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Citizenship Training in a Democracy

MARTHA MAZUROWSKA

THE GOVERNMENT affairs of Poland reveal clearly the importance of training for citizenship in a democracy. To educators, the unusual object lesson going on in that country today is too important to be allowed to pass unnoticed.

Of course, no one would dare question the patriotism and devotion of the twenty-seven million people living in the territory of the new republic of Poland. Their glorious history of three generations of men and women, suffering unparalleled mental and physical tortures with the hope of regaining their mother-country, speaks conclusively of irrepressible patriotism in trying times of war. Times of peace, however, seem to present a far more difficult test, involving all of the people in a coöperative plan of service. War time demands comparatively few leaders and unquestioned military obedience. Ideals in a democracy in time of peace involve slow but steady, untiring and trustworthy execution of daily duties on the part of all of the people for their common welfare. This requires long training in habits of industry and an intelligent interpretation of such terms as equality, opportunity, privilege, and duty. A democratic form of government, more than any other, presupposes this individualistic contribution to the sum total of national welfare and progress.

In Poland, today, leaders of political affairs received their training under three different forms of government. The work of reconstruction is not an easy matter in spite of their unselfish devotion and fine character. The mass of citizens, now "free and equal" show definite inequalities as to education, ideas, and historical background of the last one hundred fifty years.

At least 65 per cent of the total population consists of peasants most of whom are illiterate and unfamiliar with the complicated system of annual budgets and governmental taxation. The machinery of production and distribution has not had time as yet to set its wheels in motion. Adequate taxes simply can-

not be collected. During 1920 when the first national budget was made up, only one seventh of the required amount was raised; in 1921, one third; and in

are rather to be pitied as victims of most unusual circumstances of the last century and a half. Education alone can prepare the way for a better understanding of the duties as well as the privileges in a democracy.

If the national treasury of Poland could be supplied with necessary funds by means of a perilous battle there is absolutely no question that the peasants would most cheerfully sacrifice their life and all for the good of their country. Today, however, their country is calling for service in the form of faithful work, unstinted moral support, and the necessary funds. This conception of civic duty, based on an intelligent understanding, can be inspired by education only. The peasant who was denied educational advantages by reason of his servitude and nationality is not prepared to participate in the constructive upholding of the virtues of citizenship.

The Polish Department of Education recognizes its responsibility and duty in this social condition. They have already done gigantic work with superhuman effort. Seasonal classes for illiterate adults are arranged in all villages at convenient hours. Traveling libraries and lecturers are doing an inestimable amount of "first aid" in education. A net-work of "Know Your Country" clubs is being organized everywhere for the young men and women. In some of the country schools, on account of the shortage of teachers, fathers and mothers assist by instructing classes in cooking, dairying, weaving, bee culture, cobbling, sewing, and many other similar subjects. Everyone is studying or helping others.

The leaders in education are equally busy comparing the best in the systems of other countries and interpreting its value in terms of Polish social and economic conditions. New textbooks and school aids are being prepared carefully. Everything possible is done to assist the people of the fifth largest country in Europe, rich in natural resources, like timber, oil, coal and iron, in developing its natural endowment by means of education and citizenship training.

A Letter from Poland

Krucza 29, Warsaw, Poland.
To the Editor, Journal of the
National Education Association,
Washington, D. C.

Dear Sir:

I am sending to you some material for publication in THE JOURNAL.

Before coming to Poland I was principal of Elementary School No. 13 in Buffalo, New York, and a member of the Department of Elementary School Principals of the National Education Association. On the invitation of the Federal Department of Education in Poland, I came here as an advisor and a lecturer on American education. My work consists mainly in assisting in the organization of the Polish educational system. The conditions here are very different, most interesting, and very difficult. I am anxious that American teachers know about the wonderful work Poland is doing in spite of her difficulties. I am, Yours very truly, Martha Mazurowska.

1922 only three eighths. This, in turn, necessitated the printing of additional paper money, causing a steady drop in the value of the Polish mark. The decreased value of wages and the climbing cost of living brought out a general conflict in the struggle for existence. With the hope of removing unbearable financial pressure, political leaders are changed as soon as they become too obtrusive in their demands on the masses. This seemingly awkward helplessness cannot be blamed on the people. They

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.

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The Monitor's Educational Page, every Monday and Thursday, brings teachers into close acquaintance with great educational issues, and promotes right ideals in the teaching profession.

The space devoted by the Monitor to Educational Conventions has been the subject of marked comment. Concerning the 1923 meeting of the N. E. A. in Oakland-San Francisco, Augustus O. Thomas, Committee on Foreign Relations of the N. E. A. said: "The fine report you gave of the World Conference on Education is very deeply appreciated. . . . The fact that the Monitor is absolutely clean and has for its purpose and mission the promotion of the better things of civilization makes it of tremendous importance as a newspaper."

Commenting on the 1924 meeting, Department of Superintendence, N. E. A., Joy E. Morgan, director of the N. E. A. press service, writes: "I congratulate you upon the admirable reports of the meeting of the Department of Superintendence that have appeared in the Monitor. During the meeting I was asked many times what newspaper would contain the best reports, and I was glad to say that, in spite of its distance from the scene of action, the Monitor would cover the conference most fully and effectively."

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Educators who visit the British Empire Exhibition, Wembley, London, are cordially invited to call at the Christian Science Pavilion immediately adjacent to the British Government buildings, where the Monitor may be read or obtained.

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CODY, WYO., *Park County Teachers Association*, Ralph B. Hardin, Secretary.

ONEIDA, N. Y., *Oneida Teachers Association*, Jessie F. Butts, Secretary.

PRESCOTT, ARIZ., *Prescott Education Association*, Anne Douglas, Secretary.

WILMINGTON, N. C., *North Carolina Educational League, Incorporated*, Charles B. Newcomb, Secretary.

STONEHAM, MASS., *South School*, Laura L. Stevens, Principal.

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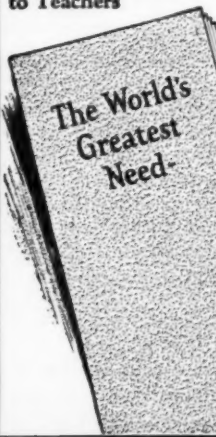
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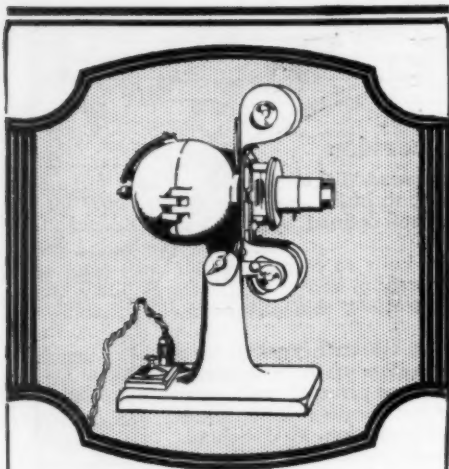
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The great mass of the world repeats these things parrot-like, as may be shown from the remuneration it offers to its teachers. Some day it will grasp how much of its own future happiness and success is in the hands of these teachers, and it will then realize that there is no office in the State of more importance and dignity than that of the teacher. For the raw material of humanity goes into the hands of these teachers in the schools, and comes out, if not the finally finished product, at any rate, fashioned on lines which in the future are developed and not changed.—International Interpreter Radio.

Citizenship Training in a Democracy

MARTHA MAZUROWSKA

THE GOVERNMENT affairs of Poland reveal clearly the importance of training for citizenship in a democracy. To educators, the unusual object lesson going on in that country today is too important to be allowed to pass unnoticed.

Of course, no one would dare question the patriotism and devotion of the twenty-seven million people living in the territory of the new republic of Poland. Their glorious history of three generations of men and women, suffering unparalleled mental and physical tortures with the hope of regaining their mother-country, speaks conclusively of irrepressible patriotism in trying times of war. Times of peace, however, seem to present a far more difficult test, involving all of the people in a coöperative plan of service. War time demands comparatively few leaders and unquestioned military obedience. Ideals in a democracy in time of peace involve slow but steady, untiring and trustworthy execution of daily duties on the part of all of the people for their common welfare. This requires long training in habits of industry and an intelligent interpretation of such terms as equality, opportunity, privilege, and duty. A democratic form of government, more than any other, presupposes this individualistic contribution to the sum total of national welfare and progress.

In Poland, today, leaders of political affairs received their training under three different forms of government. The work of reconstruction is not an easy matter in spite of their unselfish devotion and fine character. The mass of citizens, now "free and equal" show definite inequalities as to education, ideas, and historical background of the last one hundred fifty years.

At least 65 per cent of the total population consists of peasants most of whom are illiterate and unfamiliar with the complicated system of annual budgets and governmental taxation. The machinery of production and distribution has not had time as yet to set its wheels in motion. Adequate taxes simply cannot

be collected. During 1920 when the first national budget was made up, only one seventh of the required amount was raised; in 1921, one third; and in

are rather to be pitied as victims of most unusual circumstances of the last century and a half. Education alone can prepare the way for a better understanding of the duties as well as the privileges in a democracy.

If the national treasury of Poland could be supplied with necessary funds by means of a perilous battle there is absolutely no question that the peasants would most cheerfully sacrifice their life and all for the good of their country. Today, however, their country is calling for service in the form of faithful work, unstinted moral support, and the necessary funds. This conception of civic duty, based on an intelligent understanding, can be inspired by education only. The peasant who was denied educational advantages by reason of his servitude and nationality is not prepared to participate in the constructive upholding of the virtues of citizenship.

The Polish Department of Education recognizes its responsibility and duty in this social condition. They have already done gigantic work with superhuman effort. Seasonal classes for illiterate adults are arranged in all villages at convenient hours. Traveling libraries and lecturers are doing an inestimable amount of "first aid" in education. A net-work of "Know Your Country" clubs is being organized everywhere for the young men and women. In some of the country schools, on account of the shortage of teachers, fathers and mothers assist by instructing classes in cooking, dairying, weaving, bee culture, cobbling, sewing, and many other similar subjects. Everyone is studying or helping others.

The leaders in education are equally busy comparing the best in the systems of other countries and interpreting its value in terms of Polish social and economic conditions. New textbooks and school aids are being prepared carefully. Everything possible is done to assist the people of the fifth largest country in Europe, rich in natural resources, like timber, oil, coal and iron, in developing its natural endowment by means of education and citizenship training.

A Letter from Poland

Krucza 29, Warsaw, Poland.
To the Editor, Journal of the
National Education Association,
Washington, D. C.

Dear Sir:

I am sending to you some material for publication in THE JOURNAL.

Before coming to Poland I was principal of Elementary School No. 13 in Buffalo, New York, and a member of the Department of Elementary School Principals of the National Education Association. On the invitation of the Federal Department of Education in Poland, I came here as an advisor and a lecturer on American education. My work consists mainly in assisting in the organization of the Polish educational system. The conditions here are very different, most interesting, and very difficult. I am anxious that American teachers know about the wonderful work Poland is doing in spite of her difficulties. I am, Yours very truly, Martha Mazurowska.

1922 only three eighths. This, in turn, necessitated the printing of additional paper money, causing a steady drop in the value of the Polish mark. The decreased value of wages and the climbing cost of living brought out a general conflict in the struggle for existence. With the hope of removing unbearable financial pressure, political leaders are changed as soon as they become too obtrusive in their demands on the masses. This seemingly awkward helplessness cannot be blamed on the people. They

EDITORIAL CITY LIFE SECTION

The Washington Herald

—An American Paper for the American People—

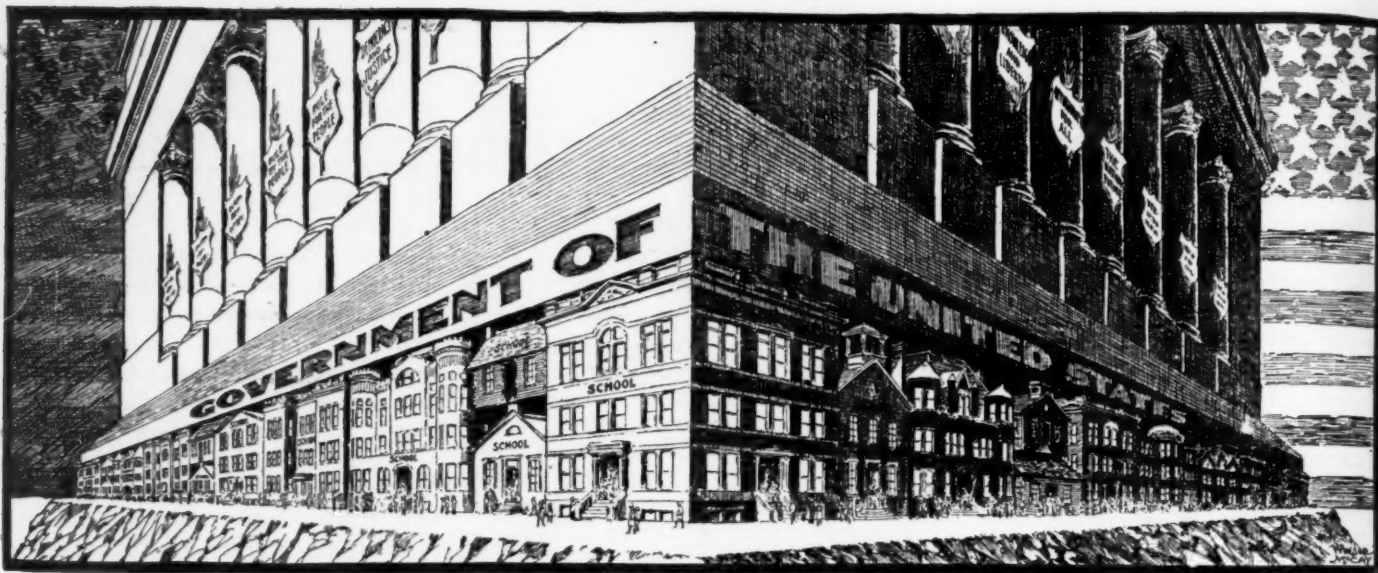
SUNDAY, MAY 4, 1924.

—An American Paper for the American People—

E-1

THE AMERICAN PUBLIC SCHOOL

Copyright, 1924, by International Picture Service. Great Britain: Maple Press.



FIRST, it should be clearly understood that parents have the right to educate children as THEY choose, provided they give them REAL, GENUINE EDUCATION THAT WILL EQUIP THEM FOR LIFE'S DUTIES.

The rich man who thinks the public school not good enough for his "superior" children may send his children to a private school if he chooses, provided HE pays for that private school.

The father whose faith and conscience tell him that a religious school is necessary, that the American public school is not adequate and that religious teaching must be combined with secular teaching, has the right to send his child to a religious school if he chooses, provided that HE pays for that school.

This newspaper opposes attempts that have been made here and there to deprive parents of their rights in the education of their children.

And this newspaper approves and heartily applauds the recent decision of a United States Court setting aside as unconstitutional a law that in substance would make attendance at the public schools COMPULSORY.

The public school stands for liberty, and those that appreciate its value should not interfere with liberty by denying to fathers and mothers the right to give their children such education as they choose, provided it is REAL EDUCATION, and provided that education outside of the public school is paid for by those that demand such outside education.

The public school is the high road to education and to success in this republic. In the public school children meet Americans of all kinds and receive an actually DEMOCRATIC EDUCATION. They are not set aside in groups or divided up into classes based on wealth or social distinction or varying religious beliefs.

The public school class is THE CLASS OF AMERICAN CHILDREN, and among all the institutions of the United States the public school is the most distinctly AMERICAN, the most useful and the one most worthy of the public support.

To oppose the public school, to attack it and conspire against it is treason against the United States. The public school is just as much an established institution of this nation, a feature of its Government, as the Constitution itself.

One decision worth while above all others, made by the people of the United States, is the decision that EVERY CHILD IS ENTITLED TO AN EDUCATION, that education must be COMPULSORY, and that education shall be carried on at the public's expense and paid for by the public taxes.

Hostility to private schools and to religious

The GOVERNMENT of the United States, and the FUTURE of the United States, Rest Upon the Public Schools of the United States.

In This Picture You See Public Schools of All Kinds, Great High Schools, Little Country Schools, Holding Up the Government, Which IS the United States.

The Public School Is the LIGHT of the Future and the HOPE of the Future. In It the Important Workers of the Future Find Their DEMOCRATIC START TO-DAY.

HONOR the Public Schools, PROTECT Them, Remember That Every Dollar That the Tax Payers Spend Upon Them Will Come Back Many Thousandfold in the Years Ahead.

schools is just as un-American as hostility to the public schools.

Attacks on private schools are attacks on individual liberty, just as attacks on the public schools are attacks upon the American system of government and the American system of life.

In this picture we show the Government of the United States resting upon a great collection of little school houses, because we believe sincerely that outside of the public school there is no sure foundation for PERMANENT, DEMOCRATIC, AMERICAN GOVERNMENT.

The public schools supply to future generations citizens that have studied together, played together, talked together, mixed together, regardless of rank, wealth, racial origin or divergence in religious or other parental beliefs.

There is more real democracy in a little wooden country school house, forty feet long and twenty feet wide, to which the children come with bare feet, than there is in the whole of Harvard College.

This is not criticism of Harvard College, an excellent institution, that trains many young men usefully. But the difference between the public school and the private school is the difference between absolute democracy and class privilege.

American fathers and mothers need to be reminded, sometimes, of the work that the public schools do in this country and of the admirable services rendered the nation by the public school teachers, the great American army of enlightenment and democracy.

It must be remembered that the public school has its enemies. It has vicious enemies that work in an underhand way, afraid to work openly. It has enemies among politicians that grudge

the school money that the children NEED, grudge and withhold the good pay and generous treatment that the teachers deserve.

It is the duty of fathers and mothers to protect the public school, to bury with their votes the politicians hostile to them, to realize that all industries in the United States are as nothing compared with the great intellectual industry—the PRODUCTION OF DEMOCRATIC CITIZENS. In that industry the public school is the NATIONAL FACTORY, the most valuable of all our institutions.

Fathers and mothers should explain to their children what the public school means. They should remind them that all real freedom on this earth is based on KNOWLEDGE.

They should say to the children, "The owners of slaves made it a crime to teach any slave to read. They were wise, since they wanted to keep their slaves down."

"The moment a slave wanted to read, knowledge was open to him, he began to THINK and he became dangerous TO SLAVERY."

Tell the children about the slow, discouraging efforts through centuries to get knowledge among the people and of the opposition that the public school met, even in America, in the beginning.

Tell them about the British Governor before we had achieved our independence who thanked God that there was no such thing as a public school in his part of the country, and hoped that there might not be one for another hundred years.

Tell them it was the READING AND THINKING of the early Americans, such men as Franklin, Jefferson and Washington and the others, that secured freedom for this country.

ABOVE ALL, TEACH YOUR CHILDREN TO RESPECT THEIR TEACHERS. Let them understand what the public school system, the well-trained and patient teachers do for the children of this nation and for the FUTURE OF THE NATION.

Help the teachers in their work by inspiring your children with respect for the public school system and gratitude for the work that the teachers do.

Above all, make your children realize that when they go to the American public school they go TO THE BEST SCHOOL IN THE WORLD.

Life at school does more than teach merely spelling, writing and arithmetic and history. Life at school FORMS CHARACTER.

In the public school, made up of all kinds of children, the child early in life begins the education that later will enable it to understand and deal WITH ALL KINDS OF MEN.

Pity the child that is kept apart, that is deprived of the public school education, deprived of the KNOWLEDGE OF HUMAN BEINGS THAT IS TO BE OBTAINED IN THE PUBLIC SCHOOL ONLY.

Here is a little boy going to the public school with other little boys of all kinds. And there is a little boy going to some private school because the public school isn't considered "quite good enough for him."

If you could see those two "little boys" grown into men thirty years hence you would very likely find the little boy of the public school giving the orders and owning the business and the other little boy for whom the public school was "not quite good enough" carrying out the orders as an employee.

Interest yourself in the public school to which your children go. Listen to what your children have to say about it and about the teachers.

Encourage your children to bring home with them their public school friends. To the extent of your ability and facilities make it your business to know, to receive at your home and become acquainted with the public school teachers.

If you had a man building you a house or a small stable, or even a dog kennel, you would talk with him, consult with him, interest yourself in his work.

In the public school teacher you have the man or woman BUILDING THE CHARACTERS OF YOUR CHILDREN, building up their knowledge, their future success, and you certainly should interest yourself in THAT.

Above all, HONOR THE PUBLIC SCHOOLS AND THE PUBLIC SCHOOL TEACHERS.

What this nation is to be in the next generation depends upon what the public schools and the teachers are TO-DAY.

EDUCATION is the problem of all the people. It is most encouraging to those whose lives are devoted to the cause to see rallying to their support chains of newspapers which reach many millions of readers with convincing cartoons and statements like the one above; influential magazines like Good Housekeeping, The Ladies' Home Journal, and Colliers, The National Weekly; and such powerful organizations as the General Federation of Women's Clubs, the League of Women Voters, and the American Legion.

Children Who Work on Farms

NETTIE P. MCGILL

Associate Director, Industrial Division, United States
Children's Bureau

IN these days of teacher shortage and double shifts and portable school buildings in our city school systems it is hard to believe that there is any such thing anywhere as a pupil shortage or an empty schoolroom. But there is—at certain seasons of the year and in certain places. The seasons are usually the spring and the fall and the places are likely to be wherever children are employed as farm laborers. Almost six hundred and fifty thousand of them there are, according to the 1920 Census, working in the sugar-beet fields of the West, in the great cotton and tobacco producing States, in the truck and fruit growing sections of the Atlantic seaboard and the Pacific coast, in the corn and wheat belts, and in the potato raising and grazing States of the Northwest—to mention only such places and types of agriculture as the United States Children's Bureau has included in a series of studies of rural child labor which it has been engaged in making since 1919. The pupil shortage is confined to no one section of the country. A North Dakota school visited by a Children's Bureau agent had been closed by the teacher because every child except one had "gone potato picking" for a week. A school in the heart of the trucking section of New Jersey had only one of its twenty-five pupils in attendance throughout the last three weeks of the term; the children were at work on the surrounding farms. In one of the richest counties of central Texas a school which, according to the school census should have had 350 pupils had an enrolment of only one hundred and twenty and a daily average attendance of only forty pupils when visited by the bureau agent early in November, six weeks after its opening.

Some of the State laws exempt rural districts from certain provisions of the school attendance laws; others give local officials authority to excuse children for farm work or give authority to excuse children in such general terms—such as "in cases of emergency," or "for other sufficient reason"—that they may easily be interpreted to cover agricultural work. A Maryland farmer told the Children's Bureau agent that the "law only compels the children to make one

hundred days a year. After that I keep them out to work all I need them." Although the one hundred day provision applied only to children who were at least thirteen years of age, on the strength of it his ten-year-old girl had lost seventy-one days during the preceding school term.

Even where the compulsory school attendance law does not permit children to stay out of school for farm work, some local attendance officers, unwilling to disoblige their neighbors, wink at disregard of the law, like one who kept in his pocket the notices to be served on parents until the harvest was over and the children's help no longer needed. Many districts have so few attendance officers that prompt action is impossible and by the time parents are warned the children have lost weeks of schooling.

So thoroughly customary has the pupil shortage become at harvest time in many localities that the school authorities do not even go through the motions of opening school, nor do they attempt to continue school after the annual spring exodus to the fields sets in. In one county in a Southern State surveyed by the Children's Bureau the opening of school is regularly postponed to November or December in order that the children may continue to pick cotton until the crop is all in. "The schools have to close before strawberry season" is a characteristic comment in certain truck farming localities. Why are rural schools in session six or seven, or at most eight months, while city schools are open nine months or longer? It is true that when a small local district bears the entire responsibility for the support of its schools it may not be able to afford a longer term, but child labor on farms is to a large extent to blame for the country child's inequality of opportunity as compared with that of the child who lives in a town or city.

In spite, however, of the short terms of many rural schools it was found that from thirty per cent to sixty per cent of the farm working children included in the Children's Bureau studies had been absent from school on account of their farm work. One fifth of those who had been absent for farm work had missed at least forty days or eight school

weeks because of it. To this number must be added the toll of school days inevitably exacted by bad roads and bad weather, and if the worker's father is a tenant farmer an annual move may still further decrease the amount of his schooling. The child who must sacrifice a certain amount of time to emergencies runs on a very narrow margin when he stays out of school several weeks to help on the farm. He may be like the ten-year-old boy, included in one of the Children's Bureau surveys, who had been absent from school seventy-six days, or sixty per cent of the school term. In the fall he had stayed out to pick cotton, finishing "along in January." Then the roads and weather were so bad that "we just kept him home till it was so he could go." In February he missed seven days because "the creek was up" and in the spring he was ill for several days. It is not surprising that he had not even completed the first grade. Or he may be like one of the brothers Lejewsky, aged twelve and fourteen, who had attended school not more than thirty days during the school year preceding the Children's Bureau survey and were in the first and second grade, respectively. They had entered at Christmas and were withdrawn in March after having stayed out in January and February to get wood and do other household chores.

The child worker may be a colored laborer on a farm in the rich trucking section around Norfolk, Virginia, where there is an almost continuous succession of crops throughout the year. If so, he is lucky if he is able to attend school the short time required by the law. Twenty-seven per cent of the children between eight and twelve years of age in the Children's Bureau study of child labor in Norfolk truck farms had attended school less than the required number of days (80) during the year preceding the investigation, and almost one tenth of the children of these ages included in the study had not darkened the doors of a schoolroom the entire year.

Such children cannot, of course, make normal progress in school. Besides the actual loss of time, many are too tired and listless, according to their teachers, to do the required work when they do return to school. "Many of them work beyond their strength," reads one teacher's report, "and it takes them a long time to adjust themselves to school routine."

From thirty-eight to sixty-nine per cent of all the white children included in the Bureau's surveys, and from sev-

enty-one to eighty-four per cent of the colored children were reported from one to six years behind the standard grades for their ages. In all districts in which comparative material is available the amount of retardation is shown to be much greater among working than among non-working children attending the same schools. With their elementary school course curtailed by reason of the short terms to the equivalent of only about six years of the elementary course in city schools, many country children make such slow progress on account of their prolonged absences that they have received hardly more than two or three years' worth of schooling by the time they are considered old enough to leave school.

