been. The theater of the Oakland City Auditorium was an ideal meeting place.

The fourth meeting of the Representative Assembly and the sixty-second annual meeting of the Association will be held in the auditorium of the Central High School, Washington, D. C., June 29 to July 4, 1924. Many delegates have already been chosen by State and local associations. Others will be selected between now and the time of the meeting.

A feature of this Representative Assembly will be the fact that for the first time the National Education Association will pay a portion of the expenses of delegates, \$10,000 having been appropriated for this purpose. There are those who believe that the expenses of delegates should be born entirely by the National Association, the membership fee to be increased to care for the large load which this would place upon an already overburdened treasury. Others believe that the National Education Association should pay none of the expense of delegates, arguing that since the delegates represent State and local associations they should be financed by and

made exclusively responsible to the groups for which they speak. The committee on the financing of delegates recommended at Oakland that \$10,000 be set aside for the payment of delegates' expenses. This recommendation was adopted by the Representative Assembly. The method of distributing this sum is outlined in *THE JOURNAL* for April.

To be a delegate to the Representative Assembly of the National Education Association is one of the greatest honors that can come to an educational worker. It matters not whether the delegate chosen be a teacher or a principal or a superintendent. He derives his right to speak for his colleagues from the fact that he is selected by them. Thus there will assemble in Washington in June men and women who understand the problems and point of view of the 150,000 members of the Association and indirectly of the 700,000 teachers of the Nation. These men and women will come to Washington not as individuals but as the responsible servants of their respective professional organizations. They will consider matters of no less moment than those which come before the Congress of the United States. In the schools is the future of the Nation. What the Representative Assembly does in July will do much to shape the Nation's destiny. That assembly will in large measure determine the content of the curriculum through the work of various committees; influence the status of teachers in such matters as salaries, tenure, and pensions; and mark out the broad lines of the educational advance in such enterprises as the Education Bill and the financing of public education generally.

Every teacher who has a part in sending a delegate may well follow with interest the action of the assembly and await eagerly a report thereon in the fall. Every teacher in the Nation should be aroused to appreciate the new democratic spirit that animates the profession and his responsibility to participate in professional organization. The Representative Assembly of the National Education Association is a challenge to every teacher to make his contribution to the common services of the profession from which he derives his livelihood; through which he renders service; and from which he obtains benefits that could not be his were it not for the activities of earlier generations of professional workers who have made large sacrifices to build the great structure of public education as we know it in America today.

The Case Against Silent Reading

E. T. DUFFIELD

Superintendent of Schools, Virginia, Minnesota

IN past centuries the leisure class almost monopolized the liberal studies and culture and at the same time retained general control of affairs of state. Through these activities and contacts of social management they secured breadth of vision and a serious and humble outlook on society. Moreover, the social status of the individuals belonging to this leisure class was fixed by hereditary laws, so that from one generation to another there was transmitted the opportunity for the development of a continuous and cumulative tradition of ideas and procedure. The general populace was concerned, as they have always been, with providing sustenance and shelter. They were in no way connected and little interested in the forward look of society; they were not consulted or feared in deciding political affairs—domestic or foreign. They were completely engrossed in the doings of the parish and their own households, and it was therefore only natural that their education was most meager, and embraced the most practical and vocational apprenticeships.

We have now reached a stage in our social development where older social classes are breaking down in their power and leadership and no single class seems predestined to guide the ship of state or lead in social management. As a matter of fact, practical business men and floating politicians have assumed control. But this class is not a closed class. It is ever changing its membership with the periodic rises and depressions of economic fortune. In other words, the populace has thrown off its shackles and now shares, in theory at least, in the control of society and state. By a series of hard-fought struggles, its members have secured free time and worldly wealth not enjoyed by their forefathers; and they have access to cheap and varied reading matter. In consequence of this great social reformation, we find a once cultured leisure class, in which was centered the whole of our traditions of education and social refinement, disappearing or becoming a mere idle class. Its members are not ambitious to enter professionalism not even for culture; they become slaves to luxury and sport.

The social and economic changes of

the past century and a half appear to be the underlying causes of the rapid growth of professional tendencies and aims in educational policy. It is hard to conceive of great educational changes without tracing them back to great industrial and political upheavals. The decline of the traditional leisure class has spelled a similar decline in the studies and intellectual interests associated with it. And the rise of the populace in political and economic scale has stimulated a corresponding interest in the studies and responsibilities which hitherto have been the preoccupations of the populace, as it has also afforded new opportunities for realizing their ambitions.

It is not the purpose of this paper to worry about the trend of vocational education, for this subject is not new; it has always been the only training received by the mass of mankind. The newness consists in the fact that the scene of work has been transferred from the home and the shop and that the system of apprenticeship and imitation of associates has been abandoned; and with this there have been added other experiences of learning, other subjects both related and unrelated to the vocation itself. This broad type of education necessarily had to follow not only to accommodate itself to the revolutionary changes in our social and political life, but to keep pace with the highly specialized and advanced types of industrial instruments of this, the great machine age.

It is therefore very important that we take frequent inventories in certain departments to question the validity not only of the operation but of the process itself. In the question of reading alone, are we not further hastening the decline of good literature by our many practices in teaching this subject, practices which if allowed to continue unabated and misdirected will rob future generations of the culture obtained through this source by the overemphasis being placed upon the practical end of life?

"Silent reading" in its place is a wonderful instrument. "Silent," however, has rendered it a dangerous practice in the hands of the unsupervised and inexperienced teacher and even our well-trained experienced teachers "fall for" this or that practice because of the intensive advertising back of it all.

If therefore we seriously encroach upon the literature or reading periods with an overabundance of this silent-reading propaganda, we shall develop a generation of mumblers quite in harmony with the busy business man or politician who is selfishly concerned with affairs of self and knows no language but the shop or lobby and is entertained by the drivel in the movies. It is folly to argue that we read silently ninety per cent more than we use the oral language and that therefore this is excuse enough to rob the growing generation of the true foundation of literary appreciation.

This rapid growth and expansion in our industrial and professional life should be accompanied by just as vigorous a growth in the cultural and social life. Sacrificing one or the other will not lead to true progress.

I am making the claim on this short premise which might easily be enlarged that "silent reading" as practiced in our literature and reading classes might better be omitted altogether than to monopolize the time as the tendency now indicates. Allow silent reading with its many modern interpretations—for the practice is commendable in its place—to continue to function as in former years in such subjects as history, geography, nature study, or such as are purely informational, but in the literature or reading classes let us cling to the oral method, imparting new vigor and extending its borders.

During the past few years many prominent educators have striven zealously to impress upon the educational world, the importance of reading aloud as an aid to literary study. Bearing in mind that lack of concentration, nervousness, or other forms of mental awkwardness, may interfere with adequate rendition we may safely assert that, for all practical purposes, *the best test that can be applied to determine appreciation of the thought and spirit of a piece of literature is that of vocal expression.* To understand the mental content of a selection is one thing; to live the selection is another; and until we live literature it is doubtful whether it has become our own.

Let us demonstrate what is meant by saying that oral reading compels the attention of the individual to every detail. Realizing that the teacher will exact from him a thoughtful reading of the text, the pupil cannot give it a hasty and general perusal. He must make each line, each word, *live*. He now realizes that his reading will reveal carelessness

of thought or laziness of presentation. So his preparation now becomes a definite study either for facts or beauty, as definite, as logical, as beautiful as the horizon at the sun's first morning rays. Does it not seem plausible that when the pupil must not only accurately describe the thought, but render it; not only describe the emotion, but feel it, he must have given the selection very careful and sympathetic examination.

For example, let me quote from Tennyson's *The Day-Dream*:

So, Lady Flora, take my lay,
And if you find no moral there,
Go, look in any glass and say,
What moral is in being fair.
Oh, to what uses shall we put
The wildweed-flower that simply blows?
And is there any moral shut
Within the bosom of the rose?

But any man that walks the mead,
In bud, or blade, or bloom, may find,
According as his humors lead,
A meaning suited to his mind.
And liberal applications lie
In Art like Nature, dearest friend;
So 'twere to cramp its use, if I
Should hook it to some useful end.

Do you catch the spirit of the author? There is a large class of people who are forever poring over literature, determined to find in every poem some profound symbolism, some hidden meaning which, they are positive, lies underneath the surface. They go so far as to insist sometimes that this symbolism is present whether the author intended it to be there or not, and are not content unless they discover some moralizing hid "within the bosom of the rose." To these Tennyson says: Are you not content to dwell in the presence of the beautiful? Does not that which is beautiful justify itself? You do not seek for a moral in the glories of the sunset, or among the everchanging hues of the ocean. True, they stir us deeply, and call up yearnings and aspirations, but these beauties are not there primarily to teach sermons. So in art. As nature affects each of us according to his experience, culture, and mood, so does art.

Passing on to my third point, emotion. Emotion is deprecated nowadays. From the primary grades to the university, *impression* seems to be the watchword and good expression is entirely disregarded. The result is seen and felt in the pulpit, at the bar, in the schoolroom. The child comes to us full of expression, emotion, imagination. He leaves the high school and university "cold and moveless as a stone." He is now a practical man. But the laws of nature cannot be violated with impunity.

Atrophy has set in, the capacity to feel has disappeared, and the taste for good literature and good music, painting, and sculpture—children of the emotions—is dead. However, emotions should never be awakened unless at the same time you strive to open a channel through which the emotion may pass into the realm of elevated action.

I believe that there is no better way to inculcate the love of literature than

FOUR outstanding facts are claimed for oral reading:

First, it compels the attention of the student to every detail, compels him, before he can read a passage, to determine not only the thought, but the emotion with which every poetic line is instinct.

Second, it gives the teacher in undeniable form just the impression that a pupil has derived from a reading of the text, and, to grasp the meaning, includes not only the apprehension of the facts but also of the feelings.

Third, it enables the student, by compelling him to enter into the spirit of the author, to experience in a way emotions with which otherwise he might never come in contact.

Fourth, by compelling the student to go slowly—I mean slowly as compared with silent reading—it develops his power of attention, and in this wise opens the avenues through which the ethical and esthetical faculties are reached.

by having the pupils read it aloud. We talk glibly of the sonorous rhythm of Milton's verse, but can not quote a line. We talk of the fertile imagination and sublime passion of Shakespeare, but how many ever pick him up for an hour's reading? I am therefore making a plea for more emphasis on oral reading in the classes for literature and reading and the transfer of all, or ninety per cent, of silent reading activities to other subjects. Silent reading, as it has been uncovered, has a great deal of merit in stimulating fast reading and thought reading, and for this purpose, mainly, it is indispensable.

This whole game of reading, speaking, and writing is so interdependent that the

danger comes in overemphasizing any one particular phase. The writer needs knowledge, the art of being posted, fearlessness, vigor, dash, humor, good humor, poise, high velocity; the reader needs patience, intelligence, ability to scan page by page, paragraph by paragraph, or sentence by sentence.

COLLIER'S SERVICE PLATFORM—A magazine with a million readers stakes its future on a service program. It is ambitious for expansion and believes that it can build upon a platform that stresses the permanent, fundamental, human values. It believes that if the best practice that has been discovered were made the universal practice we should realize a much greater and happier America. Education is properly put first in the platform which Collier's, *The National Weekly*, sets forth in its issue of April 5, as follows:

(1) The raising of the general standard of intelligence through schools that will educate by developing intelligence; this education must be compulsory and free for every boy and girl up to the age of sixteen.

(2) The raising of the general standard of health, and hence of general usefulness as well as happiness, through comprehensive sanitary and health services to prevent disease. This involves housing, the age of labor, the conditions and hours of labor, and public and private enterprises for conserving health.

(3) The study of productive industry, including agriculture, as a service to all the people—not as a sole interest of labor, of capital, or of any group or bloc. If service to society be held uppermost, the rewards to the respective factors in productive industry will not be difficult to adjust.

(4) The consideration of power as the greatest of all servants of society because only as labor is taken from the backs of men and put on the backs of machines can labor provide more for society.

(5) The recognition of waste of men or materials as a vicious restriction of production and therefore a sin against society. Conservation means preventing waste and not limiting use.

(6) The recognition that government is but an organization for doing collectively those things the citizens cannot do, or which they may, for their convenience or best service, require it to do. Government exists for men—not men for government.

(7) The enlistment in the public service of the best and most capable minds and the awakening of a more general interest in public affairs.

(8) The recognition that war, organized racial or religious prejudice, and violence generally are obstacles to prosperity and happiness. Peace to all men of good will is fundamental. We must work for better economic and political relations among the nations, looking toward the raising of the level of prosperity and the prevention of war.

Washington: Significant Memorials

WASHINGTON is rich in evidences of the past. It is difficult to think of the Capital without its monuments and statues of American leaders, but for a period of thirty-five years, the city had only one monument. While yet Washington was but a cluster of straggling villages connected by muddy roads, the first memorial in the District of Columbia—The Naval Monument—was erected.

Captain David Porter, serving in the Mediterranean fleet during the War with Tripoli, started a subscription to build a memorial for the Navy's heroic dead, funds for which were contributed by the officers of the Navy. Captain Porter, on his way to Italy, gave the contract of designing and executing the piece to the well-known sculptor, Micali, of Leghorn. When finished it was brought on the famous ship *Old Ironsides* to Newport, Rhode Island, and transshipped to the Navy Yard, where it was first placed, the Capitol grounds being covered at the time with debris from the work of construction. This was in 1808, nearly fifty years before the Jackson statue was set up in Lafayette Park, then called "President's Square." Here in the Navy Yard it stood until 1831, when Congress appropriated \$2000 for its removal to the west side of the Capitol, where it was placed in an oval stone basin filled with water from a larger pool above, the whole surrounded by an iron railing. The comments of Captain Porter, its godfather, upon the change were characteristic: "And to cap the climax of absurdity, the Naval Monument has, as an evil omen, I presume, been placed in a small circular pond of dirty fresh water, not large enough for a duck puddle, to represent

the Mediterranean Sea." Others shared his dissatisfaction with its new setting, and it was removed in 1860 to the Naval Academy at Annapolis, Maryland, where it is known as the Tripoli Monument, for as you know memorials, like moving-picture shows, may find new names to the confusion of the public.

As the first memorial in Washington was born of war, so are many of the

Unique among memorials to a single character in history is the Washington Monument, the tallest, most majestic shaft of marble in the world. Superbly simple it stands, dominating the Southern landscape, always there but always different as atmospheric conditions vary. Sometimes its summit is wrapped in clouds; again it emerges from the fog, and sun-kissed shines with splendor; sometimes the shaft gleams coldly in the moonlight; sometimes it is rosy with the rays of the setting sun. Washingtonians love the Monument, and strangers enjoy the surprise each new view affords.

L'Enfant designated the present site and immediately after Washington's death, Congress resolved to erect a monument but appropriated nothing. A society was accordingly organized to raise the money, and when a quarter of a million dollars had been collected, the cornerstone was laid.

This was in 1848. Work continued for six years until the funds became exhausted. Only 150 feet had been built when Congress took over its completion in 1876. Nine years later, it was dedicated.

How high is it? is the usual question asked the elevator man. "Five hundred fifty-five feet," he wearily replies, adding, "It weighs over 40,000 tons and cost \$1,200,000." And he could have told of the thirty-six feet of stone underground that it rests upon, and many other items of interest. The visitor who climbs its nine hundred steps has plenty of time to inspect the stones that were contributed by different States, countries, cities, and societies, some of them of special interest, like the one from the Greek Parthenon and that from the ruins of ancient Carthage.



NEXT Fourth of July thousands of teachers will visit the Lincoln Memorial, one of ten patriotic pilgrimages planned in connection with the meeting of the National Education Association. Washington presents an unparalleled opportunity for teachers to obtain first-hand impressions of scenes that are associated with stirring events in the history of the Nation and the lives of its builders.

statues that are such a distinctive feature of Washington's parks and circles. These memorials to our heroes and statesmen are lasting evidence of American patriotism. Were one to enumerate the generals whose statues adorn the streets of Washington the reader who had never been here might properly conceive a graveyard effect, but these statues are so splendid and so widely distributed they are an unfailing source of charm. Bestatued indeed is Washington, with generals on horseback predominating. Thomas, Sherman, Jackson, Sheridan, Pulaski, Greene, McPherson, Hancock, McClellan, Scott, and Logan are some who answer to the roll, but the statues of Franklin, Longfellow, and Wither- spoon on Pennsylvania Avenue prove that men of peaceful callings have not been entirely overlooked.

After the death of Abraham Lincoln his admirers found in the old house on Tenth Street where he died much that satisfied their curiosity, interest, or admiration, but now in the magnificent Lincoln Memorial, they have a perpetual reminder of a man who met an almost superhuman task with infinite patience and wisdom. The Lincoln Memorial was dedicated May 30, 1922, with impressive ceremonies. The architect, Henry Bacon, and the sculptor of the statue, Daniel Chester French, were present. Huge amplifiers enabled the multitude that gathered in honor of the occasion to easily hear the words of the speakers.

The memorial is a marvel of classic perfection, and its setting adds materially to its charm. It is a rectangular building, 200 feet long, and stands in beautiful Potomac Park facing the Monument. The mirrored waters of the Basin reflect the massive fluted columns of its portico, and around it circle the wide asphalt drives of the Speedway.

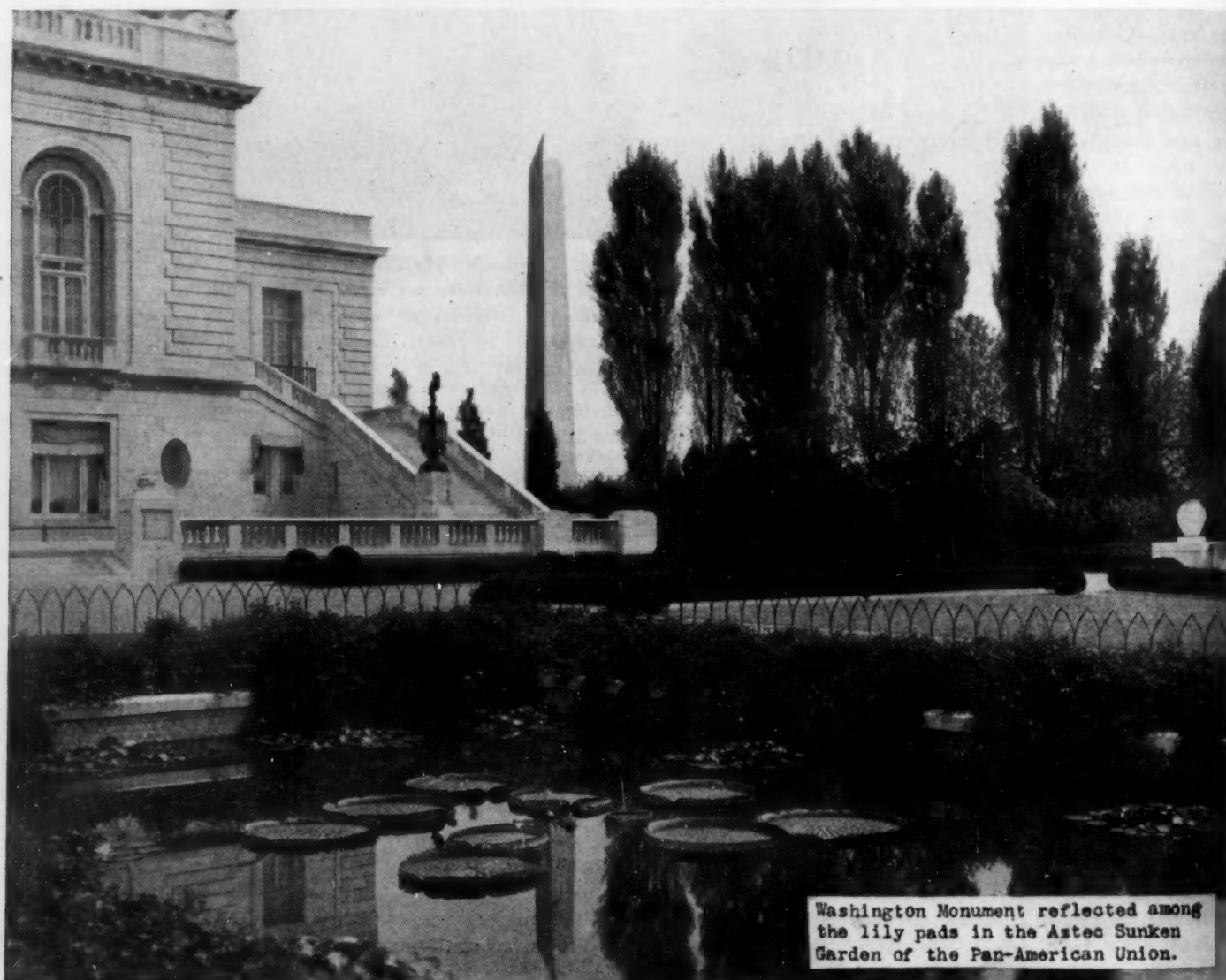
The heroic statue of Lincoln inside the Memorial, though of colossal dimensions, is so perfectly designed and placed it awakens the keenest admiration of the many who daily pause before this National shrine. Its striking simplicity recalls the straightforward life and service of the Emancipator, whose gentleness, power, and vision will live through the centuries.

A third memorial, ranking in interest with the Washington Monument and the Lincoln Memorial, is the tomb of the Unknown Soldier in Arlington Cemetery, just across the river in Virginia. In the beautiful marble amphitheater adjacent to the tomb fitting services are held on Memorial Day. Close by, the monument to the heroes of the *Maine* attracts much attention.

A visit to Rock Creek Cemetery, near the spacious grounds of the Soldiers' Home, is as much a part of the visitor's itinerary as the pilgrimage to Arlington. Here are buried thousands of veterans of our earlier wars. One of the objects of

interest is the St. Gaudens' statue erected in memory of the wife of Henry Adams, grandson of President John Quincy Adams.

The erection of a new statue is a common event in Washington. Among recent unveilings are the statues of Jeanne d'Arc and Edmund Burke and the Grant Memorial in the park west of the Capitol. At Alexandria the cornerstone of the Masonic temple to be known as the Washington National Memorial was recently laid. At the ceremonies President Coolidge, Chief Justice Taft, and the Grand Masters and representatives of forty-nine grand jurisdictions participated. In the suburb of Washington known as Brookland, the shrine of the Immaculate Conception at Catholic University is being erected. When completed it will cost seven million dollars. A movement for a Mothers' Memorial is on foot. This proposed structure will glorify motherhood by housing national welfare organizations for women and children—*Jessie M. Robbins.*



With Our War Department

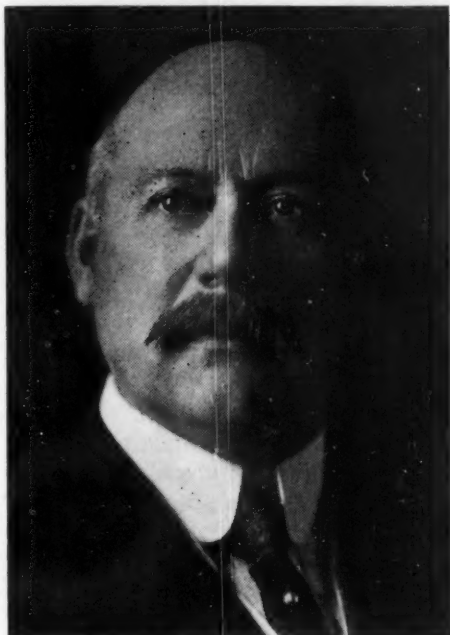
JOHN W. WEEKS

Secretary of War, Washington, D. C.

