

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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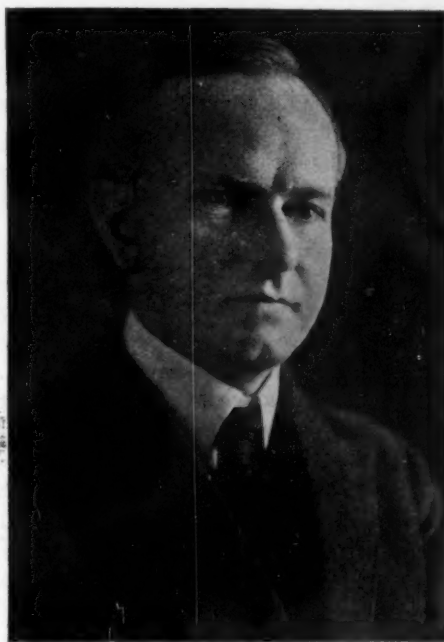
America's Need for Education¹

CALVIN COOLIDGE

FOR almost a century and a half the Fourth of July has been marked as Independence Day. It has been given over to the contemplation of those principles and those institutions which America peculiarly represents. In times gone by the exuberance of youth and the consciousness of power recently gained has often made it an occasion for boastfulness. Long orations have been made, which consisted for the most part of a reassurance to ourselves and a notice to the world that we were a great Nation. Those days are past. Our own people need no reassurance, the world needs no notice, of this long-self-evident conclusion. Our country has not ceased to glory in its strength, but it has come to a realization that it must have something more than numbers and wealth, something more than a fleet and an army, to satisfy the longing of the soul. It knows that to power must be added wisdom, and to greatness must be added morality. It is no longer so solicitous to catalog the powers which it possesses, as to direct those great forces for the spiritual advancement of the American people at home and the discharge of the obligations to humanity abroad. America is turning from the things that are seen to the things that are unseen.

By this I do not mean that there is in contemplation, or required, any change in our fundamental institutions. I mean, rather, that we are beginning to reap the rewards which accrue from the existence of those institutions and our devotion and loyalty to them. Some principles are so constant and so obvious that we do not need to change them, but we need rather to observe them. The world is fairly well agreed on the probable permanence of the first four tables of the arithmetic with which I struggled when I attended the district school. It is not thought that they need to be changed, or that we can make any prog-

ress by refusing to apply them. Those who seek to evade them in the ordinary business and procedure of life would undoubtedly find that such action would



PRESIDENT CALVIN COOLIDGE, who received a notable ovation and repeated applause during his Fourth of July address to a remarkable audience of teachers and friends of education. The United States has had many Presidents who realized the need of education, but no President has stated educational objectives and needs more clearly.

work either to the ruin of any commercial enterprise, or if it did not, the beneficiaries of such a disregard of the commonly accepted rules of addition would undoubtedly find that a very large majority of people would be old-fashioned enough to charge them with fraud. The institutions of the Government and society may not always be susceptible of a demonstration which is as exact as those of mathematics, but nevertheless political relationship is a very old science which has been set out in theory and wrought out in practice through very many centuries. Its fundamental prin-

ciples are fairly well established. That there could have been gathered together a body of men so learned in that science, so experienced in its application, so talented and so wise in its statement and demonstration, as those who proposed, formulated, and secured the adoption of the American Constitution, will never cease to be the wonder and admiration of the profoundest students of government. After making every allowance for a fortunate combination of circumstances and the accomplishments of human ingenuity, they have been nearly all forced to come to the belief that it can be accounted for only by the addition of another element, which we must recognize as the guiding hand of Providence. As we can make progress in science not by the disregard, but by the application of the laws of mathematics, so in my firm conviction we can make progress politically and socially, not by a disregard of those fundamental principles which are the recognized, ratified, and established American institutions, but by their scrupulous support and observance. American ideals do not require to be changed so much as they require to be understood and applied.

The return of this day quite naturally invites us to a reconsideration of those principles set out in the Declaration of Independence, which were for the first time fully established in a form of government by the adoption of the American Constitution. Such a consideration presents many angles, for it touches the entire life of the Nation. To deal with so large a subject adequately, it is obvious, would require extensive treatment. On this occasion it is possible only to touch on one phase of it.

It cannot be too often pointed out that the fundamental conception of American institutions is regard for the individual. The rights which are so clearly asserted in the Declaration of Independence are the rights of the individual. The wrongs of which that instrument complains, and which it asserts it is the purpose of its signers to redress, are the wrongs of the individual. Through it all runs the

¹ An address before the National Education Association, Friday forenoon, July 4, 1924, in the stadium of the Central High School, Washington, D. C.

recognition of the dignity and worth of the individual, because of his possession of those qualities which are revealed to us by religion. It is this conception alone which warrants the assertion of the universal right to freedom. America has been the working out of the modern effort to provide a system of government and society which would give to the individual that freedom which his nature requires.

It is easy to appreciate both the soundness and the grandeur of such a vision. Its magnitude implies that it was a conception not to be accomplished in a day or a year, but by the slow and toilsome experience of generations. The foundations of the structure have been laid; the rules of action have been stated. It is for us to make such contribution as we are able toward the completion and adoption. The end sought has been to create a nation wherein the individual might rise to the full stature of manhood and womanhood.

It needed but little contemplation to determine that the greatest obstacle to freedom was ignorance. If there was to be self-government, if there was to be popular sovereignty, if there was to be an almost unlimited privilege to vote and hold office, if the people were going to maintain themselves and administer their own political and social affairs, it was necessary as a purely practical matter that they should have a sufficiently trained and enlightened intelligence to

accomplish that end. Popular government could only be predicated on popular education. In addition to this, the very conception of the value and responsibility of the individual, which made him worthy to be entrusted with this high estate, required that he should be furnished the opportunity to develop the spiritual nature, with which he was endowed, through adequate education.

Merely to state the American ideal is to perceive not only how far we still are from its realization, but to comprehend with what patience we must view many seeming failures, while we contemplate with great satisfaction much assured success.

We can see the early beginnings of our country and understand the situation in those days better than it was understood by its own contemporaries. It was a time of great toil and hardship. The entire settled area could be described as little more than a frontier. Everything in the way of modern convenience was wanting, and save where a seagoing commerce was beginning there was an entire absence of wealth. The America which we know had yet to be made. But the land was blessed with a great people and with great leaders. Washington and Jefferson, Franklin and Mason, Hamilton and Madison, Adams and Marshall, suggest a type of citizenship and leadership, of scholarship and statesmanship, of wisdom and character, of ability and patriotism, unsur-

passed by any group of men ever brought together to direct the political destinies of a nation. They did what they could in their time for the advancement of the public welfare, and they were not discontented because they could not immediately secure perfection. They had a vision and they worked toward it. They knew that in their day it was not to be fully realized. They did not lack the courage to have faith in the future.

They started the country on that long road of stupendous achievement with which you are all so familiar. To provide for that human welfare which was the cherished hope of the Declaration of Independence and the well-wrought-out plan of the Federal Constitution, it was necessary to develop the material resources of our country. There had to be created the instruments with which to minister to the well-being of the people. National poverty had to be replaced with national possessions. Transportation had to be provided by land and water. Manufacturing plants had to be erected. Great agricultural resources had to be brought under cultivation. The news service of the press had to be established. The schoolhouse, the university, the place of religious worship, all had to be built. All of these mighty agencies had to be created, that they might contribute to a unified national life where freedom might reign and where the citizen might be his own sovereign.



ONE SECTION OF THE AUDIENCE ON THE CAPITOL STEPS AT THE OPENING VESPERS SERVICE OF THE SIXTY-SECOND ANNUAL CONVENTION OF THE NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C., SUNDAY, JUNE 29, 1924



It was only as this work was accomplished, as these instruments were provided, these properties built, and these possessions accumulated, that there could be a reduction in the hours of labor, an increase in the rewards of employment, and a general betterment in those material conditions which might result in a higher standard of living. The leisure for culture had to be secured in this way. Servitude of all kinds is scarcely ever abolished unless there is created economic opportunity for freedom. We are beginning to see that the economic development of our country was not only necessary for advancing the welfare of the people, but that we must maintain an expanding power of production if that welfare is to be increased. Business makes a most valuable contribution to human progress.

As we look back upon all this development, while we know that it was absolutely dependent upon a reign of law, nevertheless some of us can not help thinking how little of it has been dependent on acts of legislation. Given their institutions, the people themselves have in the past, as they must in the future, to a very large degree worked out their own salvation without the interposition of the Government. It is always possible to regulate and supervise by legislation what has already been created, but while legislation can stimulate and encourage, the real creative ability which builds up and develops the

country, and in general makes human existence more tolerable and life more complete, has to be supplied by the genius of the people themselves. The Government can supply no substitute for enterprise.

As a result of the activity of all these forces, our country has developed enormous resources. It has likewise to be admitted that its requirements are very large, but the fact remains that it has come into a position where it has the accumulations of wealth and the means of production more adequately to provide for the welfare of its people, and more securely to establish their physical, mental, and moral well-being. You are making your contribution to this great work in the field of education. It is here especially that the growth and progress of our country can be most easily understood. You can realize what an opportunity for securing the higher things of life they have provided when you recall that it is claimed that one out of every four persons in this Nation, either as pupil, administrator, or teacher, is now in some capacity directly concerned in education.

In the year 1921-22, the latest time for which complete statistics have been compiled, the students in the elementary and secondary schools, in the colleges and universities, had reached the unprecedented number of 26,206,756, and the total number of teachers and administrators approximately 882,500. If to

this number one should add the parents, the members of school boards, and the taxpayers who maintain them, it becomes clear at once how universal is the direct or indirect concern of our citizens with the schools.

Another indication, both of our increasing resources and of the tremendous importance of education in the life of the Nation, is the great amount of money which we are able to spend for it. Twelve years ago the total money expended for all educational purposes amounted approximately to \$705,781,900. In ten years this had increased to \$2,144,651,000. Even when one takes into account the depreciation of the dollar, due to the economic changes caused by the World War, it becomes clear that the American people have demonstrated their faith in education and their determination to use the wealth of the Nation for the creation of the highest type of manhood and womanhood.

While I believe that educators are under obligation to expend public funds economically, it seems obvious that the recent increase in expenses for this purpose is a most wise investment. It is impossible to conceive that there should be any increase in agricultural products, in the production of manufactures, or any other increase in our material wealth, through ignorance. The reaction to using the resources of the country to develop the brains of the country through education has always been

greatly to stimulate and increase the power of the people to produce.

As already indicated, America is turning from the mere thought of the material advantage to a greater appreciation of the cultural advantage of learning. It is coming to be valued more and more for its own sake. People desire not only the intelligence to comprehend economic and social problems, but they are finding increased leisure is little more than time wasted in indulgence, unless an opportunity for self-development and self-expression has been provided in youth by the cultivation of a taste for literature, history, and the fine arts.