The migratory farm worker who leaves the city schools in April or May to work in beet or onion fields, to pick strawberries, cherries, cranberries, and tomatoes, to harvest beans and peas and other truck crops and does not return until weeks after school has begun, presents an even more difficult problem, for responsibility for the school attendance of these children is assumed neither by the community from which they come nor by that to which they go, even when their migration takes place wholly within one State. In a Children's Bureau study of almost eight hundred Philadelphia school children leaving the city for work on the strawberry farms and cranberry farms of New Jersey, it was found that their average absence for farm work was between fifteen and twenty per cent of the school year. Of children going out from Baltimore to near-by farms in Maryland, nine tenths had lost at least twenty days or an entire school month. From forty-seven to seventy-eight per cent of the migratory workers included in the Children's Bureau studies were retarded in school, that is from two to three times the average proportion of city school children who are below standard grades for their ages.

And what of education in its larger sense? "Knowledge never learned in books" and free, spontaneous physical activity, supposed to be the birthright of the child in the open country, are for weeks at a stretch denied the boys and girls who work on the farm. Of all the children included in the Children's Bureau surveys and reporting their hours of work, one half worked more than eight hours a day, one fifth more than ten, and some as much as fourteen hours a day. Comparatively few may

suffer obvious physical injury as a result of the work they do—like the little girl who complained that her "back was growing crooked from working in the beets," or the boy whose father said that "he got a rupture—we put him too

soil, few children feel like play, although they are at an age when they crave and need it, physically, mentally, and socially. Thirty-five per cent of the children included in the Children's Bureau studies were under ten years of age, and eighty-one per cent were under fourteen. State child labor laws seldom attempt to fix the age at which children may begin to do farm work. It is left to the discretion of parents—to the father who says that he "worked his children as soon as they were the least bit big enough," to the mother who is innocently proud of the eighty pounds of cotton that her six-year-old daughter can pick in a day, to the parents who boast that, "Asa's worked ever since he could lift a beet."

While thought should be given as to whether or not it is possible to work out a method of regulating by law the age at which agricultural work may be begun and the number of hours a day that children may be permitted to do such work, an immediate improvement in opportunities for schooling can be effected by improving school attendance laws and their administration. It is beginning to be recognized that a larger unit of administration, in which the personal element does not play so large a part, is necessary if school attendance is to be enforced effectively in rural districts. At least ten States now have a county-unit form of school administration in which the county rather than the district school authorities are predominant. Even the county unit is small for the greatest effectiveness, however, especially where county superintendents are elected, not appointed. If State supervision is needed in any field of legal regulation it certainly is in the matter of school attendance, but this need has been recognized thus far in only a few States, notably in Connecticut, where the law provides for State agents to assist in and supervise the local enforcement of the law. Possibly, since many rural schools are overcrowded, special schools for migratory workers may have to be provided by the State, as has been done in California, if this class of workers is to be guaranteed adequate schooling.

At least one county farm bureau has officially stated that in its territory "the demand for child labor is more a habit than a need." But even where poverty and a shortage of labor seem to create a real "necessity" the public intelligence and conscience cannot rest content to load the burden of its problems on to the shoulders of school children.

Some Good Novels of 1923

Books to Grow On

Atherton—Black oxen
Bennett—Riceyman steps
Bojer—The last of the vikings; tr. from the Norwegian by Muir
Borden—Jane, our stranger
Boyd—Lazy laughter
Boyd—Through the wheat
Buchan—Midwinter
Comfort—Public Square
Conrad—The rover
Davis—Times have changed
Easton—Tantalus
Ertz—Madame Claire
Fairbank—Cortlands of Washington Square
Furman—Quare women
Gale—Faint perfume
Gerould—Conquistador
Gibbs—Middle of the road
Harker—The really romantic age
Hawes—The dark frigate
Hough—North of 36
House on Smith Square
Hudson—Nowhere else in the world
Hull—Labyrinth
Hurst—Lummox
Irwin—Lew Tyler's wives
Kaye-Smith—End of the house of Alard
King—Happy isles
Lawrence—Kangaroo
Lincoln—Dr. Nye of North Ostable
McIntyre—Blowing weather
Norris—Bread
O'Brien—Terms of conquest
Parker—Here's to the gods
Parrish—Pocketful of poses
Pérochon—La parcelle 32; tr. from the French by Fay
Pirandello—The late Mattia Pascal; tr. from the Italian by Livingston
Prouty—Stella Dallas
Quick—Hawkeye
Quirk—Different gods
Rath—The nervous wreck
Roberts—Scissors
Robins—Time is whispering
Rud—The second generation
Sabatini—Fortune's fool
Sackville-West—Challenge
Snedeker—The perilous seat
Stephens—Deirdre
Stern—The back seat
Swinnerton—Young Felix
Thevenin—Barnabé and his whale; tr. from the French by Redman
Tilden—Mr. Podd
Train—His children's children
Vachell—Change partners
Wells—Men like gods
Wharton—A son at the front
Widdemer—The graven image
Wilson—The able McLaughlins
Wylie—Jennifer Lorn
Young—Pilgrim's rest

Cleveland Public Library
Books-Information-Service

young at the plow"—but many thousands suffer the loss of their playtime, which to the developing child is not merely recreation but life and growth itself. Few children may "scream and cry from fatigue" after a hard day's work, as one father confessed that his children did, but after hours of bending over the hoe in the blistering sun, of crawling along rows of low-growing plants in the dust, of continuous tramping behind a harrow over soft, loosened

Basic Studies on School Finance¹

FIVE VOLUMES of the studies of the Educational Finance Inquiry Commission have recently been issued in addition to those previously reviewed.

Elementary School Costs in the State of New York is based upon data collected from the schools of New York State and supplements the general volumes on School Finance in New York State. It presents a simple method for computing per pupil costs for elementary education in systems where the accounting system does not provide for such segregation in accurate form. This makes the study of general value, as the technique may be applied in studying elementary school costs in any system. Facts on elementary school costs in New York State are also presented in a form valuable for comparative purposes.

The Cost and Support of Secondary Schools in the State of New York is a companion volume to that on elementary school costs. It is of special interest to those studying the costs of a secondary school program. Like its companion volume, it is distinctly of more than local interest.

The Fiscal Administration of City School Systems deals with fiscal dependence or independence. It builds upon the study of Frasier² in this field, amplifying and reinterpreting the data of this pioneer piece of work. A new technique is employed to measure the significance of the differences between the averages of the dependent and the independent cities on the items used as measures of educational efficiency. The judicial attitude that marks the interpretation of the data presented on this vital problem of school finance is characteristic of all the volumes of the Inquiry issued to date.

The Bibliography on Education Finance is an amplification and refinement of the mimeographed study issued a year ago. In comprehensiveness it replaces all previously compiled guides to the study of school finance. It limits itself to available and usable materials. Future bibliographies in this field will doubtless be built upon the foundation created by this piece of work.

The Political Unit of Public School

¹ This supplements the statement which appeared in THE JOURNAL, March, 1924, page 114.

² The Control of City School Finances, Frasier, George W., Bruce Publishing Co., Milwaukee, Wis., 1922, p. 132.

Finance in Illinois concerns a State in which the local district tax is the principal source of school support. The inevitable results of such an organization are revealed by a painstaking evaluation of the wealth and expenditures of the school districts in several typical counties.

Reports of Educational Finance Inquiry Commission recently issued by the Macmillan Company, 66 Fifth Avenue, New York City, are:

Elementary School Costs in the State of New York. R. O. Stoops. 123 p.

The Cost and Support of Secondary Schools in the State of New York. Charles W. Hunt. 107 p.

The Fiscal Administration of City School Systems. J. R. McGaughy. 95 p.

Bibliography on Education Finance. Carter Alexander. 300 p.

The Political Unit of Public School Finance in Illinois. Floyd W. Reeves. 190 p.

Reports of Superintendents of Schools reviewed in this article and published by the Boards of Education of the Cities indicated are:

Twentieth Annual Report, Section 1, Denver, Colorado. Jesse H. Newlon. 88 p.

Annual Report of the Public Schools, Akron, Ohio. Carroll R. Reed. 111 p.

Research Bulletin, National Education Association, 1201 Sixteenth Street N. W., Washington, D. C. The last issue of this Bulletin is entitled:

"Current Facts on City School Costs," Research Bulletin, Vol. II, Nos. 1 and 2, January and March, 1924. 64 p. 25c.

Consideration is then given to the effects that would follow the adoption of a larger taxation unit such as the community or the county.

It has wisely been said that the problem of securing proper school support is fundamentally one of obtaining strong leadership in education. One of the hopeful signs in the present public-school situation is the evidence of the intelligent leadership that superintendents are exercising in the field of school finance. Space will not permit listing even a fraction of the recently issued reports of superintendents that indicate an increasingly intelligent handling of the problem

of securing proper school support. Only two of a great number can be mentioned.

A chapter in the Denver Report analyzes the causes of the budget increases between 1913 and 1922 from \$1,300,000 to \$3,438,000. The cost of each of six items is described, and the amount concerned is calculated. The presentation is one that should supply an honest taxpayer with the facts that he has a right to know. This section of the report summarizes as follows:

Budget in 1912-13.....	\$1,299,796.64
Increase, 1913 to 1922, due to:	
Increase in prices.....	\$981,440.08
Increase in enrollment.....	748,257.84
Increase in teachers' salaries....	112,347.40
Increased services.....	115,978.40
Junior high school organization ...	78,819.20
Increase in pensions	42,897.34
	2,079,740.26
Expected budget in 1922.....	3,379,536.90
Actual budget in 1922.....	3,438,348.20
Difference	\$58,811.30

The chapter of the Akron Report on school costs is another brief presentation of essential facts in usable form. In Akron, school expenses increased from \$454,324 in 1913 to \$2,587,934 in 1923. The simple and effective analysis that is made of this increase can be summarized as follows:

Current Expenses 1922-23.....	\$2,587,934
1922-23 Expenses stated in 1913 dollars	1,522,314
Expenditures 1913-14. \$454,324.00	
Increase in real wages	
of teachers.....	280,068.00
Increase due to greater enrollment	542,654.27
Increased efficiency....	42,224.00
Increased service....	114,578.05
Pension increase.....	88,465.68
Total	\$1,522,314

Current Facts on City School Costs is the last issue of the Research Bulletin of the National Education Association. This bulletin is valuable to school people for two reasons. It gives for a representative number of cities of all sizes comparable data on various phases of school finance for the last complete fiscal year. It then presents in practical form methods whereby the reasons for recent increases in school costs may be effectively presented to the taxpayer.

The next few years are to be crucial ones in educational history. If the schools are to retain the slight gains

made since the war closed, every leader in school finance must "hit the line hard." The present economic and psychological situation offers the enemies of public education an opportunity which they are not neglecting. The success of their efforts to discredit the schools will

succeed only if the friends of public education fail to do their duty. That duty is a clear and continuing presentation of the honest facts on public education. The studies reviewed may well be consulted by those upon whom rests the responsibility for such work.

Milwaukee Vocational School¹

TO COMPLETE the arrested education, to continue learning after school years are over, to supply a vocation where no skill exists—these are objects of the Milwaukee Vocational School which, since its inception in 1911, has advanced to a stage where its uniqueness and success are attracting nationwide attention. Recently a group of twelve leading educators of New York City made a special trip to Milwaukee to study the work of the public schools in educating pupils who can not attend full-time classes.

As the first school in the first State to make continuation education compulsory, the institution started under R. L. Cooley, director, thirteen years ago, with meager equipment. Today it comprises a plant costing \$3,250,000, a faculty of 161 men and women, and a student body of 13,694. Its principles are being studied by hundreds of educators every year. It has come to be known as the school which adjusts itself to the pupil. It is the antithesis of the once prevalent schoolhouse where, with a ruler and stern demeanor, the master dispensed a brand of learning which might be taken as offered or left. Frequently it was left and the pupil lost. The school or master was not concerned.

"In that day it was believed," said Mr. Cooley, recently, "that only the pupils whose parents could afford to send them beyond the eighth grade could obtain a high-school or more advanced education. It was thought that because it was so costly to educate high school and college pupils we could not afford to educate with public funds the great mass who were left at home. But today, when the great cry of those seeking national prosperity is for the creation of a market for trade, we look upon the education of every person as an economic necessity. We know that a dozen illiterate Indians won't create any market. We also know that the needs of educated

men and women will create a considerable market. Today we feel that we can't afford to disregard the education of any boy or girl."

The part-time education law in Wisconsin provides that all persons who have finished the eighth grade, who have attended school nine years, or who are 16 or older, if they are working or staying at home, must attend school eight hours a week until 18. The Vocational School, as soon as the law was enacted, began organizing to meet this need. Today there are 7450 students attending who come under this head. In addition there are 671 student apprentices whose wages are paid by their employers during the half day or more that they attend school, 173 who daily take commercial work at the school, 174 former service men taking rehabilitation work, and 5226 adults attending night classes.

These students include the office boy who is learning in his one-day-a-week of school to become expert at filing; the typist who wishes to become a stenographer; the stenographer who would become a private secretary; the housemaid who would learn to be a fancy pastry cook; the chauffeur who would become an expert automobile mechanic; the laborer who wants to be a bricklayer; the youth who desires to go in for commercial art, drafting, or architectural drawing.

A student who takes daily work in the commercial department may continue that work once a week if forced later to work during the other five days and may still continue the same work by night if forced to work every day. The Continuation School, the first name given the school, was chosen because of this outstanding characteristic. Furthermore, according to Mr. Cooley, the school is unique, in that reading, writing, and arithmetic are disregarded except for students whose trade or occupation depends on these subjects. There are short periods of English required of every eight-hour-a-week student, but for the girl learning cooking or the boy learning

tailoring the great portion of the time is spent on subjects bearing directly on the particular trade chosen.

Every girl entering eight-hour-a-week classes is required to take a course in home making and every boy a course in home mechanics. The home-making course consists of sewing, millinery, cooking, child care, home nursing, and laundering with the related sciences of nutrition and sanitation. The course in home mechanics consists of teaching boys all types of repair work that might be necessary in a home. In addition girls may study shorthand, typewriting, bookkeeping, filing, and the use of the calculating machine. Boys may also take this work in the commercial department. They may also choose work in automobile mechanics, steam engines, construction, watch repairing, tailoring, cabinet making, pattern making, carpentry, baking, painting and decorating, sheet metal work, bricklaying, electrical work, photography, upholstering, retail selling, printing, plumbing, shoe making and repairing, commercial art, telegraphy, drafting and architectural drawing, general science machine shop work and molding. Any one who desires it may have instruction on a musical instrument and there are two bands of sixty pieces recruited from the students.

The school is housed in a seven-story fire-proof building covering more than one half of a city block, and plans are now under way for an addition that will cover the entire block. Throughout the school are evidences of the expertness of the workmanship of the pupils. Tinted walls, frescoed or stenciled, are the work of the students, all printed forms used in class work are made in the print shops, microscopic testing of tempered steel is in progress in one room; shoes are being adequately resoled, tennis shoes and street shoes manufactured; a phonograph made from galvanized iron is being played, and rest rooms are being decorated and furnished.

THE fight for reasonable regulation of child labor passed through another stage on Saturday, April 26, when the House of Representatives, by a vote of 297 to 69, adopted a resolution proposing an amendment to the Constitution giving Congress the power to limit, regulate, and prohibit labor of persons under eighteen years of age. This vote was 53 more than the two thirds required for adoption. There seems little doubt that the Senate will concur in this joint resolution.

¹ Prepared for the Journal by Miss Agnes S. Winn, director of the Association's Division of Classroom Service.

The Pool, the River, and the Canal

WALTER BARNES

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HERE is a pool. It is a limestone pool, far back in the hill country. The place was hollowed out by the quarrying of limestone and the hollow has been filled by rain. It holds the water for a long time because there is no outlet, either by leakage through the rocks or by passage through an outflowing stream. The pool has no connection with other bodies of water; it is separate and isolate. Ducks swim on it and cattle drink from it, frogs make their home in it and mosquitoes breed therein. But aside from this, it has little to do with life, little relation to life. Fish cannot live in it; it irrigates but a tiny patch of soil; it cannot turn the wheels of trade, for it has no current—no objective, no fall, no power. Being only a pool, it does not, as does a stream, make a passageway through the hills, spreading out wide, rich bottoms and carrying out a space for roads and railroads; nor is it, like a stream, paralleled for scores of miles by giant elms and sycamores and by peaceful homes and well-filled barns. In short, it touches and affects life at but few points and in trivial ways; it is removed and remote. It is only a pool of standing water. But the pool has its admirers. They ask you to observe how clean the banks are, how beautiful with grass and moss and ferns, and how precisely symmetrical is the shape of the pool. "We made it in that fashion," they say; "we like neatness and order and organization. Nor is the water dangerously deep, as is the river of which you boast; but we can wade in it, at places we can almost swim in it. Moreover, that which fills the pool is water, as truly water as that liquid which courses down the streams. If that is life, this also is life. And because it is quiet and motionless, one can learn more about life here than on the banks of your rapid-rushing, dangerous river. We need but to sit on the shore and observe and study life and prepare for a larger life. We have made this pool out of the materials of life: earth, rock, water, grass, flower; and we know precisely what we shall find therein from day to day. To be sure, it does not bring us into contact with large prob-

lems and tangled issues: that will come later. Now is the time for quiet, detached study and the orderly learning of the facts which will be needed afterwards. Of course, some of those we have with us find this pool too lonely and lifeless, and they rush off to the river before we have prepared them. And some of them lead a wretched life there and are drowned. But clearly

Education is not a preparation for life. Education is not life. But there is no education outside the channel and current of life. Education must at every turn parallel and accompany life in all its interests and activities, finding in life its program and its processes and bringing back into life its products.

that is their fault: they should remain with us longer by the pool. How beautiful and quiet and orderly is the pool we have made! How pleasant is existence here!"

But life is existence in motion, with a current, with an outlet.

Here is a river. Coming from far up in the hills, fed by springs and rills and brooks, it flows for miles and miles through fertile valleys in whose fecundity cattle feed and people live. It turns mill wheels and it waters the land. On its banks grow stately trees, and flowers drowse in the sunlight, and in its pools the cows wade to drink. It winds and turns upon itself, making scenes of enchanting beauty. Here it deepens into great reaches, where boats can sail; there it broadens out into shallow riffles, where children can play; yonder it narrows into rocky, rushing gorges, where fishermen cast their lines. It is here, along by the river, that people congregate in farms and villages and populous cities. It is here, along by the river, that fields are cleared and food is grown, that telephone poles are raised and highroads, and railroads are built. The river touches all life. In the river val-

leys are commerce and trade, beauty and art, homes and friendships, joy and sorrow, problems and struggles and deep, rich content. Here, in all its luxuriance and variety, its dangers and griefs and its nobility and serenity, here is life.

May I never live far removed from the river of the waters of life!

But the river is deep in places and rough and violent in places, and danger and death lurk in its waters; how shall one who is young and restless and reckless preserve his power and his youth long enough to learn to live by it and make his living through it? And it twists and bends and meanders in such a roundabout manner: how can one, if he follows every curve of it, arrive at a destination? And it is so steadily in motion: how can one observe it and analyze it and learn its laws? And life is so teeming and intricate: how can one disentangle the essential from the non-essential? Here and there the banks are muddy or rough: must one travel there, too? Frequently the river does the same thing many times over within a few miles: cannot one learn life by observing a few pools and riffles and bends and shallows and by meditating upon a few trees and farms and villages and factories, a few common, ever-repeated phases and evidences and problems of life, each "after his kind"? And many times the river is too shallow for floating logs to the mill and carrying boats to the market, and its windings carry trade far from the straight course, and often it runs low during a drought or floods its banks during a freshet—is it not possible to have life, life steady and controlled and direct and economical, life so abundant that one can live fully, life so varied that one can live richly, life in motion, in action, yet with its current controlled and guided, life which is so simple and direct that it may be observed and studied, yet life, nevertheless, life natural, vital, powerful, useful?

Yea, it is possible; there is such a life.

Here is a canal. It is dug near to the river and it keeps near to the river in all its course. Its waters are the waters of the river: it could not exist except for the river, nor far removed from it—it is

utterly dependent upon it, it has no life nor power except through it. But here, where the river makes a wide bend, the canal runs straight and direct, even though it cross a viaduct; and there, where the river spreads out in flats, too shallow for boats, the canal is full and deep. At times the river is at flood, but the canal keeps its even measure of water. In places the river bank is too rough or muddy for travel, but the canal bank is always smooth and level, with a path for man and beast. Here the river runs swift and here it runs slow, but the canal keeps a measured pace. The river is hard to travel when one goes up stream, but the current in the canal is so moderate that one can easily travel up as well as down. The river is uncontrolled and unguided, but the canal is curbed and forced to go where the engineers wish it to go. Nor is its current so swift that one cannot pause upon its banks and observe it and meditate upon it. Trees grow up upon its banks, fields are made fertile by its waters, homes and inns and villages are built up near it. And it carries vast stores of the riches made by the industries of the world. And being made by man, it can be made deeper or wider at will, or, if need arises, be abandoned.

Ten Articles of American Faith

Julie Mathilde Morrow

Classroom Teacher, New York City

I BELIEVE IN THE UNITED STATES OF AMERICA, not in a nationalistic sense merely, but because the great humanizing, democratic ideals which actuated her founders and found expression in her institutions must be perpetuated for the world.

2. I BELIEVE IN THE FORM OF GOVERNMENT OF THE UNITED STATES OF AMERICA AND IN HER CONSTITUTION, knowing that it contains within itself the machinery necessary to make whatever changes may be needful in adapting it to new conditions and problems, economic or otherwise, as they arise.

3. I BELIEVE IN HUMAN BROTHERHOOD, BUT IN THE RESTRICTION OF IMMIGRATION INTO THE UNITED STATES TO SUCH AS ARE IN SYMPATHY WITH OUR INSTITUTIONS, and with the ideals and principles which gave them birth. This should be accomplished by a definite plan of procedure carried out at the port of embarkation. All immigrants admitted into the United States and becoming residents should be registered.

4. I BELIEVE IN ECONOMIC JUSTICE—JUSTICE TO THE EMPLOYER, THE EMPLOYEE, AND THE PUBLIC—in the principle of an equitable profit to the employer and employee, but only such profit for both as is compatible with justice to the public. This involves belief in the principle of concentrated work, full time, in thrift, and in wholesome, hardy recreation.

5. I BELIEVE IN POLITICAL JUSTICE, IN LEGISLATION ENACTED FOR THE BENEFIT OF ALL, and not for the exclusive advantage of, or the domination by an organized minority group—whether that group be a bloc, or a racial or religious unit, or a combination of these—at the expense, or to the subjugation, of the whole. **I BELIEVE IN UNIVERSAL FRANCHISE IRRESPECTIVE OF RACE, CREED, SEX, OR MATERIAL POSSESSIONS, BUT IN A REQUIRED QUALIFICATION FOR FRANCHISE** carried out by a Civil Service Examination under a Board of Regents.

6. I BELIEVE IN THE SANCTITY OF THE HOME, IN PERSONAL INTEGRITY OUTSIDE THE HOME, AND IN PATRIOTISM RESULTING IN PERSONAL SERVICE AND DEVOTION TO THE STATE AS WELL AS TO THE HOME.

7. I BELIEVE IN ABSOLUTE FREEDOM OF SPEECH AND OF THE PRESS, except such license as might be subversive of the Government of the UNITED STATES.

8. I BELIEVE IN THE GREAT NON-SECTARIAN UNIVERSITIES AND IN THE PUBLIC SCHOOLS OF THE UNITED STATES, accessible to all students irrespective of race or creed.

9. I BELIEVE IN RELIGIOUS TOLERANCE AND IN THE ABSOLUTE SEPARATION OF CHURCH AND STATE.

10. I BELIEVE IN THE BEAUTY AND INSPIRATION OF THE LIVES OF THE OLD AND NEW TESTAMENT PROPHETS, IN THE SANCTITY AND EXAMPLE OF THE LIFE OF CHRIST AND IN THE GLORY OF GOD.

PLEDGE. Knowing that these TEN ARTICLES OF FAITH IN OUR COUNTRY were fully exemplified in the lives and writings of George Washington, Abraham Lincoln, and Theodore Roosevelt, I again "Pledge allegiance to the Flag of the UNITED STATES and to THE REPUBLIC for which it stands—one nation indivisible with LIBERTY AND JUSTICE FOR ALL."

Not a pool, though it has somewhat of the peace and order and symmetry of the pool; not a river, though it runs in the valley of the river and is fed by the river.

But the canal must have the fresh

pupils in the constant presence of the phenomena and activities of life, whence I may lead them frequently across the way to the great river and occasionally up into the hills to the quiet limestone pool.

waters of the river poured into it frequently, lest it become stagnant and grow muddy and sluggish and ugly and monotonous. And even its warmest admirers will tell you that occasionally they must cross over from the tow path to the banks of the river (which is but a few steps) and reinvigorate themselves with the sight of it, with its freedom and force and naturalness.

Education is not preparation for life. Education is not life. *Education is the important and typical experiences of life scrutinized, criticized, analyzed, and organized. Education is a sequence of the vital activities of life made educative by thought, guidance, and control.* In my school I will deal only with life. I will accept no substitute for life, no subterfuge from life; I will not falter from life, nor palter with life. But I do not teach except as I reveal to my pupils how by living they may learn to live more happy and successful and thoughtful and well-ordered lives. Therefore will I build my school on the banks of the canal, where I will live with my

The Teacher as Judge

EUGENE THOMPSON

AMONG THE MANY activities which the teacher is called upon to perform as a recognized public official, that of judge is one of the most important. This viewpoint is receiving wider acceptance, particularly because of the growth of the school-and-community idea. If we are going to impress upon our children the conception that the school is a bona-fide community, in which they must play the part of good, active citizens, we must set up some institutions at least which the children will readily recognize as corresponding with the institutions that exist and function in the community outside the school walls.

The judge is a very significant public official. Many times he is the sole administrator of American justice. Recently I had the privilege of sitting on the bench with a friend who is a magistrate of a city court. I witnessed his administration of justice in a number of what the law regarded as minor cases.

But as I sat and watched the proceedings of the court I became quite convinced that the culprits were no more than overgrown children, and the next logical and natural step occurred to me. Why could not teachers and other school officials assume more of the magisterial attitude towards boys and girls? Would not some of our problems be helped to a solution if offenders against the school rules and regulations were "brought into court"?

All educational legislation has encouraged the status of judge for the teacher. Such an attitude is a distinct benefit to the State. Ideas of just punishment constantly before the growing mind will inevitably redound to the credit of the school, the child, and our Nation at large.

Handling offenses—In the handling of offenses the identical procedure that exists in a court of law ought to be followed. The pupil should first be taught the reasonableness of a fair trial. He ought to be able to enter his plea of guilty or not guilty before the court in a dignified, serious manner.