THE ARMY of the United States is a Federal organization comprising full-time soldiers in the Regulars and part-time soldiers in the Guard and Reserves, maintained by the people to instruct, train, and organize patriotic citizens for those duties which their Government requires of them in time of war.

The War Department was originally created in 1789 by Act of Congress, carrying out the Constitutional provision that the new Federal Government was "to provide for the common defense." The Revolution was ended. Cornwallis had surrendered at Yorktown. Howe had sailed from New England. The Treaty of Peace had been signed. And yet our forefathers set immediately to work, for they realized with General Henry Knox, an experienced soldier and the first Secretary of War, that "so complex and extensive a business as the formation of an ordnance and its numerous dependencies, the manufacture of small arms and accouterments, must be the work of much time and can only be effectually prepared in time of peace." In addition to these tasks, the War Department in those days was charged with the supervision of the Naval and Indian Affairs and with the distribution of bounty lands to veteran soldiers and sailors, as well as with military matters. It performed functions now within the scope of the War and Navy Departments, and the Department of the Interior.

Although much of this work has since been transferred to other branches of the Government, the War Department has



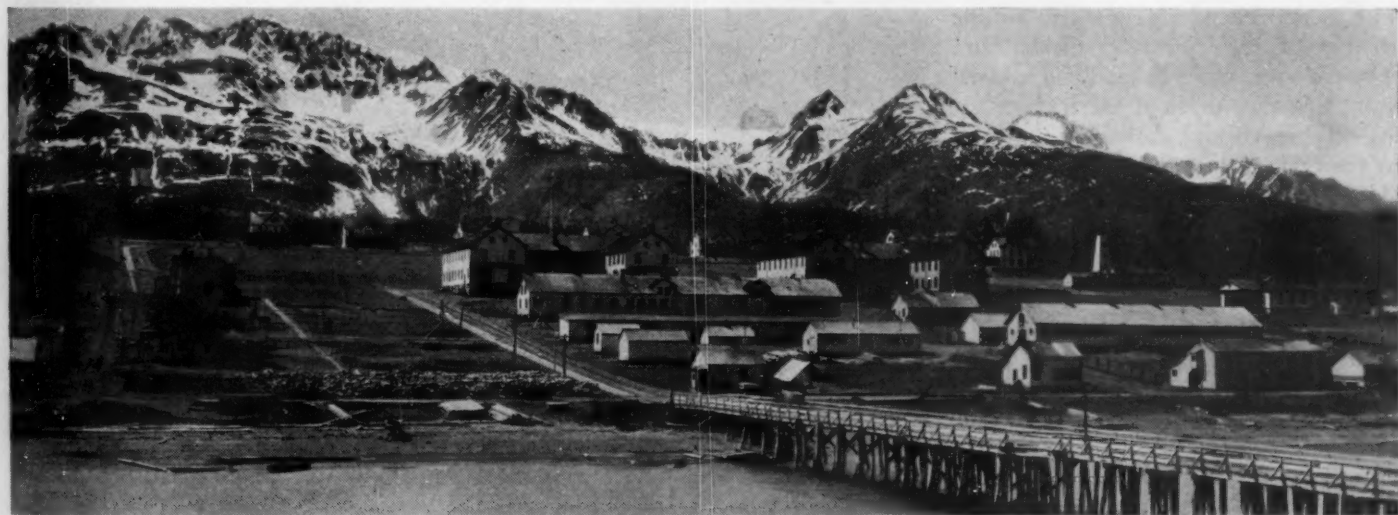
JOHN W. WEEKS, Secretary of War since March 4, 1921, was born in Lancaster, New Hampshire. Mr. Weeks has held many important civic positions as well as being a representative to Congress from Massachusetts for four years and Senator for six years.

continued to help in the civil development and progress of the country. The exploring expedition which brought American civilization to the great North-

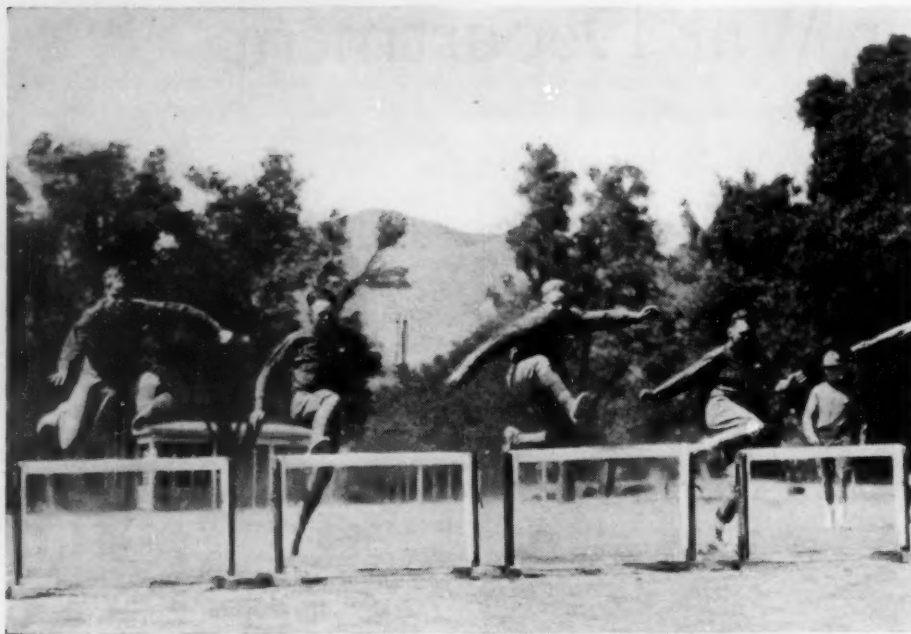
west was headed by two army officers, Lewis and Clarke. During the next half century the Department furnished a thin, advanced line of military men. As our citizens moved westward in their covered wagons, they passed over army roads and trails and were aided by army maps. The route was made secure by army posts, about which clustered the communities that later were to become the great cities of the West. The growth of the Nation and the evolution of our institutions depended upon the defense of the frontier. The pioneers trusted in the strong arm of National power to protect their lives and goods against the hostile Indians, and not until the Indians were safely settled in reservations and their raids and uprisings completely repressed, was the internal peace of the country assured.

In addition to opening up the West, the Army also linked that region with the East by locating, constructing, and even operating the earlier railroads. The Army made life safe from tropical pests in Cuba, Porto Rico, and the Philippines.

At the present time, army engineers are broadening our channels, deepening our harbors, keeping our rivers clear for transportation, and building irrigation dams for water storage. The Chemical Warfare Service works with chemical industries, mining concerns, and health officials in the problems of fumigation of ships and warehouses and



CHILKOOT BARRACKS, Alaska, occupied by U. S. Infantry with Chilkoot Mountains in the distance. Chilkoot Pass, the route to the Klondike region, was the scene of great hardships during the early days of the gold rush in '98.



WHILE in training, our future soldiers develop physical alertness and strength by this peace-time method of going over the top.

the protection of personnel against injury and death. The Air Service has laid out an airways system covering some 30,000 miles paralleling or coinciding with the highways and railroad lines of the country. It has secured the co-operation of communities along this airway in providing landing fields, repair shops, emergency fields, and oil, gas, and water supplies. Machines have flown steadily along these aerial routes for a year and a half without a single accident. In other ways, too, the army aviators are being of service. Photographing from the air and fitting the separate pictures together, they have mapped huge areas of the country and quickly provided valuable data with the saving of much time to the Geological Survey and the Coast and Geodetic Survey. The aviators have also worked for the benefit of agriculture. Fields and orchards have been "dusted" and sprayed from airplanes to limit the ravages of the boll weevil and similar pests. Forest reservations have been patrolled from the air to detect incipient fires.

The War Department built and still controls the operation of the Panama Canal, which aids our sea-born commerce, reduces freight rates, and generally betters traffic conditions. The Signal Corps constructed and operates the Alaskan Cable and over six hundred miles of overland telegraph; it controls business in Alaska amounting to over \$100,000,000 annually. Army experts devote attention to the progressive plans of the steel industry, automobile and

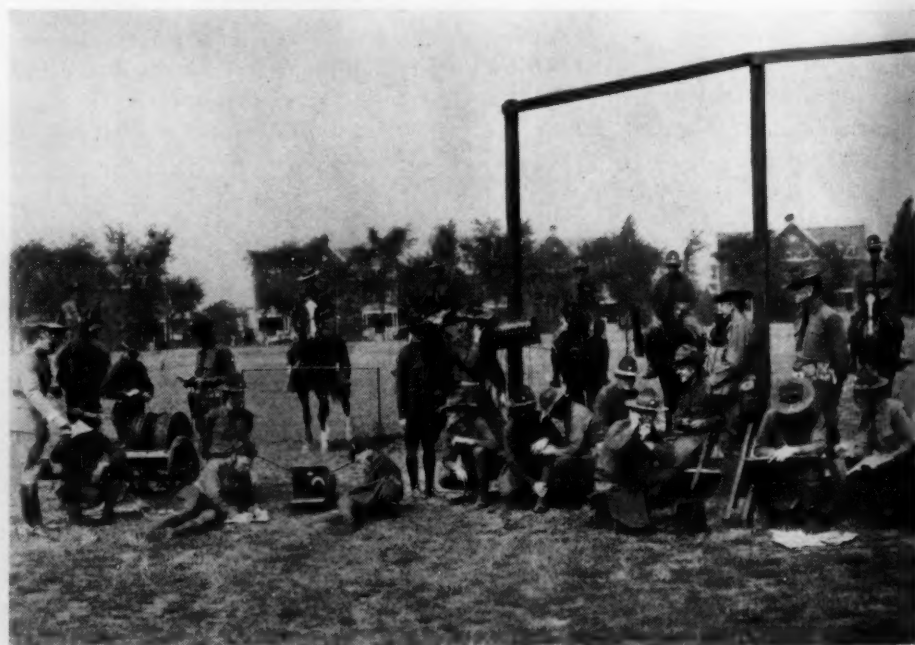
tractor industry, the airplane industry, and the maintenance of radio communication, in which in a practical sense the Army was the pioneer. Not only in a material sense, but also in a scientific sense, has the Army been concerned in the advance of American civilization. In addition to opening up new areas of land for settlement it has opened up new fields of applied science for the use and benefit of the people of the United States, as well as for the Army.

All through our history the Army has fulfilled the needs of the Nation as they

arose in the course of our development. It protected our frontiers from Indian aggressions. It pioneered on the overland trails. It met the peculiar conditions of tropical life and made the torrid zone safe for northern workers. After the Spanish War it instituted American principles of education and free government in Cuba, Porto Rico, Hawaii, and the Philippines. It has fought the wars of the past, and now that warfare has begun to require an intense national effort in men and material, it has been making plans for the future that will correspond to our potential resources and our prominent position in the world.

As a military unit our Army has always been rapidly expanded in time of war and rapidly reduced in time of peace. Yet, whether fighting our wars, stationed on frontier posts, living in the haciendas of Cuba, under the palms of Hawaii, in the cuartels of the Philippines, among the Spanish buildings of Porto Rico, or amid the jungles of Panama, the thin line of military men has protected American citizens beyond the seas and brought better administration and good government to the native peoples, thus maintaining the splendid traditions of Indian frontier days.

The population of the country has grown more rapidly than the size of our regular army, so that our military strength has always been proportionately and actually far below that of the other leading nations of the world. The problem of the Army as a military unit has

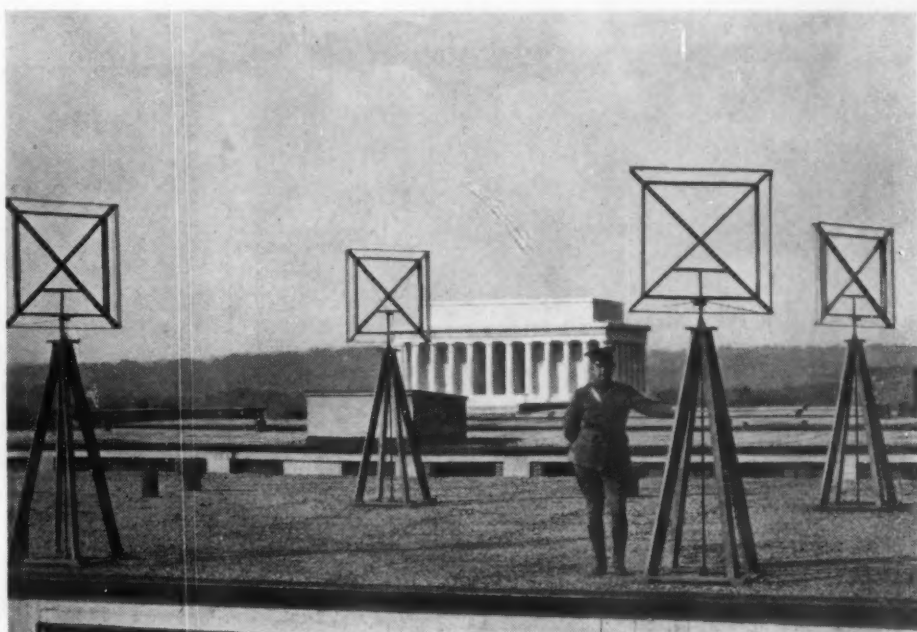


A HAPPY group of trained specialists in radio and wire communication, with mounted messengers, at Plattsburg Barracks, New York. This Communication Platoon makes good use of its excellent equipment, complete in every detail.

always been, and still is today, to provide for sudden increases when war comes so that patriotic citizen soldiers shall not go into battle unprepared, so that the organization of our forces shall not be upset and shattered by sudden additions. The National Defense Act of 1920 insures such an organization in time of peace as may be rapidly and smoothly expanded in time of war.

This Act of 1920 is the law under which the Army operates today, under which it carries on its scattered and widely diversified activities. Out in the Philippines, on the islands of Hawaii, amid the snows of Alaska, down at the Isthmus of Panama, beside the Rio Grande, at seacoast fortifications along our Atlantic and Pacific Coasts, and at various selected mobile army posts in the United States, regular troops are stationed as combat garrisons, ready to protect our possessions and our harbors. These troops are kept in a constant state of the highest efficiency, going through field maneuvers, maintaining expertness with their weapons, and studying and practicing the military art. These regular army men are the nucleus of what will be the fighting force of the United States if another war should be thrust upon us. These are the watchmen of our National independence.

Other regular army men are separated from regular troops. Some are attending various advanced training schools, taking instruction in the science and practice of war; some are at schools and

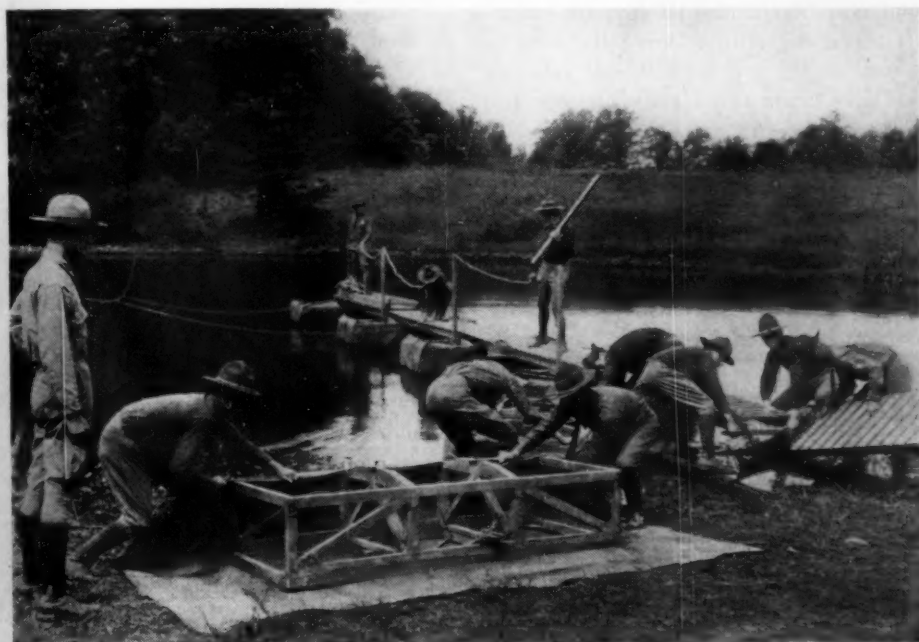


LOOP aërials, set up near the Lincoln Memorial, Washington, D. C., enable the War Department to talk with Alaska and Europe.

colleges and citizen camps teaching the patriotic young men of the country, training them in citizenship, in physical improvement and exercise, and in a few basic military principles. Others are assigned as instructors with National Guard regiments and companies; others serve at the headquarters of those skeleton reserve divisions and regiments which will be filled up in time of danger to form the National Army of the future. The veterans of the World War will not always be with us. They

are rapidly approaching the age where their military usefulness will have passed. The greatest duty of the regular army today is this instruction and training of citizens. We have more soldiers and more officers than we had in 1910; but the mobile army now in the continental United States is almost exactly the same size as it was in 1910. In other words, the number of our purely local professional forces in the mobile army is unchanged. The additional officers and enlisted men are assigned to new duties required by the new law of 1920. That law provided for a skeleton organization of National Guard, Organized Reserve, and Regular Army Divisions into a single comprehensive Army of the United States, with plans for close coördination and uniformity in peace-time training and war-time operations between all components of that force. The entire policy and program conforms to our democratic practice of maintaining a small permanent standing army and of depending in time of trouble chiefly upon citizen soldiers. Our historic tradition is continued, but for the first time is definitely incorporated into law. We avoid the dangers of militarism, but can assure our citizens that preliminary training, without which troops should not be sent into campaign.

By the National Defense Act the Army is carrying on the training of citizens. The law of 1920 can be called popular, not only because it has met with enthusiastic support and brought



IN CONSTRUCTING their own bridges, the students at summer camps learn to be practical and resourceful, and incidentally they find it much more interesting than drill exercises.



Fort Davis, near the Gatun Locks



Fort Shafter troops at salute in Hawaii



Cavalrymen watering their horses in Mexico



Military road built by the army in Porto Rico

forth zealous coöperation among the citizens of the country, but also because it outlines a principle of military preparation which depends for its success upon the support of the people and the industries of the country. When our forefathers revolted against George of England, they mentioned in the Preamble to the Declaration of Independence, among the offenses with which he was charged, the fact that he had maintained foreign military forces in their midst and had quartered troops in their homes. We have always insisted upon a small standing army. We have always insisted that the military branches of the Government should be subservient to the civil branch and to the will of the people. We have always avoided imposing compulsory military service upon our citizens in time of peace. We have felt that such defense as the United States might need, will be freely given by our citizens in protection of their free government.

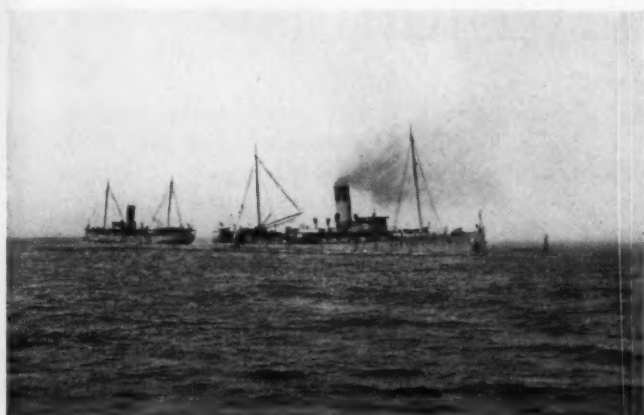
Our present military policy depends upon popular support and upon volunteer service. It provides that compli-

cated knowledge of weapons and of methods shall in some measure be spread among the growing young men of the country. Our army has become primarily a training unit, training the citizens as well as the few professional soldiers. We have made this training democratic in spirit. We have made it conform to the needs of our population in an attempt to do away with the number of physical defects which were brought to light among the recruits who joined the colors in the World War. For the same reason, we have inserted in this training instruction in patriotism, in American ideals, American traditions, and good American citizenship. The enthusiasm and zeal of the young men who have voluntarily taken this training are evident to all who come in contact with them.

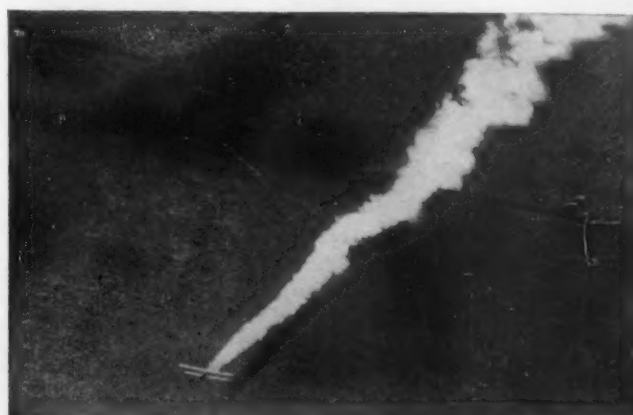
However, the enthusiasm and interest are not limited to youths of an age suitable for military duties. Older men are rendering valuable service. Distinguished citizens who served on draft boards and in the classification sections of the Army during the war, have re-

cently given of their time to assist in the study of the problem of selection and assignment of personnel. In the various sections of the country, influential business men have volunteered to serve as Civilian Aides to the Secretary of War to continue the Plattsburg camps of pre-war days in our present system of Citizens Military Training Camps. Leaders in education, religion, and moral and educational development have joined in conferences to determine how the National defense program can best be applied for the physical and civil betterment of our people. By thus contributing their thought, energy, and experience young and old alike have been demonstrating the popular American character of our present policy. The National Defense Act has become a rallying point of enlightened patriotism.

Nations cannot be defended, however, by men alone. The selection, organization, and preparation of the citizens of the country for training, the steps taken to insure the development of our military man power, are not the only steps to be taken by a nation which would



Government vessels dredging out river channels



Spraying an orchard by airplane



Forest patrol flying over mountain in the West



Construction work at Muscle Shoals

wish to be reasonably ready to resist attack. Modern wars are fought with complicated and delicately constructed machinery. There must be a vast administrative organization so that food, ammunition, and thousands of other items will flow steadily to the troops which are in training camp or campaign. Modern wars require a drastic rearrangement of all economic activity. Arsenal and munitions plants are as great a factor as are the fighting forces.