It is necessary also that education should be the handmaid of citizenship. Our institutions are constantly and very properly the subject of critical inquiry. Unless their nature is comprehended, and their origin is understood, unless their value be properly assessed, the citizen falls ready prey to those selfish agitators who would exploit his prejudices to promote their own advantage. On this day, of all days, it ought to be made clear that America has had its revolution and placed the power of government squarely, securely, and entirely in the hands of the people. For all changes which they may desire, for all grievances which they may suffer, the ballot box furnishes a complete method and remedy. Into their hands has been committed complete jurisdiction and control over all the functions of government. For the most part our institutions are attacked in the name of social and economic reform. Unless there be some teaching of sound economics in the schools, the voter and taxpayer is in danger of accepting vague theories which lead only to social discontent and public disaster. The body politic has little chance of choosing patriotic officials who can administer its financial affairs with wisdom and safety, unless there is a general diffusion of knowledge and information on elementary economic subjects sufficient to create and adequately to support public opinion. Every one ought to realize that the sole source of national wealth is thrift and industry, and that the sole supply of the public treasury is the toil of the people. Of course, patriotism is always to be taught. National defense is a necessity and a virtue, but peace with honor is the normal, natural condition of mankind, and must be made the chief end to be sought in human relationship.

Another element must be secured in the training of citizenship, or all else

will be in vain. All of our learning and science, our culture and our arts, will be of little avail, unless they are supported by high character. Unless there be honor, truth, and justice, unless our material resources are supported by moral and spiritual resources, there is no foundation for progress. A trained intelligence can do much, but there is no substitute for morality, character, and religious convictions. Unless these abide, American citizenship will be found unequal to its task.

It is with some diffidence that I speak of the required facilities of the school in this presence. We are able to give more attention to the schoolhouse than formerly. It ought to be not only convenient, commodious, and sanitary, but it ought to be a work of art which would appeal to the love of the beautiful. The schoolhouse itself ought to impress the scholar with an ideal, it ought to serve as an inspiration.

But the main factor of every school is the teacher. Teaching is one of the noblest of professions. It requires an adequate preparation and training, patience, devotion, an a deep sense of responsibility. Those who mold the human mind have wrought not for time, but for eternity. The obligation which we all owe to those devoted men and women who have given of their lives to the education of the youth of our country that they might have freedom through coming into a knowledge of the truth is one which can never be discharged. They are entitled not only to adequate rewards for their service, but to the veneration and honor of a grateful people.

It is not alone the youth of the land which needs and seeks education, but we have a large adult population requiring assistance in this direction. Our last census showed nearly 14,000,000 foreign-born white persons residing among us, made up largely of those beyond school age, many of whom nevertheless need the opportunity to learn to read and write the English language, that they may come into more direct contact with the ideals and standards of our life, political and social. There are likewise over 3,000,000 native illiterates. When it is remembered that ignorance is the most fruitful source of poverty, vice, and crime, it is easy to realize the necessity for removing what is a menace, not only to our social well-being, but to the very existence of the Republic. A failure to meet this obligation registers a serious and inexcusable defect in our Government. Such a condition not

only works to a national disadvantage, but directly contradicts all our assertions regarding human rights. One of the chief rights of an American citizen is the right to an education. The opportunity to secure it must not only be provided, but if necessary made compulsory.

It is in this connection that we are coming to give more attention to rural and small village schools, which serve 47 per cent of the children of the Nation. It is significant that less than 70 per cent of these children average to be in attendance on any school day, and that there is a tendency to leave them in charge of undertrained and underpaid teachers. The advent of good roads should be much to improve these conditions. The old one-room country school, such as I attended, ought to give way to the consolidated school, with a modern building, and an adequate teaching force, commensurate with the best advantages that are provided for our urban population. While life in the open country has many advantages that are denied to those reared on the pavements and among crowded buildings, it ought no longer to be handicapped by poor school facilities. The resources exist with which they can be provided, if they are but adequately marshaled and employed.

The encouragement and support of education is peculiarly the function of the several States. While the political units of the district, the township, and the country should not fail to make whatever contribution they are able, nevertheless since the wealth and resources of the different communities vary, while the needs of the youth for education in the rich city and in the poor country are exactly the same, and the obligations of society toward them are exactly the same, it is proper that the State treasury should be called on to supply the needed deficiency. The State must contribute, set the standard, and provide supervision if society is to discharge its full duty not only to the youth of the country, but even to itself.

The cause of education has long had the thoughtful solicitude of the National Government. While it is realized that it is a State affair, rather than a national affair, nevertheless it has provided by law a Bureau of Education. It has not been thought wise to undertake to collect money from the various States into the National Treasury and distribute it again among the various States for the direct support of education. It has seemed a better policy to leave their tax-

able resources to the States, and permit them to make their own assessments for the support of their own schools in their own way. But for a long time the cause of education has been regarded as so important and so preëminently an American cause, that the National Government has sought to encourage it, scientifically to investigate its needs, and furnish information and advice for its constant advancement. Pending before the Congress is the report of a committee which proposes to establish a Department of Education and Relief, to be presided over by a Cabinet officer. Bearing in mind that this does not mean any interference with the local control, but is rather an attempt to recognize and dignify the importance of educational effort, such proposal has my hearty indorsement and support.

It is thus that our educational system has been and is ministering to our national life. Our country is in process of development. Its physical elements are incomplete. Its institutions have been declared, but they are very far from being adopted and applied. We have not yet arrived at perfection. A scientific investigation of child life has been begun, but yet remains to be finished. There is a vast amount of ignorance and misunderstanding, of envy, hatred, and jealousy, with their attendant train of vice and crime. We are not yet free, but we are struggling to become free economically, socially, politically, spiritually. We have limited our amount of immigration in order that the people who live here, whether of native or foreign origin, might continue to enjoy the economic advantages of our country, and that there might not be any lowering of the standards of our existence, that America might remain American. We have submitted an amendment to the National Constitution designed to protect the child life of the Nation from the unwarranted imposition of toil, that it might have greater opportunity for enlightenment. All of these movements are in the direction of increased National freedom, and an advance toward the realization of the vision of Washington and Lincoln.

A new importance is attaching to the cause of education. A new realization of its urgent necessity is taking hold of the Nation. A new comprehension that the problem is only beginning to be solved is upon the people. A new determination to meet the requirements of the situation is everywhere apparent. The economic and moral waste of

ignorance will little longer be tolerated. This awakening is one of the most significant developments of the times. It indicates that our National spirit is reasserting itself. It is a most reassuring evidence that the country is recovering from the natural exhaustion of the war, and that it is rising to a new life and

starting on a new course. It is intent, as never before, upon listening to the word of the teacher, whether it comes from the platform, the schoolhouse, or the pulpit. The power of evil is being broken. The power of the truth is reasserting itself. The Declaration of Independence is continuing to justify itself.

The Nation's Teachers

OLIVE M. JONES

ONE year ago, when you chose me President, I pledged you that my aim would be to execute the motions, the resolutions, the will of the membership as expressed by the elected delegates. Tonight I come before you to render an account of my stewardship.

The National Education Association is the only means existing today by which the teachers of the Nation can give expression to their ideals, to their self-sacrificing perception of the needs of little children, to their patriotic devotion to the education of children so that they may be fit citizens of a democracy. Among us there is the equal opportunity which true democracy affords. There is no limitation on our membership, provoking clash of rank against rank and withholding from one group the intimate knowledge of what another group thinks and feels. At the same time there exists the fullest liberty for groups with similar interests to meet and to act by themselves. Our organization thus encourages the Departments, committees, allied and affiliated associations, to meet with the National Education Association, and reserves final decision on Association policies to the Representative Assembly, composed of elected representatives from every rank in our educational systems.

The enemies of education have given sure evidence that our scheme of organization functions by their strenuous efforts to belittle the work of classroom teachers in the Association. No greater tribute can be offered to the teachers' rock-bottom sense and consecration to the cause of education than their response. Guided by a woman, a past president of the National Education Association, the Committee of One Hundred on Classroom Teachers' Problems is rendering a great service. Two thirds of its membership consist of classroom teachers selected by themselves in their State and local associations, and they have become a nucleus for gathering and distributing information concerning the

needs of teachers, not pedagogical theories, but the practical conditions and problems of the workers themselves. The execution of the purely pedagogical phases of the teachers' work can rise no higher in its progress than the teacher rises, the worker upon whom that pedagogy depends for successful fruition.

The year has been marked by auspicious developments in the three largest departments of the Association. The Department of Superintendence speaks for itself every February, and so I shall only pay my tribute for a high degree of coöperation and broad, inclusive professional spirit to its past president, Payson Smith, and to the present head, William McAndrew. Of the Department of Elementary School Principals, I cannot refrain from boasting because of its rapid growth and great achievement in its five years of existence. Its Yearbook was the first to be published by any Department of the National Education Association and has yet to be equaled by any group's Yearbook published since. Its quarterly bulletins are treasure troves of inspiration and information. I am proud of being a charter member of that group.

The Department of Classroom Teachers has taken a stride forward this year. Time does not permit me to describe the regional conferences of classroom teachers which I have attended—the subjects discussed, the dignified yet frank procedure, and the charm, sincerity, and firmness of their presiding officers. Those meetings were fountains of hope and faith in the future of education.

Cost of education—Mindful that I am reporting to you concerning the operation of the year's work, I make mention of the harmful propaganda regarding the cost of education. I urge upon you, not only a practical study in your local teacher groups of the problems of taxation and finance, but also the widest local publicity, through organizations of parents and citizens, concerning the

actual causes of the increased cost of education and its absolute inevitability.

Another new element in the history of the National Education Association has been established this year in the beginning of two trust funds, the acceptance of which has been authorized by the Executive Committee and will come before the Representative Assembly for ratification. Both will be under the jurisdiction of the Association. One is to establish a home for the lonely and neglected old age of teachers for whom the circumstances of life have made such care essential. The establishment of this fund was made possible by the bequest written into the will of a Chicago teacher, Marilla Parker. The second fund was made possible by the gift of John S. Roberts, district superintendent of schools, New York City, author of a valuable work on the contribution of William T. Harris to our modern educational methods. Dr. Roberts has given the proceeds of the sale of this book forever to the Association. This will be known as the William T. Harris Fund.

Desirous that every department of the National Education Association shall have a voice in the affairs of the parent organization, I have often called the presidents of the three departments—Superintendents, Principals, and Classroom Teachers, into counsel. One result was a budget committee composed of a representative of each of the three departments, a past president, an officer of the Association, and the chairman of the Board of Trustees, who is also a member of the Executive Committee.

Closely related to the subject of the budget is the question of the sources of income of the Association. Not one dollar have we ever accepted in contribution, bequest, or donation, except when the money was placed in our hands for administration without any pledge of submission of findings to the giver and without supervision by persons outside of our own organization. He who holds the purse pulls the strings, and there must be no strings pulled in our Association which might divert us from our program and might obstruct our independent operation as a professional body consecrated to education.

Foes of democracy—Let us consider the connection between our income and the urgent need for wide dissemination of knowledge among the citizens of America concerning the sinister motives behind certain movements in relation to school activities, notably our courses of study in history and vocational work.

One of the most dangerous movements afoot for the breaking down of American democracy affects the teaching of American history. We have some people in our midst who laud as new apostles of light the people who throw history into the waste basket and replace it with the teaching of current topics. What right have they, or you and I, to shape the social, political, or

ENTHUSIASTIC applause from the throng assembled in the Stadium of Central High School, Washington, D. C., greeted the inspiring address of Miss Olive M. Jones, President of the Association, Monday evening, June 30. The firm tones of the speaker were carried by huge amplifiers to every corner of the great outdoor assembly and testified to her earnestness and sincerity as she told of the year's progress within the Association as well as in the Nation and discussed dangerous movements afoot for the breaking down of the American public school system. The address, which is here given in brief, closed with an appeal to the teachers of the Nation to take a firm stand for education. Delegates who so desired received a complete copy by mail.

religious life of children on the basis of a study of issues and occurrences, whose reporting is of doubtful accuracy and even more doubtful impartiality, when we ourselves change our point of view in regard to some of them with almost every issue of a newspaper? Wise judgment of present-day issues depends upon experience, as gained in our own lives and companionships, or as obtained from the lessons of history. Our business with children is to teach facts as told by reliable historians and leave the formation of positive conclusions on the issues of today to maturity.