Every pupil, as is every citizen, is entitled to self-defense and an opportunity to answer or explain the indictments which have been brought against him. Only the boy who realizes that he is

entirely guilty will remain sullen and silent, and thus convict himself. Generally the testimony of the culprit and

CHILDREN'S VALUES are largely determined by the importance which teachers and parents attach to various attitudes and habits. Mr. Thompson suggests the following list of topics to be used in school character ratings.

The specific list of character ratings follows:

I. Care of property:

- A. Care of school building and furniture.
- B. Care of school books, including covering.
- C. Return of books at time designated.

II. Courtesy and good manners:

- A. General consideration of the rights and wishes of others.
- B. Observance of the rules of politeness in school and coming and going from school.

III. Industry:

- A. Effective use of time in study hall.
- B. Thorough preparation of all assigned work—written and oral.
- C. Judicious use of spare moments.
- D. Use of a systematic time schedule for study.

IV. Honor and trustworthiness:

- A. Thorough and honest preparation of all assigned work.
- B. Absolute honesty in all recitations, examinations, and tests.
- C. Absolute honesty in all recitations; dependability in all school assignments.
- D. No change of program without signature of proper member of program committee.

his attempts at self-defense under skillful cross-examination will determine the course of action of the judge.

If the teacher does not desire to prefer all the charges, a reliable pupil acquainted with the offense may be instructed to act as a prosecuting attorney and make out a case against the offending pupil. An entire class turned out one afternoon after school, at the teacher's invitation, to witness the trial of a boy who continually neglected his homework.

The prosecuting attorney was aided by the teacher's records, and a jury brought in a verdict: "Guilty of destroying the scholarship standing of the class." The boy is doing his homework regularly now.

Methods of punishment—There are many methods of punishment for pupils judged and found guilty. The first is one that teachers have been using from time immemorial, but perhaps without realizing its value in this particular connection. Reference is made to the marks or grades—our estimates of the pupil's work which we have been trained to apply to certain abilities or lack of abilities, for the satisfaction of parents and school records.

Some schools are carrying this method into the realm of character. In the Newtown High School, of Elmhurst, Long Island—for instance, an intensive campaign for character development and training is being waged under the leadership of Dr. James D. Dillingham, principal. Marks in characters are awarded for such qualities as courtesy, punctuality, care of property, initiative, honesty, personal appearance, industry, reliability.

These ratings have done much to convince pupils that the development of sound character is just as important—if not more so—than the development of the mind.

A concrete illustration—As a concrete illustration of the possibility of "holding court" over the offense of a delinquent pupil, let us assume that the pupil has been accused of dishonesty. Immediately he is brought into court and faced with his crime. If proved guilty, he is given a "C" character rating, which is brought to the attention of his parents. Generally parents take matters into their own hands then, and perhaps a little more strenuously than they do when the report card shows failures in the subjects studied.

The ingenuity of each teacher will be taxed to find appropriate punishment for individual offenses. The "fines" will be determined largely by the conditions and circumstances under which both the pupil and teacher work.

Method for the home—The teacher's right and privilege to act as judge is not limited to the teacher alone. It can be used to great advantage by principals and those who in any way have the proper

discipline of children in their province. It has proved eminently successful in the home. Many parents give their children a small sum as an allowance each week, from which, after due trial, all fines for offenses committed during the week are subtracted.

Everywhere there must be a campaign to educate youth to realize that it is being judged, not arbitrarily, harshly, pedantically, but reasonably and in accord with common practice in the world in which the school is helping them to find a place. Thus the method becomes an excellent training in citizenship, in addition to its value as a character builder.

In conclusion, we must bear in mind, above all, to be rigidly fair and square, rigorously firm and inflexible in our decisions, once having made them honestly. We must remember to judge as we should like to be judged, and as we shall in some final day be judged ourselves.

LIBERALIZING VOCATIONAL EDUCATION—Public school vocational training appears to be definitely set in the Nation's education system. Many observers seem to discern in trade-training tendencies to undemocratic stratification in society because high schools devoted to imparting trade skills will be likely to gather students already little inclined to book-learning and apt to belittle book experience; and further, by its aim, it is suspected that trade-training will allow this state of mind and attitude to become engrafted in the mentality of students. That this view does not cover the whole ground is evident even at present in some lines of work, notably printing, in teaching which not a few schools range the wide fields of scholars, historians, and artists. Similar breadth of knowledge, or extent of information, as the typographic art is heir, might readily be included in the content matter of other vocations, for principles of craft development and of art origins (trades being crafts democratized and design being applied art) come from common sources.

Granted that some trades have stronger and more patent ties with the past than others, it should be feasible by revealing development of trades to encourage students in their own lines while opening their vision to general relationships between them. This course would be of benefit in public school education from a social standpoint, and liberal in more than one direction. The knowledge should tend to disclose the framework and growth of the social structure. Con-

tent matter embracing trade history and design principles might easily be taught in half the time trade students give to related subjects.

In this wise, domestic science classes would become aware of the woodworkers' part in furniture making and of the forge for ironwork, the plumbers' shop for fixtures, the carpenter shop for house-building, and of a relation between them, and with their own future. Those classes, too, would feel closer to one another, and to others, such as the drawing classes. Dressmaking and millinery would discover a fellow-feeling with printers and with commercial art students in shape and color problems. The electrical worker might then evince an interest in lamp fixtures, the work of forgersmen or moulders. Forgersmen should be led to examine the detail harmonizing in buildings put up by carpenters. Machinists might be induced to give grace a thought along with strength proportions, and, with sheetmetal workers, feel yet more affinity with the automobile shops.

In a school where trade history were a subject, students would be alive to matters like the discoveries at Luxor, the shape, color, uses, and arrangement of ancient furniture, utensils, and conveniences. There would be perennial food for comparative thought in the development and adaptation through succeeding periods. All this would inevitably make for influencing modern living, just as conversely lack of it has done, except with the few. Students are at school to learn the best way to plan a life. How to do so with success is necessarily based on how past generations managed, with what they had to live with. Learning the best from the past in a focused plan, and practicing it, should tend to bring out awareness of its values, with its apparent ramifications yet unified trend, and of how closely the present is bound up in the legacy, down to the different trades in a schedule from one school. Even at less than college grade, what possibilities for liberalizing of trade practices!—*Benjamin N. Fryer, Vocational High School, Oakland, California.*

IT'S LARGELY IN THE POINT OF VIEW—A business and professional women's club was holding a reception in honor of a nationally known woman writer, who had spoken before the membership.

The visitor was a grand old lady. She took an interest in everyone whom she met; an interest that appeared almost too strong to be sincere, but never-

theless she meant every bit of it. She was invariably interested in what young working women were doing. That was usually one of her first questions when she was introduced to some one who earned her own living.

The reception that evening was an informal affair, so the visitor could mingle freely with those about her. Among the numerous club members to whom she was introduced were three young school teachers—chums, who taught in the city schools.

"And what do you do, my child?" the author asked the youngest of the trio.

"Oh, I worry my life out trying to keep thirty kids quiet, out at Ball High School!" The reply was not in a disrespectful tone, but it did reveal the young woman's attitude toward her position.

"And you?" the visitor turned to the second of the group.

"Me?" she answered, surprised like, "Ah—I, I mean. I teach school here in the city."

"Now, my dear, tell me what you do, please?" she now turned to the third. "Well, Mrs. —, I'm trying to be a character molder—trying to build good citizenship. I think it's the grandest calling in the world," she replied, a touch of pride in her voice.

These three replies from young women who apparently followed the same kind of employment, reveal three distinct views of one's position. There are too many people like the first and second teachers, and too few in the class with the third.

School work, or any other for that matter, becomes a burden—a tiresome, thankless daily task, or it is the exercise of a noble privilege, just as the person who follows it sees her occupation.

There are fatigue and reasons for worry in any vocation that is worth following, but these fade into nothingness if a person looks for the finer things in his work. Occupation is not merely a useful means of providing the necessities of life. It is a source of pleasure, consolation, and peace of mind. The right occupation supplies avenues for initiative, ambition, and talent. It is both the goal and the means to the goal.

The teacher who molds character in addition to "teaching school" finds remuneration in his work that his associates can never enjoy, so long as they consider theirs as tasks that must be performed rather than the exercise of a noble privilege.—*Ruel McDaniel, San Antonio, Texas.*

Popularizing Health Education

VERA JACOBS

*Department of English, Webster Junior High School
Oklahoma City, Oklahoma*

OKLAHOMA CITY schools have voluntarily assumed health education. Every educator admits that it is very difficult to interest the junior high school pupil in organization work inside of the curriculum. Any method by which health is regularly taught and acquired makes health popular as well as profitable, because "health and happiness are with one gift of accidental circumstances."

The Webster Junior High School of Oklahoma City contains a unique health project with all the faculty co-operating with the dean of girls who is sponsor for the system. The girls are called to the gymnasium to be examined by the physical director for posture defects and are passed on to the woman physician to be examined for physical defects. The posture defects include the head, shoulders, spine, and feet, while the physical defects include the eyes, ears, nose, throat, teeth, heart, lungs, and abdomen. No deduction is made for the unfortunate whose ills are impossible to remedy, as a lost eye or organic heart trouble, but the heaviest penalties are charged against those who neglect the simplest rules of hygiene, as the care of the teeth.

Following the examination in the gymnasium last autumn, with grades of A (plus and minus), B (plus and minus), and C (plus and minus) given, it was found that nine girls out of five hundred were physically perfect. A health card was made for each girl, signed by the physical director and the woman physician. These cards were filed with the dean of girls who immediately called a conference of these nine physical perfects. She told them that if they were satisfied with their own perfection they would cease to progress, but if they would help others, physically imperfect, to reach perfection, they would grow. She formed these girls into the Honorary Health Club of Webster Junior High School, adopted a constitution and by-laws, elected officers, selected club stationery, and outlined a course of study in health as would any other club with this difference. Each girl selected as a pledge a pupil, whose health card showed there must be effort

for improvement, and remained her sponsor for health by giving her lectures, literature, and pictures, or she adopted any other method until the errors were corrected and her grade raised to A plus,



VIRGINIA SPRANKLE, head of the Honorary Health Club of Webster Junior High School in Oklahoma City, is said to be the youngest president of a federated club in the United States.

when the pledge became an active member. She, in her turn, selected another pledge and so on until the club has grown to a membership of sixty. The school girls themselves see to all errors. If these errors are of a serious nature the dean of girls calls the mother of the child into conference, and insists on a consultation with a physician or specialist.

The club secretary keeps a yearbook which, besides its program, contains clippings, pictures, and interesting items on health. This club gets publicity as well as any adult club by the new things the members do. One interesting thing about the club is that it belongs to the General Federation of Women's Clubs, and claims the youngest president of any federated club in the United States.

This club, together with the Alpha Sigma Honorary Scholastic and the Student Council, are the only organizations

given school time for their weekly meetings. Attendance is never a problem for the sponsor. The girls even show a tendency to miss other classes to get to the club meetings. The attractions are many, and all the girls in school are eager to join.

Their endeavors for health literature is unlimited. They write for all literature on health and have a whole library of information. The nutrition class is carefully watched, weighed, and recorded each week—this part alone being the responsibility for the whole underweight class. They flood them not only with literature but with milk as well until their weight is up to standard.

WORLD FEDERATION—President Olive M. Jones, who has just returned from a trip across the country, reports that there is keen interest in the work of the World Federation of National Education Associations, of which the National Education Association of the United States is a member. The Committee on Coöperation with the World Federation which President Jones has appointed under the chairmanship of Augustus O. Thomas, president of the World Federation, and State Commissioner of Education, Augusta, Maine. The other members of the Committee are:

- Katherine D. Blake, Principal of Public School No. 6, New York City.
- Archibald J. Cloud, Assistant Superintendent of Schools, 2775 Union Street, San Francisco, California.
- Stephan P. Duggan, President of Institute of International Education, 288 Saint Nicholas Avenue, New York City.
- W. K. Dwyer, Superintendent of Schools, Anaconda, Montana.
- John H. Finley, Editorial Department, *New York Times*, New York City.
- James W. Gowans, Superintendent of Schools, Hutchinson, Kansas.
- Florence Holbrook, Principal, Forestville School, 4429 Greenwood Avenue, Chicago, Illinois.
- James F. Hosie, Professor of Education, Teachers College, Columbia University, New York City.
- Jeannette Jacobson, President of Los Angeles City Teachers' Club, 1334 Kellam Avenue, Los Angeles, California.
- Abby Porter Leland, Principal, College Avenue School, New York City.
- Arthur J. Matthews, President, Tempe Normal School of Arizona, Tempe, Arizona.
- N. D. Showalter, President, State Normal School, Cheney, Washington.
- J. W. Studebaker, Superintendent of Schools, Des Moines, Iowa.
- Charl O. Williams, Field Secretary, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C., consulting member.
- Charles H. Williams, University of Missouri, Columbia, Missouri.
- Annie Woodward, Teacher, Somerville High School, Somerville, Massachusetts.
- Robert H. Wright, President, East Carolina Teachers' College, Greenville, North Carolina.

Enforcing the Law

FLORENCE E. ALLEN

Judge, Supreme Court of Ohio

WHY in this year of our Lord 1923 should a Citizenship Conference be called to discuss law enforcement? It is because we are aware in this country of a lack of respect for law, a lack which we feel in every relationship—in the relationship of individuals to each other, of children to parents, and most of all in the unwillingness of citizens, some of them educated and broadened by every opportunity of contact and training, to cooperate in carrying out the terms of our statutory and constitutional law. Not only in relation to the enforcement of prohibition, but in every other line of governmental activity we find groups of people, many of them considered respectable, who refuse to obey laws with which they are at variance—groups that are willing and eager to nullify the law.

This situation is one fraught with moral danger, for the law is not a mere mass of technical rules laid down to confuse and bewilder us. At bottom, the law is the expression of the moral feeling of a community. The law against murder is not an arbitrary rule laid down by some power above us which we must obey whether we will or not. The law against murder is the expression of the feeling of the community that the taking of human life is a crime. And so it is with all fundamental law. It expresses the moral feeling, and its violation indicates a moral lack.

Nothing is more evident than that the law must be enforced. It must be enforced whether or not the law is in itself good or evil. A good law must be enforced in order that its moral purpose may be executed. A bad law must be enforced in order that its defects may become apparent, and it can be changed. Nothing is more dangerous than to call for evasion of a law on the ground that it is not a good law. Nothing is more dangerous than to attempt to induce courts by judicial legislation not to enforce a law on the ground that the law is unwise. The law should be enforced with full vigor, wise or unwise, good or evil in order that defects in the law may be remedied and in order that its moral purpose may be executed.

Courts have their specific duty in this particular. Courts above all other branches of government are entrusted with the enforcement of law. They are bound to enforce and carry out the

moral purpose of the law, and unless they do that, they fail to perform the very function for which they were created. It is true that courts have not always enforced the law. It is true that in America today not all courts always enforce the law. This is due to two reasons: First, that certain officials are unwilling to enforce laws with which they are not in sympathy; and second, that even where officials are in sympathy with the law our technical and inefficient court procedure makes it possible for men charged with violation of the law to escape the penalty.

Officials are not as a rule so unwilling to enforce a law as they are sometimes said to be. Some officials definitely are committed to nullification of the Prohibition Act; on the other hand, the great body of court officials wish to carry out the law as the people desire to have it carried out. Once the people express their desire for law enforcement the officials in general will follow them. In order to overcome this first cause of lack of law enforcement, therefore, we have only to express our sentiment. In America we have not learned how to mobilize moral sentiment in politics. Once we have learned that task, once we have put behind the official the stimulus of an intelligently directed moral public opinion, we shall have won that phase of the battle, for no one responds more quickly to moral pressure than a public official. He may not wish to respond, but almost invariably he does respond.

The second element which hinders us in law enforcement can also be obviated by the people of the community. If the public once understood what our delay, our lack of responsibility, in our court system does to law enforcement, it would rise in its might and place our courts upon a plane of efficiency at least equal to that which we see in Great Britain.

Great steps have been made in this direction. Not long ago in the State of Ohio, two years were allowed to file a petition in error for the purpose of entering the supreme court. That time has now been cut to seventy days. It could and should be cut still further. Changes of this sort, which have been occurring in many of the States, have done away with some of the most notorious delays which have hampered our law enforcement. Much still remains to be done, and until the people of the United States arouse themselves to the problem of efficient judicial procedure, we shall never be able to have laws properly enforced. I do not condone these shortcomings in court

administration. I am aware, however, that they cannot for the most part be remedied by the officials themselves; they must be remedied by public opinion.

What is the duty of the public in this regard? What is the duty of the Christian Church which is represented in this Conference? Too long have we regarded politics as being the occupation of inferior and somewhat questionable men. The task of establishing justice, the task of building respect for law is one at which no man or woman need flinch because of its unworthiness. It is a task which calls for the most zealous cooperation of the highest spiritual forces in this United States. Never until the moral purpose of government and of the law, which is to do right and justice, is taught in the home, in the church, and in the school, shall we have respect for law. Never until the great educational and spiritual organizations in this country realize their obligation to build up a community purpose to observe law shall the courts be able properly to function and to execute law, which will be respected because its spiritual and moral purpose is understood and made self-evident.

THE MODERN SCHOOL would "discipline the mind" in the only way in which most minds can be effectively disciplined—by energizing them through the doing of real tasks. The formal difficulties which the Modern School discards are educationally inferior to the genuine difficulties involved in science, industry, literature, and politics; for formal problems are not apt to evoke prolonged and resourceful effort. It is, indeed, absurd to invent formal difficulties for the professed purpose of discipline, when within the limits of science, industry, literature, and politics real problems abound. Method can be best acquired, and stands the best chance of being acquired, if real issues are presented. Are problems any the less problems because a boy attacks them with intelligence and zest? He does not attack them because they are easy, nor does he shrink from them because they are hard. He attacks them, because they challenge his powers. And in this attack he gets what the conventional school so generally fails to give—the energizing of his faculties, and a directive clue as to where he will find a congenial and effective object in life.—Abraham Flexner in *A Modern College and a Modern School*, Doubleday, Page & Co., 1923.

The Service of Our National Library

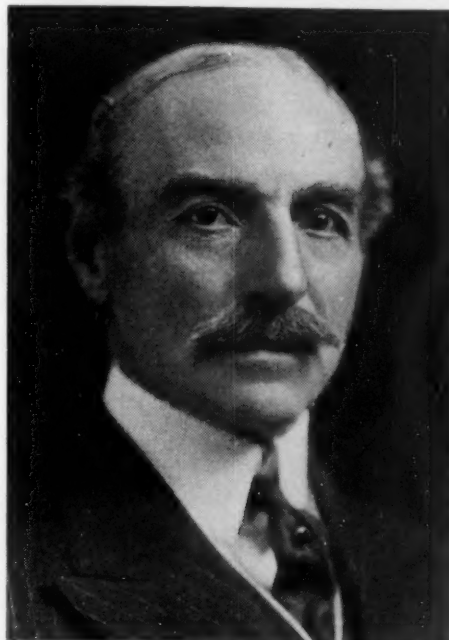
HERBERT PUTNAM

THREE and a quarter million printed books, 200,000 maps, 400,000 prints, a million pieces of music, several million manuscripts, if counted by pieces—the third largest library in the world, and increasing at the rate of 120,000 items a year; housed in the largest and most elaborate of library buildings. What can such a library do for the Nation?

In the first place, what it does for the Government itself is done for the Nation: for this includes the direct service to Congress in supplying information which will enable it to shape legislation; the direct service to the executive departments which will render more efficient their administration; the direct service to the scientific bureaus which will enable their researches to be more rapid and more exhaustive; all of which services reach ultimately to the benefit of the country as a whole.

Second, the service within its own walls to the individual investigator, resident or visitor, who, requiring no credentials, is accorded here intimate contact with the largest collection in the Western Hemisphere, and facilities unexampled in any other National library, impracticable in the research libraries of our larger cities. For him Washington

now offers the most agreeable, the most stimulating, the most detached, and in some fields—especially history, political science, law, and economics, and many



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HERBERT PUTNAM, librarian of Congress for a quarter of a century, delivered this address from Station WRC, Washington, D. C., under the auspices of *The Journal*.

branches of science—the most effective laboratory for research and for the organization of his material. And the investigator comes, and is coming in increasing numbers, and his interest isn't merely in the books, but in the manuscripts, the maps, the music, and the prints.

The investigator isn't the entire public, but he represents that fraction of it which is making advances in the interest of the whole. He is widening the boundaries of knowledge. Whatever aids him to this, aids the community as a whole.

But he cannot always or easily come to Washington. In that case the Library reaches out to him. He may write to it for information. It will respond. It cannot do his research for him. But if there be some book necessary to it, the Library will try to identify it and tell him where it may be had. If the Library has it and can at the moment spare it, the book itself may be sent to him. He has only to ask his local library to borrow it for him, and pay the transportation. It will be a book not to be had in the local library nor within its province; the unusual book—and issued only to meet the unusual need. Not, for instance, an ordinary book of interest to the ordinary reader, or a mere textbook needed by the ordinary student.



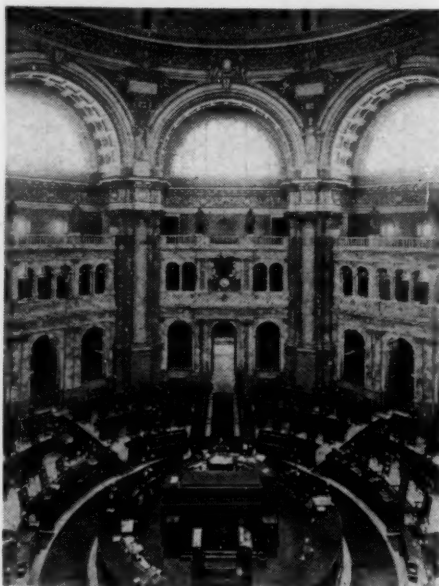
THE SHRINE CONTAINING THE ORIGINALS OF THE DECLARATION OF INDEPENDENCE AND THE CONSTITUTION OF THE UNITED STATES IS IN THIS CORRIDOR OF THE LIBRARY OF CONGRESS.

The duty of the National Government is to the general welfare; and it must limit its aid either to the general causes, or groups; and if it aids an individual this is not as an individual, but as an agency through which the general cause may be advanced. That must be its attitude towards education generally; leaving to local authorities to provide for the individuals merely as such; just at the National Education Association with the power of its great organization of 140,000 members, concerns itself with the general cause of education.

Which, as regards books, does not ignore or disparage the need of them by the individual in many other relations. For the office of books is not merely to inform. It is also to instruct, to amuse, to distract, to arouse, to refine, to console. A lavish supply of them, freely available to all our citizens, will do more to uplift citizenship and safeguard democracy than any other agency. The considerable supply by our local libraries reaches as yet only fifty per cent of our population. It must be amplified.

But the national library cannot substitute itself for the local public library. Its concern is with the books that *inform* and with that use of them which may promote the general welfare. The Government is promoting that welfare by the mere accumulation at the National Capitol of a collection comprehensive in dimension beyond the abilities of any local institution, a collection that may approximate to a complete record of what man has thought and felt and done and dreamed of doing. It was promoting the general welfare by the erection of an edifice for this, which is one of the architectural monuments of modern times, which delights and widens the horizons of hundreds of thousands of visitors annually, and whose nobility of dimension and architectural treatment have had a stimulating influence upon our public architecture generally. It promotes the general welfare by the maintenance in the library of an organization competent to coördinate the vast masses of material, to equip them with efficient apparatus—aids to their use—and to interpret them. It promotes it by informing publications based upon them. It promotes it by assuring that they shall freely respond to the serious inquirer anywhere; by maintaining here what amounts to a Bureau of Information upon any subject with which a book may deal. Finally, it is in a direct economic way promoting it by the service it does to the institutions—the local libraries—which serve the indi-

vidual directly and personally. This service consists in making available to them at a nominal cost, the results of the work of its own staff in classifying and cataloging its own huge collections. For these results, in its printed cards, may be secured by them, incorporated in their own catalogs, and save them the expense of cataloging and classifying the identical books in their own possession: an expense which has heretofore constituted one of the major costs of library



THE CIRCULAR form of the Reading Room of the Library affords a fine opportunity to reveal the architect's ingenuity. The curved vaultings, the rich color effects of the marbles, and the stucco ornaments of the dome are features of the great central rotunda.

administration. Nearly 4000 libraries now secure these cards. Their average cost is but a cent and a half a piece, but the yearly receipts from sales—offsetting the cost to the Government—is over \$100,000. The incidental yearly saving to the purchasing libraries is certainly over a half million dollars, all of which is thus freed for the purchase of more books or direct service to the local reader. A central cataloging bureau, performing a service, unique, possible only for a national library, and appropriate, therefore, for the National Government!

It is in these larger aspects that the Library justifies the expense of its establishment and maintenances, an expense quite beyond the needs of a library to serve Congress alone—seven million dollars for the building and the land on which it stands, \$900,000 annually for the upkeep, the increase of the collections, and their administration. Large sums

but, for the plant, only one fourth the cost of a battleship, and for maintenance and development only the cost of the upkeep of a battleship. And not to be scrapped at the end of twenty years!

Which is not to imply that the battleship isn't still necessary, or that books can yet take the place of the police.

TEACHING THE TRUTH ABOUT HISTORY—The spirit of inquiry and the willingness to face unpleasant facts are far more important objectives than the pseudo-patriotism which would distort the truth for its narrow ends, according to a series of resolutions adopted by the American Historical Association at its annual meeting at Columbus, Ohio, December 29, 1923. These resolutions follow:

Whereas, there has been in progress for several years an agitation conducted by certain newspapers, patriotic societies, fraternal orders, and others, against a number of school textbooks in history and in favor of official censorship, and

Whereas, this propaganda has met with sufficient success to bring about not only acute controversy in many cities but the passage of censorship laws in several States, therefore,

Be it resolved by the American Historical Association, upon the recommendation of its Committee on History Teaching in the schools and of its Executive Council, that genuine and intelligent patriotism, no less than the requirements of honesty and sound scholarship, demand that textbook writers and teachers should strive to present a truthful picture of past and present, with due regard to the different purposes and possibilities of elementary, secondary, and advanced instruction; that criticism of history textbooks should therefore be based not upon grounds of patriotism but only upon grounds of faithfulness to fact as determined by specialists or tested by consideration of the evidence; that the cultivation in pupils of a scientific temper in history and the related social sciences, of a spirit of inquiry and a willingness to face unpleasant facts, are far more important objectives than the teaching of special interpretations of particular events; and that attempts, however well meant, to foster national arrogance and boastfulness and indiscriminate worship of national "heroes" can only tend to promote a harmful pseudo-patriotism; and

Be it further resolved, that in the opinion of this Association the clearly implied charges that many of our leading scholars are engaged in treasonable propaganda and that tens of thousands of American school teachers and officials are so stupid or disloyal as to place treasonable textbooks in the hands of children is inherently and obviously absurd; and

Be it further resolved, that the successful continuance of such an agitation must inevitably bring about a serious deterioration both of textbooks and of the teaching of history in our schools, since self-respecting scholars and teachers will not stoop to the methods advocated.