So the National Defense Act of 1920 has provided that the Assistant Secretary of War shall not only supervise the procurement of supplies in time of peace and in time of war, but that he shall also plan for such a mobilization of industries as will produce the tremendous quantities of supplies that might be needed.

"Industry alone cannot win a war," says that gentleman, "but it can lose a war by failing to supply the armies with munitions vital to their fighting efficiency." Consequently he and his staff have been maintaining the closest possible contact with manufacturers and

producers throughout the country. With the assistance of civilians who have volunteered to act as "District Chiefs," they have fostered the development and standardization of articles which the Army will need. They have not only informed themselves as to the material that will be available in time of war, but they have made efforts to insure that material being available. Civil aviation is being encouraged and assisted in getting on a substantial basis. Automobile manufacturers have been interested in the improvement of commercial trucks available for use in an emergency and in commercial patterns and quantity production of cross-country vehicles. Electrical engineers have been interested in the development on a large production scale of telephone and telegraph equipment and wire of a type that will be useful and available for civil purposes in time of peace and for military purposes in time of war, so that factories will not have to be completely upset and rearranged when hostilities demand thousands of miles of wire a month. Chemical industries have been encouraged and

aided in such work as will be useful in furnishing nitrates, manganese, steel, copper, dyes, and protective agencies against deadly gases. They must be prepared to furnish these, not in experimental quantities but in tremendous quantities. By shifts in production steps and alterations in manufacture, many of the materials needed in war can be procured from the current industries of the country. It is the task of the War Department to discover what industries use the things that may be transformed, and how they may be most effectively transformed.

In these ways, the people and Government of the United States, acting by the will of Congress and through the War Department, are taking steps for the efficient defense of this country.

National self-help means national self-defense, even for a peace-loving nation like ours. In these ways and for these purposes, the War Department asks and secures the free loyal cooperation of all citizens in continuing its necessary and legitimate work for the welfare and the future security of the country.

The City of Columns¹

THE CITY of columns—among many phrases which may be used to describe Washington, few give a better idea of its character than this. Washington is above all the city of spaces, and of the architecture which demands space—the classic, columnar type.

Perhaps this great abundance of columns is largely due to the appropriateness of this style for Government buildings. Perhaps, too, the city's nearness to the old southern colonial mansions, with their ample columned porticoes, made the type still more popular. But whatever the causes, the predominance of tall, stately columns, is the chief reason for the city's air of dignity and repose.

First of all, there is the Capitol, with its great porticoes, and its varying forms of colonnades. Farther up Pennsylvania Avenue, the Treasury following the example of a classic temple, is flanked by columned porticoes, which frame one of the most distinctive glimpses of the Washington Monument. The columned style is seen domesticated in the porticoes of the White House across the street. The smooth, slender white columns, flecked by shadows and sunlight and set in a background of velvety green, contrast sharply with the massive Doric columns of the Treasury, gray, severe, and unrelieved.

Down Seventeenth Street toward the Potomac, two examples of the modern columned style stand side by side. The nearer of the two to Pennsylvania Avenue is the white marble building housing the national headquarters of the Red Cross. The columns of the great entrance portico, raised high above a shining flight of steps, are an almost unclouded white, suggesting, if that be possible, infinite depths of whiteness.

Below the Red Cross Building is Continental Hall, the national headquarters of the Daughters of the American Revolution. Here is skilful variety

in the use of columns. Those of the porte-cochère in the front are plain and smoothly rounded, veined with great waves of pale blue-gray. Their finish is so soft that, on cloudy days, the marble seems almost to melt into the gray sky. The slanting afternoon sun brings out infinite gradations of light and shade in the flutings of the tall, slender Doric columns of the semicircular southern portico, whose surface texture is still

proportions that the building gives an impression of grace and delicacy rather than of strength—and yet the bases of the great columns are thicker than the height of the tallest man.

Across the river in the National Cemetery at Arlington, once the ancestral estate of the Lees, is the stately Lee mansion, its portico modelled after the Theseum at Athens. There too is the wisteria-hung old amphitheater,

deserted now, where in former days were held the national exercises of Memorial Day, and many solemn military services. Hung with its spring curtains of amethyst and gray, it seems like a place enchanted, under a spell of slumber.

On the cliff overlooking the river, the great colonnades of the new amphitheater, where the Unknown Soldier lies, circle the heights like a diadem. Here all is gleaming white marble contrasted with dark,

pointed cedars, which stand out in black relief against the deep blue sky, framed like glimpses of the Bay of Naples between the shining arches. From the high marble terrace beyond the portico facing the river, there is perhaps the best glimpse of all of Washington's columned beauty. Directly across the river, the Lincoln Memorial casts its shimmering reflection on the Potomac. Beyond it and the towering shaft of the Washington Monument, stands the Capitol, its white columns gleaming in the sunshine by day and glowing radiantly against the dark sky at night.

DO YOU believe in your profession? Then help make it a profession. This is a day of organization. By organization ideals are created; programs framed; and campaigns waged and won. Mere numbers add tremendous strength. The annual dues paid by one person are insignificant, but think of the sum available for the betterment of American education if every teacher in this country belonged to the National Education Association. Join now! Headquarters: 1201 Sixteenth Street Northwest, Washington, D. C.



more enriched by bands of carving within the grooves. These columns frame another exquisite glimpse of the Washington Monument, rising out of the feathery green of the Mall. Although the building is not very old, it already has its stately and historic memories. Between the columns of the front entrance, the delegates passed to the opening session of the Armament Conference, November, 1921, and down from the graceful southern portico they came at noon, pondering the surprising plan for armament reduction.

The crown of the city's columned structures lies still farther down in Potomac Park, near the river. There, set far back from the driveway, stands the Lincoln Memorial, gleaming like a vision from fairy Camelot, "Built to music, therefore never built at all, and therefore built forever." Its exquisitely proportioned Doric columns are reflected like the wavering image of a dream in the clear pool stretching out before it, and again the marble is so subtly veined and clouded with delicate blues and grays, and so softly finished, that it blends like some elfin substance into the sky and clouds. So perfect are all the

¹ Written for THE JOURNAL by Miss Margaret R. Scherer, Germantown, Pennsylvania.

World Goodwill Day

To be Observed Monday, May 19, 1924

THE program for the First Annual World Goodwill Day, to be observed under the auspices of the various national associations composing the World Federation of Education Associations, has been announced by Augustus O. Thomas, president of the World Federation. Since May 18, 1924, occurs on Sunday, Monday, May 19, will be observed in the schools this year. Material which President Thomas is sending to all countries represented in the World Federation is given on this and the following page of THE JOURNAL.

ONE of the most interesting and helpful documents passed by the World Conference on Education, which met at San Francisco in June and July of 1923, was that of setting aside May 18 of each year for the purpose of bringing the minds of the children the world over to the consideration of one great aim, friendship and goodwill. This day is designated by the document as WORLD GOODWILL DAY.

While all schools in all lands should keep the idea and ideal of friendship and international coöperation in mind in all lessons which have to do with our national neighbors, on this day special emphasis should be placed upon the desired objective.

In teaching the lessons suggested for this day it is well to keep in mind that we desire to build a more wholesome patriotism for the people of each country; a patriotism based not upon hatred, revenge, and jealousy, but upon love of country and pride in the achievements of our countrymen and race. It is better to boast of the virtues we possess than to try to make ourselves appear greater by minimizing others. We should make the flags of the several countries float higher and more proudly by building a greater self respect.

Czechoslovakia led the way in establishing a goodwill day. Under its distinguished educator-statesman, President Mazaryk, that country set apart a

tive action. On this day we try to forgive, to do some kind act, relieve some distress, and to say kind things.

All of the great teachers and philosophers have promulgated a golden rule. Confucius, Buddha, Zoroaster, Mohammed, Christ all taught the principles of this new commandment which should apply to nations as well as to individuals. The things which we teach and which become of most use to the taught are the things which become automatic with the individual—things which in some way we weave into the web of human character. Justice should become automatic in order to make it efficient. Our instruction which is of the most value builds up in the individuals high potential moral courage, a resistance to evil. If the teachings of the Golden Rule are to become automatic they must be given in childhood and not wait until the character is formed, the courage calloused, and the mind prejudiced.

To all nations and to all peoples this document and these suggestions are being sent with the hope that in each country translations may be made and that school officials will make them available for the use of the five millions of teachers the world over.

SUGGESTIONS FOR OBSERVANCE — Ob-

servance of this day lends itself to many forms. The interested teacher will find an abundance of materials for special programs. It is not calculated that the regular lessons of the day be dispensed with, at least only in part. The celebration of the day may take the form of special emphasis in connection with other lessons, opening exercises, and special periods. The spirit or genius of the day should not lose its patriotic appeal, but courtesy, helpfulness, justice, honor,

World Conference on Education

*San Francisco, California, U. S. A.
July, 1923*

WHEREAS, One effective means of promoting the spirit of international goodwill is to set aside a day in the year to be observed in the schools of the world as "Goodwill Day"; and, Whereas, This day should in itself be a significant landmark in the movement for international friendship; Therefore be it resolved:

1. That the eighteenth of May, which commemorates the opening of the first Hague Conference—the first gathering of the nations in time of peace for the consideration of means of settling international differences by peaceful methods—is especially appropriate for concentrating upon the ideals of justice and world friendship.

2. That on the eighteenth of May, instruction should be given concerning the results of the Hague Conference and also the later efforts to bring the world together in a coöperative body, and that this instruction should be accompanied by songs, both national and international, plays and pageants, which carry out the spirit of the day.

3. That an international flag, as the emblem of world goodwill, might well be used in this celebration.

Be it finally resolved:

1. That the economic, social, and intellectual welfare of humanity demands uninterrupted coöperation among the nations of the earth, and the reign of reason and justice founded upon international goodwill.

2. That such teaching will show the high significance of those things which enter into a true conception of civilization, and

3. That the acceptance and promulgation of these ideals will form a sound foundation for the promotion of higher spiritual values in the schools of the world.

day for national observance of the great virtues which underlie justice and goodwill. On this day each neighbor puts aside his personality which brings him into misunderstandings, contentions, and disputes, and puts on his personality which lives in harmony with his neighbors. We should make this last personality permanent. On this day men cease to speak ill of any, to sue no man, make none unhappy. But it is not alone a day of negation, it is a day of affirma-

IN hearts too young for enmity
There lies the way to make men free;
Where children's friendships are world-wide,
New ages will be glorified,
Let child love child, and strife will cease.
Disarm the hearts, for that is peace.

—Ethel Blair Jordan, in *Junior Red Cross News*.

TRUTH is world-wide, no nation can corner it, it is not patented but it is patent.

WHAT the world needs is more friendships not more warships. They cost less and are more efficient.

JUSTICE is the key to understanding; understanding is the key to friendship; friendship is the key to peace.

EVERY thought, every act, must have an ethical or spiritual value underneath or it is unjustifiable.

IF hatred can be taught then friendship and goodwill can be taught, and how much more delightful the task.

CHILDREN are unprejudiced and one of the great tasks of the teacher is to keep them so. Only the adult mind is unable to forget and forgive.

BEFORE world courts, leagues of nations and associations of nations, peace treaties, and international agreements are able to function properly we must await the longer processes of education to supply the spiritual values necessary to back up such agreements to a point of desired efficiency.

kindliness, charity, friendship, and goodwill should be emphasized throughout the day. Perhaps the most successful way to celebrate the day and give it the fullest meaning is to provide a special program of half an hour to an hour in length, such program to consist of songs, drills, pageants, special recitations, essays, and characterizations of great characters.

The Pageant—Good use may be made of the beautiful little pageant "Children from Many Lands" gotten out by the National Child Welfare Association, Inc., 70 Fifth Avenue, New York City. This pageant consists of pictures of children from Japan, Italy, France, Germany, Spain, Holland, England, China, Russia, and America, in costume together with characterization of each. These may be secured for \$1 per set.

Resourceful teachers may improvise costume and character verses of children in many other countries. It may be in many American schools especially that there are many nationalities represented. The mothers of these children will help to arrange costumes and will provide proper characterization.

Drills—Drills may take the form of patriotic exercises with the flags of the countries and singing national songs, or they may be given in the language of labor and industry giving the children the characteristic symbols of the activities and interests of the peoples. There is a great variety of opportunities herein. By this means there may also be symbolized the great contributions of the countries to civilization.

Songs—In singing the songs of many nations it may be well to suggest that your own national hymn be sung first and also at the close of the singing. The other national songs may come between. Your own national song should be sung standing. The fact that you sing the songs of other nations is sufficient courtesy to them.

In all this celebration we must not forget that that country will always be strongest which protects best its homes and keeps them the most sacred. To this end it may be possible in some celebrations to sing the greatest home songs. *Home Sweet Home* may be sung in all languages.

Music, art, and literature—Do not forget to teach of the great contributions of music, art, and literature which have come from the different countries. Most countries have contributed some great character, great soul, to the good of the world and their contributions are the riches of all. Masters of music, art, and literature may well be taught.

World ideas—The making of books, human government, great inventions which have contributed to the well-being of man, the sciences, medicine, and the long line of human benefactions may be illustrated in story and symbol.

Geography lessons—The map is indispensable in bringing the children of the world together. What products of one country go to the comfort and happiness of other countries. How the people live and what they do, how to find happiness. How one country adds to the well-being of other countries.

Know-the-world-clubs—Classes in current history, bringing in events transpiring throughout the world which are of unusual importance. Care should be exercised in keeping only progressive and beneficial events in the ascendency. Encourage pupils to deal sympathetically with happenings in other countries.

Children in distress—It may not come amiss for us to dwell upon the misery which the children of many countries are forced to endure through famine, pestilence, earthquake, and war—and how the children of our country can help the children of those unfortunate lands.

The Classroom Teacher

Estella M. Scharf

Ritchie School, Wheeling, West Virginia

I glance about my schoolroom, and ponder in my heart
If I am really worthy to take a leader's part.
The eager, up-turned faces, the eyes that brightly shine,
Are confident and trusting, these little folks of mine.

I know that I am richer far than Midas with his gold,
For is it not my privilege their sweet young lives to mold?
They're just a bit of living clay and I the potter, who
By every little act or word must mold a pattern true.

'Tis not alone the knowledge that is contained in books,
But what the teacher does and says, and how that teacher looks,
That is the best remembered when time has passed away;
So, I must needs be watchful throughout the livelong day.

Again I look about me and know that I am blest,
And wonder, Am I strong enough to really stand the test?
Can I keep the eyes a-sparkle, upon each face a smile?
For if I can, I know then, my teaching's been worth while.

Solving the Moving Picture Problem

MRS. CHARLES E. MERRIAM

Chairman, Better Films Committee, National Congress of Mothers and Parent-Teacher Association, Chicago, Illinois

THE National Congress of Mothers and Parent-Teacher Associations is devoting much time, effort, and money to a study of the motion-picture problem, because we feel that all our work in the home and your devoted service in the schools is practically undone in the recreational hours of our children. The movies are today the most important factor in this destruction of our efforts.

After starting our work three years ago, we soon discovered that the problem was too great for mothers alone to solve and that there were problems which came more directly under the jurisdiction of the teacher in the school and that we needed not only the help of educators who are devoting efforts to visual instruction in the schools, but of the teachers who come closest to the children every day in the elementary and high schools. We are not especially interested in the instructional films to be used in the schools, for we do not believe that the Parent-Teacher Association should have any more to say about the educational films used in the school-room than it would have in the selection of the books used in the school. That is not our mission.

Recently we have sent to all local Parent-Teacher Associations in the United States a list of suggestions. You will notice that we are trying to impress the mother with the importance of her training of the child in the home before it reaches the school, and we deplore the fact that today the majority of children get their first lessons of life through the movies, with the actors as their teachers.

We urge them not to send the children to the movies before the age of ten years. We believe the age limit should be

exciting and emotionally stimulating for the younger child, and they are seeing too many pictures unfit for the child mind.

Suggestions for Local Parent-Teacher Associations and Mothers

KEEP your babies away from the motion-picture theater. Do not give them the movie habit. Habits are hard to break. A community nursery is vital today.

If you do not have a law to prohibit the showing of improper films for your boys and girls to see, then work for such a law, or else a law that will prohibit your boys and girls from attendance at any shows unless accompanied by an adult.

Organize worth-while recreation for your children from five to ten years of age. Keep them wholesomely busy after school hours, playing games, reading good books, skating, athletics, and last, but not least, organize classes in dramatics. They love to act. Give them this chance. It will do more than anything else to keep them away from the movies.

Patronize only the indorsed films when you do go to the movies. Always go with your children if you possibly can. Do not think of the theater as a safe place to send them alone. It is not. It may take you a year to undo all they learn in one afternoon, so you are really making work for yourself instead of getting a few hours' rest as you suppose.

When a bad film comes to town, give a party for your children and their friends. And don't forget the little boy just around the corner, who needs your help and sympathy most. Help him to avoid the vicious show. Help him to make good. There are too many ready to help him to go wrong, too few to give him the helping hand.

Remember that patronage makes production. Whenever you attend a show, the exhibitor and producer of that show consider your presence an approval of that show. Whenever you stay at home, they consider it a disapproval.

We mothers need the aid of the teachers to help us instil into the child mind the necessity for more relaxation during the day. Is it not just as vital today to give credit for a needed period of relaxation after lunch, as it is to give credit for a needed hour of gymnasium work? And is it not just as important for the home and the school to unite in training the child in the development of good emotional habits as it is to help him to form good physical habits? This bears directly on the movie problem, because the movies are making the children emotionally unstable and very nervous, and we need to counteract these effects with forced relaxation.

The teacher of English has for years helped direct the child to read the best in literature. Why not direct the child to see the best on the screen? The teacher can help by instilling into the child a critical attitude toward the films. If a child entered a theater in a critical attitude it would not be content with the trash exhibited. The school teaches the child to write letters and to write

themes. Would it not be logical to add the teaching of the fundamentals of a good scenario, so as to train this critical attitude in the child's mind?

The child should be taught that a great theme must be the basis for a great picture, and then taught to analyze the pictures to see if they meet the requirements of a great picture. Teachers in high schools could also suggest the

much higher, and we shall bend our efforts towards that end. Our reviewing and classifying of films has proved that there is a dearth of material offered for the child under high-school age. Out of 102 theaters advertising in Chicago in our Sunday newspapers, there are rarely more than two or three films suitable for a child under sixteen. From a physical standpoint, the films are too

writing of themes on the motion pictures seen and in that way help us greatly by learning the impressions that the movies are making on the children. Then the coöperation of the parent could be obtained much more quickly by showing this indisputable evidence of the effect of that movie on the child mind.

The teacher could help us by asking exhibitors to give us family programs on Friday or Saturday nights, and discouraging the child from attendance during the week. No community needs movies every night, anyway.

The teacher can also help us by protesting the filming of salacious books. This is one instance which shows clearly how the movies are undoing the work in our schools. Teachers are training the child to choose and read the best in literature. The producers are picking out the very worst books to film and are leading our boys and girls back to read the books, which might otherwise have escaped them.

We hope especially that the educators will protest against the liberties which are taken in the filming of the classics. It seems as great a crime to change these stories as it would be to change the life story of some great man to suit the whims of a producer. Nothing is sacred to them. From Rip Van Winkle up, they have taken these classics, so dear to us all, and distorted them to suit their fancy. Surely this is a place where the protest of the educator would be much more effective than the protest of a mere parent.

The educator must also lead the way towards the establishment of film libraries in our State universities. The need is vital and we all hear the cry from Maine to California. The motion-picture theater must not become the community center of any community.

There is danger of this happening if the producers succeed in getting through the legislation which they are now backing

with the theater in popularity. This is exactly what the industry hopes to accomplish. I repeat, the motion picture theater must not become the community center of any community.

Some school superintendents distribute our lists of endorsed films amongst their teachers to guide the children to see the right films. Our Parent-Teacher Associations and our magazine announcements reach the parents who realize the necessity for the supervision of their children's movie hours, but you in the schools could reach the child, whose mother does not realize the need of supervision over movie attendance. These are the children who need guidance most. If the teacher in the schoolroom watched our lists and would check with the advertisements of the local theater, the children could be guided to the wholesome shows. And when a bad film came to town, an extra amount of home work could be given to keep them busy for the evening. When a good book is filmed it would be helpful if the children could read the book first, and then after seeing the picture, write a theme, or debate whether the book or film is better.

Many teachers ask the children to keep a list of the books they read. Why not ask for a list of the films they see? Then create a desire in the child mind to limit attendance to the best, by rewarding the children who see *only*

the best. A roll of honor, or a badge of honor, would help to make seeing the best popular. Surely this is as vital as punctuality or any other virtue.

If parents and teachers could coöperate in this way in every community, then we could train the rising generation to devote its recreational hours to those pictures which will help our work in the home and school and not destroy our best efforts.

HERE is a questionnaire which Mrs. Merriam sent to organizations of parents and teachers throughout the country:

Name of organization

City State

President's name and address.....

Better films chairman, name and address.....

Name your five favorite pictures seen in the last two years

Name five pictures you considered the worst seen in the last two years

Do you think that pictures have improved in the last two years?

(If you are seeing only the indorsed films, please ask some one to answer this question who is seeing pictures indiscriminately and whose judgment is worthy of your consideration.)

Do you think that the average picture exercises a good or bad influence on the boys and girls of your community?

Do you think that boys and girls should be allowed to see pictures dealing with such adult problems as:

- | | |
|--------------------------|---------------------------|
| (a) Illicit love affairs | (f) Murders |
| (b) Illegitimacy | (g) Underworld activities |
| (c) Divorce problems | (h) Gambling |
| (d) Prostitutes | (i) Pickpockets |
| (e) Holdups | (j) Gunplay |

Should so-called educational pictures dealing with sex-hygiene be shown in motion-picture theaters?.....

Ask five young people between the ages of sixteen and twenty-one whether they go to the movies as often now as they did two years ago.

How often do they go now?.....

Why do they go?.....

Ask these five young people if they enjoy the movie themes offered now or are they becoming bored with them?....

What themes appeal to them most?.....

Name five books you would like to see filmed.....

Child specialists and criminologists are warning us that children under sixteen cannot stand the emotional strain induced by eighty per cent of the movie themes. Would you help to arouse public opinion to the necessity for establishing laws to bar boys and girls under sixteen from the movie theaters?.....