Even if it were true that we had taught history by wrong methods and with insane prejudice in the past, why should we discount all the experiences of the past? How can we preserve America as America unless we teach its ideals and traditions to the children of people

who know more about Mussolini and that disputed strip of land on the Adriatic, about the Talmud, or the Soviet, than they do of our history or even our speech? Do not mistake me. I am not contemptuous of the history or traditions of other lands. But they are the problems of Russians, Italians, and Swedish in Russia, Italy, and Sweden. Once here to live on our soil and become voters in the American democracy, they must become steeped in America's theories and history, the story of the Declaration of Independence and the Constitution, the services and ideals of Jefferson, Hamilton, Marshall, Adams, Washington, Lincoln, Wilson; the story of Lewis and Clark, the Oregon Trail, cotton, railroads, telegraph, telephone, and radio.

A long argument, recently advanced against the Education Bill, calls to my mind a distinction in aims regarding industrial and vocational education which must speedily be made clear to parents or great harm is going to result to the progress of vocational education. Teaching a child to make a living is one thing. Teaching him a trade or a job so that it perforce becomes his career and because the industry has need of workers is another thing. Teaching him how to choose a career and then teaching him how to work in it happily, industriously, and worthily is different from either.

The three ideas as aims of vocational and industrial education are becoming confused in people's minds. Making a living and the needs of industry, as final aims, are low motives, selfish and debasing to both the individual character and the community life. Either one is destructive to the progress of vocational education, is deeply and justly distrusted by labor organizations, and will undermine American democracy. The third is sane and safe Americanism and what every teacher means by vocational education. Therefore we must contend against the imposition upon us in our teaching of any other aim, we must make parents understand the real values of vocational education, we must protect the child from any abridgement of his right to choose his own career and occupation according to his intelligence and aptitudes.

The clearing up of the situation in regard to these two subjects, history and vocational education, is a part of a great piece of work to be done for education, the restating of the American program in education. Are we going to do it ourselves, as educators of the common

people, free and independent citizens of a great republic? Or shall we let it be done for us and accept the dictation of some organized group outside of our Association, whose viewpoint, however worthy, is nevertheless biased by their own needs and interests? The answer is a matter of dollars and cents, of Association income.

It is not for me to pass judgment upon the achievements of 1924, but in making this return of my stewardship, I wish to inform you concerning certain aims which have controlled my action during the year.

First, I believed it essential to make every State feel that it is an active part of National Association work.

Second, I believe the National Education Association can grow and can wield a united influence only when an extremely large proportion of the membership is actively at work on its problems. The resultant sense of responsibility and information concerning the procedure and needs of an association seal each worker unbreakably with the organization, and are worth securing even at a slowing up of some activities. This aim was held in view in adopting the following measures: (1) Four Committees of one hundred each on problems closest to teachers' personal and professional life; (2) Enlargement of other committees as far as possible without interfering with concrete results; (3) Committees appointed so as to give definite and ample recognition to: Men and women, section of country, differing points of view, creed and race, past experience in N. E. A. work, the introduction of new and younger workers in the Association, and recognition of all ranks and types in the teaching body.

These aims were held in mind in planning the program for this convention, together with certain other aims for the realization of which I must now rely upon you who are in attendance at this convention: (1) To give to the world, whose embassies are here in our convention city of 1924, a living demonstration of the vital force and influence of the teachers; (2) To prove conclusively the relationship of education to government in a democracy; (3) To give the teacher a new inspiration in her professional life and a new devotion to her country whose citizenship she is responsible for; and (4) To provide opportunity for teachers to meet one another in social contact amid scenes of great beauty in the capital of their country.

Professional growth—Meeting in Washington makes honest and valid comparisons possible, for it is twenty-six years since the National Education Association held its annual meeting in Washington, sixteen years since any department meeting was held in Washington. Here are figures showing the marvelous growth in professional organization in twenty-six years.

Class of members	Number of members in		Percentage of total membership in	
	1898	1924	1898	1924
Superintendents and Supervisors	671	8,400	34.3	6.0
Principals	423	14,000	21.7	10.0
College and Normal School Presidents and Instructors..	399	2,800	20.5	2.0
Classroom Teachers	154	112,000	7.9	80.0
Miscellaneous	305	2,800	15.6	2.0
Totals	1,952	140,000	100.0	100.0

Dr. Bicknell tells me that the first actual public recognition of women in the discussions of educational policies was given at the famous Madison Meeting. On the 1924 program for general and business sessions, sixteen out of forty-four speakers listed for general and business sessions are women. The program for 1898 included no classroom teacher or elementary principal. Today nine are included.

The lists of committees show how far our work has taken us beyond the four walls of a classroom and how fast we are reaching our goal of professional recognition. In 1898 the Association had eight committees, every one of which was concerned with academic studies alone and by implication restricted the interests of educators to the academic studies they taught. By 1923 there had been added a score of committees, every one of which was concerned with the broader problems of our social, civic, and industrial life.

Character education—There has been no meeting of the Association in which the question of character training fails to appear as a subject of discussion, nor is the subject of religious education new in the reports of the National Education Association. Yet there are people, conscious or unconscious agents of propaganda against democracy and its correlative, popular education, who say that the schools develop lawlessness, that they are godless; and foolish imitators take up the cry, when right at hand lies the evidence of the serious, painstaking thought teachers have always given to character development, and of the fact that no child can possibly go through

a public school without a strict training in the most essential habits of character—self-control, consideration for others, justice, respect for law and order.

It is not God, but dogma, the originators of this slander would have. And dogma has no place in education supported wholly or in part at public expense. God, yes, for a belief in and knowledge of God is an elemental need to the human soul. Principles of right conduct and establishment of right habits by practice and precept—these we must have and we always have had. If Nicholas Murray Butler's indictment of the youth of the land as lawless is true, it is not the fault of the public school, but of the other institutions of our social life whose opportunities for influence on the morals of young people outweigh the school two to one.

Why is it taking us teachers so long to see that the very people who shriek against the failures of education are identically the same people who are hampering and obstructing education in appropriations, in plans to remove illiteracy, in the extension of teacher-training, in legislation aimed to remove positions of the top ranks from unethical influences?

It matters little what test be applied, the answer is the same. The history of the Nation's teachers has been one of progress in the struggle for recognition of education as a National issue on which the ultimate fate of America and of all democracy depends. We teachers are no longer Greek slaves, or women seeking a genteel occupation, or male failures in other occupations, or members of a disfranchised class. We are workers together in a service which has no equal in its value to the preservation of the aims for which America was founded.

There are signs that teachers are becoming conscious of the basic relationship of their work of education to the type of citizenship, and to the future character of government itself, in America. The growth of teachers' associations all over the country and the phenomenal increase in the National Education Association membership in four years indicate the awakening professional spirit of the teachers and their growing class consciousness. After a year's experience as your President, I feel more strongly, if possible, than ever before that the Nation's teachers must keep a path with a single goal in sight—equal opportunity to all children for an education which fits them to be citizens

Common Things

Leonard G. Nattkemper

*Polytechnic High School
Long Beach, California*

The things I prize of greatest worth
Are just the common things of earth:
The rain, the sun, the grass, the trees,
The flowers, the birds, the glorious breeze,
Clouds that pass, the stars that shine,
Mountains, valleys, all are mine.
Rivers broad and open sea
Are riches none can take from me;
And day by day my thanks I give
That with these common things I live.

of high character in a genuine democracy.

National recognition of education—The time has come when the educators of the country must stand solidly united and resolved to obtain rightful recognition of education in our Government. Organized effort was required to secure Cabinet recognition of agriculture, commerce, and labor. Similar organized effort must be put forth by us who are responsible for education, and the time is at hand when it must be done, or this fundamental factor of education will become the tool of the enemies of real American democracy. These propagandists are awake and active, while teachers sleep, and while the American with inherited traditions rests in smug complacency and false security.

It is not militarism or pacifism that we need in the great struggle that is upon us. It is not propaganda against inimical influences nor legislation for their exclusion. It is education ensured its place as the most indispensable, the most dignified, the most valued function of government. I say this, not only because I believe in the Education Bill, but because I have learned to know by actual sight and hearing in all parts of this land that every argument for that Bill is not only true as told, but that the half has not been told, can never be told from public platform.

My acquaintance among Association workers has made me feel intensely the rural and small town school situation in this country, but I realize that the big city also has its need of national sym-

pathy. In New York City there are more than 29,000 teachers, of whom 1113 are in the supervising staff. Upon their faithfulness depends the citizenship of 940,000 children when they reach voting age. The complexity of the local problem in educating these children is shared nationally, for few of them will in maturity make New York their

home. We cannot shake off our mutual responsibility. The educational opportunity for the child in a big city, or for the child in mountain, ranch, or plantation sections of the various States, the conditions of training and living for teachers in city and country alike, are National problems of greater urgency than railroads, cotton, wheat, or coal.

Democracy is not yet safe, and you must be the organized army to make it safe by your stand for education, by your determination to so vote in every election, that office-holders—local, State, and National—heed the warning. So long as Congressmen and Senators, publicists and propagandists, orators and demagogues, continue to secure applause and votes by empty talk of education as an abstraction, while at the same time they regard the teacher, responsible for that education, as the most negligible element in their constituency, the enemies of democracy do not fear us. The issue that lies before us, the Nation's teachers, today is: Shall we let the plutocrat, the Bolshevik, the apostle of chaos, take from us our glorious opportunity to fulfil our mission in civilization and by a united stand preserve democracy by our devotion to the cause of education?

If I Were King

A. F. Harman

*County Superintendent of Education
Montgomery, Alabama*

If I were king,
The streams that run down to the sea
Should laugh in the hills and bear loads through the plains,
And touch with the magic of infinite pains
The springs of eternity!

If I were king,
The upstreams of life should be filled with such laughter
As ripples and rings, and recks not of kings,
And all the dull things that come after.

And the springstreams of life, the season of flood,
Should sweep out of their way, in the wild games they play,
Rugged old roads, and all the young things of the plain and the wood,
If I were king!

Upstreams with laughter, and springstreams with flood,
In their search for the Infinite Sea,
Should loosen their bands in labor for lands,
And deep streams should flow
For white ships of joy and dark ships of sorrow,
To that port called Tomorrow,
Where sorrow is gladness, and the bound are the free,
If I were king!