Hope for British Education

The New President and His Policy

W. G. COVE¹

THE PERIOD of reaction in British Education has ended with the advent of the first labour president of the British Board of Education. The announcements and circulars of the Right Honorable Charles Trevelyan have already swept away the restrictions imposed by his predecessors and have given new hope and renewed encouragement to educationists in this country. In the short period of eight weeks he has changed the whole outlook of British education and has announced policies which, as they gradually come into operation, will make for the sound and progressive development of our educational system.

By a series of restrictive circulars his predecessors at the Board had succeeded in curtailing the provision of secondary education; in raising the fees in secondary schools; in enlarging the classes in elementary schools; in creating a large number of unemployed teachers; in cutting down the feeding of necessitous school children; in abolishing state scholarships to universities; in preventing the building of new schools; in abolishing the meagre provision for full free secondary education, and in allowing the dilution of the teaching profession by recognizing unqualified teachers.

Mr. Trevelyan has already changed all this. "My first object," he says, "has been to bring to an end the campaign of economy pursued by the late conservative government. My second object has been to take the first small steps in a great new advance in education." In order that American readers may appreciate what has already been done by the president as his "first small steps" I will briefly set out what he has announced.

(1) Local Education Authorities have been asked to reduce the size of classes in elementary schools. This is a fundamental and vital reform in British education.

(2) Steps are being taken to prevent the appointment of any new supplement-

tary teachers and to diminish the use of uncertificated teachers. This will mean a gradual working towards none but fully trained collegiate teachers.

(3) Local Authorities will be pressed



CHARLES PHILIPS TREVELYAN, the new minister of education in England, was the parliamentary secretary of the Board of Education from 1908 to 1914. He is a son of the well-known historian and writer, the Right Honorable Sir George Otto Trevelyan, and descends from the famous Lord Macaulay family. His point of view, his scholarship, and his thorough knowledge of educational matters are considered valuable assets in his new connection where he will have an opportunity to make good the promises of the Fisher Education Act, which have been somewhat held in abeyance during the past few years.

to take in hand the worst cases of bad school accommodation.

(4) Under the 1918 Education Act Local Education Authorities were given the opportunity of raising the school age for all children to fifteen with the approval of the Board of Education. This approval during the last few years has been consistently withheld. The new policy will encourage and not discourage

Local Authorities that wish to raise the school age.

(5) The extension of free places in secondary schools is to be encouraged and Mr. Trevelyan has sanctioned the entire abolition of fees in areas where this has been requested.

It will thus appear that British education is once again on the march. The new President, by his policy, has made it possible for every progressive Local Education Authority in the country to proceed with the reforms that are so vitally necessary in the educational system. The cherished aim of free secondary education has already been realized under his presidency, and if his tenure of office lasts a reasonable length of time, we shall undoubtedly see a great extension of this policy in England and Wales. We have at the Board a strong man, a sound educationist, and a thorough democrat. He is the most approachable man that has ever presided at the Board. His days are filled with conferences with educationists of all shades of political opinion. And he does not forget the teacher. He believes that it is vitally necessary that the very centre of our educational system is the teacher and one of his aims is to improve both the quality and the quantity of the teaching staffs in our schools.

VACATION TIME—H. A. L. FISHER, formerly British minister of Education, who has been spoken of as a possible next ambassador to the United States, recently in an address to teachers laid down some rules to be observed in making the most of holidays and vacations.

Plan your holiday carefully, but be ready to abandon your plans on the slightest provocation.

A change of work is in itself a holiday.

Never drive when you can walk.

Take short cuts if you will, but remember there is seldom time for them.

A good holiday is like eternity—there is no reckoning of time.

One of the best fruits of a holiday is a new friendship.

The best holiday is that which contains the largest amount of new experiences.

In the choice of holiday books, act on the principle that one of the main uses of leisure is to feed the imagination.

¹ Member of Parliament and formerly president of the National Union of Teachers, in which capacity he came to America in 1922 to participate in the Boston meeting of the National Education Association.

Concerning Teachers¹

THOMAS W. BICKNELL

OUR PROFESSION as teachers has made great advances within the life of this Association. Horace Mann in his first report says of the public school teachers of Massachusetts: "Wherever the discharge of my duties has led me through the State, with whatever intelligent men I have conversed, the conviction has been expressed with entire unanimity that there is an extensive want of competent teachers for the common schools. This opinion casts no reproach upon that most worthy class of persons employed in the sacred cause of education. The teachers are as good as public opinion has demanded. Their attainments have corresponded with their opportunities; and the supply has answered the demand as well in quality as in numbers. Without a change in prices, it is reasonable to expect a change in competency, while talent is invited through so many avenues to emolument and distinction?" In the same report, Mr. Mann says that the average wages per month paid to male teachers throughout the State, inclusive of board, was \$25.55, and to female teachers \$11.38. Allowing \$2.50 per week for the board of men, and \$1.50 for the board of women, the compensation per year for male teachers on an average in Massachusetts (the best-paid State in the country) was \$185.28 and of female teachers was \$64.56.

In 1840, ten years after the Institute was formed, Secretary Mann says, in speaking of the influence of that association in improving the system of education, "The qualifications of teachers hold a place second in importance to none. I believe there is scarcely a single instance in the reports where the school committees speak with universal commendation of the success of teachers they have approved." But the most marked improvements in the teaching force of New England and the country have been made within the memory and experience of most of these in this audience.

The standard of preparation for the

work has also been raised through our common and professional schools. Methods of teaching have thereby changed from the forced and unmethodic toward natural and normal. More than one fourth of our teachers have taken full or partial courses of normal-school instruction, and all have felt the impulse of a new professional spirit. The higher appreciation of the school in the community, as judged by its better results, has led to the increased pay of the instructor, so that teaching is now the most lucrative employment which society holds out to women, as shown by the fact that more than seven-eighths of the teachers in this country are women; more by far than in any other employment, and possibly many others combined. While our cities and larger towns have paid largely increased salaries over former times, we have still reason to be ashamed of the small compensations paid. One of the surest remedies for the removal of poor teachers in a community is the advancement of salaries. That community will then seek better talent, and the better talent will then seek the better pay.

The great problem of the adjustment of the three factors, ability, labor, and compensation, is just now before us for solution. My impression is that its arrangement will follow somewhat this line of movement:

1. The best talent and largest experience will be found in our primary grades of school.
2. Our best primary teachers and our best high-school teachers will receive equal salaries, and these the maximum.
3. A sliding scale of salaries will be adopted, based upon qualifications and experience, ranging from a minimum for beginners to the maximum for the well-established and successful instructor.
4. These salaries will never be subject to a decrease during the term of office of any incumbent.

Give to our teachers a scale of salaries which shall recognize grades of qualification and experience, make the ultimate salary one to which the best talent will be ambitious to aspire, and if you please confer a life annuity at the end of a given term of service—say twenty or twenty-five years—and we shall have laid the foundation for a permanent rather than a floating profession.

Uneasiness and uncertainty in regard to salary is one of the most disturbing agencies in our work. Nothing depresses personal enthusiasm so much as to be constantly harassed as to one's financial concerns. It is all wrong that we should be driven to our wit's ends to make our salaries cover our annual expenditures, and then forced into a heated, feverish term of excitement lest the next year's income should be reduced and we compelled to make new terms with the landlady and she in turn reduce her grocer's bill proportionally. It is a high crime and misdemeanor of the State to ask us to expend our best energies in the instruction of her youth, and then require us to use the balance in solving the problem of how to make the week's wages meet the week's necessary expenses. To remedy this enormity, equally an injustice to the teacher and society, we need first a competent and impartial board to judge of the qualifications of those who may enter the profession, as in law, medicine, and theology. When once over the threshold, we want the protection of provisional and life certificates, and the assurance of a comfortable living so long as we continue to give our services for the good of our fellows; and when we have served our day and generation in school work, have a sufficient reserve against "the rainy days" of the teacher's life.

It is most gratifying, in this connection, to quote from a distinguished English authority, the Bishop of Manchester, as to the comparative worth of American teachers. After referring to the want of more complete appliances for the training of teachers, he says: "There is a greater natural aptitude in American than in English women for the work of teaching. They certainly have the gift of turning what they do know to the best account; they are self-possessed, energetic, fearless; they are admirable disciplinarians, firm without severity, patient without weakness. Their manner of teaching is lively, and fertile in illustration; classes are not apt to fall asleep in their hands. They are proud of their position, and fired with a laudable ambition to maintain the credit of the school; a little too anxious, perhaps, to parade its best side and screen its defects; a little too sensitive of blame, a little too greedy of praise. I know not the country in which the natural material out of which to shape the best teachers is produced in such abundance as in the United States." It is encouraging to refer to the testimony of such a witness.

¹ This extract from the address which Dr. Bicknell, then president, delivered at the Association's meeting in July, 1884, furnishes an interesting comparison between the conception of the teacher's position and work which obtained forty years ago and that which prevails now. The complete address is a comprehensive review of the educational situation and fills forty-four pages of the *Proceedings* for that year.

Czechoslovakia and Education

EMANUEL V. LIPPERT

THE CZECHOSLOVAK REPUBLIC is the most important State of those which were built upon the ruins of the defeated and disintegrated Austro-Hungarian monarchy. The Czechoslovaks in Bohemia, Moravia, Silesia, and Northern Hungary, an intelligent, ambitious people, formed the Republic at the end of the War. As early as June, 1918, in Paris it was fully organized with Thomas Masaryk as President.

The Czechoslovak Republic lies in the middle of Europe and consists of five countries; Bohemia, Moravia, Silesia, Slovakia, and Subcarpathian Russia. In February, 1921, there were thirteen and a half million inhabitants in the 140,000 square kilometers of this Republic, divided as to nationality thus: Czechs and Slovaks whose language is nearly the same, over eight million; Germans, three million; Magyars, nearly 750,000; Russians, nearly 500,000; Jews, nearly 200,000; Poles, over 75,000; others, 23,000.

At the outbreak of the War in 1914, the Czechs—inhabitants of Bohemia, Moravia, Silesia, and the northern part of Hungary—were placed in an embarrassing position, called as they were to fight for a country from which they had long been endeavoring to free themselves.

Their sympathies were largely Russian, but politically they were Austro-Hungarian. At the beginning of the War,

Austria-Hungary. Long before the close of the War Bohemian soldiers of Czech blood openly deserted from the armies of the Dual Monarchy and joined the allied forces that they might more quickly achieve their dream of independence.

With the organization of the Republic,



GATHERING rye in South Bohemia. The peasant commonly owns the land he works, and he not only gets a good living from it but saves money, for he has much to sell and comparatively little to buy. The agricultural provinces produce large quantities of wheat, rye, oats, barley, potatoes, and sugar beets.

the Russian army contained thousands of Czechs and Slovaks, eager to fight against

Prague, the former capital of Bohemia and third largest city of Austria-Hungary, was made the capital. It is situated one hundred fifty miles northwest of Vienna at the base of six hills which skirt both sides of the picturesque Vltava River. Its commercial importance is enhanced by its being situated on a navigable waterway and being the junction of eight railroads.

But the commercial importance of Prague is eclipsed by its musical reputation. The Czechs have long ranked high among the countries devoted to music and the other arts. Antonin Dvorak, Bedrich Smetana, Zdenko Fibich, Oskar Nedbal, Jan Kubelik, K. Slavik, and Emma Destinnova were Czechs. The Bohemian string quartet, the Choir of Prague Teachers, and the Choir of Moravian teachers are well-known in European musical circles.

The names of two great Czechs, however, are known to all nations—John Hus and John Amos Comenius. To John Hus, a Bohemian religious reformer and martyr, was given the mission of transmitting from John Wycliffe to Martin Luther the torch which kindled



PRAGUE, the capital of Czechoslovakia, is a great commercial center. The Old City is here shown, on the right bank of the Vltava River. The Old Town Hall, with its astronomical clock, the Powder Tower, the Jewish graveyard, the many old palaces, and the University of Prague, founded in 1348 by Emperor Charles IV, are worth visiting.

LIFE

They told me that Life could be just what I made it—
Life could be fashioned and worn like a gown;
I, the Designer; mine the decision
Whether to wear it with bonnet or crown.

And so I selected the prettiest pattern—
Life should be made of the rosiest hue—
Something unique, and a bit out of fashion,
One that perhaps would be chosen by few.

But other folks came and they leaned o'er my shoulder;
Somebody questioned the ultimate cost;
Somebody tangled the thread I was using;
One day I found that my scissors were lost.

And Somebody claimed the material faded;
Somebody said I'd be tired e'er 'twas worn;
Somebody's fingers, too pointed and spiteful,
Snatched at the cloth, and I saw it was torn.

Oh! Somebody tried to do all of the sewing;
Wanting always to advise or condone,
Here is my Life, the product of many;
Where is that gown I could fashion—alone.

—Nan Terrell Reed in the *New York Times*, August 15, 1923.

the fires of the Protestant Reformation. Hus became a lecturer in the University of Prague in 1398, where two years previously he had received the degree of Master of Arts. In 1401 he was ordained a priest and became the popular preacher of Bethlehem Chapel in Prague and confessor of the Queen of Bohemia. Becoming interested in the teachings of Wycliffe, he translated his writings. The University authorities consequently forbade his discussing the new doctrines or writing about them. Neither this prohibition, nor the decree of excommunication directed against Wycliffe and his disciples, served to turn Hus from his position. Affairs moved rapidly to a crisis.

In 1412 there appeared in Prague a messenger from the Pope bearing papal bulls by which a crusade was decreed against the excommunicated king of Naples and promising religious advantages to those who would take part in it. Hus boldly attacked the policy, thereby widening the breach between him and the Church authorities. In 1414 he was summoned to appear before the Council of Constance to answer charges of heresy. On his arrival in Constance, Hus was arrested and cast into prison. When his case came to trial the following year his doctrines were condemned and

he was ordered to recant. He was not permitted to defend his views in open debate, and his plea that this advocacy of Wycliffe's teaching was not a renunciation of Roman Catholic doctrines did not satisfy the judges. The Council found him guilty of heresy, and he was burned at the stake on July 6.

The martyrdom of Hus caused great sorrow and indignation throughout Bohemia and finally led to the Hussite War. Religious in its origin, this movement soon took on a political aspect, for the Czechs set themselves up against Germans and for a time stayed the Germanization of the kingdom.

The second great Czech made learning easier. John Amos Comenius, the great educational reformer of the seventeenth century, was born at Uherský Brod, in Moravia, on March 28, 1592. Comenius is the Latin form of the name "Komenský." At sixteen Komenský was smitten with a love of learning and was eager even then to devise simpler and cheaper methods for promoting the education of the young. He described the schools he knew as "places where hatred of books and literature is contracted, and minds are fed on words."

After a brief experience as a schoolmaster he became the pastor of the Bohemian Brothers at Fulnek. The battle

on White Mountain, at Prague, in 1620 was followed by the capture and sack of Fulnek, and Komenský lost his manuscripts in the wreck of his home. He lost, too, his wife and only child, and persecution forced him to flee to Poland never to return to his native land.

What his country lost, the world gained. The exile settled at Lissa where he made a study of the works of educators and carefully digested the philosophy of Lord Bacon, of whom he was an ardent disciple. A critical examination of Bacon's works led him to write his *Didactica Magna*, which "shows the art of readily and solidly teaching all men all things."

In 1631 he published the book which immediately established his reputation—the *Gate of Tongues Unlocked*. This book was translated into many European and Asiatic languages. His fame spread. The English Parliament invited him to England, but civil war interfered with his going.

Komenský's sympathies extended beyond his scholastic work, and he became involved in religious controversies, which necessitated his departure from Elbing, where he had lived eight years. After a residence at Leszno, he founded a model school at Saros Patak, and in intervals of leisure wrote his famous book, the *Orbis Pictus*, and abridgment of the *Janua* but illustrated, the first picture-book in fact that ever brought gladness into a schoolroom. Back at Leszno he was again the victim of misfortune; the Poles enraged by the victorious invasion of the Swedish king, whom Komenský had indiscreetly congratulated, looted his house and utterly destroyed his most precious manuscripts. He eventually found a quiet refuge in Holland, where with the help of a wealthy friend, he published a complete folio edition of his writings on education.

Those writings are pregnant with suggestion and of the utmost value to the student. The *Great Didactic* is a treasury of pedagogic science, overflowing with ideas wisely and pithily expressed. Komenský lays much stress on following the methods of Nature. The child should be taught to link words with things. Education should come through the senses, the memory, and the intellect. In teaching a foreign language, abstract rules should be ignored and the pupil should be put into direct touch with an author's work.

The *School of Infancy* is an early contribution to the literature of the kindergarten. The infant mind should lie fal-

low, absorbing the influences of its physical environment until ready for the processes of culture; it is able to imbibe science by observation, and unconsciously but surely, acquires in the home and in its surroundings an inkling of botany, geography, astronomy, arithmetic, and even of logic and politics. His latin primer, the Janua, affords a graphic exhibition of his inductive method of teaching a language. On each page are parallel columns of latin phrases and the vernacular equivalents; these refer to such subjects as the earth, man, the home, the State, the mind, and constitute a concise encyclopædia of knowledge, as well as supplying a vocabulary of familiar words, with a skilful interweaving of the chief grammatical difficulties that may occur.

Komenský was also the first great educator to plan a scheme of instruction extending from infancy to manhood. His division of schools into mother, vernacular, latin, and university correspond very nearly with the infant, primary, secondary, and higher schools of all nations of the present day. Raumer avers that the influence of Comenius on subsequent thinkers and workers in education is incalculable. Compaire claims that he applied to pedagogy, with remarkable insight, the principles of modern logic, "that he was indeed the Bacon of modern education."

A PHASE OF THE SALARY QUESTION—In the February, 1923, number of your magazine there appeared an article from *American Education* entitled "An Unjust Discrimination." This article was read by hundreds of interested teachers who emphatically agreed that the writer spoke well when he said that the difference in salary between teachers in high and elementary schools is altogether too great.

We should like to further emphasize several points in regard to this matter, as it applies in Chicago today. To those who may be inclined to disagree we ask these questions—Why should not progressive teachers with cultured tastes and with degrees be encouraged to stay in the grades? Why should a salary situation be created that labels a teacher as one without ambition, if, having a degree and still pursuing scholarly attainments, she remains in the grades?

Let some well-known cases be cited. An acquaintance, a young woman of thirty, musical, cultured, holding a degree from Chicago University, teaches sixth grade. She loves boys and girls



of that age. She would like to stay among them. But persons outside the school circle say to her, "Why don't you get into the high schools? Salaries are so much better there!" After these speeches, this young woman has a feeling of mortification. She feels she is tabooed as one lacking in ambition.

Another young woman from a cultivated and brainy New England family, on whose library table lie not alone the good in poetry and fiction, but the latest in history and social psychology, teaches third grade. She, too, loves children of that age. She has made and is still making preparation for them. This young woman does not hanker after the high schools, although educationally and pedagogically she is well fitted to teach higher work. She always says, "Give me my little ones; I like their trust in me; I like to see their eyes open wide when I tell them stories." Yet this woman, too, is accused of having no ambition because she does not change and aim for the higher salary of the high schools.

Then there is the kindergarten teacher who has made especial preparation for her work, who is progressive, who has a degree, yet loves to work with the little ones.

There are other teachers who do not seek degrees but who pursue cultural lines congenial to them and who bring into the schoolroom their ever-increasing mental equipment. But there are few teachers with ambition who do not feel humiliation when they hear repeated, "The high schools pay much better salaries, why don't you leave the grades?"

So as salaries stand now, the motive behind many teachers working towards a degree is to leave the primary and grammar grades and make for the high schools, although they may be entirely unfitted for this work. But are they to be censured for this? Is it not the system that is to blame, not they? Not many persons like to be told that they are lacking in ambition. Not many but like as much money as they can get, either—that is but human nature. In fact additional salary for a teacher's day carries so much weight that the trend is to cast a slur upon work in the grades. So let the questions be repeated, Why not encourage the culture and advancement of teachers so that they may stay in the grades? Why make it a reproach for a teacher to remain with children she likes, because salaries are made so much greater in high schools?—Isabel Simpson, Chicago, Illinois.

The Journal of the National Education Association

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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 Education Bill

THE Sterling-Reed Education Bill will not down. It is sound through and through, represents the best judgment of the educational workers of the Nation, and will grow stronger with time. A convincing case has been made for the measure before the Senate Committee on Education and Labor, the Joint Committee on the Reorganization of the Executive Departments, and the House Committee on Education.

The imperative necessity of a more equal distribution of the tax burden is now almost everywhere recognized. The Nation has a stake in the education of every child wherever he may live. The increasing wave of sentiment in behalf of the Federal Department of Education gives cause to believe that before long education will have primary recognition in the President's Cabinet.

The Education Bill also authorizes Federal aid for the important objectives, teacher training, the removal of illiteracy, Americanization, physical education, and the equalization of educational opportunities.

The Bill contains another provision of the greatest importance, which has received far too little consideration. Section seventeen of the Bill reads: "That

there is hereby created a National Council on Education to consult and advise with the Secretary of Education on subjects relating to the promotion and development of education in the United States. The Secretary of Education shall be chairman of said Council, which shall be constituted as follows: (a) The chief educational authority of each State designated to represent said State in the administration of this Act; (b) not to exceed twenty-five educators representing the different interests in education, to be appointed annually by the Secretary of Education; (c) not to exceed twenty-five persons, not educators, interested in the results of education from the standpoint of the public, to be appointed annually by the Secretary of Education. Said council shall meet for conference once each year at the call of the Secretary of Education."

The Meeting of 1884

THE present year marks the fortieth anniversary of the famous Madison meeting of the National Education Association. This meeting of the Association, more than any previous one, was both national in scope and representative in character. The earlier meetings had been attended by small numbers of leaders, chiefly from the Northeastern and Middle States. The Madison meeting, one of the first to be held in the Middle West, was the beginning of the great movement that has today resulted in a far-flung National organization representing every phase and division of the educational service, and directed with increasing effectiveness toward the improvement of American education.

It is a rare good fortune that the man who planned the Madison meeting forty years ago is still an active member of the Association, deeply interested in its work, and hale and hearty even now in his ninetieth year. Meetings like that at Madison do not start great movements by mere accident. When Dr. Thomas W. Bicknell was elected president of the Association in 1883 he not only had the vision of a great national organization of schoolmen and schoolwomen; he knew that the hardest kind of work would be needed to get such an organization fairly started. He believed that one great meeting might well establish a new standard. He set himself the task of planning for that meeting and of insuring an attendance that would be worthy of the program and a program that would be worthy

of the attendance. It was no easy task, but he accomplished it passing well. He was correct in his forecast and eminently successful in his efforts. The Madison meeting marked the turning of the tide. From that time on the growth of true professionalism in American education has never faltered. The National Education Association today is welding the educational forces of the Nation into a united profession. To Thomas W. Bicknell, pioneer and builder, it owes a great debt of gratitude and appreciation.

THE SCHOOL at its best is the enemy of provincialism. It enables the pupil to see beyond the locality of his birth and to have some knowledge of the problems of the State, the Nation, and the world. It is therefore of the greatest social importance that teachers travel and study as widely as possible. Among the means of accomplishing this end is the practice of exchanging teachers between cities. The teacher is retained on the regular payroll with full rights in such matters as tenure and pensions and is sent for a fixed period, usually a year, to a cooperating school system in return for another teacher.



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CURTIS DWIGHT WILBUR, who became Secretary of the Navy on March 24, is a brother of Ray Lyman Wilbur, president of Stanford University. He is a graduate of the U. S. Naval Academy and has a long record of service as lawyer and judge in California. He was Associate Justice of the State Supreme Court when President Coolidge appointed him to the Cabinet.

FRESH FROM THE CLASSROOM

DURING the year teachers have been sending typical professional problems to the Committee on Classroom Teaching Problems. Excerpts from many of these letters have appeared in *THE JOURNAL*. They cover a wide field and present many live issues for discussion. It has been suggested that since these problems are much the same throughout the country, a program of study be formulated for the guidance of such local clubs as care to make use of it. A tentative program of monthly topics, including in a broad way most of the problems that have been presented during the year, is here submitted. Teachers and club officers are encouraged to suggest changes in this program. It is hoped that each month *THE JOURNAL* will be able to present outlines, references, and other material covering the topic for that month. In this issue is a suggestive program covering the topic of Professional Ethics.

The coordination of the programs, studies, and committee work of local, State, and National associations is one of the big problems before the profession. Clubs that have already made systematic studies are invited to send them to the chairman of the Committee on Classroom Teaching Problems. She would also like to receive outlines of any plans that have been made for next year. Following are some of the outstanding samples of club participation in professional service as gleaned from a survey of the publications of local organizations.

LOS ANGELES CITY TEACHERS' CLUB—*Advisory committee to superintendent*. Perhaps the most outstanding achievement of this active club during the past two years is the establishment of an Advisory Committee to the Superintendent. This marks an important step forward in the kindly co-operation of the administrative department and the teaching force. Its success will depend largely upon the response of the teachers. *The Teacher-Citizenship Friendship League*—In December, 1923, this Club took the initiative in launching an organization dedicated to advance a higher plane of teaching which will implant feelings of trust and friendship in the thoughts of the coming generation of every nation.

SEATTLE GRADE TEACHERS' CLUB—*Training in service*. Through its professional service committee the nine hundred members of this club are kept in close touch with the extension courses of the University

of Washington. The yearly increase in the enrolment of teachers is evidence of the splendid work of the committee. Besides the regular courses offered through the Extension Service, additional courses are organ-

Program for Teachers' Organizations, 1924-25

September—Professional ethics.

A fresh consideration of his professional relationships by every teacher.

October—Training in service.

Some advance each year for every teacher.

November—American Education Week. Active participation by every teachers' club.

December—The teacher and the community. Mutual understanding in service.

January—Supervision. A valuable service and a cooperative response.

February—Salaries. A generous reward for generous service.

March—Tenure. Professional security for professional service.

April—Retirement. Financial security for life-long service.

May—The teacher's recreation program. Growth in spirit through wise use of leisure.

ized upon request to meet the desires and demands of the teachers.