Would you help to arouse your community to the necessity of providing wholesome and educational pictures in your school or church for boys and girls under sixteen?.....

regarding non-inflammable films. If they can bar the inflammable films from schools and churches and make all their theatrical material on inflammable film, it will be easy to see that schools and churches will not be able to show any entertainment features. If you bar all features and allow only the showing of educational and scenic films in schools and churches, they can never compete

Vocational Guidance for Prospective Teachers¹

THE VOCATIONAL guidance movement in its steady growth has already made surprising progress in throwing light upon the characteristics of the various occupations. Young people in increasing numbers are able to choose their life work with their eyes open as to the opportunities and requirements in their chosen fields. But the need of special guidance in some vocations has not yet been widely recognized by educators. Teaching itself, strangely, would seem to be one of these. When a pupil once decides upon normal school or college, he is all too often regarded as safely and satisfactorily taken care of if only the required grades are made.

This state of affairs, however, is distinctly to the disadvantage not only of the prospective teacher but of the teaching profession as well. The opportunities for work in the educational field are many and varied, and it is not safe to assume that students without guidance will happily stumble upon the particular kind of work for which they are best suited.

Do they wish to teach children of kindergarten age, older children, or boys and girls of high-school age? Do they plan to be regular classroom teachers or teachers of particular branches, like music, drawing, or domestic arts? If interested in departmental work, are their chosen subjects likely to be in demand? Do they realize the differences in training required for the different lines of work and the differences in salary? Such questions should be considered early and often to prevent future disappointment.

Then, too, normal schools and colleges differ in the preparation they offer for the various kinds of work. A high-school pupil, unassisted, might choose, for some trivial reason, the one least fitted to give the particular training needed. Another may feel it is impossible to take the best training unless information about scholarships and other forms of financial aid is supplied.

The following is suggested as a tentative scheme for dealing with this particular group of students:

1. In the junior high school, those who feel that they might like to become

teachers should be advised to take the courses leading toward college. Whatever kind of teaching they do, they will need training beyond the high school. Their "vocational infancy" can doubtless be prolonged.

2. In the senior high school, the prospective teachers will need more detailed attention both in groups and individually.

A. The ninth-grade work, whether in junior or senior high school, should be kept broad and general in character with class work in the study of occupations.

B. Toward the end of the ninth grade those wishing to teach would naturally fall into two groups:

(1) Those going to college, for whom educational and vocational guidance become merged. They should be advised in the choice of a college and should be helped to make a wise choice of work in consideration of both college requirements and their individual interest.

(2) Those planning to enter normal school upon graduation from high school, who need not only educational guidance in regard to a wise course of study, but also more definite occupational information and advice, which for the preceding group might safely be left until later.

From talks given by the vocational counselor, from reading and from group discussions, these prospective teachers should learn of the different kinds of positions in the field of teaching, the opportunities, requirements, comparative salaries, and the kind and need of the service to be rendered. From their own experience and that of others they should decide upon the personal qualifications which they consider essential for success in teaching. Themes could be required of such students as part of their work in English on such subjects as *What Makes a Successful Teacher?* They might be given an opportunity to visit the elementary schools and report on their visits. The older pupils are sufficiently mature to form some judgment of the work to be done with younger children. The older students should be given practical try-outs, and even those in the tenth grade could be encouraged to have an eye out for an opportunity to put themselves to the test, with a view to their proposed work. For instance,

advance students could be given opportunities, under superiors, to teach small groups of ninth-grade pupils, handicapped by absence, after school. They could take classes in settlement and neighborhood clubs. Some high-school boys and girls do this satisfactorily, with pleasure and benefit to themselves and others. They might find some tutoring or group work to do in vacation. It might be wise to have seniors visit and assist a grade teacher for a few days, receiving credit for the time and work.

3. In the normal school, again, careful guidance is necessary. The work of the first year should be rather general in character. In some normal schools the courses from the first are so sharply differentiated that definite choice is forced back upon the high-school pupil, and change is difficult. At the end of the first year counseling as to future work should be given, based on the preferences of the student, his personal qualifications, and the character of his work.

The program should be sufficiently flexible to permit change. If an entire change of vocational plans is advisable, the student should be assisted to transfer to another school or college with all the possible credit for work satisfactorily completed.

Information about opportunities and requirements should be given and discussed from time to time. Practical try-outs are needed and are a part of the work of almost every normal school. But students need to be trained to look upon these opportunities as real tests of their fitness for the work they have chosen. There should be talks and class discussions in regard to the teacher's relation to officials, fellow teachers, parents and society in general. Students should be made somewhat acquainted with the educational problems in various parts of the country, should be urged to keep informed about State and Federal bills affecting education, and imbued with the idea that they themselves must help to shape educational policies. Thought along these lines might well influence choice, and so this comes under vocational guidance as well as under vocational education. The college graduates now attending normal schools in increasing numbers need, for the most part, individual counseling for special aims and problems.

4. After graduation pupils still need guidance and help. They should be advised in regard to their first positions, and should be encouraged to seek advice

¹Prepared by Florence E. Loop, High School of Practical Arts, Boston, Massachusetts.

in subsequent changes. It is often necessary to reach one's goal by a wisely planned detour and it is difficult for a young teacher to decide between two positions, the less desirable of which may seem for the moment to present greater advantages. They should be followed up for a time, both for their own good and for the growth and efficiency of the normal school which sent them out. News from the seat of war as to the

efficiency of the training given is essential if the school is to render the best possible service.

If there is a vocational counselor in the school she would naturally attend to this work. When there is no counselor, the principal or dean could impress into the service some teacher, or teachers, both professionally and sympathetically minded, who could see that such uninterrupted guidance was given.

School Athletics¹

SOME recent tendencies in school athletics and the recent tendency in professional pugilism seem to show some resemblances, which call for careful thinking. Of course, there is no actual connection between the two, but they result from the same cause: our all too-frequent American tendency to use our super-abundant energy and resources in carrying things too far. In school athletics there are sometimes apparent situations in which the real purposes of school athletics are obscured or forgotten in the mad rush to outdo the other in our support of inter-school athletics.

School athletics and inter-school contests of all kinds are most worthy parts of our school work, but their wholesomeness and their permanence depend on their being kept under the control of their proper educational aims. Just what are these aims that justify official support of school athletics? There seem to be three:

1. To promote the health and physical training objective. This is an obvious aim and needs no argument. However, there are two phases of it: not only the few best athletes, but all the pupils in the school deserve such training. This can be realized only when a maximum number are allowed on the school squads and when the example of the school team gives athletic sports *per se* sufficient prestige and charm to get the rest of the school trying out either for the school team or for some intra-school team. This in turn calls for a school athletic program which is broad enough in its organization and sympathies to include the whole school—better still the whole school system.

2. To promote training in group activity. To this aim there are several phases: (a) Training in sportsmanship in which *playing the game* is more

important than *winning the game*; (b) Training in coöperation in the narrower sense of team play; (c) The fostering of school spirit, or coöperation in a larger sense. Inter-school contests are the best possible means of making a school conscious of itself as a social group through common aims and interest. But an extravagant emphasis on inter-school contests results in a kind of narrow-minded, superficial arrogance and patriotic snobbery, which is just as mischievous as the same spirit in international relations; (d) The promoting of community spirit which includes a wholesome group consciousness on the part of the whole community, an attitude of interest on the part of the patrons toward the school, and a bond uniting school and the rest of the community. This is not the least of the purposes of inter-school contests, but the potential and actual source of much of the trouble now existing. There is the same danger here of excess as with the pupils' school spirit.

3. To provide a wholesome leisure-time recreation. This refers to those who play the game and to those who watch the game, but the main purpose is to get as many as possible to play the game and to reduce the number who are *always* in the bleachers.

These worthy purposes are hard to discover at times in our present handling of inter-school athletics and athletes. The over-adulation on the part of the school and community, the giving of costly presents, raiment and jewelry by the school and the community; special school privileges that are claimed by the athletes and for athletics as their due, winking at infractions of eligibility rules, which rules a teacher hardly dares to enforce; coaching by the highest paid member of the faculty, who is too often interested only in winning the game and interested in only one form of sport—all this obvious favoritism as compared

with the attention paid to other school activities tends to set up pernicious standards in place of the real purposes of inter-school competition. We may note the following results:

1. The desire to win at any cost, popularly disclaimed, but practically difficult to stifle under existing conditions.

2. The feeling on the part of the athletes that school and community owe something to the team for their "hard work". In reality, they are already highly favored in that the school organization makes possible for them such worth-while experiences; a proper appreciation of the fact that the individual owes society for the opportunities he enjoys is a valuable school lesson; some conditions in the handling of athletes teach the exact opposite. There is neither sport nor social training when the end before the athlete's mind is the intrinsic reward.

3. The existence of the feeling just mentioned is *prima facie* evidence that the ideals and purposes of physical training are unfamiliar to the pupils.

4. Intra-mural athletics, as well as other kinds of school activities, are wrongly evaluated and dwarfed by comparison. The false rewards given to the few stand out as the real reasons for athletics. Hence, the many who cannot have these rewards lose interest in the playing of the game; not being able to get what seems to be the benefits of playing, they disdain what they consider "working for nothing" and filling what seems an inferior position. How often do "scrubs" and second-string men quit for just that reason? Of course, the actual truth of the matter is that the pupils not on the school team will generally reap more benefit from athletics than the better athletes; but in existing circumstances it does not appear so to them.

5. Amateurism in both the technical sense and in the broader sense of playing the game for the love of playing is violated more or less flagrantly.

These unfavorable conditions have been pointed out many times, but I believe that the root of the difficulty has not been clearly pointed out. The following suggestions are offered in solution of the problem for the purpose of arousing thought and discussion and without any expectation that all the suggestions will meet with favor:

1. Put on a campaign of education in school and community to inculcate the *simon-pure* aims (see above) of school athletics with actual testing of results.

¹ Written for THE JOURNAL by Mr. E. C. Cline, principal of the Morton High School, Richmond, Indiana.

2. Ask coöperation of newspapers to separate in spirit and in fact amateur sports from professional sports.

3. Reduce school honors to athletes to the giving of the school monogram. This was once considered a great honor; lately, it has been somewhat overshadowed by other gifts of more intrinsic value. The personal honor in which athletes are held is glory enough.

4. Discourage community gifts to athletes. If public-spirited citizens feel that athletics are to be encouraged, let them give their donations for gymnasiums, playgrounds, more equipment.

5. Base decision as to inter-school supremacy not alone on the outcome of inter-school games, but also on the results of performance tests in which all the pupils of the schools participate—after the fashion of certain California school leagues.

6. Limit to two years, or even to one year, the length of time that any pupil may play on inter-school teams. Some excepting provision could take care of small schools, if necessary.

7. Let the actual number of participating players in any inter-school contest be proportional to the total enrolment of the competing schools. That is, if two competing schools have enrolments of 100 and 300 respectively in a basketball game, the former school would have to use at least five men, the latter at least fifteen.

8. If and when the arrangement suggested in 7 seems inadvisable, let the number of competing teams in any school be proportional to the enrolment—that is, if a school with an enrolment of 100 supports one team, a school with an enrolment of 300 would have to support three teams, and each team, playing in order through the schedule, would have to play approximately one third of the inter-school games.

9. Establish as a prerequisite for playing on the school team one semester or more of participation in intra-mural athletics or physical training. This could be waived for first-year pupils.

10. Treat girls' athletics as being as important as boys' athletics and not as a mere derisory imitation.

11. Put the coach in charge of all physical training and hold him responsible for as nearly general participation in physical education as possible.

12. Build up a physical education program which would definitely coördinate and correlate inter-school athletics, intra-school athletics, gymnasium work, and hygiene.

A Project for Seniors¹

THE IDEA started when one of the seniors looked at the mimeographed list of modern novels from which she was to choose her collateral reading for the term, and said helplessly, "There are so many titles. How shall I know which to take?"

Her friend, an experienced book-worm, answered laughing, "You'll take the ones that are in at the library."

I scanned the long, formidable array of names: Hardy, Meredith, Walpole, Wells, Poole, Wharton and relived the hopeless feeling I experienced once when an enthusiastic college professor handed us twenty pages of reference books the first time his class met. With this memory vivid in my mind, I referred the matter to the class, which decided that a hint as to the content of the different books would be helpful in making an intelligent choice. It was arranged that for their first book I should guide their choice if they needed help. I did not promise that they would care for all the books they read, explaining that the list includes novels of every kind.

When the girls had made their first oral reports, they decided to boil down their comments to two or three vivid sentences which would give an inkling of what to expect in plot, style, and content. I showed them how the National Council's splendid reading list is grouped and read them some of the telling tabloid book reviews from *Life* and other magazines. They went to work with enthusiasm, and the slogan that term was—"A card for every book." After a girl gave her more detailed oral or written report, she chose the essentials and wrote a review concise enough to be typed on a three-by-five card. Each student was required to read and report on five or six longer novels, but the more the merrier. Many girls handed in a dozen reports.

We had two card catalogues for the tabloid reports. The first was arranged alphabetically according to the members of the class. As soon as a girl had a report ready, she put it on file. Every four weeks I cleared out this file and starred the three best sentence reviews, which were then put in the second catalogue. This is a book catalog arranged alphabetically by authors. As the months advanced there were sometimes two or

three cards in the book catalog for the same book, but at the end of the term a committee of the most successful reviewers with my help chose from these cards, or combined the best ideas of several into one.

The plan worked so well with the seniors that catalogs were started in all my classes. The girls are encouraged to write short reviews of any books that they think their friends will enjoy. Already I have received some good reviews and some fearful and wonderful ones which will not go into the catalog. I have had some talks with individuals on taste. This is to be expected. My present plan is to have a senior committee censor the whole. Pupils are more severe with the younger classes than I would dare to be. This year we are borrowing another device from the National Council's reading list. At the end of the review we put in parentheses in which high-school year the book can be read to best advantage.

Below are two sample cards from the catalog: the first, written by a first-year girl and the second by a senior.

Rebecca of Sunnybrook Farm—K. D. Wiggins.

This story tells of a small girl who was sent from her country home to a large city. There she lives with her two aunts, who think her very mischievous and annoying. Read the rest to find out how she gains the favor of everyone through her kindness.

(First Year)

Youth—Joseph Conrad.

This is a thrilling tale of a young man's adventure on the sea. The characteristic which brought about the success of the voyage was the persistence of the captain and the second mate. It was also emphatically brought out that to *Youth* belongs the spirit of adventure and ambition. (Fourth Year)

Naturally the catalog and its making are only a means. I need not mention the sentence drill that the making affords. It requires considerable skill to write a starred review and the type-written card must be carefully arranged and well typed. In addition however to the actual value of having a catalog made by one's friends to which to refer, there is the added stimulus for reading. I feel keenly that if we can get the students to form the habit of much reading, they will soon crave it to the extent that it becomes a necessary part of their lives, and thus acquire that love of reading which is one of the blessings that make life worth living.

¹ Prepared for THE JOURNAL by Gertrude Klein, Teacher of English in the South Philadelphia High School for Girls, Philadelphia, Pa.

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The payment of \$5.00 instead of \$2.00 entitles an active member, in addition to the privileges of the \$2.00 membership, to receive the complete bound volume of *Proceedings*, all committee reports, and other regular publications of the Association.

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The Ship of State

THE Teapot Dome and The Veterans' Bureau frauds have held space in newspapers and magazines for months, thus keeping the mistakes and failures of government before the masses of the people. Perhaps never before in the Nation's history has corruption on such a scale been uncovered, but the big fact is that it *has* been uncovered and that a sensitive public conscience is awake to the need of house-cleaning in high places. In the end the voters are responsible, and this lesson of corruption can be used to impress on children the civic duty of electing and supporting public men and women of the highest type.

There is another lesson that is of vast importance in these days of unrest and suspicion. Multitudes of officials in local, State, and National governments are performing their duties honestly and faithfully—often rendering public service at great personal sacrifice, giving the best years of their lives at modest salaries when they could command much more in private enterprise. Respect for an established government and for those who have been elected to maintain it is one of the most essential things that the schools teach. In this period of suspi-

cion every child should be brought to realize that misconduct in office is the exception and devoted service the rule. By placing the emphasis on constructive service that motive can be fixed in the minds of the children as one of the great life objectives and opportunities of every citizen.

Bureau of Education

A FEDERAL DEPARTMENT OF EDUCATION was established in 1867 with a Commissioner at its head. This step was taken at the request of educational workers. The need for such a central clearing-house and research agency is often referred to in the *Proceedings* of the National Education Association of that period. From the beginning the Department was attacked by the same forces that opposed the creation of departments of education in the various States. The department had operated but two years when it was made a Bureau of Education and attached to the Department of the Interior, where it has remained until the present time.

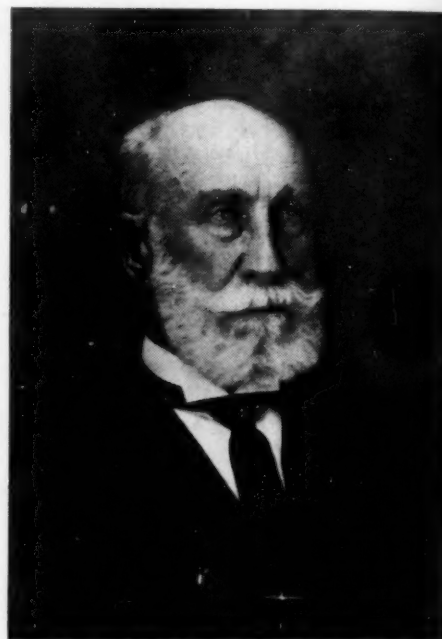
While the Bureau of Education has not developed to keep pace with the educational needs of this rapidly expanding Nation, it has rendered incalculable service to the cause of education and has been fortunate in attracting to its staff men and women who have stood for the best things in educational progress.

The Bureau of Education is inadequate. It has been overshadowed by other Federal interests, several of which have been built into Departments since it was established. The campaign for the Education Bill has necessarily emphasized the vast unrealized possibilities for research and National leadership in education. In their efforts to obtain increased funds for the Bureau, the Secretary of the Interior and the Commissioner of Education have emphasized the inability of the Bureau to meet the situation, even going so far as to suggest that it be abolished if larger support could not be made available. No one wishes to underrate the fine service which the Bureau of Education, as now constituted, is rendering education.

Due to the reorganization within the Department of the Interior that has been made during the past year by Secretary Hubert S. Work and because of his personal interest in education the Bureau of Education has fared much better within recent months. With inadequate funds, with salaries far below

those which its specialists could have commanded in other positions, and with many restrictions on its personnel and publishing activities the Bureau has done much creditable work under a series of commissioners, including some of the greatest leaders in American education. Awaiting the day when the Bureau of Education shall be elevated to its true place as a Department with a Secretary in the Cabinet, let us not forget the men and women who have made it what it is. All honor to Secretary Work, the Bureau of Education, its Commissioner, and its faithful staff.

THE FIGHT is on to reduce school privileges, to weaken educational leadership, to prevent necessary extension and equalization of educational opportunity. Teachers who take membership in the National Education Association enlist in one of the greatest peacetime battles ever fought. Are your friends members?



DR. THOMAS W. BICKNELL, one of the builders of the Association, who will celebrate his ninetieth birthday on September 6. Dr. Bicknell founded the *Journal of Education*, now edited by Dr. A. E. Winship. He also founded the National Council of Education, and served as its first president. He served as president of the National Education Association in 1884 and developed a convention which is regarded as one of the great turning points in the Association's history. He is the author of many books and articles. He has been president of thirty-two organizations. His home is at 207 Doyle Avenue, Providence, Rhode Island.

FRESH FROM THE CLASSROOM

THE APPEAL that has gone out to classroom teachers through this page of *THE JOURNAL*, beginning with the September issue, has met with an enthusiastic response from teachers in every section of the country. Mrs. Mary C. C. Bradford, chairman of the Committee of One Hundred on Classroom Teaching Problems, desires to thank those who have had a share in making the page a success by sending in their contributions. Many of these letters have set forth not only the problems that daily confront those on the firing line in education but have offered constructive solutions as well. This month we have selected excerpts from some of the contributions that have recently been received.

FORMERLY any teacher in order to be promoted had to give up the personal, direct, classroom contact of teacher with pupil and step into some department of supervisory or administrative concern. This has been a prime weakness in our educational system. Expertness in educational service should not be gaged by the kind of work so much as by real merit in its particular field. While the American teacher may be complimented for her determined effort to succeed in spite of the uncertainty of adequate compensation and other quite necessary accessories to the real profession, yet she has been handicapped by this superiority of administration status over that of actual classroom teaching. What then can be done? Not much, until fair and unprejudiced public opinion gives its favor. Should we wait then, with folded hands and hushed breath until the trend of decades brings this about? No, public opinion, once awakened, can hasten the recognition of every expert in the educational field.—H. B. M.

MOST of our troubles, it seems, come from an attempt on the part of the schools to burden themselves with every conceivable task. We must either extend the school day, decrease the number of subjects, or submit more and more to superficiality. It is said that the teacher's great task is to prepare the child to become a good citizen, a term which admits of a rather broad interpretation. One of our leaders has said that we must teach the child how to teach himself. We can not do this by bewildering him or his teacher with a multiplicity of subjects.—G. L. Y.

SOMETIMES I think the tribulations of school-teaching are merely the result of being finite. We say to each other that nothing is perfect, that we would meet with difficulties and unpleasantnesses in any walk of life. Lack of appreciation, not of one's rightful

position, but of one's individual work and intentions is a blighting thing anywhere. What is the reason for it in education? I think very often this lack of appreciation is a matter of the letter rather than of the spirit. Many educators have not "learned to speak," to voice their sympathies and generous admiration. It takes grace and personality to make appreciation rightly felt.—J. L. O.

JEALOUSY and petty politics are beneath the rank of any profession. By entanglements with neither, the teacher should stand out supreme whether in the classroom or in supervisory or administrative capacity. His future supremacy will depend on the organization of every classroom in America. By this is meant, not dominating or machine-like organization, not superfluous organization. Either of these is almost worse than useless. It will mean free, open, thoughtful, self-governing organization established by every teacher worthy of the name. It will take different forms according to the type of work in the individual classroom, but its primary purpose will be that every student, considering his particular talent and aptitude, may find a way to cooperate for the best good of all in his unit and that each unit may know its responsibility to the larger group, the whole school, just as each local unit in the State must know its responsibility to the State as a whole. Such a type of organization will be concrete and practical. It will be professional, for it touches the very heart of the teaching problem itself; but it must not be confused with "educational system" so called. Those who win distinctive merit in this phase of teaching ability should not find it necessary to tear themselves from their classroom connections for promotion, but should receive not only the honor due unusual success, but such a financial recompense as will in every way parallel that scheduled for exceptional service in the administrative line.—B. M. M.