Resolutions Adopted at Washington

THE EDUCATION BILL was favored for the sixth time, the teaching of the history of public education in the schools was urged, and international peace, law enforcement, and the child labor movement were indorsed in resolutions drafted by the Resolutions Committee under the chairmanship of President J. A. C. Chandler, of the College of William and Mary, Williamsburg, Virginia, and unanimously adopted by the Representative Assembly at Washington, D. C., in its final session on July 3, 1924. The Resolutions also acknowledged the service rendered education by private institutions, recommended literacy tests, and suggested that a professional code of ethics be drafted. They are as follows:

The Education Bill—We, the members of the Representative Assembly of the National Education Association, here assembled in the National Capital reaffirm our devoted and unqualified support of the Education Bill now pending in Congress. We believe that Federal leadership as provided by the creation of a Department of Education with a Secretary in the President's Cabinet is essential to the development of the highest degree of efficiency in the schools of the Nation. We know that the Federal Government has an obligation to support research and investigation, and to disseminate information with regard to public education comparable to that undertaken by other Federal departments. We are convinced that the Nation should contribute to the development of a Nation-wide program for the removal of illiteracy, the Americanization of the foreign-born, the training of teachers, the development of a program of physical education, and the equalization of educational opportunity. This leadership, to be provided by a Secretary of Education in the President's Cabinet and the Federal aid required to promote the program of education on a broad scale, can and should be accomplished without any interference on the part of the Federal Government in the constitutional rights of the States to organize, administer, supervise, and control their own schools. It is gratifying to note that the two great political parties have in their platform recognized that education is one of the chief concerns of the Nation and that the President of the

United States is favorable to the establishment of a new department emphasizing the importance of education.

Private institutions—The National Education Association, while recognizing the American public school as the great nursery of broad and tolerant citizenship and of a democratic brotherhood, acknowledges also the contributions made to education by private institutions and enterprises, and recognizes that citizens have the right to educate their children in either public or private schools, when the educational standards of both are approved by the State educational authorities.

Professional ethics—We believe that the time has come in the development of the teaching profession for the preparation of a professional code of ethics to govern the general attitude of teachers to teachers and to school officials as well as their general relation to society. In this we should be following the practice found so necessary and beneficial to the great professions of medicine and law. To this end suggest that the Secretary of the National Education Association correspond with the officials of the various State associations to encourage them in the preparation of professional codes, and we recommend that a special committee be appointed to prepare a national code of ethics for the teaching profession.

Status of teachers—The security of the professional status of teachers and supervisors has not been adequately provided for. Too often are teachers, principals, and superintendents dismissed without due notice or any adequate statement of the cause of such action. In the last year there have been reported numerous instances of teachers, principals, and superintendents who have failed of reappointment in utter disregard of professional and lay public opinion for no other than political reasons. The teachers of America were shocked at the action of the New York City Board of Education in failing to reappoint the faithful and efficient superintendent of schools of that city though he was practically unanimously endorsed for re-election by parents' associations and other civic bodies, and by the teachers, principals, and district superintendents. We believe the time has come when this Association should have definite and systematic investigations made

of such cases by the Tenure Committee in order that this body may be in a position to recommend such remedial measures as will tend to take the schools of the country out of politics.

We recommend that the Tenure Committee of the National Education Association be empowered to give its active support to the association of any State in which there is pending legislation for the protection of teachers and supervisors and for the promotion of the efficiency of the service.

We again deplore the tendency of some States to reduce appropriations for teacher-training institutions and for the support of the public high and elementary schools. We call upon the State teachers' associations to exert every effort to improve standards of teacher-training institutions. If the schools are to be what the American people desire, better trained teachers must be secured, adequate salaries must be paid, and teachers must be promoted on merit, and not because of political influence.

The teachers' retirement systems must be improved in order that a teacher shall receive an annuity that will be based upon living conditions.

We believe that there should be no discrimination in the schools as to sex, but that men and women teachers should be put on the same basis—equal qualification, equal service, equal salary.

The teaching of the Constitution and the history of public education—Teachers welcome the coöperation of the American Bar Association and similar agencies in a task with which the schools have always been vitally concerned—"to establish and maintain the Constitution of the United States and the principles and ideals of our government in the minds and hearts of the people." We believe therefore that the Constitution should be taught in all the upper grades of the elementary schools.

We further maintain that in the schools instruction should be given in the history and ideals of our public-school system.

Character education—Our boys and girls are the greatest assets of the Nation. It is essential that they shall receive proper character training. Honesty, integrity, and truthfulness should be emphasized in all the work of the schools. We believe, however, that the responsibility for character building must fall primarily upon the home. At the same time, teachers must by precept and example do everything possible to develop the highest type of character in

the boys and girls under their influence. We believe that religious education is fundamental in the development of character. Holding to these views, we urge that the school, the home, and the church cooperate fully in the training of our youth.

The day has come when parents, teachers, and leaders in religious, moral, and educational work must cooperate for the protection of our boys and girls of high-school age. Manners and morals today need safeguarding and direction. Many forms of recreation now prevailing should be eliminated and all recreation should be supervised. We recommend, as a preliminary step to this end, that efforts be made to secure for all high schools teachers whose sole duty shall be to give moral and social guidance to pupils and to confer with parents and teachers regarding such forms of recreation as will prove wholesome.

Everything should be done to inspire in our children a love for and sympathy with the children of other nations. We therefore endorse the efforts to secure help through American children for the destitute and orphan children of foreign lands.

National Conference on Outdoor Recreation—The National Education Association heartily endorses the National Conference on Outdoor Recreation and believes it will furnish a wholesome opportunity for the proper development of our youth physically and morally.

Literacy tests—We believe that the reading and writing of English understandingly should be a qualification for citizenship and also a qualification for voting.

We, therefore, urge upon Congress and the President the wisdom of adding the ability to read and write English understandingly, as an additional qualification for citizenship, and that such a test be administered by existing Federal agencies in conjunction with the Bureau of Education.

We further recommend to such States as are not already provided with a literacy test for voting that they adopt such a test of reading and writing English understandingly, to be administered by the educational authorities of the State.

International relations—The National Education Association is opposed to war except as a means of National defense. We strongly urge that our Nation shall take steps to prevent any more wars. We ask that by agreement and

coöperation, the American Government shall lead in securing from the civilized world a complete denunciation of war as a means for the settlement of international differences. For this purpose our Government should endeavor to secure the establishment of coöperative tribunals to regulate international relations.

Child-labor amendment—Believing in governmental responsibility, we endorsed in our last convention an amendment to the Constitution empowering Congress to make laws regarding child labor. We now advocate the prompt ratification by the States of the Child Labor Amendment passed by the present Congress and urge the members of this Association to make every effort to obtain its ratification by the legislatures of their respective States at the earliest possible date.

Narcotic education service—We give our hearty endorsement to the Bureau of Education for having agreed to establish a Narcotic Education Service, recognizing that in narcotic addiction, especially in the spread of the use of heroin among the youth, there is a grave peril to the boys and girls of America and to the human race. We urge the National Education Association and the departments and boards of education of States, counties, and municipalities to cooperate fully with this service.

Law enforcement—We regret that in many communities there has developed a spirit of disregard of laws, especially those dealing with personal conduct. This attitude is reacting unfavorably upon the youth of America by causing laxness in respect for and enforcement of law. Teachers everywhere should endeavor to inspire respect for law and should advocate strict enforcement thereof. We refer in particular to National and State laws, forbidding the liquor traffic and the distribution of obscene literature, posters, and pictures. This is equally true with regard to the enforcement of laws in many States forbidding the sale of cigarettes to children.

American Education Week—In order to penetrate the consciousness of all citizens with the importance of education in our national life, we urge the widest observance of American Education Week in the schools, churches, and civic centers of all communities.

The Territories of Alaska and Hawaii—The National Education Association recommends to the Congress of the United States that the teachers in the territories of Alaska and Hawaii be not required to pay Federal income tax.

Schools of the District of Columbia—The National Education Association reaffirms the resolution passed at the Oakland-San Francisco meeting of 1923 relative to the schools of the Nation's Capital. We heartily endorse the action of the present Congress of the United States in passing a salary schedule providing increases for officials, teachers, and other employees of the public schools of the District of Columbia. The National Education Association urges that Congress, at its next session, pass legislation which will enable the educational authorities of Washington to institute and carry to completion an adequate program of school buildings.

Resolution of thanks—We express our sincere appreciation of the courtesy and hospitality extended to the members of the Association by the teachers, the civic organizations, and by private citizens of Washington, of the State of Virginia, and other nearby States. We acknowledge the great service rendered to the teachers and the cause of education by the intelligent and public-spirited reports on our deliberations, published not only by the local press but by many other great papers of the Nation. We heartily thank our Government for its generous assignment of band music to the many occasions when the teachers met in convention.

We are deeply sensible of the honor conferred upon the Nation's teachers by the President of the United States in consenting to address their representatives on the Nation's birthday. We feel that such public recognition of the dignity and importance of the profession of teaching by our Chief Magistrate at this and future conventions of the National Education Association would give inspiration and stimulus to teachers in their great endeavor.

IT MUST be recognized that as civilization grows more complex, and as the teaching profession involves a greater variety of needs and interests, real progress within it must, in the last analysis, come from the teachers themselves. Knowing their work in its difficulties and importance as no one else can know it, they must formulate those demands on society which will make for the efficiency of their profession. As isolated workers they cannot do this; society is slow to respond to demands that come from individuals, and it will be very slow to learn of itself the true significance of the teaching profession.—Samuel T. Dutton and David Snedden.

The Secretary's Annual Report

THE REPORT of the Secretary of the National Education Association, Mr. J. W. Crabtree, states that the enlarged and reorganized Association is meeting the varied demands made on the teaching profession. The membership of the Association in former years was composed almost exclusively of leaders in education and those in administrative positions. The history of the activities in the Association will always stand as a marvelous record. The new Association with its larger policy of participation should be all the more effective.

Membership—On December 31, 1923, the membership reached 140,191. The dues for one fourth of this number were unpaid at that date. There were over 5000 withdrawals last year and nearly 13,000 permitted their membership to lapse.

Headquarters—Mr. Crabtree declares that visitors to the headquarters office are impressed with the amount of work turned out and with the wonderful spirit and coöperation in each division. The staff contains men and women of exceptional ability, well fitted for their responsibilities.

Teachers and their profession—A leaflet, entitled, *The Fight to Reduce School Privileges*, was mailed during the year to every principal and superintendent in the States. Over 200,000 teachers had the opportunity to read the Association's warning, but of this large number only 15,000 took heed "to impress upon their associates the needs of the hour. They aided in organizing to meet the opposition locally. They saw that parents and citizen friends of the schools were provided with reliable information."

Mr. Crabtree pointed out that the list of 15,000 workers included almost every delegate present at the 1923 Convention. He made a strong appeal that every delegate at the Washington meeting be responsible during the year for a complete enlistment of the profession in his or her community. This can be accomplished through the work of active committees in local teachers' associations. It was also suggested that delegates encourage educators to take out life memberships.

Opposition to the schools and to the profession—In last year's report the Secretary called attention to an organized effort to reduce school privileges. This

year, he asserts, has added materially to the certainty of a united opposition to the further development of the schools. The president of the Carnegie Foundation has again repeated his criticism of the work of the public schools. Nicholas Murray Butler, of Columbia Univer-

that training; the private schools are also thinking of the public welfare. Great credit is due to wealthy persons who have contributed generously to the support of school enterprises. There is an arrogant wealthy class, however, which is violently opposing the adequate support of the schools. This class is reinforced in its opposition to the policies of the Association as well as to the progress of the public schools by a fault-finding group from unthinking sources.

With the greatly increased membership and with the changes brought about by placing the Association on a representative basis, the work of the Association has likewise expanded. To the enlarged activities of the Association is due its greatly increased expenditures. The Secretary calls attention to the need of care in making expenditures meet the income of the past year and advises that the Budget Committee make lower appropriations accordingly.

The formulation of a formal statement in policies and relationships and of a professional code of ethics was suggested. At present much confusion is caused by the points of relationships between departments and committees and the Association remaining undefined. Neither is it set forth in formal manner the extent to which officers can speak for the Association.