SAN FRANCISCO GRADE TEACHERS' ASSOCIATION—Western organizations of teachers seem to stress the joys of outdoor life and recreational activities. The San Francisco organization has an Outdoor Section which plans week-end trips for its members. The December Bulletin contains the following alluring invitation: "Do you know the beauty of Bear Valley and the old coast road in winter? If you have never had an opportunity to enjoy it, come with us on Friday, December 14. The whole distance is about fourteen or fifteen miles, but easy walking. Stout boots, a stout heart, light spirits, and a light knapsack will make of it the most delightful jaunt in your experience."

MINNEAPOLIS TEACHERS' LEAGUE—*Extra-curricular activities and interruptions*. A questionnaire has been sent out seeking

information on the time spent on school activities outside of the regular classroom work for the purpose of making a systematic study of this question. As a part of this problem, the much-discussed subject of "interruptions" comes in for its share of investigation. It is hoped that the results will serve as a basis for a more equitable distribution of outside activities among the teaching staff.

Lengthened period in high schools. A most comprehensive investigation on this subject has been completed and the following conclusion reached: The lengthened period must fail if the teacher's load is too heavy, for it requires freshness and enthusiasm.

MINNEAPOLIS GRADE TEACHERS' ASSOCIATION—*Balancing the load*. This organization has been working on the problem of formulating a basis of remuneration for those teachers who assume extra responsibilities outside of the classroom. Valuable studies have been made of teacher tenure, rating, growth in service, and other professional subjects.

OMAHA SCHOOL FORUM—*Research*. This thriving mid-Western organization, representing every department of the Omaha school system, is making plans through the work of its Research Committee to establish a library of research studies made by other similar organizations and by State and National associations. A survey of the different kinds of teachers' organizations, their activities and publications, is contemplated.

SPOKANE GRADE TEACHERS' ASSOCIATION—*Rating and growth in service*. The problem of teacher rating has been undergoing a thorough diagnosis by both administrators and teachers during the past two years. This question, old but ever new, has been one of the professional problems, surveyed by the Spokane teachers this year. Professional growth has also been studied, from the viewpoint of the superintendent, the supervisor, the extension director, and the classroom teacher.

BOSTON TEACHERS' CLUB—*Equal pay for equal service*. The women teachers of Boston for the past several years have worked unceasingly for the recognition of this principle by the public and by school authorities through an adjustment of the salary schedule. Although their efforts have not yet been crowned with success they have sown the seeds which later on will bear fruit and will result in compensation based on training, experience, and successful teaching.

HAMMOND CITY TEACHERS' ASSOCIATION—*Financing of delegates to the summer convention*. The Hammond teachers have been making a special study of this question. Their Executive Council is making a survey of other local associations, to ascertain the means employed to raise money for this purpose.

IN OTHER JOURNALS

THE CENTURY for May, 1924, in an article, entitled Finding a School for a Boy, by Joseph H. Odell, indirectly points out some of the weaknesses of our secondary schools. Mr. Odell tells the story of a man who starts out to find a school suitable for his friend's son. The man questions what the general objective of education is and finally decides, "It is the purpose of education to teach every man to be himself and to know the world."

The story of the difficulties which he met in attempting to find a secondary school run on this principle, includes descriptions of various types of schools which fall short of their opportunities. After a long search, a school is found where the environment stimulates thinking through its setting, its art, its spirit, and its faculty. The principal's philosophy is partially expressed as follows: "The will is not a mis-made thing, to be broken by discipline and then rebuilt; the will is the man, all the rest is the machine he runs. . . . To make ethics as normal as athletics is the first law of school perspective."

IN COLLIER'S for April, 1924, John Amid answers the question: "But what can a poor school do?" He points out that "It doesn't take more money to make better schools; it takes information and initiative. One parent can start something if he pushes hard." Actual figures are quoted to show that new methods can be developed without additional costs.

It is the author's belief that there is not an idea that can be used in a big city school system but can be applied in greater or less measure to a one-room country schoolhouse and to all the schools in between. The article points out that the whole story of educational advance in this country today is bound up with what single individuals, often outside the teaching field entirely, have been able to accomplish. Attention is also called to the fact that the following leaders in the American educational advance have not been school teachers all their lives. Dean Schneider, who has developed the workable plan of cooperative education at the University of Cincinnati was an architect and engineer. President Morgan, of Antioch College, was an engineer and promoter. Superintendent Washburne, of Winnetka, was an office manager. Studebaker, who has made the Des Moines schools noted for "supervised study," which gives each child an opportunity for added development before he begins to specialize, was a brick-layer. J. P. O'Hern, one of the originators of the junior high school development at Rochester, was a telegraph operator.

IN GOOD HOUSEKEEPING for February, 1924, the purpose of the Education Bill is explained by Charl Ormond Williams. Each of the five provisions of the Bill is analyzed. Figures are presented showing why

physical education, equalization of educational opportunity, teacher training, illiteracy, and Americanization are National as well as State problems. The author shows that the Education Bill provides for their solution by a plan of cooperation between the National Government and each of the several States; this plan includes the creation of a Department of Education with a Secretary in the President's Cabinet. The following are among the additional arguments advanced in support of the Bill. The recommendations of this Secretary can never be mandatory. The rights of the States are carefully safeguarded. The States are encouraged through Federal aid to promote education within their borders. Since education is a benefit to the whole Nation, it is but fair that the Nation should help toward the payment of expenditures necessary to secure it. Twenty-two leading National organizations have already rallied to the support of the Education Bill.

IN THE OUTLOOK for April 23, 1924, Lawrence F. Abbott presents evidence of the excellent work in English and civics which the New York City high schools are doing. In an article, entitled The Book that Students Made, he describes "Our City," a book written by the high school boys and girls of the city of New York. Mr. Abbott describes their work as follows:

"In a clear and often picturesque fashion these high school students describe the work of nineteen of the departments or domains of the municipality, such as the water supply; supervision of the food of the city; regulation of housing and public buildings; waste disposal; protection of factory workers; recreation; public health; the courts; city financing; the public-school system, etc."

This book of nineteen chapters is carefully illustrated and contains some exceedingly significant and interesting statistics. It began as a classroom project under the supervisor of civics. It ends in a volume accepted for publication by one of the largest publishing houses.

THE PICTORIAL REVIEW for May, 1924, has an interesting description of An Experiment Station in Education, by Henry Rood. It is the story of the Lincoln School, where research is revealing that the three R's are antiquated indeed. "Several million dollars have been spent in an educational plant in New York City to prove that the old red schoolhouse at the cross-roads, brilliant though its career has been, must give way to modern methods of education. At the Lincoln School problems are being worked out that are revolutionizing methods of teaching, and injecting a new dynamic force in child-training throughout the country."

"The Lincoln School is not merely a school where some four hundred children receive elementary and high school training under the most approved conditions. . . . It

is a great research laboratory of education. Already the plans and methods it has designed are being put to practical test in schools of a hundred other American cities and towns. In this way it is serving boards of education, teachers, and pupils all over the United States."

THE SURVEY for April 15, 1924 discusses the relationships of the New School and the Community. Among the points emphasized are the following: "It is manifestly unfair to educate children for a life that the community will not let them live. If children are to be members of our existent communities, they must be trained for participation in existent institutions."

"The New School has three groups upon which its educational stimulations must be directed—in almost equal degree. It must, of course, do something for the children. . . . It must undertake, continuously, to educate itself—to see its problems in broader and truer perspective. . . . Above all, it must educate its community, including the parents, and the homes from which the children come."

THE WOMAN'S HOME COMPANION

for May, 1924 presents an article, entitled: A City Built by Children. The author, Rhena Anita Pugsley, gives an appealing account of a project worked out by the juvenile patients of Bellevue Hospital, through the cooperation of the New York Board of Education. The article is bristling with suggestions for mothers, nurses, and teachers everywhere, whether they are associated with normal, healthy children, or with those who are handicapped by heredity, sickness, or environment.

The building of miniature homes, post-office, railroad station, church, florist shop, and hospital was included in this project as well as many of the activities which take place in these buildings. The question as to whether or not "right living" resulted is best answered by the nurse's statement as she observed the children at work: "If you want to see the Golden Rule lived, go into a Children's Ward in a hospital."

THE WORLD'S WORK through its series of special articles by William McAndrew, superintendent of schools of Chicago, has answered for thousands of teachers and parents the questions: What's right with our American schools? How is democratic progress being provided for?

In the number for April, 1924, under the title: Planning the Upkeep, Mr. McAndrew shows that the work of representative schools throughout the country is "insuring domestic tranquillity." Many schools are cited which have turned from old scholastic aims to civic intentions. From these schools, the direct product is citizens specifically trained for their particular duties. Practical citizen-developing activities of actual schools, scattered all over the United States, are described by words and pictures. The following are some of the things which public schools are described as doing to insure the safety of the Republic: Keeping of pupil score cards for civic virtues; organizing student forums for the discussion of civic problems; forming Little Women's Clubs to improve the American home.

A Professional Program for September¹

IT HAS been suggested that the program for the September meeting of local teachers' organizations be built around the subject of professional ethics. By this is meant the principles of ethics as applied to the practical problems of teachers. Since many requests for assistance in planning professional activities have been received at headquarters during the year from local leaders, the accompanying program is submitted as suggestive for the first fall meeting.

The subject of ethics was chosen because no other professional subject has been more widely discussed during the past few years, not only among teachers but among lay groups as well. The term "teacher" includes, besides all persons actually engaged in teaching, officers of education, principals, supervisors, superintendents, county commissioners, boards of education, and college and university professors.

The comparative study of codes adopted by other vocations furnishes interesting suggestions for formulating new codes. The code suggested by the Business Methods Committee of Rotary International for Associations of Business and Professional Men gives in its preamble a statement of the serviceable code: "It is a set of definite, concise rules of conduct, not beliefs, aims, or aspirations." As to its range, the adequate code will cover the relation of employer to employee, craftsman with those from whom purchases are made, craftsman with fellow craftsman, and craftsman with the public. It will include additional standards regarding contracts and their observance for continued retention in the service. The codes of individual establishments and organizations, operating in the business field, follow in general the points applicable to all business with specific adaptation and application to their particular problems. The terminology of course is made to fit the specific needs. For example, one might analyze the code of the National Restaurant Association, the code for Journalism, or the code for the United Typothetae of America.

The Oregon Code of Ethics for Journalism adopted in 1922 by the State Editorial Association makes a deliberate stand for an attitude that is always truthful. "There is no place in journalism for the dissembler; the distorter; the prevaricator; the suppressor; or the dishonest thinker," it declares. Continuing we read, "The sincere journalist, while fearless and firm will never be stubborn, therefore we will never decline to hear and consider new evidence. We will constantly aim to improve ourselves, so that our writings may be more authentic, and of greater perspective, and more conducive to the social good."

While the professional service of a teacher should never be machine-like or common in the sense of being mean, it is decidedly an art which ought to be governed by the supremest refinement in code. If the discovery of this code is worthwhile for the individual, it is worthwhile for the group.

¹ Prepared for THE JOURNAL by Agnes S. Winn, director of the Division of Classroom Service.

Among the State associations which have contributed valuable ethical codes for teachers are Iowa, Massachusetts, Michigan, Mis-

PROGRAM

Suggested for September Meeting

President in Chair

Opening Song—America the Beautiful, by the audience.

Greetings by the Superintendent of Schools (Five minutes).

Greetings by the President. A special welcome to new teachers and a brief statement of plans for the coming year (Ten minutes).

A brief resume or digest of the outstanding achievements of the organization during the previous year as taken from the minutes of the secretary (Five minutes).

Transaction of business (Thirty minutes).

Presentation of a brief survey of the activities of teachers' organizations, local, State, and National, along the line of ethical codes by chairman of a committee previously appointed (Five minutes).

Talks on professional relationships between the teacher and (1) the child, (2) the public, and (3) the profession (Three minutes each—ten minutes).

Discussion from the floor. Leader, chairman of professional service committee (Ten minutes). The professional service committee may then take over the work on ethics and follow it through the year.

Discussion of other topics, based on THE JOURNAL of the National Education Association.

Announcements (Five minutes).

Adjournment.

Mississippi, New Jersey, New York, Oregon, Pennsylvania, Rhode Island, Tennessee, Virginia, and Washington. A few cities have worked out and adopted codes. Among them are Altoona, Pa., Batavia, Ill., Boise, Idaho, Cleveland and Cincinnati, Ohio. The points covered include professional attitudes and social relationships towards children, co-workers, the public, and the profession in general, as well as towards the employer concerning compensation, appointment, obligation, and service; and identification with education associations.

According to *School and Society* for April 26, 1924: "A code of honor is not a collection of abstract principles to be read, assented to, and forgotten, but actual expressions of the best principles of procedure in the situations constantly arising in the lives of teachers; not the scenery but the path of life."

A comprehensive code of professional ethics to be used in teacher training colleges appears in the 1923 Bulletin No. 2 of the Department of Education in Massachusetts. In the *Texas Outlook*, August, 1923, is found a code of ethics for superintendents and school boards. In fact, for the teacher's code of honor there is already a remarkably wide range of source material. A number of the many outstanding codes that have been formulated have been published by THE JOURNAL during the past three years. The following references should be available at any public library. Further information may be obtained by writing to National Education Association headquarters.

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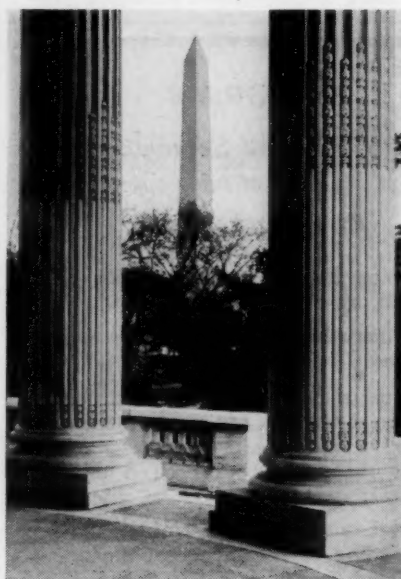
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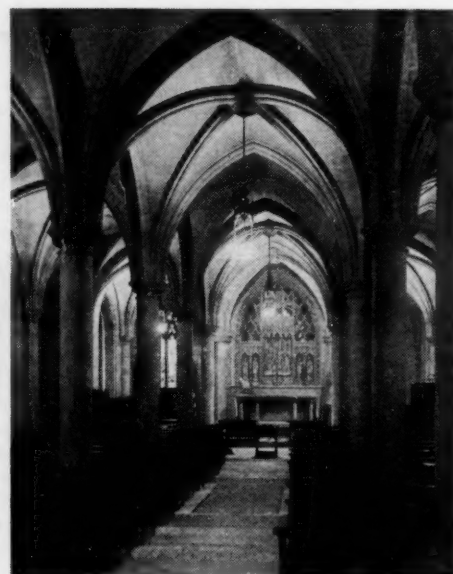
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Patriotic Pilgrimages Will Be Conducted

THE SIXTY-SECOND Annual Convention of the National Education Association will be in Washington at a time when education is the capital interest of the Nation. From June 29 to July 4 will be one rich treat after another, ending with the Patriotic Pilgrimages to shrines that every teacher is eager to visit. Each pilgrimage will be in charge of a chairman, who on arrival at the chosen shrine will conduct a brief service, including an appropriate address.



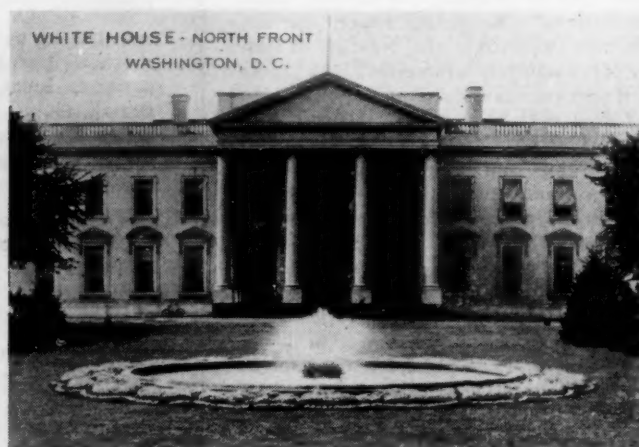
A unique view of the Washington Monument



Bethlehem Chapel, where Woodrow Wilson is buried



Monticello, Jefferson's home



Where the President lives



The Battlefield of Gettysburg



Walter Reed Hospital

To These Historic Shrines, July 4, 1924

The devotion of American men and women to the ideals of democracy are typified in the patriotic pilgrimages here outlined



The Lincoln Memorial



Home of Frederick Douglass



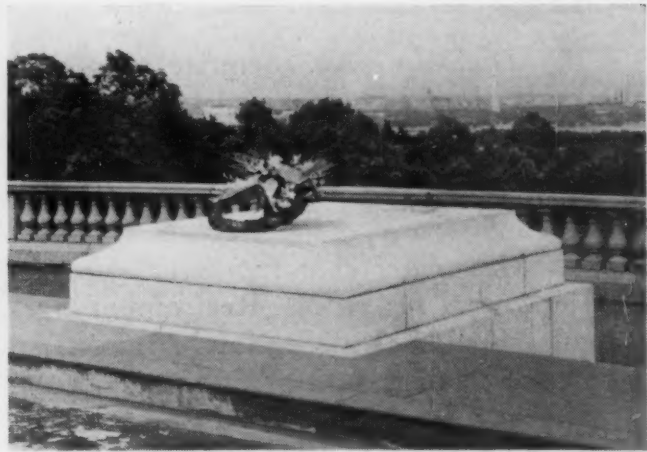
American Red Cross Headquarters



Memorial Continental Hall—D. A. R.



Washington's Tomb at Mt. Vernon



Tomb of the Unknown Soldier, Arlington

Teachers Retirement Annuity Principles

THE COMMITTEE on Pensions of the National Education Association will present to the Representative Assembly in July a report on teachers' retirement systems. The Committee believes that a sound and adequate retirement plan is an essential part of every public-school system. The Committee has prepared the following tentative statement of principles and would like to receive suggestions relating thereto from interested persons throughout the country. Suggestions should be sent to Mr. Philip E. Carlson, principal of the Roosevelt High School, Minneapolis, Minnesota, chairman of the Committee.

1. *Beginners to be exempt*—During the beginning years while young teachers have not permanently allied themselves with the profession, participation in the annuity plan should be optional; beyond a specified age (twenty-five, for example) it should be required.

2. *Early retirement*—Teachers leaving the service before the regular retirement age should retain their rights to all monies accumulated in their accounts. Teachers' deposits should be withdrawable on demand upon retirement from teaching service. The public's deposits should be withdrawable in the form of an annuity only upon reaching the retirement age.

3. *Disability*—An adequate retirement allowance should be provided for every permanently disabled teacher, regardless of the amount in her account at the time of such disability.

4. *Guarantees of a retirement system to teachers and to the public*—Retirement ages and rules should be so defined and administered as to retain teachers during efficient service and provide for their retirement when satisfactory service is no longer possible. The retirement

annuity should be sufficient to enable the retiring teacher to live in comfort, thereby removing the temptation to remain in the schools beyond the period of efficient service.

5. *Death benefits*—Sums accumulated in the accounts of teachers who die in service and unused portions of the accounts of retired teachers should be paid either to designated beneficiaries or to the estates of such teachers.

6. *Individual accounts*—The annuity board should open an account with each individual teacher, and sums deposited in that account by the teacher and by the public should be held in trust for that teacher.

7. *Rights under previous annuity systems safeguarded*—The public should guarantee active teachers all the benefits which they had a reasonable right to expect under the old system and retired teachers the annuity promised at the time of retirement.

8. *Credit for past service where no retirement system has existed*—Upon the adoption of a retirement plan, where none has existed, teachers should be given credit for their entire period of service. The new system should provide for annual additions to a fund for this purpose.

9. *Cost to teachers and public*—The sums deposited by the teachers and by the public over a long period of teaching service should be approximately equal.

10. *Service and deposits concurrent*—Deposits in the annuity account of each teacher should be made by the teacher and by the public regularly and concurrently during the period of service.

11. *Amount of deposits fixed*—The deposit to be made in the teacher's individual account by the teacher and by the public should be fixed in the organic act creating the annuity system.

DEMONSTRATING THE POSSIBILITIES OF HEALTH EDUCATION—If you were a teacher in a Child Health Demonstration town, what difference do you think its presence would make to you? Would it concern only doctors and nurses and special clinics, or would it touch the school? And if it did touch the school, would it bring new vision and opportunity for service and awakened sympathy between the child and the teacher, the home and the school?

The only answers to such questions as these are facts. You can find these facts in Athens, Georgia, or in Rutherford County, Tennessee, where Demonstrations were organized last fall, and better still in Fargo, North Dakota, where the Demonstration has stood the test of more than a year's wear and tear.

At Fargo, it is self-evident that the Demonstration is not wholly a matter of doctors and nurses. It must come out of the clinic and into the school, because education is a prerequisite to health, and the Demonstration uses every resource of the community. Eventually each Demonstration will become a real community project; for after it has been financed by the Commonwealth Fund and administered by the American Child Health Association for five years, the town guarantees to maintain the work.

When the Demonstration works with the school it makes available the services of doctor and nurse for examination and correction of defects; but its most important coöperation is in the actual teaching of health. Here are a few of the main lines of coöperation which have been developed in Fargo. Under a regular school supervisor working hand in hand with the Demonstration, simple and fundamental health habits are taught by the simplest and most direct means. The plan includes mid-morning milk, regular weighing and measuring, the observance at home and at school of simple health rules, daily schoolroom inspection, and discussion of the whys and hows of the health rules.

Teaching health has not made it necessary to slight other essentials. On the contrary, scarcely ten minutes a day beside the regular hygiene periods are devoted directly to it. But though the supervisor has made no attempt to have the teachers correlate health with other subjects, spontaneous enthusiasm has almost unconsciously carried health into every nook and cranny of school work. Scarcely more than a month after school started, a health-poster project developed.



AFTER more than twenty years of American rule, the Filipinos are divided in demanding complete independence or territorial annexation to the United States. Students of the Agriculture School at Munoz, Nueva Ecija, Central Luzon, P. I., are seen busy winnowing rice. Note the Red Cross banner in the center. Third-grade boys are industriously making baskets in the school at Arayat, Pampanga, P. I.

So, too, with language work, and arithmetic, and geography; the teachers are teaching health during the whole school day so naturally that they hardly know they are working through "correlation."

Yet it does not put added strain upon the teacher. She has found a new vision, helping her to make wiser adjustments to the needs and capacities of the children. She is learning to "see the whole child."

But how is health education received in the homes where frequently it means changing the family regime? The very fact that the schools are giving health a new dignity impresses fathers and mothers. The spirit in which the homes are coöperating seems too good to be true. Both Dr. French, director of the Fargo

Demonstration, and Mr. Moore, superintendent of schools, agree that health education is having a marked effect upon adult health. Dr. French believes that one of the remarkable results of school health work is that, according to reliable evidence, about twenty-five per cent of the families are actually living more healthfully. Parents have stopped excessive drinking of coffee, more milk is being used, improvements have been made in going to bed and in eating green vegetables, in many homes which never before thought of health until time to call the doctor.

But, after all, our first interest is the child. How does he like being educated in health and what good does it do him?

The earnestness with which most of Fargo's children are trying to live up to all the requirements of health is remarkable. By January, for example, out of 250 children in just one school only nineteen were not eagerly interested. The final test of health education is that it works. In April, Dr. French reported that "the children are more alert, brighter of eye, and of better color than they were in the fall."

A fourth Child Health Demonstration is to be awarded to some city or county in one of eleven far western States. All communities of from 20,000 to 75,000 in Arizona, California, Colorado, Idaho, Montana, Nevada, New

Mexico, Oregon, Utah, Washington, and Wyoming are eligible.

In Fargo, health education has the support of the teachers, the coöperation of the homes, the interest of the children; and it is actually raising the health level. These are some of the things brought by the Demonstration to its schools. But their significance does not end with the Fargo town line. They are worth thinking about wherever there are teachers interested in their schools. They are worth thinking about twice where the community is eligible for the Far Western Demonstration.—*Sally Lucas Jean*, American Child Health Association, 370 Seventh Avenue, New York City.

School and Public Museum

LAURENCE VAIL COLEMAN

*Secretary, The American Association of Museums,
Washington, D. C.*

THE TIME is not far distant when every progressive school system will have its own museum department to furnish illustrative material for the classroom and also when some of the school work in every city will be carried on at public museums. A new era in education is being shaped by the extraordinary wave of interest in museums which has just begun to sweep the country and which promises to reach its crest within a decade. Let us hope that the wave will not pass and the waters subside.

For a century and a half museums have struggled to find themselves. Many have fallen victims to poor management and have become such rubbish heaps that they have threatened to bring discredit upon even the useful museums, but out of it all has come a new conception embodied largely in a new order of institution—the public museum. A public museum is one supported, in part at least, by public funds. Public support is both an incentive to public service and a reward for it, and since public service is the exercise upon which museum growth and vigor seem to depend, it follows that public museums are the virile museums—the museums which are achieving.

No small part of the work of every public museum is coöperation with the schools, and in exploring this field which has such promising possibilities, museums

have reached out in many directions and diverse activities have developed. Loan of circulating collections to the schools to illustrate the lessons of the classroom, lecturing and instructing classes which visit the museum: these are the three chief lines of work. But around them and between them have sprung up countless schemes, numberless "services," and many extensions in one direction or another.

Now out of this scattering of effort some clear thinking has emerged, so that today there is a marked tendency to question what is being done, to ask its purpose and its justification and to peer for the road ahead. So far two generalities seem to be established: first, that to supply illustrative material for the routine work of the classroom is not fundamentally a public museum function, and second, that to lead the way for teaching by opening up new experiences and awakening new interests, is a prime function. Rossiter Howard¹ has stated very well the principle upon which these assertions are based.

"The museum differs from the school in providing collections and a staff intimately acquainted with its material; therefore it should exploit these two peculiar assets. It will accomplish its purpose better if it does not attempt to teach science or history or art as the school teaches these subjects, but rather if it bases its instruction on the study of this exhibition material.

"Doctor Eliot has said that the two

things education can accomplish are to initiate experience and to establish habits of mind. A museum has little opportunity to establish habits of mind in the public, but it has every opportunity to initiate experience—to lead its visitors into a new experience of beauty or of understanding. This can be accomplished best when the museum teacher subordinated his knowledge, making it serve as an introduction to the material."

It must not be inferred that public museums do not engage in the work of circulating material to classrooms, for there are many which justify their support largely by this activity. However, there is a strong feeling that only so long as the schools fail to realize the importance of illustrative material, will it be the temporary duty of museums to lend collections to the teachers. Some day every school-system will have its own museum department, like the splendid one at St. Louis that has demonstrated its soundness beyond the shadow of a doubt. This museum is part and parcel of the school system, and so it is not a public museum in the usual acceptance of the term. It is quite thinkable that the growing power of public museums will supplement and accelerate the extension of the St. Louis plan. When reasonable progress has been made in this direction, then public museums may turn their full attention to their real mission: to "initiate experience." As the activities of society become more specialized, the direct contacts of the child become relatively narrower, leaving a larger service for museums and libraries.