THERE are some adjustments I should like to see more widely tested in our profession. In the first place, I think we should begin at the foundation of the educational system, the classroom teacher. My first suggestion is that in the consideration of all plans involving fundamental changes in method or organization in the schools, suggestions from classroom teachers be noted. Often a scheme which is fine in theory is too hastily put into practice. Perhaps a classroom teacher could have told before hand how much clerical work it would entail, how it would cause those maddening "interruptions," how unjust it would be without an intelligence classification of children. Just as soon as I think, however, of putting more responsibility on classroom teachers and giving them a voice in organization of school work, a discouraging vision arises before me of the many teachers who are limited in educational outlook and indifferent to the part they should

play in their schools and in the educational system as a whole. Yet these very people are devoted to the children and to routine, even though very often given to complaining about red tape, interruptions, and the unreasonableness of things in general. The classroom teacher spirit, or the lack of it, is one of the most discouraging things in teaching. Fussing is plainly non-constructive, but fearless thinking based on experience should make our opinion valuable. Progressive school administrators today invite teachers to share in administration. Their purpose is not to shift their own work, but to encourage thoughtful classroom teacher consideration of school problems.—J. O. C.

TEACHER status is, without question, the most vital and important problem to the classroom teacher. Its relationship to salary, tenure, retirement, adjustment of the teaching load, recognition of professional preparation, consideration for training in service—all these have been discussed at every educational meeting for years. We may adopt for a major premise, that the schools do not exist for the teacher, yet these problems are vitally important because the effectiveness of the teacher in looking after the welfare of the children is most intimately concerned. If these problems are studied as they have been by our State and local associations, as well as by our National representative body, and are met by constructive action, they cannot help but raise the status of the teacher, for public opinion is back of it all and this can be educated.—J. A. M.

THE greatest service a teacher can render is to make education so attractive to her pupils that they will desire more than they receive. We must stimulate their appetite for knowledge; or else all the drills we can invent will fail to function, and the pupils will become either hypocritical idlers or daring rebels. Then there must be expert teachers in the primary schools. The principal, who reluctantly showed us the primary grades, and said that any teacher who showed any ability was immediately placed in the upper grades, was making a serious mistake. How many hours must be spent in such a school breaking bad habits allowed in the lower grades! Right attitudes in the beginning of an education are so vitally important. We can not give maximum service to the individuals in our care until we have classes of twenty instead of fifty to teach; until there are thorough and frequent mental and physical tests; and until the home and school are more thoroughly bound together in the effort to make the children eager to help themselves.—P. H. M.

THERE could be no place in this wonderful country of ours that would be a more fitting place for the Association to meet than Washington—the capital of our country. Several years ago I had the pleasure of spending a week there and wish that I could have made it a month.—W. K. M.

ON OCCASIONS I have given up the thought of going on, but always the lure of the classroom brought me back, glad to be before a sea of shining faces, a host of happy hearts, and dozens of nimble fingers. . . . My biggest problem is teaching the backward child.—E. V. J.

Possibilities of Radio

STEPHEN C. CLEMENT,

State Normal School, Buffalo, New York

THIS is the personal experience of one school man with radio. Like all school men, the author was poor. The radio craze began to "get" him. He found himself becoming a radio "bug." Could he afford it? He spent his Saturday afternoons "shopping" in the radio stores. He bought nothing. Finally, he saw a way to compromise with his pocketbook. He brought home a crystal set from Woolworth's!

The first programs were remarkable. The magic of reception, the miracle of distant music received on a wire in the attic, an induction coil, a crystal, did not wear off. The wonder grew. The author could not control his desire. He "plunged," and bought a Neutrodyne. Every night he traveled over the world, Atlanta, Boston, Birmingham, Los Angeles—the symphony orchestras, the singers, even the President of the United States contributed to his entertainment.

Soon, however, being like all school men, somewhat critical, he began to analyze, compare, and see the weaknesses and possibilities of the average radio programs. The continuous jazz became monotonous, the vaudevillists still remained at the plane of the stage, the really good concerts and talks were infrequent. Then, being a school man, the author began to wonder whether radio was being used very much as a true educational force, and whether it could be so used.

He began to "tune in" to every listed educational program. He listened to university extension courses. Here was a real attempt to raise the standard of community intelligence. There were several grave difficulties which, of course, applied to any work of the same type,—that is, the present mechanical difficulties of securing perfect reception of signals, the weakened inspiration of disembodied voices, the impossibility of using any but verbal illustrative materials, the difficulty of checking up assignments and results. The extension course was aimed at specific individuals, and, while it offered opportunity to them, did not utilize the enormous public audience that the radio afforded.

To the writer, the two greatest needs of present-day education were, and are, first, the advertising of its own work in order that such work be properly un-

derstood and supported and, second, the securing of full coöperation and assistance from the source of the raw material of the schools, the home.

What have the educational forces done in the past to secure these two ends? They have organized parent-teachers' associations, sent out occasional speakers, held visitors' days in the schools. Conscientious teachers have visited parents infrequently. Superintendents and principals have provided small amounts of material for newspaper publication.

The result, as far as it went, has been favorable to the continuation of present school procedure. Its greatest fault has been that it did not make contact with the people whom it most needed to reach. The parents who belong to parent-teachers' associations, who visit schools, who give educational news and magazine material real consideration, are those who least need such contact. The indifferent parent, the childless family, the family which knows little concerning the upbringing of its children, the unmarried, are rarely reached by such programs.

Can radio supply the need? Can radio function efficiently in selling the schools to the taxpayer, in the creation of coöperation between home and school?

Announcements were noted of sporadic programs for the presentation to parents of facts about children and the schools they go to. Rochester, New York, and Omaha, Nebraska, broadcasted nightly during Education Week; New York City conducted a series of programs on vocational guidance; Washington had a weekly educational talk; other cities followed with brief programs.

Was the radio audience of sufficient size to warrant the attempt? Exact figures were impossible to reach. However, Chicago recently broadcasted a debate on the Volstead Law and received over 38,000 telegrams from listeners. It is estimated that Rochester's educational programs reached at least 100,000 people. Buffalo has between thirty-five and fifty thousand receivers in operation, promising, by conservative estimate, one radio listener for every ten persons in the total population of the city. Surely radio can be favorably

compared to the newspaper and the moving picture in popular appeal.

Does radio appeal function? It functions in so far that many large corporations are paying WEAU of New York City \$400 for each ten minutes of broadcasting and that some corporations are dispatching at their own expense radio entertainers on country-wide tours.

This called for action. So, the author, with the assistance of the Buffalo School Department arranged for a series of talks on *What the Schools of Buffalo are Like*. These programs are now going on, and, if successful, may be continued indefinitely.

If the step is worthwhile, should not the school men of the country carry through a concerted program, somewhat as follows?

1. As a first step, organize in all cities where broadcasting stations are available for use committees on radio education.

2. Such committees to organize and provide for a weekly or bi-weekly parents' hour, to continue throughout the year, and provide speakers therefor.

3. The subject matter may easily follow some of the headings listed below: (a) What the schools are like; (b) What the schools are trying to do; (c) The financial and moral support of schools; (d) The significance of school classifications, intelligence tests, and report cards; (e) Vocational guidance of the child; (f) Home work; (g) The health of the school child; (h) Building right habits in thinking and acting in the home.

4. Results, criticisms, and suggested procedure to be sent by the secretaries of the committees to THE JOURNAL of the National Education Association, in order that its present practice of acting as a clearing-house for radio information for educators, may be made of utmost practical importance. Is this program worthwhile? If not, why not? Let us look into it.

COMMON SENSE—I think that common sense, in a rough, dogged way, is technically sounder than the special schools of philosophy, each of which squints and overlooks half the facts and half the difficulties in its eagerness to find in some detail the key to the whole. I am animated by distrust of all high guesses, and by sympathy with the old prejudices and workaday opinions of mankind; they are ill expressed, but they are well grounded.—George Santayana in *Antioch Notes*.

Recent Educational Trends in Brazil¹

THE PRESENT system of education in Brazil deals to a great extent with the teaching of physical culture and the manual arts. New methods of physical culture are everywhere becoming general. In the city as well as in rural districts, Swedish gymnastics and games are taught. Often in passing a yard or garden and seeing groups of children skipping or running or playing, I have noted with pleasure that it was one of our schools in full working order, enthusiastically carrying out our physical education program.

In the execution of the manual work there is like enthusiasm. Drawing and modelling classes, after only six months' work, are giving surprising results. Gardening and agriculture are also rich in promise. These demonstrate that our manual instruction is not only practicable but conforms to all the requirements of popular education today. Rapidly the program is being purged of all inconsistencies and is more and more taking into consideration educational methods and objectives.

The most urgent object of establishing our Vacation Course is to bring the school as near to life as possible, to make it observe and reflect our daily

¹From an address given by Dr. Carneiro Leão, Director General of Public Instruction, Rio de Janeiro, Brazil, before a large gathering of teachers attending the Vacation School and friends of education.

regime, and to mold our civilization and culture. My experience shows that our schoolmasters do not lack modern teach-



MANUAL training is taught with enthusiasm in the schools of Rio de Janeiro, and of course the children enjoy making things.

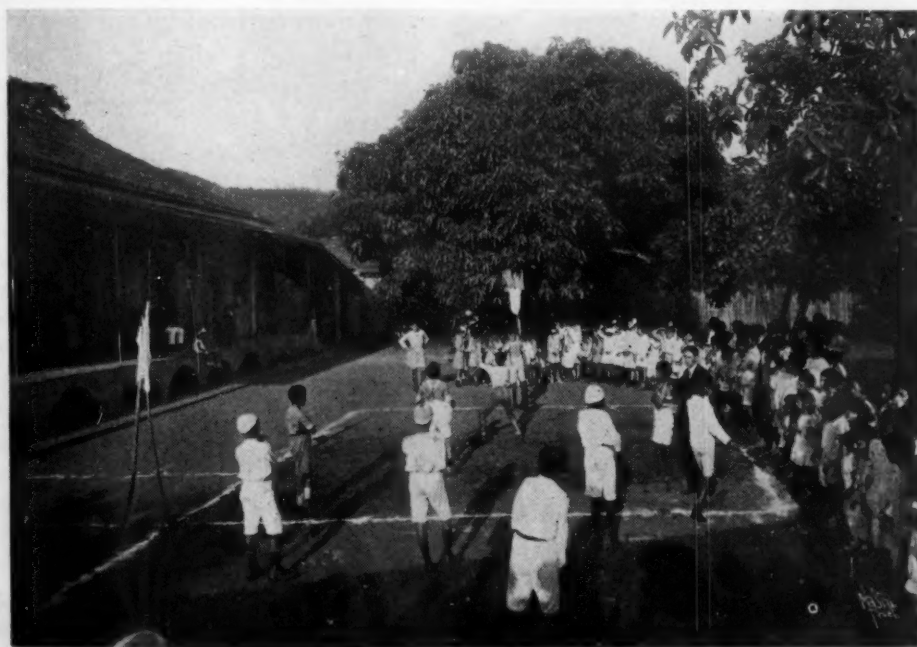
ing ideas, nor do they lack the faculty of transmitting their ideas. We lack rather a knowledge of the needs of life and a consciousness of our limitations. Too long has teaching dealt only with book instruction. It should be concerned with living as well as knowing.

To bring about this desired end it was necessary to adopt a uniform course of instruction. This task, belonging to the General Directorate of Instruction, was no easy one, for instructors had been too freely guided by their own inclinations to have a system at all uniform. Too great stress was laid in the primary

school on preparing for secondary and higher education.

Were we to ask ourselves what is the object of the primary school in Brazil, we should find great difficulty in answering the question. Is the object of the primary school simply to teach the alphabet, reading, and writing, and the first four rules of arithmetic? Would such a result repay the efforts spent on it? Or is the final aim of the school to fill the mind with theoretical ideas for making speeches and passing examinations?

The primary school, above all others, is the laboratory where the people should be prepared for the battle of life. This battle is the same everywhere. Every country has to contend with the same problems, conquer the same difficulties, control the same human nature, fulfil its destiny. In the Capital of Brazil, there are numerous reasons for studying the obligations involved in primary instruction. We are liable to look upon questions of educational administration with undue excitement and exaggeration. We often speak ill of everything that is ours, pride ourselves on making a show of our faults, and fall into the fallacy known as "generalizing the particular."



PHYSICAL culture plays an important part in city education as well as in the rural districts of Brazil.



GARDENING in the elementary schools of Brazil conforms to all the requirements of popular education today.

Could a greater injustice be done our school system than to condemn it because we lack proper buildings and equipment? Let us look at our school plant. We own large buildings and at least one fifth of our schools are municipal property, the defects of which do not entirely prohibit the possibility of giving a good education. We should not despise the lesson of cultured and experienced nations, but we should consider the means at our disposal and our own necessities of paramount importance. Contempt for the accomplishments of other nations will lead to a useless vacillation in adopting their methods, but a callous disregard of our own individual problems and needs would lead to degeneration. If the requirements of the primary school differ in one and the same State, how much greater will the requirements of one nation differ with those of another? Sepetiba and Botafogo, Meyer and Guaratiba, have requirements which vary considerably. Although not needing as many programs as there are districts, nevertheless we ought to adapt teaching to the social surroundings.

I do not agree that we should limit the possibilities of culture to anyone simply because he was born in a certain place. The intelligent child of restricted surroundings may aspire to rise to a culture far above his means, and it should be the duty of the State to supply it. I, however, consider it useless, if not prejudicial, for teaching to be wholly disconnected from the real world.

Manual training in primary schools is of incalculable educational value as it serves to establish immediate contact with surrounding realities.

You well know the advantages of instruction intelligently directed, with a well-defined object, and therefore you realize how urgent it is to establish the course of study so that all may attain it. Uniformity does not mean the death of individual initiative, the mechanical carrying out of fixed rules and principles, but the generalization of a well-defined course.

Manual labor develops or corrects the

habit of observation, makes clear the difference between an exact idea and a vague one, distinguishes the true from the false, and gives to each one a personal conviction and judgment. He who knows because he did a thing is infinitely superior to him who thinks he knows because he has heard it said. Taking notice in order to act gains for a man the consciousness of the reality, and he acts as a result of the proper and necessary thought at the opportune moment. Undoubtedly, no other method can supersede this one, and no other will be easier to generalize, since its foundation is the direct observation of reality. Then speaking and reading, by the exercise of observation, seeks to develop the latent energy of his senses, teaches him to reflect and to judge, gives the exactness of things, and therefore the precise perception of the realities of life.

In a country cut off from all communication with other races there is nothing more urgent than the constant and immediate vision of the realities of the surroundings in the formation of a definite type of instruction.

Our educational problem is not simply to prepare a people of action but to give them a national personality. Geography, history, and hygiene, correctly taught, will give another value to the practical and moral Brazilian culture and will help fix the understanding of territory, nationality, and race. In geography, the mere study of physical features and of the sparse political factors is far from giving a Brazilian a scientific knowledge of his realities. Is



THE TEMPERATE climate makes study out-of-doors a delight the year round for the boys and girls in Rio.

it knowing geography to learn by heart, or even to be able to draw on the black-board, rivers, mountains, valleys, forests, and cities? Is it knowing geography to recite the different productions of specified regions?

More than this is necessary. We need to know the useful relations between the geographic factor and the social phenomenon in order to deduce from them the rules which should govern the lives of the people. Instead of engraving on the memory a list of the names of physical features or different classes of products, without any connection, simply as an ornament to the intelligence, we shall obtain an understanding of the land, its value and possibilities, so that we shall have a clear explanation of the past and of the present and an intelligent guide to the future. In our country only an exact knowledge of geography and history will do away with the frivolous notions that we have with regard to ourselves.

That Brazil is a tropical country and not susceptible to a higher civilization is an *a priori* conclusion, without any connection with physical reality. In this vast territory of 8500 square kilometers there are necessarily marked differences in climate, caused by variations of altitude, direction of the winds, and ocean currents, and proximity to the sea. In Belem of Pará, where the temperature is high for some hours during the day, the nights and mornings are cool and agreeable. Dr. Hart in his work on *The Amazon and the Atlantic Coast of South America* writes, "Many people suppose that because this region is in the tropics, it has a climate analogous to other tropical countries, like India for example. But on account of certain peculiarities (gentle rains every month, continual winds, absence of typhoons, etc.) it is proved that there is as much similarity between the climates of India and the Amazon, as between those of Rome and Boston. And anyone would make a great mistake who considered the climates of these large cities identical simply because they are in the same latitude, and he would fall into the same error, who considered identical with India the climate of the Amazon because they are both tropical countries." The same holds good for every part of our territory.

We could cite many illustrations to show the error of those who form an opinion of the climate of Brazil simply from the map and its geographical position.



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THE tourists' camp in East Potomac Park is a busy place from early March, when the tide of travel is principally from Florida and other points south, until the last of December. Last summer during the Shriners' Convention, the gay banners and bright garments of the visitors enlivened the camp. Next June, teachers desiring to bring their families by automobile to the National Education Association convention will find here excellent accommodations, where provisions, fuel, water, and gas may be easily obtained. The park is centrally located and its nearness to the Potomac affords a delightful place to spend a long summer evening, to say nothing of historic reminders.

Project work in geography, as is now being carried out in our schools, will be most helpful to pupils in understanding the relations of man and civilization. Until suitable textbooks can be provided, the success of this practical teaching depends upon careful training on the part of the teacher.

It is true that the history of nearly every country is reduced to the praise of half a dozen men who did everything. Often the history of a nation for an entire period is summed up in the story of one city, the description of one battle, and the deeds of one dynasty. The result is that we exist in a society without knowing the why or the wherefore. There is truly no better discipline than history based on geography for creating and consolidating an understanding of society. It is a pity that the study of history should be confined to half a dozen men and to facts disconnected in time and space, and often incomprehensible and inconsequent. Who could understand the history of Brazil, as given generally in the school textbooks? For example, the great national struggle for independence is an event out of the ordinary course, the gift of a foreign Prince, Dom Pedro I, and the daughter of the Brazilian patriarch, José Bonifácio.

An analysis of the factors that produced our struggle for independence may detract somewhat from the illustrious fame of the Prince, but it will always prove his willingness to bring about an event which was bound to come, then or at some future time. His fame will ever rest on his leadership of a conquest to which the whole people aspired. This interpretation of events will, without diminishing the value and importance of his services, change his people from an inert and despicable mass of weaklings to men capable of making resolutions and of achieving great triumphs. Such a standard for the study of history is needed in Brazil, especially in its capital. We cannot continue to make a study of South American history which detracts from our social and moral patrimony.

The subject of hygiene has been given an important place in the curriculum the past year. This vacation course will help the teacher guide the child from the first school year in a knowledge of correct living. They believe that from this course great advantages will be derived. It will require a great effort on the part of our teaching staff, but I am convinced that the schoolmasters and mistresses of Rio will work for the best interests of their native land.

Do We Need a World Language?

HENRY W. HETZEL

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THE magnificent meeting last summer in San Francisco which resulted in the formation of the World Federation of Education Associations may seem to have answered the question as far as this particular organization is concerned. But has it? Though English was preponderantly the native tongue of those present, and fully met the needs of the occasion, can any one imagine that the Tower of Babel will not rear its head when the Federation meets outside of North America, specially on the continent of Europe?

This raises an interesting question, one that should engage the attention of teachers, of all people. The World Federation is only one of many movements answering a universal call that the real interests, material and spiritual, of all peoples the world over, are the same. The human race is being brought together in contacts increasingly numerous and intimate. Great movements of all kinds are becoming as much at home in one country as in another. Problems of statecraft, education, science, and industry are arising which only the united and coöperating intelligence of mankind can solve. Considering this and the marvelous development of our means of communication, particularly radio, can any one doubt that the increasing consciousness of world solidarity is fast making an international language a necessity?

Naturally the place once held by Latin as the vehicle for European culture has suggested its revival as the international language of tomorrow. But even the most fervent of its advocates admit that Latin would require some simplification of its grammar and an extension of its vocabulary. In fact, the amount of change necessary to make Latin a formidable competitor of any of its more logical and simpler rivals would result in a "Latin" of such an unclassical aspect that even its friends would hardly suggest that it take the place of Cæsar and Virgil in our schools and colleges. Or is it proposed that we teach two kinds of Latin?

To take one of the existing national tongues, say French or English, would involve us in nearly or quite the same difficulty. Such a tongue would have the further disadvantage of being un-

neutral—too much tinged with the national characteristics, psychology, and even prejudices of the countries where it is native. Its adoption would confer so great a diplomatic, commercial, political, and cultural advantage on one certain group of nations as to make such a proposition absolutely intolerable to others. The "world democracy" will insist upon neutrality even in its choice and use of a vehicle of thought.

The problem of evolving a simple, logical, easily learned, and neutral language—not to displace existing national tongues, but to serve as the "second tongue for all," for international purposes solely—has brought forth at least a hundred separate projects in the past two hundred years. With the exception of two or three brought out in the last fifty years all of these have remained only projects, exciting a momentary interest as linguistic curiosities merely.

The most prominent of these exceptions is Esperanto, given to the world by Dr. L. L. Zamenhof, of Warsaw, in 1887. It at once attracted an attention that was more than academic and in a few years had far outdistanced its competitors both as to the extent of its literature and the number of its adherents. Twenty years later appeared Ido (literally "an offspring"), the work of some European scientists and linguists who favored certain changes in Esperanto. Idists claim that their language is more international in its root words, more logical in its orthography and word-formation and more precise in its grammar. Esperantists do not admit these claims and, while perhaps less insistent upon the linguistic perfection of Esperanto, have centered their activities more upon putting the international language into immediate and intensive use, believing that its strongest argument is in its successful functioning. In this demonstration, it must be admitted, they have succeeded.

The doubter who admits the possibility of an international language only as a feature of some far-in-the-future Utopia is given the convincing answer: such a thing is possible, for it is already in use. And it is not in disparagement of Ido or any other project that some of the features of Esperanto's success are here mentioned. Any accepted synthetic

language with a sufficient number of users would have done as well, given, of course, the same degree of idealism which has always characterized the Esperanto movement. Thousands of tourists have used the language to good advantage. At least a dozen cities of Europe have even Esperanto policemen! Many more, especially students, have broadened their horizon by means of correspondence in it. Its literature of original works and translations, representing the classics of many tongues, is well up in the thousands. It has an established place in connection with the annual international fairs in at least a score of cities in Europe. It is in world congresses, however, that the language most strikingly shows forth its adaptability. The Commercial Congress in Venice last April, for example, with over two hundred official delegates from twenty-three different countries, representing eighty-nine Chambers of Commerce, thirty tourists associations, twenty-one international fairs, and over sixty industrial federations, conducted its three days' program entirely in Esperanto, several of the speakers having learned the language on the journey thither!

The subject is a vast and important one, but the success of no project, however marked, will stampede the forward-looking people of all lands who are giving this matter their serious attention. The report of the League of Nations on the present spread of international language is an interesting document. Peace Associations, the International Red Cross, the International Women's Suffrage Alliance, and dozens of similar organizations have already taken action, in most cases—as with the French, Italian, and British associations for the advancement of science and the radio associations for at least four countries—the indorsement being given to the same language. Yes, we do need an international tongue. It is a possible and fully practical thing whose benefits we, as teachers, should not be slow to recognize.