American Education Week—American Education Week has become an established institution, appreciated by the public as well as by the schools. Its permanent establishment is due to the efforts of the American Legion, the Bureau of Education, and the National Education Association. The future success of American Education Week is assured as long as it is not used for the dissemination of propaganda for various causes, valuable though they may be. Its purpose should ever be to give all citizens the genuine interest and inspiration which can only come from first-hand knowledge and information.

Local and State associations—State associations have much in common with the National Association. Many of them carry on important research work. However, only a limited number of local associations attempt to make any continuous study of local problems. Wonderful results might be obtained from the coöperation of these local associations on numerous educational problems.

WHAT HAPPENS TO A \$2 MEMBERSHIP?

81¢
DIRECT SERVICE to the PROFESSION
Department & Committee Service
Research Service
Legislative Service
Headquarters Service
Field Service
Conventions Publications
Educational Publicity

68¢
JOURNAL OF NEA
10 Copies Per Year to Every Member

51¢ GENERAL CONTROL
12¢ GENERAL SECRETARIES OFFICE
SALARIES AND OTHER EXPENSES
17¢ OPERATION OF HEADQUARTERS BUILDING
RENT, INSURANCE ETC.
12¢ COLLECTION OF DUES & SECURING OF NEW MEMBERS

sity, has gone out of his way to discredit the work of the schools. Many a leader has felt the force of well-organized attacks on his program and policies.

Private and public schools—A friendly feeling exists between private schools and the public schools. There are thousands of teachers in private schools in the membership of the Association. Great contributions to human betterment are made by both religious and secular private schools, as well as by our great system of public education. Wealthy agencies work great injury to private schools in attempting to prejudice them against the public schools. In a democracy, the foundation for success is a democratic education, and the public schools are admirably adapted to give

The Challenge to American Education¹

PAYSON SMITH

State Commissioner of Education, Boston, Massachusetts

THERE CAN BE no place better than this, no time more opportune, no occasion more appropriate for the representatives of the school teachers of America to renew their expressions of faith in the American system of education and to rededicate themselves to the fulfilment of its high purposes.

If you would seek the beginnings of the American public school you might find them there in the cabin of the *Mayflower* when the Pilgrim Fathers gave hand and seal to that compact which established, long before the Republic was itself created, the basis upon which that Republic was to stand.

So far as we know there was no discussion at that time about the founding of schools. But this we know. There can be no hope of the successful issue of any experiment in democracy unless intelligence is widespread among the people. So it is not surprising that early in the colonial days this democratic society founded the public school.

With the development of democracy and the increase of its problems it was inevitable that the educational program should itself develop and expand. So in the beginning of the last century the public school, hitherto a local neighborhood affair with limited offerings, found itself facing the challenge of greater service to a young and growing Nation whose civic and social requirements were no longer those of a somewhat primitive civilization. The greater expectations of the people with reference to the results of education were met with a greater liberality in providing the means of education and a larger sense of responsibility. Thus came the town, county, city, and State systems of schools, expressing larger conceptions of responsibility and creating more nearly just methods of support. Thus came publicly supported schools for the training of teachers—growing in a little more than three quarters of a century from the little school at Lexington with its three pupils, to the present-day enrolment of tens of thousands. Thus came

a great system of secondary education, expanding from a little group of a few score in the eighteen seventies to its thousands of free public high schools with their more than two million students in the year that has just closed. Thus came a chain of great tax-supported universities, the answer of the American States as to how far they intend to go in the education of the people. Thus came within a few years a Nationwide, and in part nationally supported system of vocational education which not only aims to aid youth in choosing and preparing for a vocation but is also the answer to the question as to whether the American people can and will find a way of joining successfully State and Federal forces to meet a National need.

The fundamental challenge to American education through all these years and amid all these changes has been the same. It will not be different in future years. The American public school, now as always, is under express responsibility to deliver to the Republic, citizens who understand and are prepared to meet the obligations that citizenship in a Republic implies—not some of the obligations but all of them. As American teachers serving the American people in schools supported by their taxes, in schools to which they send in confidence their children we cannot, and we must not, forget that the public schools in which we teach have been established and are being maintained for the paramount purpose of providing for this Nation a citizenship—civic, individual, and social—that shall be sound in thought and right in action. Whatever may be the somewhat remote and incidental obligation to help American youth to understand its international obligations, we as American teachers—as servants of the Republic—do well to keep always in mind that our schools must be national in character and national in purpose. We have within our borders one service of supreme importance and that is to teach American youth the history, the cost, and the meaning of America and her institutions—to inculcate loyalty to them and to develop and foster the high resolve of serving them both in time of war and

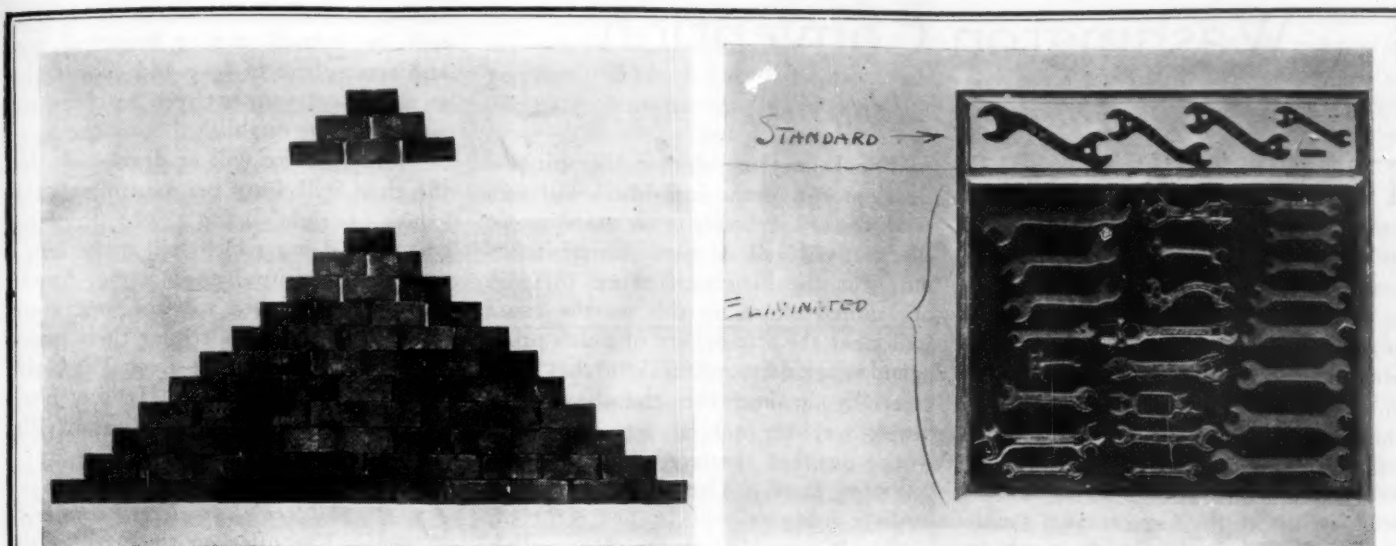
in time of peace. It is not enough, however, to deal in generalities. While the underlying objective of American education does not change, it must, with the changing and expanding needs of society, encounter new challenges and find new ways of meeting them.

A foremost challenge of this day in education is that of producing citizens who respect knowledge, are eager in its pursuit, and are skillful in its use. It is the business of the educational institutions to see to it that all the truth that has been garnered by men in past generations is conserved for the use of this generation and passed on for the service of succeeding ones. But that is not enough. Not only must education conserve knowledge, it must constantly seek new truth. It is not best that a democratic society should seek to standardize or to make uniform the thinking of its citizens. America today does not need the contented mind so much as she needs the curious, the inquiring, and the pioneering mind.

But even here we must not stop. A supreme challenge to American education today is that it shall produce citizens who know how to use and to apply fact and truth and fundamental principle. Groups and parties and communities are torn and divided because there is a turning away from the scientific method of facing and settling questions and a turning toward a far less satisfactory method. We attempt to apply tradition—we are moved to words and to hasty action by our emotions—we seek the weapons of personal and class prejudice—we turn most of all to personal, sectional, and other selfish interests, and we get as results not thoughtful, conclusive, constructive action, but high emotional tension, hurt and sore feelings, and wicked seeking for personal, sectional, or class advantages. I am not debating nor proposing to debate any issue that confronts the people. I am saying that if you and I do our full duty the schools will produce with each passing generation a larger number of citizens who will face their personal, civic, and social problems in the scientific spirit and try to solve them on the scientific basis. Therein is an educational challenge of the first magnitude.

Whether the public school or the American Nation will succeed as a melting pot may well be questioned. Whether they will succeed in helping people of diverse characteristics to dwell together in unity is another question, which must be answered in the affirma-

¹ An address before the National Education Association, Sunday afternoon, June 29, 1924, on the steps of the Capitol, Washington, D. C.



Simplification of manufacturing processes and products is one of the important activities of the United States Department of Commerce. Under the Department's leadership, manufacturers of various products consider and agree upon sizes that meet all needs. Odd sizes are then eliminated.

tive if the Republic itself is to endure. Mark you—there is a difference between uniformity and unity. The first is not desirable; the second is imperative. There are unfortunately some of our adult fellow citizens—in a minority we must believe—who seem to think that they can serve their country by trying to array class against class, section against section, and racial group against racial group. These citizens are wrong. They are denying to themselves even the highest privilege of American citizenship, that of standing each day as one believes he should stand on the issues of that day alone. You are a free American citizen at his best when you reserve to yourself the privilege of standing with me when you believe I am right—and parting with me when you believe I am wrong. The attempt to align groups of citizens by section, by class, by creed, by race, is wrong in principle and utterly destructive of the highest good of the whole. The bloc principle may be effective in a narrow and selfish way for a limited time. In the long run it will prove a menace to the stability of our institutions, and to the highest development of the best ideals of citizenship. Fellow teachers, this is true. There are many American institutions that stand for equality of opportunity and for the avoidance of unfair discriminations among men. But among them all none is or can be so powerful as the public school. A challenge, therefore, to it and to us is to produce an American citizenship richer in the quality of coöperation,

quicker and more steadfast to resist appeals that would set man against man, readier, while it insists on the right of each to his own opinion to grant freely the right of the other man to his. I repeat Democracy does not imply uniformity of thought or of action. It does imply a unity of attitude on certain fundamental things. Among these fundamental things none is more important than that each citizen has the fundamental right to make in his own way his own contribution to the life and culture of the Nation so long as he does not make it to the detriment or the offense of his fellows.

Modern education must help the modern man to live in a modern world. That world is vast and intricate and complex. It is not a time for the pessimist nor for the prophets of despair. The world is not a wreck and civilization is not a ruin. It is a time, however, when nothing less than the most thoughtful attitude must be taken towards the youth who are to live and work and serve in the decades just ahead. It is not a simple primitive existence which they face. There is almost no simplicity about it.

Political machinery is highly organized, intricately complex and confusing. Industrial life is so complicated, the barriers around it so difficult to scale that millions of American boys and young men stand confused before the choices they must make, with too little help in the choosing. The boy of today finds his hardest task that of find-

ing his life work and the way into it. In such a time education cannot be simple. It must be rich in content, teeming with varied opportunity and extended in the length of its service. This helping the modern man to live in a modern world—the right adjustment of the individual to his time, is a challenge which perhaps comprises all the rest.