Museums come into possession of the masterpieces of art—superb paintings and fine sculptures; they acquire rare objects of nature—the skeletons of dinosaur and the implements of prehistoric man; they acquire treasured archives—the life masks of presidents and the battle flags of history. These things are unique; they inspire; they are objects which can be made to speak their own language. But since they are so rare, they must be guarded at the museum, and so instruction must be arranged for visiting classes. The degree to which this instruction can be developed as an adjunct to the regular curriculum, will measure the ultimate success of museums. This is not an idle fancy, for in some cities the schools have assigned teachers to full duty at the museums. Wider application of the principles which these special teachers are unfolding will some day mark the new era into which we are entering—the era of the public museum in public education.

¹ Principles of Museum Education. Museum Work. Published by The American Association of Museums. Vol. VI, No. 4, Nov.-Dec., 1923, pp. 121-124.

GUIDE TO BOOKS

Descriptive List

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

HAMMOND, D. B. *Stories of scientific discovery.* N. Y., Macmillan, 1923. 199p. Illus. \$2.40.

Brief, well-written sketches of the lives and work of a few of the greatest discoverers in the various branches of science. Includes Priestly, Lavoisier, Thompson, Herschel, Fabre, Faraday, the Curieis, Darwin, Wallace, and Pasteur. Index.

HOLLINGWORTH, MRS. LETA (STETTER) Special talents and defects; their significance for education. N. Y., Macmillan, 1923. 216p. \$1.60.

A discussion of individual differences in school children, bringing together in compact form the recent findings in psychology in regard to the nature of special abilities and disabilities, their neural basis and their relation to general intelligence. Each of the important grade school subjects is treated in detail. Very useful to teachers. Author is associate professor of education in Columbia University. Chapter references and index.

HOLMES, JOHN MALLORY. *Talks to high school boys.* N. Y., Macmillan, 1923. 162p. Illus. \$1.50.

Straightforward talks on right living and right thinking, practical in their method of attack and application, each taking as its point of departure something within the experience of boys and aiming to drive home a definite and specific lesson. For teachers, scout leaders, etc.

KNAPP, ARTHUR W. *The cocoa and chocolate industry.* N. Y., Pitman (n. d.). 147p. Illus. \$1.

A concise study, describing the various processes in the cocoa and chocolate industry from the cultivation of the cocoa tree to the consumption of the finished commodity. Also gives a history of its origin and use from 1500 A. D. For the general reader. Bibliography and index.

O'BRIEN, EDWARD JOSEPH, ED. *The best short stories of 1923; and the yearbook of the American short story.* Boston, Small, 1924. 544p. \$2.

This ninth volume in the series includes twenty stories by as many authors. The yearbook contains much biographical and critical information, lists of authors and stories, and indexes.

SHERWOOD, ROBERT EDMUND, ED. *The best moving pictures of 1922-23.* Boston, Small, 1923. 346p. Illus. \$2.50.

A well-arranged interesting study of movies and movie affairs. Describes briefly sixteen photoplays, giving information about their making, the producers and actors. Thirty-two plays receiving honorable mention are briefly characterized. A record of movie releases from June, 1922, to June, 1923, and a "Who's who in the movies" comprise half of the book. Other features

are box-office records, best individual performances, and a movie vocabulary.

TABER, CLARENCE WILBUR, AND WARDALL, RUTH A. *Economics of the family.* Phila., Lippincott, 1923. 224p. \$2.50.

A high-school text on the business management of the home with suggestions for proj-

Books to Grow On

For Children in Grade Five

Alcott—Jack and Jill; a village story.

Anderson—Fairy tales.

Arabian nights' entertainments.

Boutet de Monvel—Joan of Arc.

Brown—In the days of giants.

Catherwood—Rocky Fork.

Defoe—Robinson Crusoe.

Dix—Merrylips.

Dodge—Hans Brinker; or, The silver skates.

Hale—Peterkin papers.

Harris—Uncle Remus; his songs and his sayings.

Hawthorne—Tanglewood tales for girls and boys.

Hudson—A little boy lost.

Kingsley—Water-babies; a fairy tale for a land baby.

Kipling—Jungle book.

Lofting—Story of Dr. Dolittle.

Macdonald—At the back of the North wind.

Pyle—Merry adventures of Robin Hood.

Ruskin—King of the Golden River; or, The black brothers.

Stein—Gabriel and the hour book.

Swift—Gulliver's travels.

Tappan—Old ballads in prose.

Thackeray—Rose and the ring.

Wyss—Swiss family Robinson.

Zollinger—Widow O'Callaghan's boys.

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. Many localities are planning to reprint these lists in their courses of study. 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.

ects and study appended, the subject being divided under the four main headings of Business Methods for the Student and the Individual, Business and Business Methods for the Household, Principles and Practice of Household Accounting and Budgets. Same material treated more comprehensively in Taber's *The business of the household*.

WOOLBERT, CHARLES HENRY, AND WEAVER, ANDREW THOMAS. *Better speech; a text-book of speech training for secondary*

schools. N. Y., Harcourt, 1922. 406p. \$1.40.

Material is well arranged and forcefully presented, providing principles and exercises in articulation and pronunciation, usage, thinking, conversation, public speaking, reading, acting, and contests. Helpful chapter outlines, questions, and exercises, with chapters on acting, play directing, and debating appended. Authors are affiliated with the Universities of Illinois and Wisconsin, respectively. Indexes.

Classified List

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

Reference Books

YERKES, ROBERT M., and FOSTER, JOSEPHINE C. *A point scale for measuring mental ability; 1923 revision.* Baltimore, Md., Warwick & York, 1923. 219p. \$2.10.

Elementary School Texts

BEARD, HARRIET E. *Safety first for school and home.* N. Y., Macmillan, 1924. 223p. \$1.25.

ETTINGER, WILLIAM L., and others. *The progressive road to silent reading; 5th year.* Newark, N. J., Silver, Burdett, 1923. 300p. 84c.

— *The progressive road to silent reading; 6th year.* Newark, N. J., Silver, Burdett, 1923. 362p. 96c.

HORN, ERNEST, and SHIELDS, GRACE. *Learn to study readers; bk. 1; including manual of directions for teachers.* Boston, Ginn & Co., 1924. 150p. 80c.

— *Learn to study readers, bk. 2; including manual of directions for teachers.* Boston, Ginn & Co., 1924. 212p. 88c.

Natural Method Readers. *A sixth reader.* N. Y., Scribner's, 1924. 414p. 84c.

SCHORLING, RALEIGH, and CLARK, JOHN R. *Modern mathematics; for eighth school year.* Yonkers, N. Y., World Bk. Co., 1924. 254p. 88c.

Children's Books

ANDRESS, J. MACE. *The boys and girls of Wake-up Town.* Boston, Ginn & Co., 1924. 218p. 76c.

BRYANT, SARA CONE. *New stories to tell to children; stories you never have heard.* Boston, Houghton Mifflin, 1923. 151p. \$2.

Education and Philosophy

AGNEW, WALTER D. *The administration of professional schools for teachers.* Baltimore, Md., Warwick & York, 1924. 262p. \$2.32.

COOPER, HOMER E. *Cost of training teachers; a method of determining cost and its application in the State of New York.* Baltimore, Md., Warwick & York, 1924. 112p. \$1.68.

DAVIS, SHELDON EMMOR. *The technique of teaching.* N. Y., Macmillan, 1922. 346p. \$1.40.

FREEMAN, FRANK N., ed. *Visual education; a comparative study of motion pictures and other methods of instruction*. Chicago, Univ. of Chicago Press, 1924. 391p. \$3.50.

HILPERT, RUTH EWING. *Reading in the Saint Cloud public schools; grades one to six*. St. Cloud, Minn., Board of Education, 1924. 162p. and appendix. Paper, \$1.50.

KANDEL, I. L. *Twenty-five years of American education; collected essays*. N. Y., Macmillan, 1924. 469p. \$2.25.

LOSH, ROSAMOND, and WEEKS, RUTH MARY. *Primary number projects*. Boston, Houghton Mifflin, 1923. 199p. \$1.20.

McMILLAN, MARGARET. *Education through the imagination*. N. Y., Appleton, 1924. 208p. \$2.

MELVIN, A. GORDON. *The professional training of teachers for the Canadian public schools; as typified by Ontario*. Baltimore, Md., Warwick & York, 1923. 212p. \$2. and 10c postage.

NETERER, INEZ MAY. *A critical study of certain measures of mental ability and school performance*. Baltimore, Md., Warwick & York, 1923. 141p. \$1.80.

PENNELL, MARY E., and CUSACK, ALICE M. *How to teach reading*. Boston, Houghton Mifflin Co., 1923. 298p. \$1.80.

RANDOLPH, EDGAR DUNNINGTON. *The professional treatment of subject-matter*. Baltimore, Md., Warwick & York, 1924. 202p. \$2.32.

STEDMAN, LULU M. *Education of gifted children*. Yonkers, N. Y., World Bk. Co., 1924. 192p. \$1.80.

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. 57. *Educational tests*. 28p. Paper, 5c.

BULLETIN, 1923, No. 59. *Schools and classes for feeble-minded and subnormal children, 1922*. 22p. Paper, 5c.

HEALTH EDUCATION No. 15. *Suggestions for a program for health teaching in the high schools*. Paper, 5c. single copy, 3c. additional copies.

HEALTH EDUCATION, No. 16. *The continuing need for teachers of child health*. 18p. Paper, 5c. single copy; 2c. additional copies.

KINDERGARTEN CIRCULAR No. 15. *How the kindergarten prepares children for primary work*. Paper, 5c.

WHITLEY, MARY THEODORA. *A study of the junior child; for junior teachers*. Philadelphia, Westminster Press, 1923. 155p. 60c.

WILSON, HARRY B., and others. *Modern methods in teaching; a concrete consideration of the teacher's classroom problems*. Newark, N. J., Silver, Burdett, 1924. 286p. \$1.64.

Health, Science, and Mathematics

BAKER, S. JOSEPHINE. *The growing child*. Boston, Little, Brown, 1923. 230p. \$1.

CALDWELL, OTIS WILLIAM, and EIKENBERRY, WILLIAM LEWIS. *Elements of general science*. Boston, Ginn & Co., 1924. 455p. \$1.60.

GOFF, THOMAS T. *Self-proving business arithmetic*. N. Y., Macmillan, 1923. Illus. 316p. \$1.20.

HUTCHINSON, WOODS. *Building strong bodies*. Boston, Houghton Mifflin, 1924. 254p. 88c.

LEFEBURE, VICTOR. *The riddle of the Rhine; chemical strategy in peace and war*. N. Y., Chemical Foundation, Inc., 1923. 282p. \$1.

MARSHALL, LEON C. *The story of human*

progress; pt. 1 (preliminary edition). N. Y., Macmillan, 1923. 239p. 72c.

PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA. *Camping out; a manual on organized camping*. N. Y., Macmillan, 1924. 636p. \$2.

SCHORLING, RALEIGH, and CLARK, JOHN R. *Modern algebra; for ninth school year*. Yonkers, N. Y., World Bk. Co., 1924. 382p. \$1.36.

VICTOR TALKING MACHINE COMPANY, EDUCATIONAL DEPARTMENT. *The Victrola in*



physical education, recreation, and play. Illus. Camden, N. J., Author, 1924. 67p. Free at Victor dealers.

WILLIAMS, JESSE FEIRING. *A textbook of anatomy and physiology; for schools of nursing, normal schools, and colleges*. Illus. Philadelphia, W. B. Saunders Co., 1924. 523p. \$3.

Language and Literature

BOWLER, MARION E. *Stories by contemporary French novelists*. Boston, Ginn & Co., 1924. 192p. 76c.

BRIGGS, THOMAS H., and MCKINNEY, ISABEL. *Ways to better English; brief course*. Boston, Ginn & Co., 1924. 331p. \$1.20.

BRIDGES, ROBERT. *The Chilswell book of English poetry; compiled and annotated for the use of schools*. N. Y., Longmans, Green, 1924. 272p. \$1.25.

PELSMA, JOHN R. *Essentials of speech*. N. Y., T. Y. Crowell Co., 1924. 326p. \$2.

PÉREZ, JOSÉ A. SÁNCHEZ. *Leyendas españolas*. Boston, Allyn & Bacon, 1924. 182p. 80c.

PHELPS, WILLIAM LYON. *Howells, James, Bryant, and other essays*. N. Y., Macmillan, 1924. 206p. \$2.

PRITCHARD, F. H., ed. *Essays of today; an anthology*. Boston, Little, Brown, 1924. 261p. \$2.

SHELLY, PERCY VAN DYKE. *Essays by William Hazlitt*. N. Y., Charles Scribner's Sons, 1924. 401p. \$1.

WHITMAN, FREDERICK W., and AGUILERA, FRANCISCO. *A course in Spanish composition*. N. Y., Longmans, Green, 1924. 253p. \$1.48.

History, Economics, and Statecraft

DANIELS, JOSEPHUS. *The life of Woodrow Wilson, 1856-1924*. Illus. Philadelphia, John C. Winston Co., 1924. 381p. \$2.50.

HART, HASTINGS H. *Child welfare in the District of Columbia*. Illus. N. Y., Russell Sage Foundation, 1924. 160p. \$2.

MONTAGUE, F. C. *The elements of English Constitutional history from the earliest times to the present day*. N. Y., Longmans, Green, 1923. 246p. \$1.60.

PARKMAN, FRANCIS. *The Oregon trail*. N. Y., Scribner's, 1924. 433p. \$1.

SHAW, ELTON RAYMOND. *Brains, dollars, and progress; education and democracy*. Berwyn, Ill., Shaw Pub. Co., 1923. 63p. 75c.

Miscellaneous

BABSON, ROGER W. *What is success?* N. Y., Fleming H. Revell Co., 1923. 154p. \$1.25.

DAVOL, RALPH. *Raw products of the world; vol. 1; Africa*. Taunton, Mass., Davol Pub. Co., 1922. 264p. \$1.

ERNEST, CLAYTON H., ed. *What shall I be? Open roads for young men*. N. Y., Appleton, 1924. 252p. \$1.50.

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

GREGORY, ADAM, comp. *Denison's descriptive music book; for plays, festivals, pageants, and moving pictures*. Chicago, T. S. Denison & Co., 1923. 112p. Paper, \$1.50.

HARRINGTON, H. F., and FRANKENBERG, T. T. *Essentials in journalism*. Boston, Ginn & Co., 1924. 355p., and Exhibits A-J. \$2.48.

HASKELL, ALLAN CECIL, and BREAZNELL, JOSEPH G. *Graphic charts in business*. Illus. 119 Broad St., N. Y., Codex Bk. Co., 1922. 250p. \$4.

NASH, ARTHUR. *The golden rule in business*. N. Y., Revell, 1923. 160p. \$1.25.

PICKEN, MARY BROOKS. *Textiles and sewing materials*. (Woman's Institute Domestic Arts Series.) Scranton, Pa., Woman's Institute of Domestic Arts and Sciences, 1923. 267p. \$3.

WACK, HENRY W. *Summer camps; boys and girls*. N. Y., Red Book Magazine Dept. of Education, 1923. 124p. \$1.25.

IN THE CONDUCT of my newspaper I carefully excluded all libeling and personal abuse, which has of late years become so disgraceful to our country. Whenever I was solicited to insert anything of that kind, and the writers pleaded, as they generally did, the liberty of the press, and that a newspaper was like a stagecoach in which anyone who would pay had a right to a place, my answer was that I would print the piece separately if desired, and the author might have as many copies as he desired, to distribute himself, but that I would not take upon me to spread his detraction; and that having contracted with my subscribers to furnish them with what might be useful or entertaining, I could not fill their papers with private altercation, in which they had no concern, without doing them manifest injustice.—Benjamin Franklin's *Autobiography*.

Annual Meeting—Program

THE FOLLOWING is a tentative program of the sixty-second annual meeting of the National Education Association at Washington, D. C., June 29 to July 4. The general evening sessions will be held in the Stadium of Central High School. The Representative Assembly will meet in the auditorium of Central High School. Forenoons have generally been given over to sessions of the Representative Assembly, afternoons to departmental and allied meetings, and evenings to general sessions or social functions.

President Calvin Coolidge has been invited to deliver an address during Convention Week. While he has not yet finally accepted the invitation of President Jones, it is believed that he will do so.

Sunday Afternoon

June 29, 4 o'clock

Vesper Service on the steps of the National Capitol. There will be music by the Army Band and an address by Payson Smith, State Commissioner of Education for Massachusetts.

Sunday Evening

June 29, 8 o'clock

Union open-air meeting in the Stadium of the Central High School. Representatives of the three great religious faiths and of lay points of view will speak on the general theme: Religion, Morality, and Education.

Monday Morning

June 30, 8:30 o'clock

This general session will open with music and a five minute inspirational talk by Florence M. Hale, State Agent for Rural Education, Augusta, Maine. One hour each will be given to the discussion of the Education Bill, Tenure, and Retirement Systems. Announcements of committees, meeting places, and other important information.

Monday Afternoon

June 30

This afternoon will be left free in order that teachers may visit interesting points in and near Washington. State delegations will meet at five P.M. to elect one member for each of the following committees: Credentials, Nominations, Resolutions, and Necrology.

Monday Evening

June 30, 8 o'clock

The general theme of this meeting will be the Association's service to Education and the Nation. The speakers are: Frank W. Ballou, Superintendent of Schools, Washington, D. C.; John J. Tigert, United

States Commissioner of Education, Washington, D. C.; and Olive M. Jones, President of the National Education Association, New York City.

Past presidents of the Association will sit on the platform during this session.

Tuesday Morning

July 1, 8:30 o'clock

First session of the Representative Assembly. This meeting will be opened by



OLIVE M. JONES, president of the National Education Association, and principal of Public School 120, New York City, whose program appears herewith.

singing the various State songs, under the direction of George H. Gartlan, Director of Music, New York City, followed by a five minute inspirational talk by Jesse H. Newlon, Superintendent of Schools, Denver, Colorado.

Tuesday Afternoon

July 1, 2 o'clock

Meetings of Departments and allied organizations.

Tuesday Evening

July 1, 8 o'clock

General meeting at which speakers will describe the contributions to education of all branches of the profession. Among the speakers will be: Mrs. A. H. Reeve, President of the National Congress of Mothers and Parent-Teacher Associations, Philadelphia, Pennsylvania; Miss Mary McSkimmon, Principal of the Pierce School, Brookline, Massachusetts; Miss Julia Spooner, Classroom Teacher, and member of Exec-

utive Committee of the Department of Classroom Teachers, Portland, Oregon; and William McAndrew, Superintendent of the Chicago Schools, and President of the Department of Superintendence.

The officers of the Departments of Classroom Teachers, Elementary School Principals, and Superintendence will sit on the platform during this session.

Wednesday Morning

July 2, 8:30 o'clock

Second session of the Representative Assembly. This session will be opened with music, followed by a five minute inspirational talk by Minnie J. Nielson, State Superintendent of Public Instruction, Bismarck, North Dakota.

Wednesday Afternoon

July 2, 2 to 5 o'clock

Open house at the Headquarters of the National Education Association, at the Bureau of Education, American Red Cross, Women's University Club, Pan-American Union, and other National organizations having headquarters in Washington.

Wednesday Evening

July 2

Dinners and receptions.

Thursday Morning

July 3, 8:30 o'clock

Third session of the Representative Assembly. This session will open with the singing of the State songs, followed by a five-minute inspirational address by A. E. Winship, Editor of the *Journal of Education*, Boston, Massachusetts.

Thursday Afternoon

July 3, 2 o'clock

Meetings of Departments and Allied Organizations.

Thursday Evening

July 3, 7:30 o'clock

General session on the theme Education and Government. Arrangements are being made for speakers representing the point of view of labor, government, women's organizations, classroom teachers, and higher education.

Friday Morning

July 4, 10 o'clock

Patriotic union service. The Chairmen of all Committees and N. E. A. Directors will sit on the platform during this session.

Friday Noon

July 4

Patriotic pilgrimages. Each pilgrimage is in charge of a chairman, and will include an appropriate address by some well-known

Teaching Better Mail Service

COMMUNICATION is a vital factor in our lives and the United States Postoffice is everywhere recognized as one of the most important branches of our Government. Every school child should be taught how to use this service and how to coöperate with the postoffice to enable it to be as efficient as possible. The postal authorities have issued the following suggestions which might well be made the basis of a chapter in English textbooks and in courses of study:

Write all addresses in full, street, number, town, and State, and place your own complete return address in the upper left-hand corner on all matter. Avoid addressing mail to the corner of intersecting streets.

Carefully wrap and pack all parcels that they may arrive safely. It pays.

Be sure that your mail is fully prepaid. To do so saves delay and disappointment.

Insure your parcels. Small parcels, however, of value, such as jewelry and watches, should be prepaid at first-class rate and registered. Preserve your receipts.

Use special delivery service for prompt delivery; the registry service for safety; the insurance service for indemnity; and the money-order service for the safe transportation of money.

See that your correspondents make your apartment number a part of your address.

When you change your address notify the postoffice or your carrier at once on the pink card form. It will be filed and your mail promptly forwarded.

Notify your magazine and newspaper publishers of any change of address and see that the address labels on their publications are correct and legible. Your favorite magazine or home paper will thus reach you promptly.

Be sure that your letter is not one of the 42,000,000 that are sent each year to the Dead Letter Office because of insufficient address and lack of return card.

Open a postal savings account. Judicious economy and systematic saving are stepping stones to happiness and prosperity. The system of postal savings is convenient, simple in operation, and is a safe plan to accumulate funds for future use.

person. The arrangements which have been completed thus far include the following:

Grave of the Unknown Soldier, Arlington Cemetery—Ambrose Cort, State Director, National Education Association, New York City, *Chairman*; John F. O'Ryan, Major General, Officers Reserve Corps, New York City, *Speaker*.

Lincoln Memorial—R. E. Williams, Secretary, Kentucky Educational Association, and State Director, National Association, Louisville, Kentucky, *Chairman*; Francis G. Blair, State Superintendent of Public Instruction, Springfield, Illinois, *Speaker*.

Memorial Continental Hall—D. A. R.—Homer H. Seerley, President, Iowa State Teachers College, Cedar Falls, Iowa; and Mrs. Anthony Wayne Cooke, President General, Daughters of the American Revolution, Washington, D. C., *Speakers*. Chairman to be supplied.

The White House—Robinson G. Jones, Superintendent of Schools, Cleveland, Ohio, *Chairman*; Will C. Wood, State Superintendent of Public Instruction, Sacramento, California, *Speaker*.

Tomb of Woodrow Wilson, Bethlehem Chapel, Cathedral of Saints Peter and Paul, Mt. St. Albans. Chairman and speaker to be supplied.

American Red Cross Building—Mary McSkimmon, Principal of Pierce School, Brookline, Massachusetts, *Chairman*; Speaker to be supplied.

Walter Reed Memorial Hospital—Hubert Work, Secretary of the Interior, Washington, D. C., *Chairman*; Joseph M. Gwinn, Superintendent of Schools, San Francisco, California, *Speaker*.

Home of Frederick Douglass, Anacostia, Maryland—

National Cemetery, Gettysburg, Pennsylvania—William M. Davidson, Superintendent of Schools, Pittsburgh, Pennsylvania, *Chairman*; Frank P. Graves, State Commissioner of Education, Albany, New York, *Speaker*.

Jefferson's Home at Monticello, Charlottesville, Virginia—Charles Gilmore Maphis, Dean of the Summer School, University of Virginia, Charlottesville, Virginia, *Chairman*; George Gordon Battle, National

Secretary, Thomas Jefferson Memorial Foundation, New York City, *Speaker*.

Washington's Tomb, Mt. Vernon, Virginia—J. A. C. Chandler, President, College of William and Mary, Williamsburg, Virginia, *Speaker*.

Washington Monument—Josephine Corliss Preston, State Superintendent of Public Instruction, Olympia, Washington, *Chairman*; John J. Maddox, Superintendent of Schools, St. Louis, Missouri, *Speaker*.

Lee Mansion House—Chairman and speaker to be supplied.

Harper's Ferry, West Virginia—Chairman and speaker to be supplied.

THE UNITED STATES BUREAU OF EDUCATION is planning active co-operation with the National Education Association for the period of the Convention Week and has arranged an extensive program of activities. On Wednesday the Bureau will hold open house. The auditorium of the Department of Interior building will have a regular schedule of educational films each morning. There will be a rest room and exhibit. Two special editions of *School Life* are in preparation. These will be devoted to the meeting and the work of the Bureau. The lists of the Bureau's publications will be distributed to those visiting its offices and an information booth will take the names of visiting teachers who wish to receive copies of various Bureau publications.

NATIONAL COUNCIL OF EDUCATION will hold two sessions, July 1 and 3. The Tuesday afternoon program follows: Announcements and Roll Call; President's Address, J. M. Gwinn, superintendent of schools, San Francisco, Calif.; Education and International Understanding, William F. Russell, Teachers College, Columbia University, New York City; Final Report of Committee on Teaching of Democracy, A. Duncan Yocum, University of Pennsylvania, Philadelphia, Pa., chairman; Report of Committee on Participation of Teachers in School Management, Harlan Updegraff, Cornell College, Mt. Vernon, Iowa, chairman; Preliminary Report of Committee on Training Teachers in Service, Thomas W. Butcher, State Teachers' College, Emporia, Kansas, chairman.

Thursday afternoon's program follows: Report of Committee on Adult Illiteracy, Mrs. Cora Wilson Stewart, Frankfort, Ky., chairman; Preliminary Report of Committee on State Levies and Other State Funds For the Support of Elementary and Secondary Education, A. J. Matthews, State Normal School, Tempe, Ariz., chairman; Report of Committee on Reorganization of National Council of Education, William B. Owen, Chicago Normal College, Chicago, Ill., Business.

DEPARTMENT OF BUSINESS EDUCATION will hold two sessions, July 1 and 3. The Tuesday afternoon program follows: The Relation between the Separate Commercial High School and the Cosmopolitan High School, Allan Davis, principal, Business High School, Washington, D. C.; The Scope of Junior High School Commercial Education, Clyde B. Edgeworth, supervisor of commercial education, Baltimore, Md.; Content and Primary Aims of an Elementary Business Training Course as a Forerunner of Bookkeeping, Annie T. Wise, principal, Commercial High School, Atlanta, Ga.; Business Arithmetic from a Vocational Point of View, C. E. Bowman, head of commercial department, Girard College, Philadelphia, Pa.; The Vocational Need for Business Writing in the Junior High School and How to Meet It, Elmer G. Miller, director of business education, Pittsburgh, Pa.; Special Problems of the Junior High School Typewriting Teacher and How to Solve Them, Carrie A. Suydam, Monroe Junior High School, Rochester, N. Y.