THE HOPE of tomorrow lies in the development of the instruments of today. The prospect of advance lies in maintaining those conditions which have stimulated invention and industry and commerce. The only road to a more progressive age lies in perfecting the instrumentalities of this age. The only hope for peace lies in the perfection of the arts of war.—Calvin Coolidge.

Education and the Metric Advance

AUBREY DRURY

Executive Secretary, World Metric Standardization Council
San Francisco, California

AS that great benefactor of education, Andrew Carnegie, so truly said, "Our weights and measures are unworthy an intelligent nation today. Adoption of the metric system is one of the steps forward which the race is bound to take." The step is now immediately before us. Congress has for consideration the Britten-Ladd Metric Standards Bill, proposing to establish the decimal metric units in merchandising (that is, in daily life) throughout the United States of America after 1933.

This is in accord with the vast move for simplification, standardization, and world intellectual unification which is everywhere evident. Adoption of the metric units by the English-speaking peoples would rank as the greatest educational advance of the century. Awake to its importance, thousands of schools and colleges, faculties and educational organizations throughout the land have memorialized Congress to enact metric legislation. There are now pending before our National legislators more than 37,000 individual petitions from educators urging this progress. Manifestly, education is vitally interested.

With the essentials of the metric system, teachers are of course familiar—and they are the more competent, therefore, to lead all the people into an understanding of its ideal simplicity and practical utility. Based upon the decimal plan, like our currency, its units are interrelated logically. Just as the four fingers of the hand are distinct yet all are parts of the hand, so are the metric units all integral parts of one system. Dollar, meter, liter, gram—the four principal units—are all handled absolutely the same. Like the dollar, the meter and liter and gram may be decimally

multiplied. By simply shifting the decimal point one can at once attain multiplication or division. We may use the same terms to express meters, liters,



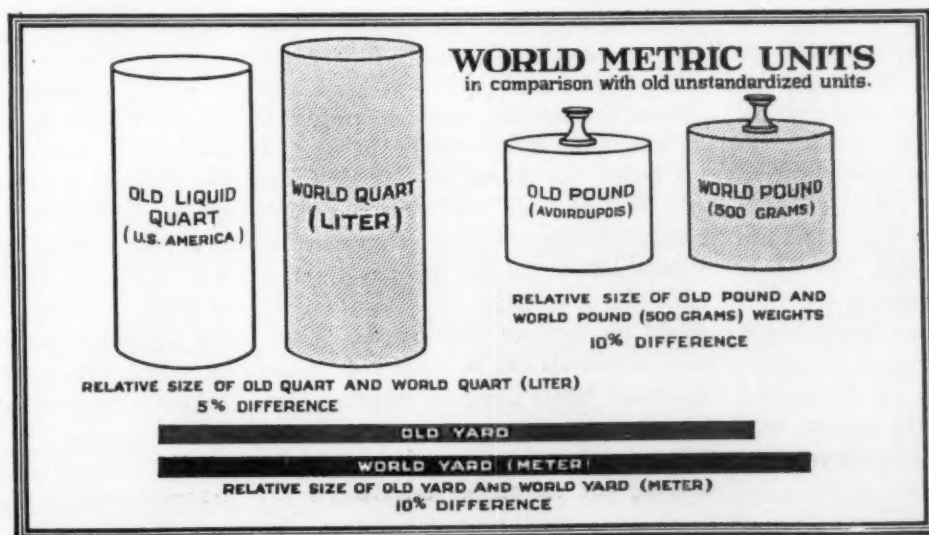
and grams—and their parts—as we do to express dollars and parts of dollars. For instance, 1.111 is expressed as one dollar, one dime (dec-ime), one cent, one mill. So also 1.111 is expressed as one meter, one dec-i-meter, one cent-i-meter, one mill-i-meter. And likewise with divisions of liters and grams. There are terms for multiples of the unit used sometimes in science—in ordinary transactions we need not use them. They are *deka* for 10; *hecto* for

100; *kilo* for 1000. In everyday work we can speak of 10 or 100 or 1000 meters, liters, or grams in the same way that we speak of 10 or 100 or 1000 dollars. We don't have to say "deka-dollar" to express our idea of \$10.

The accompanying sketch gives a clear view of the close similarity between metric units and obsolescent units to which our people have clung till this late date. Our language, already so rich in synonyms, will welcome these decimal units as the world yard, world quart, and world pound—alternative names for meter, liter, and 500-grams. The world metric ton (2204 pounds avoirdupois) is another most practical unit. It is obvious that there will be no need for mental adjustment to familiarize ourselves with the world measurements, because they are practically what we have now. The transition will involve only a slight advance in the size of units. And ten years to do it in!

With the exception of the British, all other civilized nations have moved on to the world standards. Be it noted, the British weights and measures are quite *different* from ours; the British Imperial quart and gallon, for instance, being twenty per cent greater than our old units bearing the same names. Realizing their isolated position in this vital matter, all the British Commonwealths, through their conferences of premiers, have urged world-wide adoption of the

metric weights and measures. British business, as represented by the Association of Chambers of Commerce of the British Empire, not long ago voted overwhelmingly for the world units; the Trades Union Congress, representing Labor, voted likewise; and all the great educational organizations, including the National



Union of Teachers, are urging this progress. An early advance to metric unit standardization throughout the British Commonwealths is clearly indicated.

Truly, the metric system is about to achieve its manifest destiny. More than forty important nations use the world units exclusively. The most decisive event came in 1921, when Russia and Japan definitely adopted the metric system—so that in just that one year more humans went onto the metric basis than now in all the world use the diverse units miscalled English. The world-wide trend is obvious. Patriotic Americans will no longer be blind to this advance. Alert American educators are energetic in directing public attention to the urgency for metric legislation. They know that besides the great good which will come to this Nation in the fields of commerce, industry, and the transactions of daily life, there are vast educational advantages which demand consideration.

When no other system of weights and measures is generally employed in the United States of America except the metric, there will be a great saving in the teaching of arithmetic, both from the standpoint of the scholar and of the instructor. The resolution unanimously voted by the National Congress of Mothers and Parent-Teacher Associations declares: "Statistics show that practically one year in the school life of every American child could be saved if the decimal metric system of weights and measures were taught instead of the present system. The enormity of loss in time and money can be somewhat appreciated when it is remembered that, according to the statistics of the United States Bureau of Education, there are about 22,000,000 public-school children in our country being educated at a cost of not less than \$800,000,000 per year."

This authoritative estimate of one full year's loss of time owing to the lack of metric standardization is confirmed by testimony of countless educational experts and commissions of investigation. It implies an astounding wastage of human life and needless expenditure of school funds. As Dr. Albert Shiels aptly says: "Adoption of the metric system would greatly simplify the whole problem of instruction among the children of the Nation. Our curriculum is overloaded, and the saving of thousands of hours now devoted to the clumsy and complex arithmetic of the present type could be used for other educational purposes."

With metric units commonly employed, children in the schools could advance more rapidly. Little time would be required in mastering vulgar fractions. Whereas the study of the old weights and measures is laborious and repulsive to both teacher and pupil, a child of ten can master the essentials of the metric system in ten minutes. Furthermore, the metric system constitutes one of the most perfect devices known for teaching arithmetic to beginners. The units, tens, and hundreds of the actual measures are identical with those of the Hindu-Arabic numeration; and just as the metric multiples correspond perfectly with whole numbers, so likewise the metric fractional units agree with what we call decimals. Metric square and cubic measures clearly illustrate evolution and involution.

The famous British educational commission of inquiry which reported to the Prime Minister strongly stressed the point that "the present chaos of English weights and measures causes confusion of thought." Without question, adoption of the logical decimal metric system will promote clear thinking on the part of students, and avoid numberless perplexities. As Dr. Frank Crane says, "By the metric system a child can learn to measure wheat or water or land or distance as easily as he now learns to count money." It all becomes well-nigh automatic. Thus will our childhood be freed from an ugly mental slavery. The ball-and-chain of grotesque ancient weights and measures will be lifted from the youth of the land.

Surely downright cruelty to children can be charged to our clutter of cumbersome units—what Thomas A. Edison brands "our present jumble." "Make a child study what it does not like," he contends, "and keep this up until it is fourteen years old, and its brain is impaired forever."

In removing these old toll-bars from the path of education, many studies will profit besides arithmetic. In home economics, for instance, cooking recipes will be placed upon a scientific basis; and marketing for home supplies will be standardized and safeguarded from fraud. Among the gains in agricultural science will be the ease in comparison of agricultural statistics and the study of world markets for commodities. Commercial courses can be simplified, recent testimony before Congress revealing that introduction of the metric system means a saving of at least one fifth in book-keeping and mercantile calculations.

In shop work and science courses, immediate benefit will accrue. "The adoption of the metric system by the United States of America," declares Dr. Charles W. Eliot, "would greatly reduce labor in trades because of the thorough decimal quality of the system, and would facilitate teaching of mathematics and applied sciences in schools."

Above all, Nation-wide use of this modern system would place our faculties and students in closer touch with the thought of the world. Education, like art, has no frontiers. By utilizing the metric units, transmission of ideas will be everywhere facilitated. An ages-old barrier against thought will be swept aside.

Realizing this, educators are with utmost vigor aiding the progress of the metric cause. As never before, classes are studying the metric system intensively. Teachers are sending for the instructive pamphlets on the metric system issued by the United States Bureau of Standards, Washington, D. C.; and by the Metric Association, 156 Fifth Avenue, New York City. Debates and discussions are being held on this vital topic. Petitions are being sent to National legislators urging action, and messages of support are pouring in upon Congressman Fred A. Britten and Senator E. F. Ladd, sponsors of the pending metric legislation.

Everybody knows where science stands. The National Association for the Advancement of Science, the National Research Council, and hundreds of other powerful scientific organizations are urging the proposed extension of the use of the metric units.

Breathing the spirit of the times, the World Conference on Education that met in San Francisco last June, called for world-wide metric standardization. The metric resolution, passed for the conference, was discussed in the group session on greater unification in science.

Truly, adoption of the metric units by the United States of America will complete a work long upbuilding. In the eloquent words of Charles Sumner before the United States Senate, "Here is a new element of civilization which will be felt in all the concerns of life at home and abroad. It will be hardly less important than the Arabic numerals, by which the operations of arithmetic are rendered common to all nations. It will help undo that primeval confusion of which the Tower of Babel was the representative."

The Teachers' Registration Council

JOHN ADAMS

AS FAR back as the close of the first quarter of the nineteenth century the better class private schoolmasters of England were discontented with the public status of their schools. These were the days of Dotheboys Hall. Such institutions did exist, though their numbers were not great. After reading a Master's thesis on the facts lying behind Dickens' caricature, I was convinced that these private schoolmasters of a hundred years ago were right in feeling that something had to be done to save their own credit and to protect the public against unqualified and unscrupulous men who made money out of a set of senior baby-farms. After much discussion, an institution was set up in the year 1847 with the quaint title: The College of Preceptors. It had the dignity of a Royal Charter, and at once set out upon a career of honourable usefulness that is far from ended at the present day, though the whole educational outlook has changed amazingly since that Royal Charter was granted. One could really write the history of English education round the organization of the Preceptors, but for our present purpose we had better concentrate on one vital plank in their programme.

From the beginning, these private schoolmasters had the ideal of a Teachers' Register, a place on which should be essential before anyone could open a school or teach in one. Even in those dim and distant days, the ideal of an autonomous profession was in the air, but opposition was bitter and sustained. The public schools felt no need for a Register. Secure in their dignified prestige they looked rather contemptuously at their humbler colleagues of the private schools, and took no action. The elementary teachers had not yet been educated up to the need for a Register. In fact they already had a sort of Register, since their names were all written in the Golden Book of the august Board of Education at Whitehall. In their own quiet way they too, from their officially recognized position, rather looked down upon the private school people. All the same, professional interest developed to such an extent that at last a sort of Register was established through the Board of Education. But it entered on its career with the death microbes pulsing through its system. For the elementary

people were against it from the first: they resented the distinction that was drawn between the elementary teachers and the others. For the Register was drawn up in two columns. On column A all the certificated teachers were placed automatically in an alphabetical list. On column B only secondary teachers found a place, and for this a fee was

THE BATTLE to make teaching a profession has long been fought and still continues. In this article Dr. John Adams, noted British educator, now in this country lecturing at the University of California and elsewhere, tells how there has been built up in England a council through which the educational workers of that country endeavor to deal authoritatively with whatever concerns teaching on the professional side.

charged. Five dollars was not an excessive demand, and it was not the amount that gave offence to the elementary group, but the existence of a fee that discriminated between the two groups. The Board of Education itself was not very friendly to the Register, and was not altogether displeased that it did not command public favour. The two columns wriggled their weary way through a number of years, but never exercised much influence of any kind, and at last came to a peaceful and unlamented death. No sooner were the obsequies over, than an agitation arose for a new Register, and the National Union of Teachers that had played the sparrow to the old Register's cock robin was among the most vigorous in demanding a new one.

There was now a real demand for a single column Register, and the different groups of teachers sank their differences, drew together, and finally presented such a formidable front that

the Board of Education, which was certainly not enthusiastic in the matter, had to meet the united demand of the profession, and in 1911 set about establishing a Teachers' Registration Council that would be representative of the whole profession. It was finally constituted by Order in Council, February 29, 1912. Its make-up was curious.

There are in England and Wales eleven universities; so, in its wisdom, the Board of Education made eleven the basic number of the Council, and decreed that it should be made up of forty-four members: eleven to represent the universities; eleven to represent the various groups of secondary schools; eleven to represent the corresponding groups of elementary schools; eleven to represent all the other teachers, such as the teachers of the blind and the deaf, and those who teach such subjects as art, music, physical training, commercial and domestic subjects—everything in fact out of the ordinary run of professional teachers. The chairman of the Council is to be chosen by the Council outside of its membership. The first Chairman was a former head of the Education of the country, Mr. A. D. Ackland, his successor being the most popular educational man in England, Sir Michael Sadler. The present President is Lord Gorell, who has the full confidence of the whole profession.

As soon as the Council met, it was evident that there was going to be none of the dissension for which some at least of its founders looked. The greatest friendliness prevailed among the different groups. The coming together round the same table, so far from increasing the friction among the different sections, tended to remove it entirely. The Council is elected every three years by the various teachers' associations representing the different groups, and I can honestly say that in all the years that I represented the Training of Teachers Group (I was a member from the beginning till my retirement in 1922) I never once saw a division on purely class lines. The elementary teachers and their secondary fellows got to know one another in a way hitherto impossible: they saw each other's good points, and got to understand each other's point of view. The university representatives learned much to their advantage and

were able to interpret to their institutions the difficulties and needs of the schools. As for the teachers of special subjects, they found themselves for the first time recognized as an integral part of a great profession.

At first the progress of the Register itself was slow. No pressure was used, and the reactionary element in English education is always very strong. The fee was at first only five dollars, but by and by it was raised to ten, and a gentle hint is thrown out that quite a high tariff may soon be imposed. The fee had little to do with the slowness of enrolment. What was required was to educate the profession to the idea of the need for solidarity. The elementary group began to take up the matter seriously, and the movement got well under way. At present the number on the Register is about 75,000, and the success of the movement is secure. To be sure, the number of teaching persons within the area of the register is sometimes put as high as nearly a quarter of a million, but this includes all sorts of people who make a little money by teaching in their spare time. Even when allowance is made for these camp followers, those who are left are not all eligible for registration, for a fairly high standard of admission has been established by the Council. At the beginning, admission had to be made easy for those actually engaged at the time in the profession. The period of this temporary qualification is now past, and the full rigor of the permanent conditions is applied.

Since the purpose for which the Council was appointed is achieved, and a vigorous Register is in existence, the question arises: What is the Council now to do? Its main function was to establish and maintain such a Register. It is now made: the problem remains—Does the maintenance of the Register supply a sufficiently important piece of work to occupy the time and energy of forty-four of the keenest teachers in England? This question, like those in Latin containing the word *num*, expects the answer *No*. At any rate that is the answer the Council itself has given, and it is going quietly on towards the realization—so far as that is possible and desirable—of the ideal of those who have fought so long in England for the Register. The ideal of the profession is to reach something like the same status as has been attained by the medical men. In England the doctors have achieved an autonomous profession, and the teachers seek to make their organization as

like the doctors' Council as circumstances will permit. It is recognized that teachers are nearer to the status of civil servants than are the doctors. So the Teachers' Registration Council hardly aspires to full autonomy, but, on the purely professional side, the members see no reason why they should not be as independent as the doctors.

In any case, the teachers are quietly taking in hand more and more of the professional problems that come their way. Already they have been appealed to by outside bodies on many points, and, wherever purely administrative and economic questions are not involved, the council has taken up the attitude that, as the only body representing all branches of the profession, it is entitled to take up and deal authoritatively with whatever concerns teaching on the professional side. Observant outsiders have noticed a tendency on the part of the Council to regard itself as having discharged its primary function, and being therefore at liberty to adopt fresh work.

A year or two ago the Council set about finding a suitable monogram, and happened on an old Italian monogram that seemed to meet the case. At the Council meeting itself, there was a certain difference of opinion about the artistic merit of the proposed monogram. But no question was raised upon what was surely a much more important point. The monogram included only two letters instead of three. A long T had a little C crossing it at the middle: that was all. The monogram has been adopted and is now familiar to all who see the Council's advertisements, so that quite definitely, though certainly unobtrusively, the Council has made its claim to a much wider sphere than apparently found a place in the minds of those who founded it. Still, there were certain remarks made in Parliament at the time the Council was established, and certain opinions expressed by prominent officials of the Board of Education, that give an excellent *prima facie* case for the enterprising members of the Council who are now launching out into new fields.

Naturally the members of the National Education Association will look with interest at this new development, and may even ask whether it contains any lesson for them. To begin with, the two bodies have not the same composition. The Teachers' Council, to give it the abbreviated title it has quietly assumed, is made up entirely of teachers, and represents teachers exclusively. It

cannot claim to be more representative than the National Education Association. No body could be more representative than the great American National Association. But the Teachers' Council is representative in the sense that its members are persons elected for the definite purpose of seeing that the interests of their groups are properly considered. The Teachers' Council is thus more closely knit than is the National Education Association, and is therefore likely to prove more powerful, which is perhaps as it should be, since in England there is a better entrenched central authority to deal with than exists in America. In the meantime you have nothing to fear from a central authority, whereas in England the Board of Education is a powerful bureaucratic body that if badly advised might do prodigious harm. As things are in England at present nothing could be more satisfactory than the attitude and temper of the Board. It is receptive, keen, energetic; willing to learn new things and to give free scope to intelligent initiative. Its inspectors perform in an ideal way the highest function of their office, the spreading of the contagion of improved methods. But the Board has a bad record, and there is no harm in having such a powerful watch dog as the Teachers' Council is turning out to be. Whether there is a corresponding function for the National Education Association to perform it is not for an outsider to say. The important point is that the two organizations have so much in common that they will find it to their advantage to learn all they can of each other. In any approach between the two nations, these two stand fully fledged ready to take up their responsibilities as the natural representatives of the whole teaching craft of the two great English-speaking countries.

LET anyone review what he has learned in life. He will find that his effective and living knowledge has come in the most informal and seemingly casual manner. It has crystallized about unexpected nuclei. Chance happenings have aroused interest, and interest has bred curiosity, and curiosity has begotten learning. Most of what passes for learning is a kind of pitiful affectation. The student says, "I have had" Latin or chemistry, or "I took" science or literature. All is safely in the past or the perfect tense, as if it were an attack of pleurisy or a boil.—James H. Robinson in *Humanizing of Knowledge*.

Let's Think of the Child

A Nation which lets incapables teach it, while the capable men and women only feed, clothe, or amuse it, is committing intellectual suicide—EDWARD L. THORNDIKE

THE country owes nobody a living. A living is the legitimate outcome of service rendered. He who advocates adequate teachers' salaries on the basis of pity for the teacher indulges in muddy thinking. It is because the teacher's service eventuates in an indispensable product—*education*—that he is paid. It is the welfare of the child and the Nation, not that of the teacher, that is fundamentally at issue in all discussions of teachers' salaries. So let us begin by asking what quality of service—what kind of education—we want in the 700,000 classrooms of the Nation.

First, the Nation wants its children taught by men and women of personality and ability—people with the capacity to succeed in any one of a number of lines of work, who inspire the respect of children. Effective education can be given only by men and women of ability.

Is a proper percentage of our classrooms conducted by such people? The question cannot be answered with exactness. We do know, however, that men—strong or otherwise—have already been largely eliminated from direct contact with children in the common schools. In 1890 one person in every three in public school service was a man. In 1920 one in every seven was a man. Many believe that men as men have a contribution to make to the education of youth that is essential to a complete education. However this may be, the fact is that men are rapidly disappearing as an influence in the school life of our children.

The immediate and practical question is: How are we going to recruit and retain an adequate supply of strong women to conduct our classrooms? High-school teachers state that the percentage of capable girls graduating from high school who enter normal school is decreasing. Teaching is no longer the only high-class service open to women. The 1920 Census lists 400,000 women engaged in professional work other than teaching. Only one wage-earning woman in every fourteen is a teacher. A large percentage of women who occupy positions of power in other fields than teaching were originally teachers. The majority of these did not leave the teaching profession because they disliked the kind of work they were doing.

Available evidence indicates that present salary schedules are not attracting nor holding a sufficient number of people of personality and ability to sup-

gerous half-truth. It is true that innate capacity is essential as a foundation for successful teaching. But effective teaching does not just happen. It is the result of innate ability plus careful training. Training in the past has often been gained by the trial and error method in which inexperienced people became good teachers by experimenting on a succession of unfortunate classes. He who claims that teaching is not enormously improved by proper training denies a fundamental human law. The ability of a person to perform any work is improved by training and the more skilled the work is the greater the improvement that comes with training. Teaching is no exception. Why is it that the man who readily recognizes the value of training and intelligence in every other type of skilled service is so willing to overlook its importance in producing skilful teaching?

Are we getting an adequate supply of people trained for teaching? There never has been nor is there now a sufficient number of teacher candidates to supply our classrooms. Less than half our teachers have the minimum training represented by normal-school graduation or the equivalent. We require less training to qualify for this work than any other advanced nation. If next year we adopted the standard for admission to teaching enforced in the public schools of Japan, forty per cent of our classrooms would be without teachers.

Not a State in the Union has found it possible to require normal-school graduation or the equivalent as a minimum standard for qualification for teaching. Literally thousands of teachers go into our classrooms each year who have practically no training beyond graduation from an inferior elementary school and who have no teaching experience whatsoever.