The intention of the American people in the matter is clear. It is shown in their generous appropriations of money for the support of schools. It is shown by the great number of young men and women who in teacher-training institutions are preparing for more effective service for childhood. It is shown in the vast army of more than twenty million young Americans, who forgetting—if we but let them—differences of creed and party and race, are joined in a common enterprise for themselves and for the Nation. It is shown in the question recently sent to the States from this very building in whose shadow we meet, as to whether by constitutional amendment every child who lives between the oceans shall be guaranteed the years of his youth for growth of body, mind, and soul.

The Nation looks forward only as it looks with the Nation's children. The challenge to you and to me and to the schools we represent is that we have a vision that sees afar, that we cultivate a strength equal to the task set for our hands to do, and that we have always that devotion to our Nation that brings her our service without stint and without limit.

Washington Convention

Abstracts of Addresses

THE PROGRAMS of eighteen departments and twenty allied organizations, added to the main program of the Washington Convention, afforded a wealth of resources for educators visiting the National Capital, June 29 to July 4. No summer meeting has had more unique features than this, it being held at the seat of the National Government, where in addition to the usual inspiration and good-fellowship there were certain high spots never to be forgotten—visits to the Government buildings, the parks, the bands, the Stadium alive with color cheering the President of the United States, and the pilgrimages to patriotic shrines on the Fourth of July. Herewith are abstracts of addresses before the general sessions. Summaries of reports of committees and accounts of the meetings of the various Departments will appear in future numbers of THE JOURNAL.

RELIGIOUS instruction—In a number of educational systems of our country attempts are being made to provide for religious training, with more than fair success. Children are permitted on school time to go to the church centers designated by their parents for the needed instruction in their faith.

Due consideration should be given to the working out of a practical program that will permit members of different religious sects to secure for their children the desired religious instruction. But no further responsibility for this instruction than the granting of time and place for same must rest with the public school. No classroom teacher in the public school should attempt the work, for just as with school nursing and school visiting, complications arise that a classroom teacher cannot cope with, and should not become involved in. The classroom teacher must never resort to dogmatic teaching, to dogmatic practice of religion. She must never attempt direct religious instruction. Her part of the work will be the indirect application of such teachings and the force of example.

A program that will provide opportunity for religious instruction in the public school according to the wishes of the parent of the child is not impossible and can be worked out. Such a program

will make not merely for the spiritual development of the individual, but will tend toward a better understanding of the motives and a more liberal tolerance for the beliefs of others. Again our united efforts in this worthy cause will clear the atmosphere of much propaganda against certain churches and especially against the church. As a people we have not, as yet, learned to work together harmoniously for the common good. Our individual immediate interests will be lost sight of, in the ultimate big purpose of providing in the best possible way for the spiritual welfare of the children.—Mathilde C. Gecks, Director of Primary Department, Harris Teachers College, St. Louis, Missouri.

SPIRITUAL values in our public-school programs—First and foremost among the spiritual agencies of the public school is the public-school teacher himself. Not only must the teacher be trained to know thoroughly the subject matter which he is to teach, but must know the best modern scientific methods of teaching these subjects; he must have a deep insight into child psychology, and he must have the patience, sympathy, and skill of an artist who knows how to draw out the best qualities of each individual child. He must, above all, feel the noble mission of his professional calling, so as to enable him to mould the plastic characters of his children and to inspire them through his constant appeals to all that is good and true and beautiful in life.

Supervisors, directors of special subjects, principals and superintendents of schools can do a great deal towards emphasizing the human aims, human aspects, and cultural and spiritual values in our courses of study. If supervisors demand that teachers produce definite mechanical results that can be measured and weighed accurately at the end of each school term by means of a series of dull tests, then of course, teachers will follow the line of least resistance and strive to give those in authority the mechanical results they seek. If, on the other hand, the supervisors do not assume the undemocratic rôle of arbitrary authority, but seek rather to cooperate with teachers and to guide and encourage them to the end that good

strong individual characters in children will be formed, that a beautiful tone and atmosphere of love and coöperation in the schoolroom between teachers and pupils will be established, that the spirit of mutual service will be developed, that the child will form permanent valuable habits of right living, right thinking, and right doing which will make him a permanent spiritual asset in our American democracy, then will the supervisors of our public schools render their greatest service to America.—Leon W. Goldrich, Executive Director, Hebrew Sheltering Guardian Society, Pleasantville, N. Y.

OUR children's neglected inheritance—The offer on the part of the board of education of a great city to consider the setting aside one hour a week for the purpose of religious education is a matter of Nation-wide importance. It is a matter that every parent, every teacher, every church, every citizen, should take into careful and prayerful consideration.

I am sorry that we did not have the opportunity to experiment with that hour. I can see our Catholic friends gathering in hundreds of children into these afternoon classes, in addition to the 100,000 already receiving religious instruction in the parochial schools. I can see the devoted Jewish teachers hastening in even larger numbers to open more and more centers for the instruction of Jewish children in Hebrew and in the Jewish doctrines in preparation for their Barmitzvah or confirmation. And I can see a real awakening and a shaking off of the lethargy and inertia of our Protestant people as they see the children hurrying past closed church doors and entering by way of the Roman Catholic and Jewish gateways.

I feel that if we had got that hour all religious faiths would have thrown open their own churches and Sunday Schools and would have joined the crusade to bring our great army of children under religious training.—Margaret Knox, Principal, Public School 15, Borough of Manhattan, New York City.

TEACHING business morals—In the much-mooted question of teaching morals in school we encounter the absolute necessity for teaching business morals. Nearly all young people today, girls as well as boys, are going to have real contact with business. The place where moral decisions are made and

used is chiefly in the shop, the store, and the counting-house. Morals today are mostly business morals. And yet how poorly and indefinitely are we facing the task. We disguise the subject under the vague name of "citizenship." We use textbooks based on the simple home and commercial customs of a century ago, and use as examples Benjamin Franklin and Peter Cooper. Our discussions are miles away from reality.

Business morals is not a new subject; it is life itself. Perhaps the most significant fact in a modern school is that the student body is going almost without exception within a very few years into the world of affairs, and that world today as never before is demanding integrity. We have no right to use our skill as teachers in turning out educated crooks. We have no right to issue a graduation diploma to anyone for whom we would not sign a fidelity bond.

How shall we do this? There is need of textbooks and reading books that teach modern ideals of business ethics explicitly and by practical examples. There is opportunity for indirect methods. We have our chances in commercial arithmetic, in history, and in current events. The children may be taught practical thrift, budget-making, and responsible accounting, and all these are ways to honesty. They may be encouraged to conduct honesty campaigns and evolve codes for schoolroom conduct. There is no more effective place than on the schoolground, and no more effective agency than clean school athletics. We become powerful influences for honor when we never permit dishonesty to work in any realm of the school life.—William Byron Forbush, The University Society, New York City.

FUNDAMENTALS of character training—Teachers must have shining sun-clear in the midst of all they do the true "objectives" of character education. Otherwise their conduct is like a voyage without a port, a journey without a destination, planting and tilling without a possible harvest. In our new way of thinking, these objectives are found in relation to the permanently significant human situations that make up the personal, social, and ideal life of human beings. They are: right attitude towards family, the social group, wealth and its uses, animals, vocation, civic relations, the facts and truths of science, the beauty of nature and art, health of body and mind, a cosmic order,

and all other integrating and determining centers of conduct and objects of response. The teacher will not talk overmuch with younger children about these objectives, these guiding suns and stars of all her endeavor, perhaps never, but they will shine so clearly and express the warmth of her heart so surely that they will condition all she does and the spirit of her activity. Our fourth step,

CARELESS critics who condemn the public schools as creators of godlessness and disrespect for law and order would have had an object lesson indeed could they have listened to the speakers and sensed the deep earnestness of the audiences as the theme of moral and religious education was unfolded at the sixty-second annual convention of the Association. From the beginning moral education has been much discussed in Association meetings, but at no time has it been presented from more angles or with greater thoroughness by men and women whose service gives point to their teaching. Educational workers are facing the task of training children for this new day with its enlarged responsibilities and opportunities with a consecration that is glorious to contemplate. They are ever seeking to improve the schools and have welcomed every constructive proposal from whatever source.

then, is to substitute objectives and situations for virtues. It is normal and wholesome not only for children but for adults to look predominantly outwardly, with discipline of thought and conduct concerning proper attitudes toward objects that require adjustment, rather than inwardly upon states of mind that need to be cultivated.—Edwin Starbuck, Professor of Philosophy, State University of Iowa.

ADDRESS of welcome—What does the growth of the National Education Association and the development of the school system in the last quarter of a century mean? What does it indicate for the future?

For the Nation it has meant material prosperity, spiritual culture, patriotism, and the success of representative democratic government. The United States is the greatest nation on the planet today, and its system of public instruction has been the greatest institution in the Republic. This is a deliberate, carefully premeditated thesis which I think few would attack, but which could be defended against anyone who may be bold enough to question it.

For the teachers, what does the growth of an organization from 6000 to 140,000 in twenty-six years mean? It means that we have now become an organized profession instead of a group of individuals holding jobs. It means that educational policy has largely supplanted political expediency in the administration of our schools. It means that we are developing an ethical code such as has long existed in the older professions. It means that public welfare is placed above personal ambition. It means above all a coöperation that we have never had before. It means the progressive fight for the welfare of our future citizens by nearly a hundred and fifty thousand of the most enlightened citizenship of this Nation.—John J. Tigert, U. S. Commissioner of Education, Washington, D. C.

EDUCATION in the Nation's Capital—In one important respect Washington differs from every other American city. The people in every other city can determine how much money shall be spent for education and how that money shall be spent. In Washington this is not the case. The Representatives and Senators elected by voters in the several States of the Nation are the Representatives and Senators who determine legislation and appropriations for the people of the Nation's Capital. No governing body in the District is elected by the people. The Commissioners are appointed by the President. The Board of Education is appointed by the Supreme Court of the District.

At no time during the preparation of the school estimates, or their progress to and through Congress, are these estimates dealt with by a single official who was selected by the people of the District or who can, in any direct or usual way in a democracy, be held accountable by the people of the District for his official acts in determining the amount or character of appropriations for public education in Washington.

The educational welfare of the people

residing in the Nation's Capital depends on an intelligent understanding of this situation on the part of the people of the country and sympathetic interest and action on the part of the Representatives and Senators whom the people elect to Congress.—Frank W. Ballou, Superintendent of Schools, Washington, D. C.

THE contribution of parents to education—The average parent looks upon the school system as somewhat of a gigantic "trust," with an incredibly large income sufficient to all its requirements—formed to assume certain functions in the community and to perform them without assistance from the general public. The more modern idea which is gradually gaining ground is that the school system is indeed a trust but in a different sense of the word—one which has been committed to trustees who have proved their fitness, but that the parent shares their responsibility because it is by his vote that they hold their office and to him they owe the accounting of their stewardships—the knowledge as to how their obligations are being discharged and how far the profits of the trusteeship—that is, the development of the boys and girls under their care, are commensurate with the capital invested and the faith reposed in them.—Mrs. A. H. Reeve, President, National Congress of Parents and Teachers, Philadelphia, Pa.