A luncheon will be held Tuesday, July 1, under the auspices of the Chamber of Commerce.

Thursday afternoon will be devoted to senior high school business training. The program follows: Short business meeting; Getting the Most Out of Commercial Geography, Calvin O. Alt-house, director, School of Commerce, Central High School, Philadelphia, Pa.; Classroom Helps in Training a Typist, Mrs. F. M. Butts, Business High School, Washington, D. C.; Classroom Helps for the Shorthand Teacher, Mrs. Helen L.

Campbell, Elizabethtown College, Elizabethtown, Pa.; Office Practice on a Vocational Basis, Lewis A. Newton, Office Practice Department, East Boston High School, Boston, Mass.; Business English as a Part of Stenographic Training, S. Augusta Taintor, Theodore Roosevelt High School, New York City; Teaching Bookkeeping so as to Realize its most Important Educational and Vocational Values, L. L. Jones, West High School of Commerce, Cleveland, Ohio.

DEPARTMENT OF CHILD HYGIENE will hold two sessions, July 1 and 3. The Tuesday afternoon program follows: Interesting School Children in Health, Elton G. Littell, medical director, Board of Education, Yonkers, N. Y. and C. E. Turner, assistant professor of biology and public health, Massachusetts Institute of Technology, Cambridge, Mass.; Nutrition of the School Child, Talliaferro Clark, U. S. Public Health Service, Medical Officer in Charge of Field Investigation in Child Hygiene, Washington, D. C. and John Gebhardt, director, Department of Social Welfare, The Association for Improving Conditions of the Poor, New York City; The Education of Crippled Children, E. F. Allen, president, International Society for Crippled Children, Elyria, Ohio, and Alice Christianar, principal of the Sunbeam School for Crippled Children, Cleveland, Ohio; Dental Hygiene in the Schools, Nils Juell, member of Board of Education, Minneapolis, Minn.

On Thursday afternoon there will be a joint meeting with the Department of Physical and Health Education. Program follows: Mental Hygiene and the School Program, Francis N. Maxfield, director, Bureau of Special Education, State department of public instruction, Harrisburg, Pa. and Dr. Shepherd I. Franz, director of laboratories, U. S. Hospital for Insane, Washington, D. C.; Social and Educational Aspects of School Health Supervision, George J. Holmes, supervisor of medical inspection, Newark, N. J. and Elton G. Littell, medical director, Board of Education, Yonkers, N. Y.

DEPARTMENT OF CLASSROOM TEACHERS will hold sessions Tuesday and Thursday afternoons, July 1 and 3. The Tuesday session's program includes: Teacher, Whither Goest Thou? Mark Keppel, superintendent of Los Angeles County Schools, Los Angeles, Calif.; Discussion of N. E. A. Tenure Report led by Fred M. Hunter, chairman of Tenure Committee, Oakland, Calif.; report of the following committees—Single Salary Schedules, Cora B. Morrison, elementary teacher, Denver, Colo.; Organizations' Committee, Russell Sharp, department chairman, high school teacher, Kansas City, Mo.; A Tentative Scale for the Measurement of Classroom Instruction, Guy M. Wilson, Boston University, Boston, Mass.

Thursday afternoon's program will be devoted to regional conference reports, election of officers and recommendations. The annual dinner will be held at 5:30 on Thursday afternoon.

An informal conference will be held Monday evening, June 30, at 8:00 o'clock at the New Willard Hotel.

DEPARTMENT OF EDUCATIONAL PUBLICATIONS will give the following program on Tuesday afternoon, July 1, at 2 o'clock: New Problems in Building a Textbook Business, Caspar Hodgson, World Book Company, Yonkers, N. Y., and Henry B. Dewey, educational manager, Houghton, Mifflin Company, Boston, Mass. and P. F. Seaver, educational manager, Macmillan Company, New York City; Educating the Public to Higher Standards of Textbook Making, H. S. West, superintendent of schools, Baltimore, Md. and Charles S. Thomas, educational editor, Atlantic Press, Boston, Mass. and F. J. Prout, superintendent of schools, Sandusky, Ohio.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS will hold two sessions, July 1 and 3. The Tuesday afternoon program follows: The Professional Growth and Development of the Principals (a) From the University's Point of View; (b) From the Superintendent's Point of View, Jesse H. Newlon, superintendent of schools, Denver, Colo.; (c) From the Principal's Point of View, Rose A. Pesta, president, Chicago Principals' Club, Chicago, Ill.; Report on Educational Progress, Ide G. Sargeant, principal, School Number 10, Paterson, N. J.

A dinner will be held at the Raleigh Hotel Wednesday, July 2.

Thursday afternoon's program follows: The School Library, Joy E. Morgan, editor, JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, Washington, D. C.; The Study Habits of Pupils, A. L. Hall-Quest, Cincinnati University, Cincinnati, Ohio; Diagnostic Measures of Pupil Difficulties in Arithmetic, Ella M. Probst, principal, Calhoun School, Minneapolis, Minn.; Business.

DEPARTMENT OF IMMIGRANT EDUCATION will hold two afternoon sessions, July 1 and 3. The program for Tuesday follows: The Outlook for Immigrant Education from the Standpoint of the U. S. Bureau of Education, John J. Tigert, U. S. commissioner of education,

How Do Your Schools Rank?

This table suggests the holding power of city schools. If your school is not represented you can easily derive the figures for comparison with those here given:

City	Senior High School (Grades 9, 10, 11)		Junior High School (Grades 7, 8, and 9)		Elementary (Grades 1-6)	
	Number enrolled	Per cent of enrolment	Number enrolled	Per cent of enrolment	Number enrolled	Per cent of enrolment
1	2	3	4	5	6	7
Seattle	7,169	16.0	11,130	24.5	27,018	59.5
San Diego	2,041	15.6	3,242	24.7	7,839	59.7
Spokane	2,655	14.7	4,601	25.3	10,905	60.0
Minneapolis	8,693	14.1	15,230	24.5	38,075	61.4
Tacoma	2,680	14.1	4,497	23.7	11,818	62.2
Portland, Oregon	5,683	13.6	10,608	25.3	25,635	61.1
Cambridge	2,020	13.0	3,453	22.0	9,973	65.0
Des Moines	3,343	12.8	6,027	24.6	15,042	62.6
Omaha	4,097	12.8	7,655	24.0	20,142	63.2
Washington, D. C.	5,319	12.8	10,683	25.5	25,815	61.7
Columbus	4,558	12.5	8,415	23.1	23,648	64.4
Dayton	2,788	12.0	4,938	22.0	14,630	66.0
Denver	4,609	12.0	8,968	25.0	22,799	63.0
New Haven	3,295	12.0	5,898	20.8	18,907	67.2
Indianapolis	5,593	11.8	10,914	22.9	31,081	65.3
Paterson	2,324	11.0	4,864	23.1	13,873	65.9
St. Paul	3,347	10.7	7,153	22.9	20,764	66.4
Worcester	3,026	10.5	6,054	21.2	19,557	68.3
Los Angeles	14,691	10.0	34,441	23.2	99,021	66.8
Rochester	3,720	10.0	8,579	22.7	25,364	67.3
Louisville	3,300	9.9	6,800	20.5	23,100	69.6
Trenton	1,586	9.8	3,729	22.9	10,934	67.3
San Francisco	6,058	9.8	16,513	26.9	38,889	63.3
Salt Lake City	2,393	9.3	6,269	23.9	17,500	66.8
Detroit	12,335	9.2	29,254	21.6	93,398	69.2
Cincinnati	4,094	9.0	10,586	24.0	30,491	67.0
Reading	1,421	8.8	3,169	19.8	11,437	71.4
St. Louis	7,640	8.8	18,834	21.7	60,433	69.5
Wilmington	1,199	8.5	3,387	24.2	9,428	67.3
Newark	4,840	7.4	13,334	20.4	47,245	72.2
Philadelphia	17,323	7.2	48,856	20.0	177,738	72.8
Baltimore	6,550	7.0	17,505	18.0	70,062	75.0
Jersey City	2,939	6.4	10,185	22.2	32,769	71.4

The data in this table are from a mimeographed study: General Status of the Seattle School System, by Fred C. Ayer, Director of Research, Seattle Public Schools. The data were collected from the Superintendents' Offices in October, 1923. The Research Division of the National Education Association, 1201 16th Street, Washington, D. C., should be on your mailing list to receive studies made in your school system that contain similar data.

Washington, D. C.; Types of Important Racial Information, which Teachers of Americanization should Possess, Albert E. Jenks, National Research Council, Washington, D. C.; Some Attitudes of the Foreign-born on their life in America, Julius Drachler, College of the City of New York, New York City; Interesting the Community in the Americanization Class Work, Harry M. Shafer, assistant superintendent of schools, Los Angeles, Calif.; How an Immigrant Council has Helped the School Program, Mrs. Isabelle MacLean, city supervisor of Americanization, Lynn, Mass.

Thursday's program follows: Subject Matter most Vital for the Adjustment of the Non-English Speaking Woman to American Life, Elizabeth Woodward, supervisor of immigrant education, State Department of Education, Albany, N. Y.; The Outstanding Needs for Professional Improvement of Americanization Teachers, Frances Wetmore, supervisor of immigrant education, Chicago, Ill.; The Citizenship Course for Naturalization Classes prepared by the Bureau of Naturalization, Lillian Clark, Federal Bureau of Naturalization, Washington, D. C.; Score Cards for Texts in Adult Immigrant Classes, John W. Lewis, director of Americanization, Baltimore, Md.

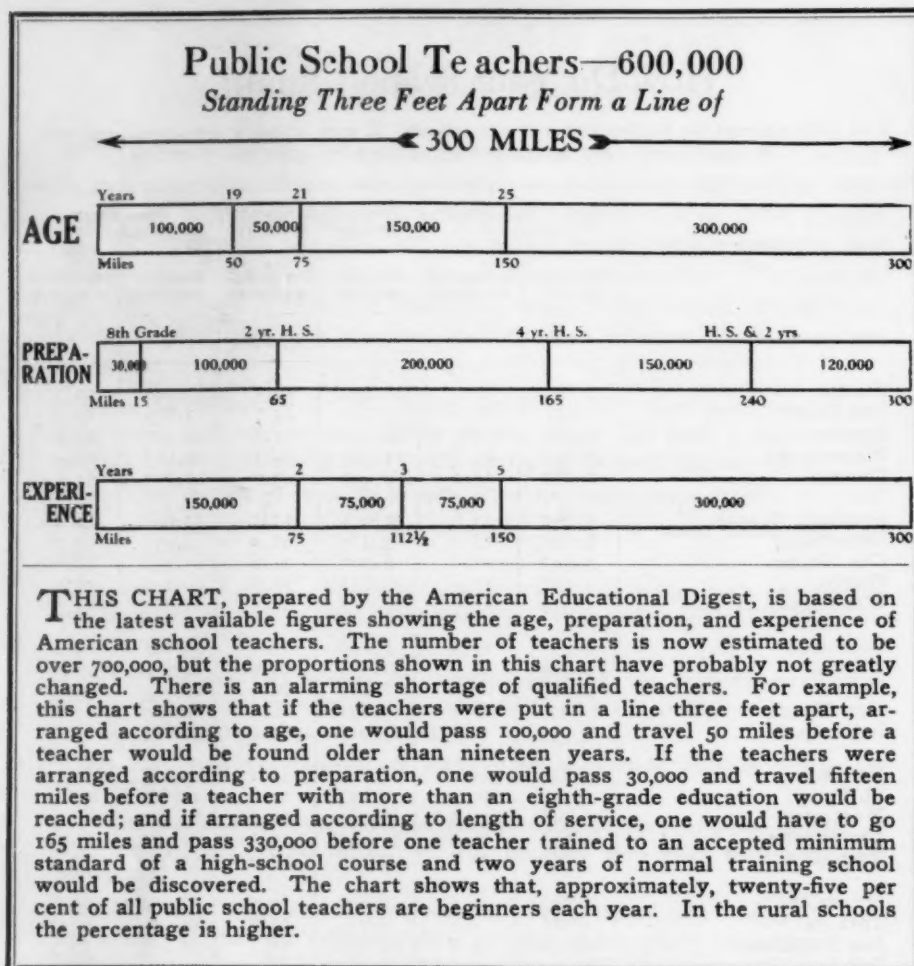
DEPARTMENT OF KINDERGARTEN EDUCATION will hold two afternoon meetings, July 1 and 3. On Tuesday afternoon the Scientific Approach in the Education of Young

Children will be discussed as follows: Conditioning and Reconditioning—an Experimental Study in Child Behavior, John B. Watson, editor, Journal of Experimental Psychology, New York City; Values of a Scientific Environment in the Education of Young Children, Gail Harrison, lecturer in early education, Teachers College, Columbia University, New York City; The Present Stage of Progress of the Committee Determining a Typical Kindergarten Day, Mary D. Davis, chairman, Darien, Conn.

A luncheon will be held Wednesday, July 2. The program for Thursday afternoon follows: The Need of Instruments to measure Kindergarten Education, Mary Maude Reed, kindergarten-first grade education department, Teachers College, Columbia University, New York City; Psychological Studies of Young Children and their Application to Education, Helen T. Woolley, psychologist, Merrill-Palmer School, Detroit, Mich.; Laboratory Studies of Pre-school Children—A Report on Psychological and Nutritional Research, Bess V. Cunningham, executive secretary, Child Welfare Research, Teachers College, Columbia University, New York City.

LIBRARY DEPARTMENT will hold one afternoon session, Tuesday, July 1.

DEPARTMENT OF MUSIC EDUCATION will hold meetings on July 1 and 3. The Tuesday afternoon session will be as follows:



selections by the Washington Teachers' Choral Club; Greetings, Edwin Barnes, director of music, public schools, Washington, D. C.; address by Thomas E. Finegan, director, education division, National Transportation Institute, Washington, D. C.; The Value of the Contest Idea in Music, Frank A. Beach, dean of music, State Teachers' College, Emporia, Kansas; address by Mabelle Glenn, supervisor of music, public schools, Kansas City, Mo.; Demonstration of Kinsella Method by children from public schools of North Carolina and Nebraska, directed by Hazel Gertrude Kinsella, University School of Music, Lincoln, Nebr.; The Teaching of Music Appreciation as a Modern Phase of Modern Education, Louis L. Mohler, Teachers College, Columbia University, New York City. An informal reception will follow the program.

Thursday's program follows: Special music numbers by pupils of Washington schools; Practical Advice to the Grade Teacher, George H. Gartlan, director of music, public schools, New York City; The Organization and Conduct of a School Orchestra, James F. Price, associate director of music, public schools, Hartford, Conn.; High School Music and the Music Supervisor, A. F. Benson, principal, Jordan Junior High School, Minneapolis, Minn.; School Music in 1836-1886-1911-1936, Mrs. Frances Clark, head of education department, Victor Talking Machine Company, Camden, N. J.; Demonstration of the Teaching of Music Appreciation by Children of the Washington schools, Louis L. Mohler, Teachers College, Columbia University, New York City; address by Hon. Selden F. Spencer, U. S. Senator from Missouri, Washington, D. C.; Public School Music a Community Asset, William Breach, Winston-Salem, N. C.

DEPARTMENT OF NORMAL SCHOOLS AND TEACHERS COLLEGES will hold two afternoon meetings, July 1 and 3. The Tuesday session will discuss Some Conditions Essential to the Highest Teaching Efficiency in Normal Schools and Teachers' Colleges. The program follows: Essential Qualifications of Teachers with Special Reference to Social Personality, Charles McKenny, State Normal College, Ypsilanti, Mich.; Working Conditions Essential to Highest Efficiency and Economy, Guy E. Maxwell, State Teachers' College, Winona, Minn.; General Discussion led by Frank E. Baker, State Normal School, Milwaukee, Wis.

The topic for Thursday afternoon, July 3, will be the Advancement of Teaching in Normal

Schools and Teachers Colleges. The program follows: Where Is the Advancement of the Science and Art of Teaching Most Needed in Normal Schools and Teachers Colleges? William C. Bagley, Teachers College, Columbia University, New York City; Distinctive Treatment of Subject-Matter: How make the Curriculum Function Most Vitally in the Education and Practical Training of Teachers? Harold O. Rugg, Lincoln School, Teachers College, New York City; General Discussion led by T. J. McCormack, La Salle-Peru Township High School, La Salle, Ill. Business Meeting.

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION will hold two sessions, Tuesday and Thursday, July 1 and 3. The Tuesday session will include an address on Rural School Athletics by a superintendent of a county district; Athletics and Their Value for Citizenship by a member of the Public Service Commission of Maryland; Girls' Athletics by a leader of girls' activities; Behavior as Affected by Athletics by a leader of the Behavioristic Psychology. On Thursday afternoon a joint meeting with the Department of Child Hygiene will be held.

DEPARTMENT OF RURAL EDUCATION will hold two meetings on the afternoons of July 1 and 3. The topic of the Tuesday afternoon session will be Rural Education—A Field of Service for the Women of America. The program follows: The Professional Woman Educator in Rural School Service, Mabel Carney, Teachers College, New York City; The Lay-Woman Educator in Rural School Service, Mrs. John F. Sippel, president of Maryland Federation of Women's Clubs, Baltimore, Md.; The Parent-Teacher Associations in Rural School Service, Mrs. John B. Cleaver, National chairman of country life, Delaware; A Brighter Future for the Rural Child, Mrs. Katherine M. Cook, bureau of education, Washington, D. C.

On Thursday afternoon, the topic to be discussed is Contributions of Rural Education to the National Life. The program follows: The Country—The Economic Basis of National Life, Henry C. Wallace, Secretary of Agriculture, Washington, D. C.; Educational Resources of Country Life, Julian E. Butterworth, Cornell University, Ithaca, N. Y.; An Educational Program for the Rural Schools of the Nation, T. H. Harris, State superintendent, Baton Rouge, La. An informal social hour will follow.

DEPARTMENT OF SCHOOL ADMINISTRATION will hold two sessions, Wednesday and Thursday afternoons, July 2 and 3. The Wednesday program follows: Shall School Boards be Independent of Municipal Government? W. S. Deffenbaugh, U. S. Bureau of Education, Washington, D. C. with discussion by the Massachusetts and New York Board of Education members; New York's Colossal School Problem, George J. Ryan, president, Board of Education, New York City; What are the Essentials of School Administration Efficiency? Thomas E. Mitten, member, Board of Education, Philadelphia, Pa., with discussion by the President of the Board of Education in Richmond, Va.; Business.

On Thursday the following program will be given: Should the School Secretary be under the Direction of the Superintendent? George W. Gerwig, secretary, Board of Education, Pittsburgh, Pa. and Secretary William Dick, Board of Education, Philadelphia, Pa.; What are the Outstanding Essentials of Modern School Architecture? William H. Gompert, architect for the New York City Board of Education, New York City, and D. Knickerbacker Boyd, school architect, Philadelphia, Pa.; Shall School Architects be engaged on Salary or Commission Basis? R. M. Milligan, commissioner of school buildings, St. Louis, Mo., and S. A. Layton, school architect, Oklahoma City, Okla.; Reports of Committees; Election of officers.

DEPARTMENT OF SCIENCE INSTRUCTION will meet Tuesday and Thursday afternoons, July 1 and 3. Tuesday's program follows: Science for the Million, Edwin E. Slosson, director of science service, Washington, D. C.; Science in the Elementary School, Holland R. Sperry, Lincoln School, Teachers College, Columbia University, New York City; Devices and Methods in Junior High School Science, J. T. Shriner, head of science department, Latimer Junior High School, Pittsburgh, Pa.

On Thursday afternoon this program will be given: The Science Teacher in Relation to the Conservation and Use of Our Fuel Resources, Samuel S. Wyer, associate in mineral technology for the Smithsonian Institution, Washington, D. C.; Investigation of Demonstration vs. Laboratory as a Method of Teaching, Fred G. Anibal, department of chemistry, Central High School, Kansas City, Mo.; Science Teaching in Some European Schools, E. R. Downing, associate professor of natural science, University of Chicago, Chicago, Ill.

DEPARTMENT OF SECONDARY EDUCATION will hold two meetings, July 1 and 3. The Tuesday afternoon program follows: Organizing the High School and Classifying its Pupils so as to Serve Each Equitably, H. B. Wilson, superintendent of schools, Berkeley, Calif., and Margaret M. Alltucker, assistant director, Research Division, National Education Association, Washington, D. C.; Ways and Means of Accrediting Secondary Schools for College Entrance, Arthur Whitman, Lincoln School, Teachers College, Columbia University, New York City, and L. W. Brooks, president, National Association of Secondary School Principals, Wichita High School, Wichita, Kans.

On Thursday afternoon Mary E. Stewart, director, Junior Division, Employment Service, U. S. Department of Labor, Washington, D. C. and J. D. Stark, in charge of employment service, Department of Vocational Guidance, Pittsburgh, Pa., will speak on The Relation of the Secondary School to Junior Employment. After a ten-minute discussion an address on The Future of the Cosmopolitan High School will be given by Thomas R. Cole, superintendent of schools, Seattle, Wash. A business meeting will follow.

DEPARTMENT OF VISUAL INSTRUCTION will hold two sessions, Tuesday and Thursday afternoons, July 1 and 3. The general topic will be The Classroom Technique of Using Visual Aids and will be discussed from the standpoint of the N. E. A. Committee on Visual Education, of a normal school president, and two or more classroom teachers will develop the topic from the standpoint of their experience.

DEPARTMENT OF VOCATIONAL EDUCATION will hold its meetings on the afternoons of July 1 and 3. The Tuesday program will be devoted to the topic The Public School and Apprenticeship Training with Special Reference to the Building Trades. The program follows: The Administration of a State Program of Apprentice Training in the Building Trades, Wesley A. O'Leary, State director of vocational education, Trenton, N. J., and L. H. Dennis, State director of vocational education, Harrisburg, Pa.; Employees' Interest in Apprentice Training in the Building Trades, G. M. Bugnagel, vice-president, International Brotherhood of Electrical Workers, Washington, D. C.; From the Standpoint of the Construction Industry, What Can the Public Schools Do to Direct Youth toward this Field? D. K. Boyd, architect, Philadelphia, Pa.; The American Construction Council and its Interest in Apprentice Training, Dwight T. Hoopingarner, executive secretary, American Construction Council, New York City; Report of Committee on the

National Council for Vocational Education, L. H. Dennis, chairman, Harrisburg, Pa.

On Thursday afternoon the following program will be given: The Cooperation of the Federal Board with the States in Carrying out a Program of Apprentice Training in the Building Trades, G. A. McGarvey, Federal Board for Vocational Education, Washington, D. C.; The Instruction and Training Needed by a Particular Building Trade and How the Public Schools Can Assist in the Program, Oscar Reum, Contracting Plasterers International Association, Chicago, Ill.; How the Public Schools can Help the General Contractor in his Apprenticeship Training Program, D. H. Sawyer, Associated General Contractor, Washington, D. C.; What the Public Schools Can Do in an Apprentice Training Program, Charles W. Sylvester, director vocational education, Baltimore, Md.; Forestry as a Tool in Vocational Education, M. C. Merrill, director of forestry publications, Washington, D. C.

AMERICAN CLASSICAL LEAGUE will hold its fifth annual meeting Saturday morning, June 28, at the New National Museum. The program will include the General Report of the Classical Investigation which has been in progress for three years and is now concluded. The Council of the American Classical League will meet at eight o'clock, Friday evening, June 27.

CONFERENCE ON LIP READING FOR HARD-OF-HEARING SCHOOL CHILDREN will hold a meeting on Tuesday afternoon, July 1. The program follows: Vital Problems of Meeting the Needs of the Hard-of-hearing Child, Martha E. Bruhn, principal, Muller-Walle School of Lip Reading, Boston, Mass.; The Deafened Child Problem as We See It, Estelle E. Samuelson, New York League for the Hard of Hearing, New York City; The Value of Lip Reading and Voice Training in the Education of the Hard of Hearing, Alice G. Bryant, member of associate staff, New England Deaconess Hospital, Boston, Mass.; The Hard of Hearing Child in Rochester, New York, Alice G. Howe, supervisor of lip reading instruction, Public Schools, Rochester, New York; Work for Hard-of-hearing Children in the Public Schools of Washington, D. C., Louise Wimsatt, District of Columbia School of Lip Reading, Washington, D. C.; Address by Franklin W. Bock, director, Deafness Prevention Clinic, Public Schools, Rochester, N. Y.; Address by Dr. Charles W. Richardson, Washington, D. C.

NATIONAL ASSOCIATION OF VISITING TEACHERS will hold a conference Tuesday, Wednesday, and Thursday, July 1, 2, and 3. Program will be announced later.

NATIONAL CONFERENCE ON THRIFT EDUCATION will be held in Washington, D. C., June 27-28. This meeting is called by the Committee on Thrift Education of the National Education Association and National Council of Education. Arthur H. Chamberlain is chairman of the Committee. The meetings will be held at the New Willard Hotel and a large number of National organizations have named delegates to attend and to take part in the deliberations.

These include The General Federation of Women's Clubs; National Congress of Mothers and Parent-Teachers Associations; American Bankers' Association; American Library Association; United States Bureau of Education; American Red Cross; National Y. M. C. A.; United States Department of Commerce; United States Department of Labor; National School-supply Association; National Editorial Association; American Legion; United States Chamber of Commerce; American Federation of Labor; and numerous other National organizations.

It is felt that the time is especially opportune for consideration of a program of Thrift Education that can be introduced throughout the schools of the Nation by those representing financial, industrial, social, religious, and educational organizations. Such a program, to be effective, must include not only the financial side but also the social phases of thrift and conservation.