The evidence clearly indicates that at the present time many of our classrooms are not taught by people who possess the innate capacity and special training that is essential to the most effective teaching. Further, there is evidence that the situation under present conditions is not likely to improve.

This is a problem of fundamental importance to the Nation's future progress—of far greater significance than

Are Teachers Salaries Being Increased?

In 1923-24 out of 495 cities reporting:

362 maintained their schedules, granting scheduled increases.
133 changed their schedules, 115 granting increases.

In 1924-25 out of 474 cities reporting:

408 expect no change in their salary schedule.
66 expect a change, 57 to a higher schedule.

These figures are from Current Facts on City School Costs, Research Bulletin, National Education Association, Table 16, page 26.

THE National Education Association's fight for adequate teachers' salaries has been supported by other public-spirited organizations throughout the country. It must be a continuous fight. The battle will not be won for many years. The reasons why society cannot afford not to pay its teachers better are convincingly set forth in this article prepared for THE JOURNAL by Mr. John K. Norton, Director of the Division of Research of the National Education Association.

ply the Nation's classrooms. *Can it be that the factor that has eliminated men from the schools is also eliminating the most capable women?* There is some evidence that it is. The tendency must be reversed. The Nation will suffer immense harm if it is not. We need not smaller but greater numbers of capable personalities in the classrooms of the Nation.

Second, the Nation wants its children taught by people who possess proper preparation for their work. It is coming to be recognized with increased clarity that teaching is a skilled task. "Teachers are born, not made" is a dan-

many that claim much attention. An increase in the effectiveness of the public schools in moulding the life of the Nation's citizens waits upon the strengthening of the teaching personnel. *The teacher is the soul of the school.* Any attempt to strengthen the school which does not begin with the teacher is doomed to failure.

How may we strengthen the teaching personnel of the schools? We will have to change our methods of recruiting and training teachers in a number of ways, but there is one first essential that must precede everything else. Teaching must promise a reasonable economic return to those who enter it. Improving the economic status of the teacher may not be all, but it is a first essential. Without that as a foundation little else can be done. No profession or field of service, private or public, has ever risen to a place of respect and influence that has not enrolled a large percentage of people of capacity and training. Large numbers of capable people can be induced to train themselves for any service only when a reasonable degree of economic independence can be guaranteed them.

Can any one imagine an adequate supply of capable people undertaking the training necessary for entrance into the medical profession if their ultimate reward was to be the \$2800 or less now paid the majority of principals of city elementary schools? Can you visualize an adequate supply of young people completing law courses while they looked forward ultimately to rising to high school principalships with but an even chance of reaching \$3000 a year?

Teaching need not promise an income that will equal those paid in other fields of skilled service. But it must pay something beside a mere existing wage. The yearly income need be only enough to allow those material things essential to a life of culture plus a small surplus to provide for old age. The great mass of teachers are not receiving such a salary today. The majority of city elementary teachers receive an annual salary of less than \$1600, and they represent a selected group. The majority of teachers receive a salary considerably less than this.

Such a return will not recruit a proper share of the best brains of the Nation for the classroom. The sooner we throw overboard some of our outworn proverbs and recognize the fact the better. Young people may be expected to look ahead. However appealing teaching as a field of service may be, they will not

enter it if they see teachers receiving such a meager return for their services that they find it impossible to command the material things essential to reason-

THE dignity of the vocation of a teacher is beginning to be understood. The idea is dawning upon us that no office can compare in solemnity and importance with that of training the child; that skill to form the young to energy, truth, and virtue is worth more than the knowledge of all other arts and sciences; and that the encouragement of excellent teachers is the first duty which a community owes to itself. I say the truth is dawning and must make its way—the whole worth of a school lies in the teacher. You may accumulate the most expensive apparatus for instruction, but without an intellectual, gifted teacher it is little better than rubbish, and such a teacher without apparatus may effect the happiest results.

What we want is a race of teachers acquainted with the philosophy of the mind, gifted men and women, who shall respect human nature in the child and strive to touch and gently bring out its best powers and sympathies, and who shall devote themselves to this as the great end of life. This good, I trust, is to come, but it comes slowly. This good requires that education shall be recognized by the community as its highest interest and duty.

It requires that the instructors of youth shall take precedence of the money-getting class, and that the woman of fashion shall fall behind the female teacher.

—William Ellery Channing.

able teaching efficiency. Let us not overstrain the pulling power of the missionary spirit in recruiting the teaching profession. It will always have its place, but let us realize that the guarantee of reasonable economic independence must also play its part if we are not to limit teacher recruiting to those who are seriously short-sighted.

Mark Hopkins on one end of a log and a boy on the other *might* have made

a university, but actually it did not. The real facts of the case are that Mark Hopkins never was satisfied with a log as a classroom and sunshine as a return for his services. Mark Hopkins actually enjoyed a first-rate salary for his work as a university president, sufficient to allow him to bring to maturity eight of a family of ten children.

If teaching had not offered Mark Hopkins a real opportunity, he would have done what too many capable young people have done who started as teachers. Take for example Walter Head, president of the American Bankers Association. Walter Head began as a teacher. He was a success as a teacher. He became the village superintendent at \$70 a month. He could have become the superintendent of a county at \$100 a month, but he was offered a job as a bank clerk and, as the *Nation's Business* relates, "This offer was accepted by Walter Head. Teaching went into the limbo." Is Walter Head's service greater in handling the Nation's money than it would have been in handling the Nation's children?

Let us think of the child and the Nation when teachers' salaries are being fixed. Don't pity the teacher. Capable men and women can take care of themselves. They have a number of choices. They need not enter teaching, or they can leave it if necessary. Children are not so fortunately situated. It is the children and the Nation's future development that should be considered in fixing teachers' salaries. No other factor will exercise so strong an influence in determining the type of education that the children of this and the next generation shall receive as the salaries that are paid teachers this year and in those succeeding.

THOSE to whom a commonplace appears to be extra-ordinary are very rare, but they are very precious, since they, and they alone, have built up our minds. It is they who through hundreds of thousands of years have gradually enriched human thought and widened the gap that separates man from his animal relations. Without them the mind as we know it would never have come into existence. They are the creators of human intelligence. The mass of mankind must perforce wait for some specially wide-eyed individual to point out to them what they have hitherto accepted as a matter of routine or failed altogether to notice.—James Harvey Robinson in *The Humanizing of Knowledge*.

GUIDE TO BOOKS

STANDARD library organization and equipment for secondary schools, a measuring stick for libraries of teacher-training institutions, a library efficiency test, and the library laws of Texas are all included in a recent publication (Bulletin 2) of the Texas State Library. Copies may be had from Miss Elizabeth H. West, State librarian, Austin, Texas.

Descriptive List

TITLES and notes in this list are taken from the *March Booklist* of the American Library Association.

BARSON, ROGER WARD. What is success? N. Y., Revell, 1923. 154p. \$1.25.

Practical talks by the well-known statistician, of interest especially to the earnest young man or woman who contemplates a business career. The author believes that all real success has a religious foundation and that only by observing certain immutable laws of life can happiness be attained.

BRYANT, SARA CONE. New stories to tell to children; stories you never have heard. Boston, Houghton, 1923. 151p. Illus. \$1.75.

Fifteen short stories for the most part realistic rather than fanciful. Simple in plot and manner of telling, they are suitable for children from six to eight. This collection has not the same value for the story-teller as the author's *Best stories to tell children*.

EATON, ANNIE THAXTER. School library service. Chicago, A. L. A., 1923. 44p. Paper, 35c.

A useful pamphlet dealing with such problems in the administration of the school library as equipment, personnel, book selection, and cataloging. Also discusses briefly the functions of the school library and its relation to the public library.

FREEMAN, LEWIS RANSOME. The Colorado River, yesterday, today, and tomorrow. N. Y., Dodd, 1923. 451p. Illus. \$5.

Recounts the author's experiences on a boating trip down the Colorado with a party of government engineers, in connection with plans for reclamation and flood control. The first part is a history of early explorations, the last a survey of projects for the utilization of water power. Profusely illustrated.

HAYES, CARLTON J. H., and MOON, THOMAS P. Modern history. N. Y., Macmillan, 1923. 890p. Illus. \$2.40.

A particularly notable high-school text in which emphasis is placed on such striking developments of modern times as capitalism, economic imperialism, and nationalism, with their outgrowth, militarism. Attractive in make-up and illustrations. Authors are professors in Columbia University.

PERRY, CLARENCE ARTHUR. The attitude of high school students toward motion pictures. N. Y., National Board of Review of Motion Pictures, 1923. 55p. Paper, 75c.

A report of an investigation made by the National committee for better films to de-

average man. This book is the outgrowth of an address made before the American association for the advancement of science and is the forerunner of a series of books having for their aim the "cultivating and spreading an appreciation of our best knowledge of man and his world."

THÉVENIN, RENÉ. Barnabé and his whale; tr. from the French by Ben Ray Redman. N. Y., McBride, 1923. 312p. \$2.

A diverting little tale of a human derelict, who was something of a philosopher, having his home in the interior of a mammoth whale specimen at the Jardin des Plantes in Paris; his amazing impersonation of one of the professors at the Institute and his encounters with the Sewer-rat gang.

WELLS, WILLIAM GEORGE. The story of a great schoolmaster. N. Y., Macmillan, 1924. 176p. \$1.50.

The biography of the great English teacher, F. W. Sanderson of Oundle School, of whom Wells writes: "To tell his story is to reflect upon all the main educational ideas of the last half century and to revise our conception of the process and purpose of the modern community in relation to education."

Another biography of Sanderson is *Sanderson of Oundle*, N. Y., Macmillan, 1923. 366p. Illus. \$4. A memorial volume written by fifty anonymous contributors which is a larger and more detailed work. Both books are significant in the literature of the educational world.

Classified List

THIS list is based on books received at THE JOURNAL office, supplemented by information from publishers.

Reference Books

AMERICAN LIBRARY ASSOCIATION. *Booklist books, 1923; a selection.* Chicago, Author, 1924. 44p. Paper, 45c.

LIBRARY BUREAU. *School libraries; furniture and supplies.* Illus. 380 Broadway, N. Y., Author. 40p. Paper, Free.

Elementary School Texts

FIELD, WALTER T. *The Field advanced second reader; for the second half of the second school year.* Boston, Ginn & Co., 1924. 216p. 72c.

MARSH, HARRY B., and VAN SICKLE, JAMES H. *The pilot arithmetics; book two; for grades five and six.* N. Y., Newson & Co., 1923. 304p. 80c.

STEVENS LOU BELLE, and VAN SICKLE, JAMES H. *The pilot arithmetics; book one; for grades three and four.* N. Y., Newson & Co., 1923. 272p. 80c.

— *The pilot arithmetics teachers' manual; for grades one to four.* N. Y., Newson & Co., 1923. 256p. 64c.

Children's Books

BESTON, HARRY B. *The starlight wonder book.* Illus. Boston, Atlantic Monthly Press, 1923. 262p. \$3.

Books to Grow On

For children in Grade Four

Aanrud—Lisbeth Longfrock.

Æsop—Fables.

Alcott—Under the lilacs.

Anderson—Fairy tales.

Asbjornsen—Fairy tales from the far North.

Babbitt, ed.—Jataka tales.

Brown—In the days of giants.

Browne—Granny's wonderful chair and its tales of fairy times.

Browning—Pied piper of Hamelin.

Carroll—Alice's adventures in Wonderland.

Craik—Little lame prince.

Grimm—Fairy tales.

Jacobs—English fairy tales.

Kipling—Just-so stories.

Lang—Blue fairy book.

Lofting—Story of Dr. Dolittle.

Lorenzini—Pinocchio, the adventures of a marionette.

Morley—Donkey John of the toy valley.

Otis—Toby Tyler.

Sewell—Black Beauty.

Spyri—Heidi.

Thorne-Thomsen—Birch and the star.

White—Magic forest.

Wiggin—Posy ring.

Zwilmeyer—Johnny Blossom.

This list represents the combined judgment of workers with children in America's largest public libraries. Permission is here given to reprint the list, referring to its source in THE JOURNAL of the National Education Association. Children vary so widely in reading ability and interests that the books listed for each grade are useful also for adjacent grades. Information about many more excellent books may be had from the school or public library.

termine the motion picture "habits and preferences" of high-school students. The questions have to do with amount of attendance, kind of pictures preferred, attitude toward educational pictures, etc. Contains tables, diagrams, and a copy of the questionnaire.

ROBINSON, JAMES HARVEY. The humanizing of knowledge. (Workers' bookshelf) N. Y., Doran, 1923. 119p. \$1.50.

A statement of the need for a new kind of book to present scientific information in a form which will be understood by the

- BOOTHE, STELLA, and CARTER, OLIVE I. *Mary Gay stories*. Yonkers, N. Y., World Bk. Co., 1924. 119p. 60c.
- GAYLORD, ILSIEN NATHALIE. *Sea creatures*. Boston, Little, Brown, 1923. 236p. 75c.
- HAWKSWORTH, HALLAM. *The clever little people with six legs*. N. Y., Scribner's, 1924. 294p. \$1.20.
- MEYER, ZOE. *Field and tree*. Boston, Little, Brown, 1923. 172p. 70c.
- OLCOTT, FRANCES JENKINS. *The adventures of Haroun Er Rashid and other tales from the Arabian nights*. N. Y., Holt, 1923. 363p. \$2.50.
- STEWART, GRACE BLISS. *In the jungle with Cheerups and the Quixies*. Boston, Little, Brown, 1923. 165p. 75c.
- TAPPAN, EVA MARCH. *Ella*. Illus. Boston, Houghton Mifflin, 1923. 174p. \$1.75.
- UNTERMAYER, LOUIS, ed. *This singing world*. Illus. N. Y., Harcourt, Brace, 1923. 445p. \$3.

Education and Philosophy

- COE, GEORGE A. *Law and freedom in the school*. Chicago, Ill., University of Chicago Press, 1924. 133p. \$1.75.
- COLLINGS, ELLSWORTH. *An experiment with a project curriculum*. N. Y., Macmillan Co., 1923. 346p. \$2.40.
- ELIOT, CHARLES W. *A late harvest; miscellaneous papers written between eighty and ninety*. Boston, Atlantic Monthly Press, 305p. \$3.
- GREEN, JOHN C., JR. *Thumb tacks; a remedy for "Schoolmasteritis"*. Boston, The Palmer Co., 1924. 34p. Paper, 25c; \$2.40 per dozen.
- JONES, LANCE G. E. *The training of teachers in England and Wales; a critical survey*. N. Y., Oxford Univ. Press, 1924. 386p. \$3.50.
- LA RUE, DANIEL WOLFORD. *The child's mind and the common branches*. N. Y., Macmillan, 1924. 483p. \$1.60.
- MATEER, FLORENCE. *The unstable child; an interpretation of psychopathy as a source of unbalanced behavior in abnormal and troublesome children*. N. Y., D. Appleton & Co., 1924. 471p. \$2.75.
- SMITH, EUGENE RANDOLPH. *Education moves ahead; a survey of progressive methods*. Boston, Atlantic Monthly Press, 1924. 145p. \$2.
- STEVENSON, P. R. *Smaller classes or larger; a study of the relation of class-size to the efficiency of teaching*. (Journal of Educational Research Monographs, No. 4, 1923) Bloomington, Ill., Public School Pub. Co., 1923. 127p. \$1.25.

U. S. BUREAU OF EDUCATION PUBLICATIONS listed below are available at prices indicated, of the Superintendent of Documents, Government Printing Office, Washington, D. C.

- BULLETIN, 1923, No. 50. *Free textbooks for public-school pupils*. 14p. Paper, 5c.
- BULLETIN, 1923, No. 52. *Schools for the deaf, 1921-22*. 29p. Paper, 5c.
- BULLETIN, 1923, No. 59. *Schools and classes for feeble-minded and subnormal children, 1922*. 22p. Paper, 5c.
- BULLETIN, 1924, No. 1. *Educational directory, 1924*. 191p. Paper, 20c.
- CITY SCHOOL LEAFLET No. 14, 1923. *Organization of research bureaus*. Paper, 5c.
- CITY SCHOOL LEAFLET No. 15, 1924. *Salaries of teachers in certain cities*. 16p. Paper, 5c.
- HEALTH EDUCATION No. 14, 1923. *The kindergarten and health*. 38p. Paper, 5c.

- KINDERGARTEN CIRCULAR No. 14, 1923. *How the kindergarten prepares children for primary work*. 11p. Paper, 5c.

Health, Science, and Mathematics

- GREGORY, SIR RICHARD. *Discovery; or the spirit and service of science*. N. Y., Macmillan, 1923. 347p. \$2.
- LOEVENGUTH, J. C. *General science syllabus*. Yonkers, N. Y., World Bk. Co., 1923. 63p. 80c.

Books to Grow On

Cheerful Books¹

- Abbott—Molly make-believe.
- Arnim—Enchanted April.
- Arnim—Princess Priscilla's fortnight.
- Benchley—Love conquers all.
- Bennett—Buried alive.
- Cabot—What men live by.
- Cameron—The cat and the canary.
- Connell—Sin of Monsieur Pettipon and other stories.
- Grayson—Adventures in contentment.
- Grayson—Adventures in friendship.
- Hannay—Found money.
- Henry—Cabbages and kings.
- Jordan—May Iverson tackles life.
- Lincoln—Captain Eri.
- Miller—Come out of the kitchen.
- Morley—Parnassus on wheels.
- Rice—Quin.
- Roosevelt—Letters to his children.
- Schauffler—The joyful heart.
- Stockton—Casting away of Mrs. Lecks and Mrs. Aleshine.
- Tarkington—Seventeen.
- Warner—Groups and couples.
- Webster—Daddy-Longlegs.
- Webster—Dear enemy.
- Wells—Her ladyship's elephant.
- Wilkinson—The Dingbat of Arcady.

¹ These books are selected by the Senior Class in the Selection of Books Course, New York State Library School.

- SLOSSON, EDWIN E. *Creative chemistry; descriptive of recent achievements in the chemical industries*. N. Y., Century, 1923. 311p. \$3.

Language and Literature

- BENHAM, ALLEN ROGERS, and PEARSON, HENRY GREENLEAF. *The voice of Carlyle; an abridgment of past and present*. Boston, Atlantic Monthly Press, 1924. 257p. \$2.
- BRIDGES, ROBERT. *The Chiltons book of English poetry; compiled and annotated for the use of schools*. N. Y., Longmans, Green, 1924. 272p. \$1.25.
- BRIGGS, THOMAS H., and MCKINNEY, ISABEL. *Ways to better English; brief course*. Boston, Ginn & Co., 1924. 331p. \$1.20.
- COOL, CHARLES DEAN. *Elementary Spanish composition*. Boston, Ginn & Co., 1924. 111p. 68c.
- KENT, ROLAND G. *Language and philology. (Our Debt to Greece and Rome)* Boston, Marshall Jones, 1923. 174p. \$1.50.
- LEEMAN, JEAN. *Paris pittoresque; a textbook in French conversation, composition,*

and reading, based upon idioms in daily use. Boston, Allyn & Bacon, 1923. 197p. \$1.20.

- LOVEJOY, MARY I., and ADAMS, ELIZABETH. *Pieces for every month of the year*. N. Y., Noble & Noble, 1924. 303p. \$2.
- NORTON, WINIFRED Q. *Entrance English questions; set by the College Entrance Examination Board, 1901-1923*. Boston, Ginn & Co., 1924. 132p. \$1.
- PARLIN, FRANK E. *English phonetics; a manual for teachers of reading and for teachers of non-English-speaking pupils*. Boston, Little, Brown, 1923. 77p. 80c.
- STEVENSON, BURTON E. *Famous single poems and the controversies which have raged around them*. N. Y., Harcourt, Brace, 1923. 340p. \$1.75.

History, Economics, and Statecraft

- FORD, JAMES. *Social problems and social policy; principles underlying treatment and prevention of poverty, defectiveness, and criminality*. Boston, Ginn & Co., 1923. 1027p. \$4.
- HARWOOD, JAMES V. *A study of the Constitution of the United States; in question and answer*. Boston, The Palmer Co., 1923. 24p. Paper, 20c.
- MCVEY, FRANK L. *Modern industrialism; an outline of present-day industrial organization*. N. Y., Appleton, 1923. 358p. \$2.50.
- NIDA, WILLIAM L. *Following Columbus; a primary history*. N. Y., Macmillan, 1923. 284p. 96c.
- PARSONS, FLOYD W. *Everybody's business; the story of America's assets and opportunities as represented by the Nation's chief industries*. Garden City, N. Y., Doubleday, Page, 1923. 503p. \$3.50.
- SOUTHWORTH, A. T. *The common sense of the Constitution of the United States*. Boston, Allyn & Bacon, 1924. 145p. 60c.
- TABER, CLARENCE W. *Breaking sod on the prairies; a story of early days in Dakota*. Yonkers, N. Y., World Bk. Co., 1924. 292p. \$1.36.
- WOODBURN, JAMES A., and MORAN, THOMAS F. *The American community; an elementary text in community civics*. N. Y., Longmans, Green, 1924. 455p. \$1.48.

A CURIOUS thing about the school library is the fact that the first emphasis has come on the high-school library rather than on the library of the elementary school. The elementary schools are destined to reach every normal American child; the high schools, while their attendance is rapidly growing, reach only a fraction of the pupils who complete elementary school courses. The library has its greatest opportunity when, having learned to read, the pupils first discover the book as a joy and a tool. That time comes during the elementary school years. Then is the time *par excellence* to lay solid foundations for right and permanent reading habits. Such habits will add to the richness of the child's elementary school experience; they will cause many pupils to enter junior and senior high schools and even colleges, who otherwise would lose interest; they will furnish those whose formal educational opportunity is over the open sesame into the broad highway of useful and liberal learning where he who reads may travel indefinitely and, growing in knowledge and in power, live a life that shall be increasingly worthwhile.

Progress on the Education Bill

HEARINGS before the House Committee on Education on the Education Bill are continuing from week to week, revealing more and more the growing power and Nation-wide sweep of the forces favoring the Bill and the rather narrow and self-interested character of the opposition. The following statements were made before the Committee on March 12 and March 19:

EDWARD F. McGRADY, *Member Legislative Committee, American Federation of Labor*.—The American Federation of Labor, for more than a generation, has preached the importance of education as it affects the life of our Nation. We, perhaps more than anybody else, recognize how much this Nation has suffered through lack of education, because we come in direct contact with those who have suffered from it. Indirectly, we have suffered, also—those of us who have had the opportunity of having some education.

The American Federation of Labor today gladly joins with all of the other forward-looking organizations of this Nation in asking you to pass favorably upon this Bill. We believe there should be a Department of Education. We believe the Secretary of that Department ought to have a position in the President's Cabinet. Labor has a place in the Cabinet, as it should have; commerce has a place in the Cabinet; agriculture has a place in the Cabinet; and we place education, in importance, as second to none of these departments. We believe that education ought to be represented there.