THE principal and his place—Throughout our ranks a dim uneasiness is felt. There is no unanimity of requirement on the part of school boards, nor of service on the part of the elementary principal, nor of interpretation of the principal's status by the superintendent. Our title of principal is sometimes given to the highest grade teacher of a three-room primary school, and in other places denied to the person in charge of a thousand or more pupils unless there are at least twenty-five classrooms under his care. There is still an unsettled condition where supervisors of special subjects—people expert in their line—find it hard to realize that a school must have just *one* head unless confusion is to reign. It is the person responsible for coordinating all the work of all the teachers and supervisors who must be the court of decision as to how the learning process may best be served, for the schools are built and supported for the children, and for them alone. If ignorant, untrained youths could grow into good citizens without

the schools, then schools need never have been built. This then is one point to be aimed at by every elementary principal in the country: to be the unquestioned head of his own school and to receive his authority from one chief, the superintendent, who represents the school board.—Mary McSkimmon, Principal, Pierce School, Brookline, Massachusetts.

CONTRIBUTION of the classroom teacher to education—Just as the contribution of woman to education and to civic life has been the insistence that civic life must include her in its functioning, must recognize her as a definite, responsible, contributing factor in the development of civic projects, so the contribution of the classroom teacher to education is the insistence that education is a job for all departments; that none can be outstandingly conspicuous, that all must share the labor, the responsibilities, the recognition, and the rewards involved in the task. No department can accomplish alone—it is contrary to the law of life—and until all groups engaged are equally participants and equally respected in all processes of education, education will fall short of the reality it might become, the creative force directly influencing the lives of men.

When the classroom teacher insists upon the recognition of the fact that no single group in education can lay its hand upon one single educational achievement and say, "This work is mine," she is doing what lies in her power to bring about a true coordination of our educational forces based upon sensible and sound principles.—Julia Spooner, Classroom Teacher, Portland, Oregon.

THE superintendent's contribution to education—The superintendent's chief contribution to education is an aroused conscience on the part of all the people for the continual development of the entire State, city, or community. I believe in professional training, I believe in the college, the university, the summer school. I believe in the extension courses for superintendents as well as teachers, but the superintendent himself must be more than a professionally trained man. He must be a man upon whose conscience the responsibility for the proper education of the entire community continually rests.

As such a leader he must be tactful, but it is of even greater importance that

he be fearless. Men and women have never followed the timid, hesitating character. The masses and classes love the intrepid and the daring. In this age when demand after demand is being made for retrenchment in education, when plutocratic industrialism is trying to create a plutocracy among educators, when the fictitious increased cost of education is being flaunted, when men and women are declaring that the salaries of teachers must be reduced and that whole departments must be cut out, the prime essential of the superintendent, and his greatest contribution to education, is a bravery to stand before his board and before his people and display an unyielding courage by demanding the best and the highest things for his teachers, his officers and supervisors, and the children of his city.—Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia.

THE TEACHER and democratic ideals—If the public has failed to take on its responsibilities for education, so also has the teacher overlooked her duty as a citizen. Fearful of the slogan "Politics in the schools," we have in the past permitted our fellow citizens to remain uninformed of educational matters. We have not considered that schooling in youth does not insure a body of intelligent citizens. Continuous education is necessary, and it is our duty to see that it is provided when necessary. It is our duty as informed citizens to let others share in our knowledge. It is just as important that the teacher function in her relation as citizen as in that of educator, if we are to realize the ideal to which we have consecrated ourselves.—Mary F. Mooney, Vice-Principal, Washington School, San Francisco, California.

NATIONAL learning and National life—Of the American people it may be said today as Mazzini said of Italy a generation ago, "The world's athirst of God, of progress, and of unity," but without a National learning applied to our National life we shall attain neither to God, to progress, nor to unity. Like our forefathers of '76 we are anxious that men shall be free to "mind their business". We believe that education is a part of the business of the respective States. But, like our forefathers, we are not afraid to enunciate at the same time the truth that as a Nation we are one.—John H. MacCracken, President, Lafayette College.

Teachers and World Peace¹

AUGUSTUS O. THOMAS

State Commissioner of Education, Augusta, Maine, President of World Federation of National Education Association, and Chairman of the N. E. A. Committee on Coöperation with the World Federation

I LIKE TO VISUALIZE humanity as a pilgrim, very much as John Bunyan visualized Christian living with Christian and placed upon his back his pack of sins, which he was to carry with him on his journey, at least in part, from the City of Destruction to the Delectable Mountains. I like to visualize mankind as an individual on the long, long trail from the days of darkness, from savagery, we will say, from barbarism, up the hill of civilization. So far as we know 6000 years have passed away since this pilgrim emerged from the darkness of the past out into the twilight. Possibly he is now only in the twilight zone. But yonder I can see the upper end of the road, shrouded in the gathering light of a new day of civilization, and this individual has upon his back, as he starts out, all of the barbaric tendencies of the race. He has in that pack which weighs him down superstition, ignorance, dread, intolerance, war, and the old, old doctrine of an eye for an eye, a tooth for a tooth. He is bent with his load.

I can see him as he toils his weary way. Somewhere he picks from the roadside the staff that he might assist himself on the journey, and as I look I see this staff labeled "Education." Immediately I perceive that he has reached over his shoulder into that pack and has pulled out one of the heaviest, the one labeled "ignorance." Thus education had its beginning.

If you and I are teachers who do not believe in the fundamental principles of education and that education is worthwhile and that we can in America direct the force of civilization through education, we had better get out of the profession. We must believe in it, so that we can feel, as we go into the classroom in the morning, that the lessons we teach are somehow to be gathered up in the

lives of those children and carried on into the new and rising generation to affect mankind eventually. That is the mission of the teacher, and we believe in education. We have not taken superstition entirely out of the bag yet; we have not taken out intolerance, for even today, while we sit here, side by side, having with us people of all races, of all nationalities, of all creeds, though we work shoulder to shoulder in tolerance, there is scarcely another body of people, especially in the United States, who can work as we do with men and women of different creeds and different tongues and different nationalities. The spirit of intolerance, if it is ever wiped out from our country and from the world, must be wiped out through the force of the teachers in the schoolrooms of our country.

I hope when Mr. H. G. Wells revises the Bible he will include the supposed prayer of Abraham Lincoln. I think I see the lad Abraham down in the cabin in the wilderness of Kentucky, the cabin surrounded by the dread wilderness in which people were lost, and which fathers and mothers dreaded as well as the children, and I see him kneeling at night before his mother's knee. May I stop here long enough to interrupt myself to say that the greatest institution that God ever made is a Christian mother, and the greatest shrine on earth is a mother's knee. And then I hear the voice of Lincoln in that humble prayer, "Oh, God, bless father, bless mother, bless sister, bless me, bless everybody and make Fido a good dog, and keep us all from being lost in the wilderness." It is to the last I want to call your attention, to keep us from being lost in the wilderness and confusion of thought, for today we have in our country persons who believe in a program of preparedness.

At the present time there is a group of persons who are promulgating Preparedness Day, in which all over America there will be warlike preparations, when there will be the visualization of how the war forces of a great country are to be assembled, as an example to the nations of the world that America can take care of itself. There are those who would plunge America into an ex-

pensive program of militarism and bind down our people with the yoke of bondage for other generations.

Then there are other extremists. There are those who would throw down our arms even in the face of an enemy; there are those who would fire their piece in the air while confronted with an opponent who means death. There are those who would bring to our young men and young women the pledge to sign that under no circumstances and under no conditions would it be right for them to go to war, even in defense of our own country, or to right the wrongs of others. Here we stand with the two extremes, the extreme of militarism and the extreme of pacifism.

Somehow it has come to me to define, if possible, the attitude of this great body of teachers here in the United States on this subject. We shall always have the extremists with us. They have a definite mission to perform, and just now I think that mission is to keep the great body of teachers level-headed, to keep them thinking straight, to keep them sane. Teachers have always been level-headed and have always been sane, and if they were not, there would not be the progress in this country that we see today, for whatever there may be good in civilization, whatever there may be good in our Government, whatever there may be good in our society, I believe the teachers of this country have had some fundamental responsibility in introducing. Out of the schools are coming the things that are weaving the better elements of our society together. I have taken pains, as chairman of this committee and as president of the World Federation, to determine so far as possible the attitude of teachers in this country and teachers in other countries. I cannot speak for every single teacher of this organization, nor can I speak for every teacher the world wide, but I can speak with reasonable surety for the great mass of teachers as they have expressed themselves to me, and I can sum it all up in this way: That teachers want peace, will continue to work for it; that peace is the greatest single issue of the age, for some way of bringing the nations into that form of coöperation whereby they can take out of the pack of this pilgrim on his way from the darkness of the old days into the new light of a new civilization the burden of ignorance; that teachers are going to continue working for it. They want peace, but they want peace with honor. They hate war, but they love America better than they

¹ Report of the N. E. A. Committee on Coöperation with the World Federation of National Education Associations. The Committee includes in addition to the chairman the following: Katherine D. Blake, Archibald J. Cloud, Stephan B. Duggan, W. K. Dwyer, John H. Finley, James W. Gowans, Florence Holbrook, James F. Hosie, Jeanette Jacobson, Abby Porter Leland, Arthur J. Matthews, H. D. Showalter, J. W. Studebaker, Charl O. Williams, Charles H. Williams, Annie C. Woodward, and Robert H. Wright.

hate war, and they will fight for America if American principles are in danger, but we believe, as teachers beginning with fundamentals, that we can teach those things to the children world wide that will make it possible for the nations to cooperate and eventually get together by agreement and simultaneously throw down their arms. Then we shall come into a reign of eternal peace. And by no other means can we produce it.

These teachers, then the molders of the future, beginning with the children:

In hearts too young for enmity,
Their lives from hatred free,
When children's friendships are world wide
New ages will be glorified.
When child loves child, then war shall cease.
Disarm the heart, for that is peace.

And the children represent the strategic position and the strategic force throughout the world, and the teachers do not believe that it is necessary today to mobilize the war forces of this country in order to show our own people or to show the peoples of the world that America can take care of herself. The people of the world know it, and they need no demonstration of it. And I see this pilgrim mounting again up the pathway, throwing out ignorance, bringing on universal education, throwing out intolerance, making men love each other the world over, bringing in friendship everywhere.

Then there are those who tell us we are coming into a new dark age; that it is going to be necessary for us to scrap the civilization we have and start anew. I think it must be a fundamentalist picture that I saw the other day, a cartoon. There was a tree without any branches to it, but there was a fork, and in the fork sat a monkey, and around the tree were dead men in uniform, and the monkey was saying very solemnly and sadly, "Now that the last men have killed themselves, I will have to start in all over again." And so they say civilization will have to start all over again.

We are not coming into a new dark age. Possibly we have been in a new dark age. I think perhaps when we compare the things of today with the things of yesterday, or with the thirteenth, fourteenth, and fifteenth century, we will find many points of similarity. I think I see in the future a gleam of light and not of a new dark age, not the ray of darkness, but I see somewhere coming in the new ray of a new renaissance, a new awakening, for when we go back to the dark ages, we see it was not a time of stagnation.

Nations were settling down; they were beginning forms of government. Cities were beginning; they were establishing great commercial centers. Great industries were building and great routes of trade were being established, and above the roofs of villages and out of the trees of the forest there appeared the spires of the old Gothic cathedrals.

Then men began to think, though somehow in the development of civilization mankind has developed the material things, because they were tangible and because he could place his hands upon them. Hence the material things have been developed faster than the spiritual. Then some men saw that there was too much materialism and they went into the cloisters and they began to think, and they thought lifelong thoughts. Then came the period of learning, a new renaissance. Then came Michael Angelo and Raphael and DaVinci, thrilling the world with their art. Then came great philosophers again and great writers, and we find the world teeming with a new thought, not of material things but of those things which represent the highest aim of the human race.