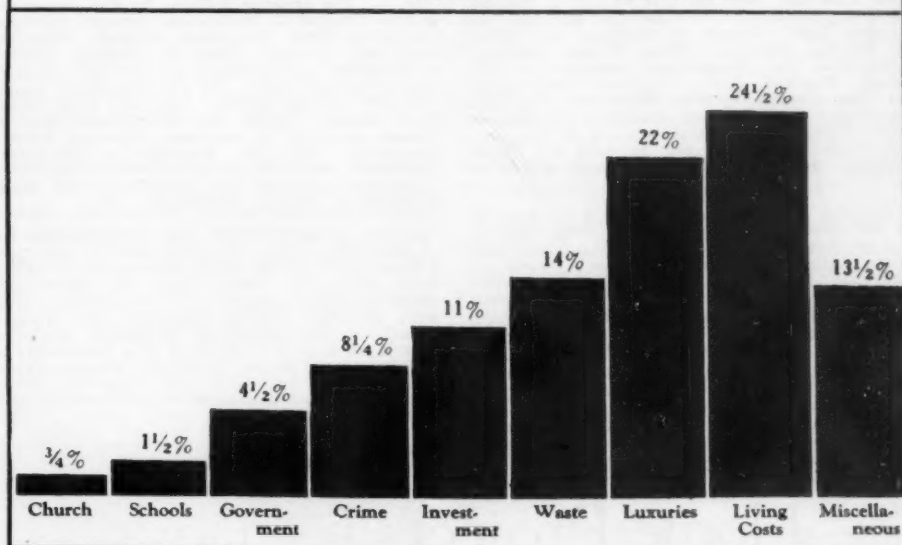
NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS will hold a meeting on Tuesday afternoon, July 1. The program follows: The Importance of Parent Cooperation in the Development of Educational Policies, Payson Smith, State commissioner of education, Boston, Mass.; The Mother and the Teacher as Joint Agencies in Character Building, Olive M. Jones, president of the National Education Association, New York City; The Visiting Teacher—The Link Between the Home and the School, Jessie L. Louderback, of the Association of Visiting Teachers, New York City.

THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES will hold a luncheon and conference on Wednesday noon, July 2, at 12:30 o'clock. A session will be held on Thursday afternoon, July 3.

THE NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION will hold a luncheon Tuesday noon, July 1, at

HOW WE SPEND OUR INCOME

PERSONAL - STATE - NATIONAL



THIS CHART, from the *American Educational Digest*, gives a graphic and startling picture of our National sense of values. We can afford what we want. Perhaps if we spent more for schools there would be vastly less spent for crime and waste.

the Raleigh Hotel. Miss Minnie J. Nielson, the president, will preside. Representatives from women's national organizations will be the guests of honor. Reservations for the luncheon may be made through Miss Adelaide Davis, Henry School, Washington, D. C.

THE NATIONAL COUNCIL OF PRIMARY EDUCATION will hold a luncheon on Thursday noon, July 3, at the New Ebbitt Hotel. Reservations may be made through Miss Florence Fox of the U. S. Bureau of Education, Washington, D. C., who is in charge of local arrangements.

NATIONAL COUNCIL OF STATE SUPERINTENDENTS AND COMMISSIONERS OF EDUCATION will hold meetings, July 1 and 3. The program follows: Equalizing Education Opportunities For All The Children of a State, (a) Through Larger Local Units of Taxation and Administration, John M. Matzen, State superintendent of public instruction, Lincoln, Nebr., and A. B. Hill, State superintendent of public instruction, Little Rock, Ark.; (b) Through a State Distributive Fund, Mrs. Josephine Corliss Preston, State superintendent of public instruction, Olympia, Wash., and John Callahan, State superintendent of public schools, Madison, Wis.; (c) Through More Uniform Standards of Teacher Preparation, Certification, and Compensation, James M. McConnell, State commissioner of education, St. Paul, Minn., and Mrs. Katharine A. Morton, State superintendent of public instruction, Cheyenne, Wyo.; (d) Through State Standards and State Supervision, J. George Becht, State superintendent of public instruction, Harrisburg, Pa. and Thomas E. Johnson, State superintendent of public instruction, Lansing, Mich.

A dinner will be held at the Washington Hotel, Wednesday, July 2. The toastmistress will be Mrs. Mary C. C. Bradford, superintendent of public instruction, Denver, Colo.

Thursday afternoon's program follows: Equalizing Education Opportunities For All The Children of The Republic, (a) Through National Conferences and Meetings, Payson Smith, State commissioner of education, Boston, Mass., and S. M. N. Marrs, State superintendent of public instruction, Austin, Tex.; (b) Through a National Bureau of Education, John J. Tigert, U. S. Commissioner of Education, Washington, D. C.; (c) Through Federal Aid and Encouragement, Will C. Wood, State superintendent of public instruction, Sacramento, Calif., and Augustus O. Thomas, State commissioner of education, Augusta, Maine.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH will hold two meetings July 1 and 3. The program follows: President's address—Facing the Facts, Thomas C. Blaisdell, professor of the Teaching of English, State Normal School, Slippery Rock, Pa.; The Relation of High School Annuals to the Course in English, Sarah T. Muir, head of the department of Eng-

lish, high school, Lincoln, Nebr.; The Teacher of English and the Library of Congress, Charles Moore, chairman, National Commission of Fine Arts, Washington, D. C.

Thursday afternoon's program follows: The Drama and the Teacher of English, Clarence Stratton, director of English in high schools, Cleveland, Ohio; Address by John J. Tigert, U. S. Commissioner of Education, Washington, D. C.; English in the Auditorium, Florence A. Marsh, director of auditorium, Hutchins Intermediate School, Detroit, Mich.; Address by Frank Aydelotte, president, Swarthmore College, Swarthmore, Pa.; Address by G. A. Lyon, editor, The Evening Star, Washington, D. C.

THE NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS will hold a session on Thursday afternoon, July 3, under the auspices of the Association of Modern Language Teachers of the Middle States and Maryland. Frederick F. Hemry, head of the Modern Language Department, Tome School, Fort Deposit, Maryland, will act as chairman. The program will include an address, The Value of Cultural Training in Modern Languages and Literature as a Preparation for a Career in Foreign Trade, by Charles Lyon Chandler, manager, Foreign Trade Department, Corn Exchange National Bank, Philadelphia, Pa., and curator of Spanish-American Literature, Harvard University Library. A report on the Survey of Modern Language Teachers under the auspices of the Carnegie Corporation will be given.

NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS will hold meetings on Monday afternoon, June 30, and Friday morning, July 4, and a luncheon on July 2. Monday afternoon's program follows: Minutes; Report of the Secretary-Treasurer, Miriam D. Eisner, San Francisco, Calif.; Report of the President, Mrs. Emma L. Dacre, San Francisco, Calif.; Addresses by John J. Tigert, U. S. commissioner of education, Washington, D. C., and William C. Bagley, Teachers College, Columbia University, New York City; Reports of Special Committees, (a) Living Conditions of Teachers, Marion Comstock, Duluth, Minn.; (b) Tenure, Minneapolis Grade Teachers' Association; Reports of Committees, (a) Legislative, Ethel Gardner, president of the Milwaukee Teachers' Association, Milwaukee, Wis.; (b) Social, Professional, and Economic Status of Teachers, Karl W. Guenther, Santa Barbara, Calif.; (c) Membership, Carrie Magee, Park School, East St. Louis, Ill.; (d) Curriculum and Educational Ideals, Joyce E. Lobner, Oakland, Calif.; Reports of Affiliates, (a) Social Status of the Classroom Teacher, Los Angeles City Teachers' Club; (b) Comparison of Fees Paid by Civic, Social, and Teachers' Organizations, Oakland School Women's Club; (c) Professional Reading of Teachers, San Francisco Grade Teachers' Association; (d) Teacher Participation in Curriculum Making, Denver Classroom Teachers' Association; (e) Minimum Essentials Grades I to VIII, Pueblo Grade Teachers' Association.

The following program will be given at the luncheon on Wednesday. Addresses by Herbert Hoover, Secretary of Commerce, Washington, D. C.; William H. Kilpatrick, professor of education, Teachers College, Columbia University, New York City, with remarks by Ida C. Iversen, President, Department of Classroom Teachers, Los Angeles, Calif.; Reports of Affiliates, (a) Publicity During Education Week, Duluth Teachers' Association; (b) Educational Guidance and Research, Portland Grade Teachers' Association; (c) The Platoon System, Milwaukee Teachers' Association and Chicago Teachers' Federation. Other Clubs will give their reports at this time. A business meeting will be held on Friday morning. Headquarters of the League will be at the Willard Hotel.

SCHOOL GARDEN ASSOCIATION OF AMERICA will hold one meeting, July 3. The program follows: The School Garden in Education, Albert E. Winship, editor, Journal of Education, Boston, Mass.; The Needs of Nature Education, George M. Wiley, assistant commissioner of elementary education, Albany, N. Y.; Pageantry as an Aid in Nature Study, Elizabeth K. Peoples, supervisor of nature study, Washington, D. C.; A Demonstration School Garden, Ellen Eddy Shaw, curator elementary instruction, Brooklyn Botanic Garden, Brooklyn, N. Y.; The Place of the School Garden in the Curriculum, R. G. Jones; John A. Hollinger; W. R. Beattie;

Effie M. Burton; L. H. Dennis; L. Gertrude Howes, Business.

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION will hold a meeting on July 1. The program follows: In the Elementary School, Thomas C. McCracken, dean of college of education, Ohio University, Athens, Ohio; In Secondary Schools, Virgil E. Dickson, director of Research and Guidance, Oakland and Berkeley public schools, Calif.; In the Part-Time School, Vierling Kersey, director, part-time high school, Los Angeles, Calif.; In the College, Iva L. Peters, professor of economics, Goucher College, Baltimore, Md.; In Relation to Placement, Dorothea deSchweinitz, employment supervisor, vocational guidance and placement, the junior employment service, Philadelphia, Pa.

JOINT COMMITTEE ON METHODS OF PREVENTING DELINQUENCY will hold a luncheon Thursday noon, followed by an afternoon conference. Miss Olive M. Jones will speak on The Opportunity of the Schools to Deal with Behavior Problem Children. Dr. Bernard Glueck of the Bureau of Children's Guidance, New York City, will speak on The Personality of the Behavior Problem Child and Modern Scientific Effort to Understand and Guide It. There will be a general discussion of the practical steps that might be taken to bring about a more thorough understanding of behavior problems by school people.

Home Projects for Boys

A RECENT SURVEY of the San Antonio Public Schools indicates that only one-fifth of the parents are training their children in the independent and habitual performance of home projects. "Few of them probably realize," says Mr. L. E. Wolfe, who conducted the survey, "that parents can give a practical education quite as valuable as teachers are giving from books and that such practical education is a powerful agent in preventing crime, divorce, need for charity, and the social evil."

Every home is a potential industrial plant where apprentices in cooking, sewing, gardening, cleaning, and repairing, may become experts, adding not only to the knowledge of the apprentices but to the happy management of the home. Mr. Wolfe thinks that parents make a great mistake in doing these little tasks instead of teaching their children to do them. By praising them for their efforts and, when practicable, paying them for the work, parents can encourage industry, self-respect, and perseverance in their offspring and help them acquire greater joy in living.

Projects for both boys and girls, classified as to grades, were distributed for use of the parents. The following projects for boys may prove suggestive:

Grade 1. Putting on stockings and lacing up shoes; running errands; dusting rounds of chairs, baseboards, base of tables, window sills; feeding the chickens; gathering the eggs; picking up small pieces and threads from the floor; bringing in the mail, watering the flowers; picking up paper, cans, and other small rubbish in the yard.

Grade 2. Keep clothing brushed and hung up in place; help remove the dishes from the dining table; sew buttons on plain clothes; answer telephone; set the table for the family; fold papers true and square; put papers away for future use; care for daily papers and current magazines, placing them on reading table; water the flowers; cut flowers for the house; tidy a room, putting things in place; buy and carry home small packages of groceries; water the lawn, and sweep the walks.

Grade 3. Remove all the dishes from the table; place the food to be put away in proper dishes; stack all dishes of a kind ready for washing; dry the dishes; place dishes on table; fill the glasses with water; set the table for a family meal; place chairs at the table; cut the buttons from discarded clothing; sew buttons on underwear; put own laundry away; keep clothing brushed and hung up in place; keep flat clothing properly placed in linen drawers; answer the telephone; bring in wood and kindling; sweep the porches; write, fold, enclose, stamp, address, seal, and mail letter.

Grade 4. Assist in getting the meals; peel potatoes and other vegetables; learn to make tea, cocoa, and coffee; assist in serving the meals; answer the telephone; care for fresh fruit and vegetables; wash and iron handkerchiefs; learn to answer the door bell; clean obstructed lavatory and bath tub, removing obstacles with button hook; making fires; raising poultry, rabbits, or pigeons; exterminating mosquitoes, flies, cockroaches, moths, and ants.

Grade 5. Putting on faucet and hy-

drant washers; making fly swatters; home gardens; raising poultry, rabbits, or pigeons; exterminating mosquitoes, flies, cockroaches, moths, and ants; planting fig cuttings and pecans; making sparrow traps.

Grade 6. Hanging and adjusting window shades; sharpening kitchen knives; putting clothes hooks in closets, castors on furniture, metal slides on chair legs; putting up towel racks and similar fixtures.

Grade 7. Renewal of window, door, or gallery screens; mending garden hose; making wood box, preferably with a high back; painting outbuildings and fences; chopping and sawing wood.

Grade 8. Putting on valve washers in toilet tanks, siphon washers (in high toilet tanks), rubber bulbs (in low toilet tanks), and springs in locks; framing pictures.

Grade 9. Soldering; planing and fitting windows and doors that bind; making flytraps, miter box, and book shelves; budding and grafting pecan trees; adjusting gas-stove burners; trimming trees, roses, and shrubbery.

Grade 10. Making keys from blanks; putting in window glass, and shelves and rods for clothes hangers in closets; setting up stoves; sharpening hatchets, axes, chisels, and garden tools; making saw horse, wash bench, and flower-pot stands; using up-to-date preparations for renewing finish on furniture and floors, and treating new floors, being careful to thoroughly clean surface before applying the preparation.

Grade 11. Renewing electric sockets, switches, and fuse plugs; splicing electric wires, and reading electric meters; removing pennies and other dangerous metallic substances from behind dead fuse plugs; filing and setting saws; getting clocks to run by washing them in gasoline and applying a small quantity of high grade machine oil on pivots and other bearings; installing and repairing electric and non-electric bells; renewing sash cords; sharpening and adjusting lawn mowers; making telephone stand and stool, flower and vine trellises, automobile creeper, chicken brooder, and stepladder.

Where practicable, each grade should perform the projects of the previous grades, all of which will prove most valuable to the parents of boys. The real value of these projects lies in their suitability to various ages and temperaments and to indoor and outdoor life. They afford countless ways of "letting off steam," and many of them are educational.

NOTES and ANNOUNCEMENTS

Summer Meeting Notes

PERSONS who are not members of the National Education Association and who plan to attend the Washington meeting should pay dues *immediately* and request an identification certificate for reduced round-trip railroad tickets.

THE COMMITTEE on the Revision of Departments of the National Education Association proposes the following amendment to Section 8, of Article 5, of the By-laws of the Association relating to the formation of new departments. That the words "one thousand" be substituted for the words "twenty-five" and that following the phrase "purposed to be established" there be added the clause "provided that no group shall be admitted to departmental status until it shall have held constructive meetings for at least five successive years."

HOTEL ACCOMMODATIONS—Information in regard to hotel accommodations will be found on page A-152 of this issue of THE JOURNAL.

REGISTRATION HEADQUARTERS will be conveniently located at Central High School. Members should have their membership cards for 1923-24 or 1924-25 with them at the Washington meeting. Show the membership card at the registration desk at Central High School and receive the envelop containing the Official Program and other material. Those who do not have membership cards should enrol at the registration desk and receive their cards and announcements. Mrs. Helen T. Hixson will be in charge of registration.

N. E. A. POSTOFFICE and Information Service will be located on the registration floor of Central High School.

COMMERCIAL EXHIBITS will be located on the registration floor of Central High School.

TICKETS for breakfasts, luncheons, and dinners will be on sale at the Information Service Desk at Central High School.

OFFICIAL CREDENTIALS—Delegates from State and local affiliated Associations to the Representative Assembly after registering at general headquarters will step to a near-by desk, marked "Registration of Delegates" and receive from Miss Harriett M. Chase, assistant to the Committee on Credentials, the official credentials for the Convention, the delegates' badge, the Official Manual, and other literature prepared especially for their information and use. All delegates should be duly registered and accredited by Monday morning, June 30. It is therefore advisable for them to reach Washington not later than Saturday, June 28, and to register immediately at Central High School.

STATE HEADQUARTERS will be at the various hotels as listed on page A-152 of this issue of THE JOURNAL.

THE ADVERTISING PAGES of THE JOURNAL should be read carefully by all members. Persons expecting to attend the Convention will be especially interested in the announcements of the Convention which appear in this number.

Official Meetings

EXECUTIVE COMMITTEE—Friday afternoon, June 27, 2:00 o'clock; Saturday morning,



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ONE'S first and last glimpse of Washington. Those who attend the 1924 Convention will long remember this view of the Capitol, taken from Union Station.

June 28, 9:00 o'clock; and Saturday forenoon, July 5, 9:00 o'clock; all meetings of the Committee at N. E. A. Headquarters, 1201 Sixteenth Street Northwest.

BOARD OF TRUSTEES—Friday afternoon, June 27, 3:00 o'clock, and Saturday forenoon, July 5, 10:00 o'clock; both meetings at N. E. A. Headquarters.

BOARD OF DIRECTORS—Saturday afternoon, June 28, 2:00 o'clock; Monday morning, June 30, 10:30 o'clock; and (New Board), Thursday afternoon, July 3, 2:30 o'clock; all meetings to be held in Music Room, Central High School.

DELEGATES to meet by States Monday afternoon, June 30, 5 o'clock, at State headquarters. No delegate should fail to attend his State meeting. Each State at this meeting is to select its members of the nominating and other elective committees. See page A-152 of this number of THE JOURNAL for

location of State headquarters. The Official Program will have the complete list.

REPRESENTATIVE ASSEMBLY—General meeting for delegates and members will be held Monday morning, June 30, 8:30 o'clock; First Business Session, Tuesday morning, July 1, 8:30 o'clock; Second Business Session, Wednesday morning, July 2, 8:30 o'clock; Third Business Session, Thursday morning, July 3, 8:30 o'clock; all meetings to be held in the auditorium of Central High School.

THE COMMITTEE ON RESOLUTIONS—Tuesday afternoon, July 1, 5 o'clock, library, Central High School, to organize and receive resolutions for consideration from active members. Any active members who desire to submit a resolution should see that it is in the hands of the Secretary of the Association, or the chairman of the Committee on Resolutions prior to this meeting.

THE COMMITTEE ON CREDENTIALS—Monday evening, June 30, at 10:00 o'clock, New Willard Hotel, to organize and pass on the credentials of delegates.

COMMITTEE ON NOMINATIONS—Wednesday morning, July 2, 9 o'clock, library of Central High School, to nominate the officers of the Association for the year 1924-25.

COMMITTEE ON NECROLOGY—Tuesday afternoon, July 1, 4:30 o'clock, Music Room, Central High School.

LEGISLATIVE COMMISSION AND EDITORIAL COUNCIL will hold meetings, places and dates to be announced in the Official Program.

ELLIOTT TOURS will conduct a party of southern teachers to Washington, D. C., leaving Birmingham, Alabama, on June 27.

THE DEPARTMENT of Deans of Women will hold a get-together luncheon at the Grace Dodge Hotel, on Wednesday, July 2, at 1 p.m. The price will be \$1.75 per cover. Please notify Miss Anna L. Rose, dean of women, George Washington University, if you plan to be present.

A PIONEER COURSE in "Visual Aids in Education—with special reference to Motion Pictures," will be given at the Summer Session of George Washington University, Washington, D. C., beginning July 7, following the National Education Association Convention. It will be conducted by Miss Laura Thornborough, pioneer and specialist in the educational film field. Further information may be had from the director of Summer School, George Washington University, Washington, D. C.

THE ARMY Overseas Educational Corps will meet in the Auditorium of the Department of the Interior, at two o'clock, July 2, for a trip to Mt. Vernon. There will be a dinner in the evening at 6:30. It is ex-

pected that General Reese and some of the Commissioners will be present.

THE PENNSYLVANIA State dinner will be held in the Spanish Garden of the Washington Hotel on Wednesday evening, July 2, at 6 o'clock.

THE FOREST SERVICE invites educators who attend the Washington convention to the exhibits or demonstrations on forestry which are being especially planned for that occasion. In increasing numbers each year teachers of nature study, geography, botany, civics, and vocational and rural subjects, as well as administrative officers, are calling upon the Forest Service for material on forestry to aid them in their work. Bulletins, circulars, leaflets, photographs, slides, motion-picture reels, wood samples, and demonstrational exhibits are gladly supplied when available. Visiting teachers will be welcome at the Forest Service headquarters, Atlantic Building, 728-730 F Street Northwest.

THE NATIONAL GEOGRAPHIC SOCIETY will hold two conferences on geography July 1 and 3 in the New Masonic Temple as follows: July 1, The Romance of Geographic Explorations by Ralph A. Graves, Georgetown University, and July 3, Adventures of an Expedition to the South Sea Islands by Robert Cushman Murphy, naturalist and explorer.

Other Notes

THE DEPARTMENT of Superintendence of the National Education Association will meet in Cincinnati, Ohio, February 22-26, 1925. Hotel Gibson and Hotel Sinton have been designated as the headquarters hotels. Registration, general sessions, and exhibits will be in Music Hall.

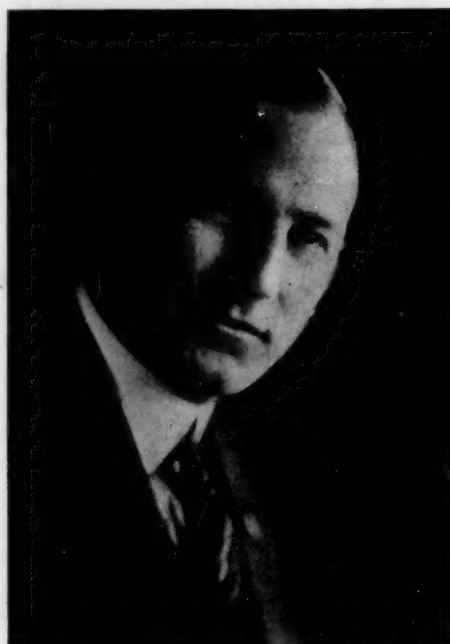
FIELD SECRETARY J. O. ENGLEMAN, who began his work with the Association in October, 1922, will leave at the end of the year to become superintendent of the city schools of Terre Haute, Indiana, at a substantially higher salary. The invitation to Terre Haute came to Dr. Engleman unsolicited and he will undertake the new task with the united support of all the forces in the city. His service to the National Education Association has been outstanding. His many addresses before State and local education associations and before civic and lay bodies have brought new inspiration and vision to many American communities.

THE DEPARTMENT OF CLASSROOM TEACHERS has held regional conferences this year at Kansas City, Missouri, Topeka, Boston, Seattle, Spokane, and Oakland. Each conference was in charge of a member of the executive committee of the Department.

Among the recommendations made by these groups are the following: (1) That recognition be given by school authorities for professional study by teachers; (2) that classroom teachers be selected as chairmen of all classroom committees and classroom departments in State and National organizations; (3) that standardized preparation for teachers in all parts of the country be promoted by the National Education Association; (4) that the Association encourage

teacher-training institutions to provide definite instruction in professional ethics; and (5) that the Department of Classroom Teachers request the Association to promote the policy of advocating more opportunities for the advancement of women to administrative positions.

THE FIRST STUDY of the Educational Service of the Department of Superintendence in coöperation with the Division of Research of the National Education Association was recently issued to subscribing cities.



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JOHN R. QUINN, Commander of the American Legion, which is co-operating with the National Education Association to make American Education Week, November 17-23, 1924, a powerful agent in bettering American schools.

This leaflet contains a vote of expert opinion on the most helpful books on curriculum problems and a review of the twelve books receiving the most votes. Further studies will be issued frequently.

LUTHER L. DICKERSON, until recently with the U. S. Army as advisory librarian, has been engaged as executive assistant to the Commission on Adult Education, the appointment of which has been authorized by the Executive Board of the American Library Association.

DR. WILLIAM J. O'SHEA, formerly assistant superintendent of schools in New York City, was recently elected to succeed Dr. William L. Ettinger, who has just rounded out a term of efficient and courageous service.

SUPERINTENDENT N. E. STEELE, of Bryant, S. Dak., is full-time executive secretary of the South Dakota Educational Association. His address is 722 South Wisconsin Street, Mitchell, South Dakota.

DR. G. STANLEY HALL, one of America's leading psychologists, died in Worcester, Massachusetts, on April 24. He was educated at Williams and at Union Theological Seminary. He earned his doctor's degree at Harvard in 1878 and later studied at foreign universities. Dr. Hall's work in educational psychology is well known, especially his study of the adolescent age. He was founder and editor of the *American Journal of Psychology* and since 1917 has been editor of the *Journal of Applied Psychology*. He was president of Clark University from its opening until his retirement in 1920. Among his most important writings are *Adolescence* and *Educational Problems*.

BENJAMIN J. BURRIS, State superintendent of schools for Indiana, has been elected president of the Eastern State Normal School of Indiana, at Muncie.

MICHAEL CONWAY, full-time secretary of the Bradford (England) Teachers' Association, and an alderman of that city, is the new president of the National Union of Teachers. He succeeds Mr. E. J. Sainsbury, who attended the World Conference on Education at San Francisco last July.

DR. AMBROSE L. SUHRIE, for a number of years dean of the Cleveland School of Education, has resigned to accept a position on the Faculty of New York University. His successor at Cleveland is Dr. Charles W. Hunt, of the University of Pittsburgh.

ALEXANDER J. INGLIS, professor of education at Harvard University, died at Boston on April 12 in his forty-fifth year. An authority on secondary education and a writer of Latin textbooks, Professor Inglis has been on the Harvard faculty since 1914.

THE SECOND annual meeting of the American Child Health Association will be held in Kansas City, Missouri, October 15, 16, and 17, 1924, in the Grand Avenue Temple. Several meetings will be held in conjunction with the Kansas City Clinical Society which will also convene that week. Dr. Frank C. Neff, of the Kansas City Pediatric Society, is local chairman of arrangements for the convention.

A SET of sixty lantern slides and lecture manuscript describing the organization and activities of the League of Nations and the Permanent Court of International Justice has been made available for general use by the League of Nations Non-Partisan Association. Application for the use of the slides and manuscript should be addressed to Jonathan A. Rawson, Jr., 18 East 37th Street, New York City. The royalty is five dollars for each use, the user to assume postage charges and guarantee the immediate return of the slides.

E. E. OBERHOLTZER, formerly superintendent of schools in Tulsa, Oklahoma, took up his new duties as superintendent of the Houston, Texas, schools on June 1.

The University of Michigan has recently increased the salary of President Marion L. Burton from \$18,000 to \$24,000 annually.