The Chairman: As far as the Americanization feature is concerned, the American Federation of Labor will be perfectly satisfied if this matter of Americanization is dealt

with in an effective way by the Federal Department.

Mr. McGrady: I believe that it ought to be dealt with in an effective way and we know of no more effective way than to have it dealt with through a Department of Education.

MRS. JOHN D. SHERMAN, *Chairman of the Department of Applied Education, Gen-*

eral Federation of Women's Clubs.—The General Federation of Women's Clubs is a non-sectarian, non-political body, and we describe ourselves as a group of organized women in every community who may be depended upon to support all movements looking towards the betterment of life. For five years, we have supported legislation to

create a Federal Department of Education. This support has been expressed through resolutions adopted at our biennial conventions which is a delegate body representing the entire membership of the Federation; at our biennial councils, also, which is a smaller group. I am happy to say that on all occasions these resolutions were adopted after giving consideration to the bills that were pending at that time, and they were adopted unanimously.

We believe in the provisions of the Bill now under consideration, and we believe that there is no more imperative duty that confronts us at the present time than to work for the passage of this Bill, and this we are going to do until the provisions of the Bill are enacted into law.

MRS. ARTHUR C. WATKINS, *Executive Secretary of the National Congress of Mothers and Parent-Teacher Associations*.—The question has been asked how the various organizations endorsed measures. Our organization has endorsed what was the Towner-Sterling Bill for four years and now endorses the Sterling-Reed Bill. It is endorsed in this way: Our National legislative chairman examines very carefully, together with the legislative chairmen of the various State branches, measures that are either before Congress or are coming before Congress. Then in our annual convention, which is held in the spring of each year, the National legislative chairman delivers to the various committees the bills which she thinks should be endorsed.

A study is made of

Dr. Frank Crane Pleads for the Education Bill

FROM the beginning the people of the United States have been intensely interested in education. The makers of the Nation were a hardy race of pioneers and if they had not been possessed of a good deal of hard sense they never would have survived. And one of the things that common sense sees in a democracy is that, "We must educate, or we must perish by our own prosperity," as one of the early orators expressed it.

Much as the Nation has done for education it has not done enough. That is not our fault in particular, but the fault of the whole human race; no nation has ever realized anything like the full purport of education. Sanderson of Oundle hit the nail on the head when he described the modern civilization as being "a race between education and catastrophe."

The meaning of that is that there is such a rapid increase in invention, and in the knowledge of how to use the great forces of Nature; if we do not make, at the same time, progress in intelligence and discipline our whole edifice of civilization some day may be blown up. It came very near being wrecked in the last war and the opinion is pretty unanimous that the next war will be worse.

Three bills have been reported favorably in the National Legislature. The Smith-Towner Bill in 1918, the Towner-Sterling Bill in 1921, and what is known simply as the Education Bill in 1923. The principles of all these three are the same. They are: First, to create a Department of Education with a secretary in the President's Cabinet. Second, to create a National Council of educators and laymen which will meet annually at the call of the secretary. Third, to give Federal aid to the States in educational work. This Federal aid will have five objects:

First: The removal of illiteracy. President Coolidge, speaking of the need for the Federal Government to give its aid freely to the States, said: "If any one doubts the need for the concerted action of the States of the Nation for this purpose it is only necessary to consider the appalling figures of illiteracy representing a condition which does not vary much in all parts of the Union." This illiteracy represents a mass of ignorance which is really a mass of social, economic, and political TNT lying around for some careless hand to touch it off.

The second purpose is the Americanization of the foreign born. If we do not do this we are going to have increasing trouble with National indigestion.

The third object is the promotion of physical education. No one can deny that the place to begin training for National defense is in the schoolroom.

The fourth object is the training of teachers.

The fifth and most important is the equalization of educational opportunities, so that the boy from the mountains of Kentucky shall have as good a chance as the boy from the streets of Boston to grow up a valuable citizen.

Every citizen should bring what pressure he can upon Congressmen and Senators to secure the passage of the Education Bill.

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those bills, usually in the local associations and in the various State branches. The State branches endorse certain bills which they approve and the National organization endorses certain bills which it approves. We have only six measures which are really very important and at the present time we are asking for only three of these six measures—the Education Bill being one of the three.

MISS MARY STEWART, *Legislative Secretary of the National Federation of Business and Professional Women's Clubs*—We wish to make clear, as business and professional women, with our feet on the ground and with our eyes ahead . . . that we mean to stand by the principle, and working with you, and listening to your judgment . . . to stand by better educational opportunities, Nationally fostered, in the best way you can give them to us.

MRS. FRANCES FENTON BERNARD, *Educational Secretary for the American Association of University Women*—The American Association of University Women is a body of 19,000 college women, with a very wide geographic distribution. We are organized in 270 branches located all over the United States, North, South, East, and West, and therefore we have no special local prejudice. The women of this organization represent every kind of interest and profession. We are not teachers, alone, but college women, mothers, teachers, doctors, lawyers, professional women, and women engaged in every kind of public work. . . . We passed at our convention in July, 1923, the resolution that we endorse a Federal Department of Education with Federal aid.

MRS. ELLIS A. YOST, *Superintendent of the Department of Legislation of the National Woman's Christian Temperance Union*—Through our department of legislation in conference with experts with regard to the subject which we are studying, careful study is given to the measures before any recommendation is made. Recommendations from this department go to our National officers. From the National officers, if there is approval of the proposed legislation, it goes to our executive board, which consists of 48 presidents of the State organizations. From this board it goes to the National convention, which is made up of 1000 delegates.

DR. A. E. WINSHIP, *Editor of the Journal of Education*—There is no one thing in America that Americans are so united on as

they are on the public schools. We may differ in plans, but for the public schools, we are settled, and just now everybody is watching the people who are opposing this Bill. The time will come when everybody in American official life will be lined up for the public schools and when that time comes I would rather be lined up with the public

Missouri, in November, 1923, the National Council of Jewish Women unanimously endorsed the Bill for a Department of Education with a Secretary in the President's Cabinet and for Federal aid.

MISS ELIZABETH EASTMAN, *Member of the National Board of the Young Women's Christian Associations*—The National Board of the Young Women's Christian Associations is empowered to endorse bills that are in agreement with the principles that are voted for at conventions. Each local association receives copies of the bill and a statement of the argument for and against the bill and every member of the association has an opportunity to hear discussions. We had a number of educators on the National Board, and I think that there was a good deal of opposition to the bill before it was studied. There was a fear that it would produce a standardization, whatever that is, artificiality, perhaps, in education. But after the bill was studied, all of the opposition was removed and there has been a great demand for our endorsement.

MISS ETHEL SMITH, *Legislative Secretary of the National Women's Trade Union League*—Our organization supports the Education Bill, not only because it is a measure for the general welfare, but because we are among the people who need it. There are many members of our organization who have not had educational opportunities because of the fact that they had to go to work too soon.

MRS. FRANCES ELIOT CLARK, *Chairman of the Legislative Committee of the National Federation of Music Clubs*—The children who are descendants of our ancestors from Plymouth Rock and Jamestown, are today sitting in the waste places.

The people who have had the pioneering instinct, who went ahead and broke the track westward—the children of these people are suffering. It is not our alien children. They are having the best of everything, although their parents have contributed little, if anything, to our institutions, but the children of our Puritan and Pilgrim ancestors are those, who, following their bent, went westward, and are now sitting, hundreds and thousands of them, in the little one-room country schools.

MR. CHARLES FLEISCHER, *Editorial Writer for Hearst Publications*—I am among those who showed that lack of prenatal cleverness which might have permitted my

TO APPLAUD a witness is a most unusual thing for members of a Congressional committee to do, but this was done spontaneously and enthusiastically three times on March 14 when two men and a woman told their simple stories of how they had fought their way as adults from the isolation and blackness of illiteracy to the ability to read and write. These speakers were promised that their names would not be published, but the following abstracts of their statements show what the removal of illiteracy meant to them:

NIGHT-SCHOOL pupil (64 years old)—I feel almost like I was out of the world here, ignorant as I am, but I am glad to come, too, and explain . . . how much good the night school has done me. When . . . we came the first night it was real hard to understand. . . . It was not long before I could read and write some. My children was all away from home. I raised a large family and I gave them all the learning I could but they got the rest of their education away from home. When they all got away from home I did crave to read and write because when I got letters from them I couldn't read them and I had to take them off to neighbors to read to me. . . . And so when the night school was organized I went to work and it wasn't long before I could write to them and read their writing.

NIGHT-SCHOOL pupil (ex-service man)—I grew up to be practically a man and I always wished some way would come for me to have some learning. I always had to get some one to write my letters for me and to read them. In 1918 I was drafted into the army. When I got overseas there I was, I wouldn't have known my name if I had seen it in box-car letters. So it was my good fortune when I got home that there was a night school in my village where I could go and when I entered that night school I made perfect attendance for two years and I have been going ever since that time. Now I have a pretty fair knowledge of reading and writing, I have got what you might say a fifth or sixth grade education.

NIGHT-SCHOOL pupil (grandfather of 52 years)—It makes a man a better citizen to have a little education. . . . You take an ignorant, for instance, a man that went overseas. He could not make as good a soldier not knowing how to read and write at all as he could knowing how. . . . I am not as good a citizen as a man is that has got a good education. . . . I never looked a man in the face in my life that I thought was any better than I am. I have as good blood in me as anybody. I am a full-blooded American. But what we need is an education given the old people as well as the young. . . .

In a cotton mill you have to have a little bit to be a boss of any kind, you have to have some education so you can figure up your numbers of yarn and so forth. I have been offered time after time jobs that would pay five times as much as the one I am running today. I had to turn them down on account of not having education.

I want every man to have a chance. It don't make no difference if his hair is gray like mine. I have been in this night school for four years and a half and I would not take all the money that is in America for what I have learned in it and I couldn't write my name when I started.

schools than with all the bankers and everybody else in this world.

MRS. JOHN J. O'CONNOR, *Representing the National League of Women Voters*—We feel that improvement in the public schools depends on adequate financial support and equalization of educational opportunities. We consider the establishing of a Department of Education and the adequate financing of the Department as a necessary step toward the realization of our aims.

MRS. MARK LANSBURG, *Representing the National Council of Jewish Women*—At the triennial convention in St. Louis,

being born in the United States of America, and therefore I have had to be made into an American, and I was made into an American in the public schools, you may be sure. I learned there my American history, and I learned the spirit of American institutions, and I learned it all so well that America is for me a passion, and Democracy personally to me is a religion. . . . What the public schools have done for me personally I feel passionately ought to be passed on to every prospective American, not simply the new, the foreigner so-called, but the native-born as well. I feel that as we who were not born in America but who achieved our Americanism, come here under Federal auspices, the Federal Government ought to retain its responsible interest in us and see to it that under Federal auspices the education in Americanism is carried on dependably wherever we may land, under the auspices of the various States of the Union.

MR. JOHN H. COWLES, *Grand Commander of the Supreme Council of the Ancient and Accepted Scottish Rite of Freemasonry of the Southern Jurisdiction, U. S. A.*—I am confident that the masses of the people will not be satisfied until there is an exclusive Department of Education and that they will continue to work strenuously to that end. A question is never settled until it is settled right, and it is for such a reason that we appeal to our statesmen to pass this measure now, and by so doing rise above partisan political advantage and party expediency which has to a greater or less extent interfered with the passage of similar bills in the past. If you will do this I believe that there will be a great restoration of the loss of faith by a large element of our citizenship in both the great political parties, and which will mark a new era in getting back to a Government in the interest of the people, relieving many of the belief that the people in Congress are more interested in securing advantages for their particular party or particular district than they are in accomplishing the greatest good to the greatest number.

MR. O. H. BLACKMAN, *Associate Editor of Collier's Weekly*—We feel today that the education as a whole needs reshaping for these new times; it needs great reshaping in order that our boys and girls turned out of the schools shall come out equipped for the battle of life. . . . It does seem to us that this department of research plus the council provided for in this Bill, drawn from all of the States and added to by representative key people in various parts of our life, would give us that concentrated forward-looking planning in our schools that is so much needed today.

The Chairman: Is there any reason why the Bureau of Education, if it was strengthened with a high salaried man as the head, and an adequate appropriation, could not accomplish the same things as a Department of Education?

Mr. Blackman: Theoretically not, sir. But I think it would be almost a similar thing to what we are up against in our corporate practice. Nowadays, one of the most important departments in corporate management is the personnel department, which has to do with the welfare and the actual handling of the individual employee in our

On to Washington

A trip to historic Washington is an opportunity that comes to many teachers but once in a lifetime. The trip can be made to unusual advantage in connection with the summer meeting, June 29 to July 4. Plan to be present and urge your friends to come.

Obtain from your nearest ticket agent time-tables and other travel literature relating to the trip.

Read everything you can on the historic shrines in and around Washington. Your librarian or book store will help you to obtain the books listed in the April Journal.

Plan to dress comfortably. Washington climate is rather warm during June and July.

Travel with one of the special parties or trains if possible.

Plan to stay as long as you can.

Reduced rates—Round-trip tickets may be had at the rate of one and one-half times the one-way fare. Identification certificates entitling members to these special rates may be had from your State N. E. A. Director or from Secretary J. W. Crabtree, 1201 Sixteenth Street Northwest, Washington, D. C. Ask for the identification certificate soon after June 1.

Remember that President Olive M. Jones is arranging an unusually rich program of outstanding addresses and conferences. Programs of departments and allied associations are also strong.

Patriotic pilgrimages and the allowance of two half days to visit historic shrines will enable you to take home to your community and your school a wealth of civic inspiration.

Watch the June Journal for further announcements.

big corporations, and the fact that the manager of personnel is not dignified by any title and that his office is not understood by those who are remote from him on the board of directors, for instance, makes the whole work of the personnel officer inefficient. Five of the biggest companies the last year have taken the head of their personnel department and made him a vice-president of the company and added him to the board of directors, and immediately the matter of personnel took the rank and relation that it should have had. I think the same thing is suffered by a man who operates today, no matter what his salary, proportionate in our Government to the position he occupies. We suffer absolutely throughout the country from having education buried.

MISS WIL LOU GRAY, *Supervisor of Adult Education of South Carolina*—A few weeks ago I saw a map of Ohio in black and white showing the illiteracy of that State. One of the lower counties was entirely black. I naturally was interested in knowing why it was black and found that it was shown in that color because the people who settled in that county came from the South and that they were quite illiterate. It seems that we do not stay put. We move around which indicates that illiteracy is a National question.

MR. JOHN K. NORTON, *Director of the Research Division of the National Education Association*—The teacher-training problem is not confined to any particular section. There are thousands of rural teachers with practically no training instructing children throughout the Nation. That is why teacher training is included in this Bill as one of

the things that should have Federal encouragement and aid.

MR. JOY E. MORGAN, *Editor of the JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION*—I want to speak about the remarkable unanimity that exists within the teaching profession itself. It is noteworthy that the National Education Association, since it adopted as a part of its platform this measure, has grown in membership from fewer than 10,000 to over 140,000. In spite of the misrepresentations to the contrary you can count on the fingers of one hand all of the public-school leaders of the United States who are opposed to this measure; defining leaders as people who have won sufficient recognition to have their names well known in their particular field.

MR. S. D. SHANKLAND, *Executive Secretary of the Department of Superintendence of the National Education Association*—The Department of Superintendence endeavors in its resolutions only to consider those matters which have a direct bearing on the schools and upon which they feel that they should go on record in the interests of the children. I might say that the members of this Department, personally, are not actuated by any desire on their own part to change their condition due to the passage of the Bill, for the reason that its benefits, should it pass, would be largely for those in the unfortunate and rural communities. These communities being poor are ordinarily not represented at our conventions. Those who considered and who recommended this Bill were those in the more favored communities, who were able to be present and to speak in behalf of those who were not present themselves.

NOTES and ANNOUNCEMENTS

OFFICIAL DELEGATES to the Fourth Representative Assembly of the National Education Association should be reported to Association headquarters by May 15. If delegates and alternates have not already been chosen, arrangements should be made at once. While delegates may be chosen after May 15, there is an advantage in having the reports in on time. Blanks for these reports have already been mailed to affiliated associations. Organizations wishing additional blanks should write to Harriett M. Chase, assistant to the secretary, 1201 Sixteenth Street Northwest, Washington, D. C.

FIELD SECRETARY J. O. ENGLEMAN is rounding out a notable service for the school year. He has covered a wide territory, making many addresses both to lay and professional groups, frequently several addresses in one day. Here is a sample of his schedule: Logansport, Ind., March 28; La Porte, Ind., March 31; Warrensburg, Mo., April 2; Kansas City, Mo., April 3-5; Wichita, Kansas, April 7; Hutchinson and Newton, Kansas, April 8; and Pittsburg, Kansas, April 10.

AN OPPORTUNITY for teachers to do some studying in the National Capital will be provided by the summer school of the George Washington University. The department of arts and sciences offers nine-week courses beginning June 16 and six-week courses beginning July 7. Teachers who wish to combine attendance at the National Education Association meetings with the six-week courses may reserve their rooms in Washington by writing to Dr. W. C. Ruediger, director of the summer school, George Washington University, Washington, D. C., who will be glad to furnish full information upon request.

THE SOUTHEASTERN PASSENGER ASSOCIATION has granted a thirty-day stop-over privilege on railroad tickets to the National Education Association Convention.

A CONFERENCE ON THRIFT Education will be held in Washington, D. C., June 27 and 28. Mr. Arthur H. Chamberlain, secretary of the California State Teachers Association, is chairman.

WHAT THE SCHOOLS Can Do to Prevent Delinquency will be the subject of a luncheon and afternoon conference on July 3, in connection with the Association's Washington meeting. Further information about this luncheon and open session may be had from Mr. Graham R. Taylor, executive director, Joint Committee on Methods of Preventing Delinquency, 50 East Forty-second Street, New York City.

TO PAY the expenses of delegates to the Representative Assembly in July, motion picture entertainments are being held in the school buildings of San Diego, California. Similar entertainments are being held in other places for the same purpose.

TEACHERS planning to go abroad will be interested in the City of London Vacation Course, July 26 to August 9, 1924, which is under the principalship of Right Honorable H. A. L. Fisher. The cost of the course, including residence and meals at the Headquarters Hotel is £82; without residence at the Hotel but including luncheons there, £42. An illustrated catalog may be had from Hugh W. Ewing, secretary, Montague House, Russell Square, London, W. C. 1.

A SUMMER SCHOOL for librarians will be held in Montpelier, Vermont, August 4 to 15 inclusive. Full information may be had from Mrs. Helen M. Richards, secretary, Free Public Library Department, Montpelier.

NATIONAL MUSIC WEEK will be observed in many schools May 4 to 10. Teachers wishing program and material for use during this week should write to the National Music Week Committee, 105 West Fortieth Street, New York City.

THE HAWAII EDUCATION ASSOCIATION is one of the largest affiliated with the National Education Association. Out of 1600 teachers, 1596 belong to the Hawaii Association. Besides this each island has its own local association. Last year 88 per cent of the teachers of the Territory of Hawaii belonged to the National Education Association.

THE AMERICAN LEGION National Essay Contest on "Why Communism is a Menace to Americanism," closes June 15, 1924. Further information may be had of Mr. Garland W. Powell, National director, The American Legion, Indianapolis, Indiana.

TRAINING FOR AMERICAN citizenship is being especially emphasized in Missouri under the leadership of State Superintendent Charles A. Lee who, in cooperation with high-school workers, has developed special curricula for the high schools of the State which place larger emphasis on citizenship and social studies.

THE NATIONAL AMERICANISM COMMISSION of the American Legion reports that there were 18,000 world war veterans who applied for naturalization papers while in the service, but who have not called for their final papers, which have been granted. Teachers are asked to help locate these men and to have them write to the Bureau of Naturalization, Washington, D. C., giving their name, address, camp from which application was made, and the unit in which they served.

FIFTY PLAYGROUNDS will be given away this year to growing towns and cities in the United States. Further information may be had of the Harmon Foundation, 140 Nassau Street, New York City.

LOREN W. BARCLAY, formerly educational director of the Boy Scouts of America, has

been appointed vice-president of the Children's Foundation, an institution devoted to the study of child life.

THE SUPERINTENDENT AND EVERY PRINCIPAL, SUPERVISOR, AND TEACHER IN THE MOUNT VERNON, NEW YORK PUBLIC SCHOOLS BELONG TO NATIONAL, STATE, COUNTY, AND LOCAL TEACHERS' ASSOCIATIONS.

A PRIZE OF \$25,000 for the best essay on World Peace Through Education is offered by the World Federation of Education Associations. Full information may be had from Dr. Augustus O. Thomas, president of the Federation, State Department of Education, Augusta, Maine. Dr. Thomas is chairman of the Association's Committee to cooperate with the World Federation.

PRINCIPAL THEODORE E. MARTIN, of the Richfield High School, Richfield, Utah, has been appointed full-time executive secretary of the Utah Educational Association to begin his duties on June 1.

THE UNITED STATES SENATE has passed a resolution introduced by George W. Norris, of Nebraska, proposing a Constitutional amendment to make the terms of President and Vice-president begin on the third Monday of January instead of the fourth of March. The later date was set in stage-coach days when it took much longer for candidates to travel from their homes to the Capital.

AMERICAN EDUCATION WEEK will this year be observed from November 17 to November 23. Many teachers will begin at once to collect material to be used in their classes during this important week.

THE TEACHERS of Denver have been at work for a year and a half in the cooperative enterprise of building a new curriculum for present-day needs under the leadership of Assistant Superintendent Threlkeld and the direct guidance of L. T. Hopkins, professor of education, University of Colorado, and W. D. Armentrout, professor of education, Colorado State Teachers College. Among the experts that have been called in to advise with the local workers are Ernest Horn, on methods of procedure; F. G. Bonser, on industrial arts courses; W. S. Gray, on reading language and English; Otis W. Caldwell, on the sciences; F. G. Nichols, on commercial education; John C. Stone, on elementary mathematics; and Harold O. Rugg, on the social sciences.

"THE COST of public education is the cost of democracy." This statement appears on the cover of the Akron, Ohio, Annual School Report, containing much data on education in Akron and comparable cities.

TEACHERS INTERESTED in summer vacation study in Switzerland can obtain information by writing Mr. F. Dossenbach, director of the Official Information Bureau of Switzerland, 241 Fifth Avenue, New York City.

MISS ANNA M. LUPTON, for fifty years a beloved primary teacher in the schools of Richmond, Indiana, recently resigned after teaching in one building for thirty consecutive years, part of the time as a training teacher. Her retirement was the occasion of a memorable gathering of teachers.