Therefore it seems to me that out of the great struggle that we have had, and as we begin to think soberly now in cloistered thoughts, humanity is beginning to think as it never thought before of how can the nations of the world come together on mutual ground and lift out of the pack of Pilgrim the war club that represents the old law of an eye for an eye, and how can they substitute that new gospel that came when those shepherds on the hills of Gallilee saw the rift in the cloud and heard the angel band sing out, "Glory to God in the highest, peace on earth, good will to men." Out of the pack of barbaric influences Pilgrim must throw away the barbaric tendency of war and of bringing the people together to clash and to fight out their differences on the field of battle. They are to come together as men and women sensible and sane to sit down around the table and decide in a just and friendly way their differences.

I believe that the teachers of this country believe that there should be a codification of international laws, international agreements, international treaties, as the first step of world concord; that there should be a world court for the purpose of interpreting these codes of agreement; and that all nations may place their differences be-

fore that tribunal that they may settle upon. We believe with the President of this country that there should be a continuation of conferences and the reduction of armies by agreement. We believe that there should be an open diplomacy. We believe that our foreign relations should have definite policy and that they should be taken out of the realm of ward politics and put upon the high and broad plain of true statesmanship; that the biggest problem of the age is the international statesmanship, for today the world has become so small that the nations are thrown together and they must live together in peace and unity. It is up to the teachers to carry on that program.

Already there are a million teachers federated for this great program the world over. Taking the teachers of China, there is the Association for the Advancement of Education, and the Association of Christian Schools. Then comes the Imperial Japanese Educational Association, and also in that country the Association of Christian Schools. Then our sister to the north. Then Scotland with 35,000 teachers in The Educational Institute of Scotland. Then the British Teachers Union and the Congress of Irish Teachers, 140,000 teachers of the German Teachers' Association, and the Teachers of Norway and Sweden, and of Belgium and Italy and Greece and Mexico, and others that have applied for membership.

In Scotland in the latter days of July, 1925, we shall gather again the nations of the earth that they may sit down in conference together to show the world that educators may lay aside their differences while they solve their problems and that we shall present not a great scheme of international education but that we shall present certain definite forms of education which will make it possible for the organizations world wide to work together for the spread of education of the right sort, to bring the nations into better understanding, to make the children of one country love the children of another.

We teachers believe that if it were possible to set up a series of ideals of what we wish the future generations to be and if we could put those ideals into the hands of experienced and efficient teachers and they could teach those ideals to the children of today, we could determine with reasonable accuracy the attitude and characters of the children of the world to be, of the generations that are yet to come.

Comes Autumn

Thomas H. Briggs

*Teachers College, Columbia University
New York City*

COMES autumn with its harvests, the fruition of long labors, its gorgeous leaves adorning earth in jubilation, its crisp air injecting new life for more work.

I stand grateful for the harvest, adoring beauty, and eager for my task.

Come also the children—strong, rested, restless, and curious. What has the world to offer—a prison-house for meaningless drudgery, sapping strength, dimming the eye, challenging ingenuity to escape tasks perhaps meaningful once to rope-girdled monk in his stone cell, frigid and far removed from life—meaningful once, perhaps, but long since alien to youth, to reality, to life, as the Mosaic Law?

A prison-house—or a possibility, by which dreams, aspirations, ambitions, hopes, may become true—meaningful tasks leading on to ends worthy in the real life of nineteen hundred twenty-four in the United States of America?

O, little children, strong, rested, restless, and curious, the dearest, the best that fathers and mothers, my friends, have borne, I welcome you trooping in, with dim vision of high places to be achieved through the mystery of education, though my heart all but fails at the responsibility. Some may achieve to greatness, but most of you will be great only in lowliness.

But my heart leaps forward at opportunity. Hand in hand, side by side, understanding, believing, and coöperant, we will work together with joy—

For health, which makes all else possible—straight limbs, strong bodies, the pulse pounding steadily on, that the spirit may be free;

For work, which brings the daily bread, not with bitter sweat, but with great labor gladly done because each hand is gladly turned to what brings pleasure in the doing and obvious good to other men;

For better use of leisure time, the heaping up of stores of beauty culled from all the works of all the men who have sought and seen God—in color, form, or sound, or truth;

For making of a home—aye, and for keeping it more than place to lodge and feed, making it a refuge for the

weary mind or body, a sanctuary of rest, of restoration, of renewed strength and courage and joy, which even touching Antæus-like one returns to conquer in his battlefield, whether large or small, or to fail, with certainty of understanding heart and comfort and strength renewed for other battles endless still;

For eager sharing in the larger family of friends, of acquaintances, of men unknown but brothers still—the State, enjoying all its privileges and in equal manner demanding with enjoyment, too, its duties, the coöperant school proving the economy of the coöperant State.

And clearly seeing all these ends, I stand with courage and with an inspiration that I know divine for the task, the never-ending task, of guiding these young souls, these possibilities for good or ill, these germs of genius or of regret, patiently, tediously, slowly onward with sympathy and kindness toward better manhood.

How often I must retrace my steps to rescue someone errant from the road, how often recognize the new-sought path the better, how often lead to little heights that a glimpse, a vista, may be had of inviting lands that lie ahead, how often I must restore the courage ebbing from hearts too frail to spur forward the body sluggish, rebellious, or demanding easy paths that surely end in death—all this experience oft has taught.

But what a task, nearer that of God than any other vouchsafed to man—to take the creation of God and with His help better it, to bring something of Heaven on earth—preparatory to a more perfect Heaven beyond! Who knows?

I shall not make the dreams, the aspirations, the ambitions, the hopes, of these strong, rested, restless, curious children all come true. But I shall wake in them new dreams, new visions of Canaans that each by effort may call his own, and arriving there find the joy of labor and success.

To better God's work!
What audacity, and yet
His will
And my privilege.

The Journal of the National Education Association

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President, Jesse H. Newlon

Secretary, J. W. Crabtree

The payment of \$2.00 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL monthly.

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.

One dollar of each membership fee is for a year's subscription to THE JOURNAL.

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The Washington Meeting

MEN and women who have attended many meetings of the National Education Association declare that the Washington meeting reached high-water mark, excelling the notable gatherings of recent years and pointing to still greater achievements for the future. The thrill of historic surroundings, the beauty of the Capital City, the remarkable weather favoring the great open-air meetings, the convenience of Washington's Central High School and Stadium, the well-planned organization and brilliant management of President Olive M. Jones, the large array of distinguished and capable platform talent, the participation of representatives of the various educational agencies of the Government, the unusually strong meetings of the Association's Departments and committees, the carefully prepared speech of President Coolidge and the enthusiastic reception that it received, followed by pilgrimages to patriotic shrines—all of these things and many others contributed to the truly remarkable convention. Miss Jones is to be congratulated upon the successful fruition of her long labors, and members of the Association may well rejoice over conditions which made such a convention possible.

Education and the Campaign

EDUCATION is playing a larger part in the Presidential campaign than usual, for which teachers and parents have the National Education Association and the other groups that have supported its program largely to thank. Candidates may disagree as to details, but on the general question of the importance of public education they dare not be silent, and if they have the permanent interests of the Nation at heart, could not wish to be silent.

The National Education Association has always maintained the attitude that education is the concern of all the people, that it is broader and bigger than party, and recognizing the large and influential elements in all parties that favor its program of a National Department of Education with Federal encouragement for the States, it has not allied itself actively with the campaign of any party. Its plan has been to encourage all candidates to make statements which would reveal their appreciation of public education and their intention as to important matters of policy, leaving to the members of the Association and the general public the task of weighing those statements along with other qualifications of candidates in an effort to make a choice which will best serve the interests of the Nation in all matters, including education. At a time in the world's history when one of its best known writers can say that the "race is between education and catastrophe," no one will regard lightly the attitude of candidates on the public schools.

The Child Labor Amendment

THE child labor amendment to the Constitution of the United States is assured a large and active support among educational workers. It has the endorsement of the National Education Association. All party platforms favor the amendment or recognize the necessity of protecting child life. It is not a statute and does not prohibit the employment of children under eighteen years of age, but merely authorizes Congress to deal with terrible problems that have grown out of the exploitation of children by selfish interests. The proposed amendment reads:

Section 1. The Congress shall have power to limit, regulate, and prohibit the labor of persons under eighteen years of age.

Section 2. The power of the several States is unimpaired by this article except that the operation of State laws shall be suspended to the extent necessary to give effect to legislation enacted by the Congress.

No one questions the importance of teaching children to work. Respect for work of all kinds and a knowledge of how to work are vital elements in education for democracy. Work under right conditions, guided wisely by parents and teachers, has a most important part in forming the character of the child, but until the child has reached a reasonable age, the primary aim of such work should be educational rather than economic. Not to use these years for the building up of the child in body, mind, and spirit is to rob the Nation of a fully developed citizen.

VOTING is one of the primary privileges of the citizen. That it is too little appreciated is shown by the startling statement that less than fifty per cent of the qualified voters went to the polls in the Presidential election of 1920. The movement which is now under way to correct this situation will have the support of teachers, who will encourage children to see that their parents go to the polls.



MRS. JOHN B. SHERMAN, of Chicago, Illinois, recently elected president of the General Federation of Women's Clubs for a period of two years. She is well known for her book on parliamentary law, now in its tenth edition. The General Federation is a staunch supporter of the Association's Legislative Program.

Program for Professional Study¹

CONTINUOUS study and personal improvement is one of the marks that distinguishes a professional worker. That the practice of growth is everywhere present among teachers is shown by the enrolment in summer schools, which is estimated to exceed two hundred thousand teachers each year. It was shown by the work of the Committee of One Hundred on Classroom Teachers' Problems and in the correspondence reported last year in THE JOURNAL page "Fresh from the Classroom."

Problems suggested by that page were formulated in the June JOURNAL into a monthly program of topics for the use of local associations and one-hundred-per-cent schools wishing to follow them. The program on professional ethics for September was announced in the June JOURNAL. Training in service is especially fitting for October when teachers are becoming established in the work of the year.

Development of the movement—The improvement of the teacher in service is one of the oldest developments in education, in that for the earliest teachers the large part of improvement came in service. It is one of the most recent phases, in that the past few years have witnessed remarkable efforts on the part of teachers to improve while in service, and on the part of administrators and boards of control to supply the means through which these efforts might be realized. The increasing appreciation of the difficulty of supplying adequately trained teachers through pre-service training on the one hand and the increasing appreciation of the importance of universal elementary education on the other, have combined to give to the problem of the improvement of the elementary school teacher while in service a fundamental significance.

Among the early agencies from which have grown those in use today are teachers' institutes, the Lyceum which later developed into the Chautauqua, reading circles, and the extension movement.

Present day requirements—The rapid changes in professional aims require constant growth and development on the part of teachers. New points of view are steadily developing in the older sub-

jects, such as history, mathematics, English, and geography, and new subjects, such as thrift, community health, vocational and industrial subjects, plays, games, and the social studies, are being introduced.

Distinctively new forms of educational technique are being developed by

Suggested Program for October

TRAINING IN SERVICE

Opening song.

Transaction of business.

Talk and discussion on training in service as practiced in the local community.

Talk and discussion on training in service through the activities of the State Education Associations.

Brief review of the October Journal of the National Education Association, showing how it can be used as the basis of professional improvement, with brief reports on leading articles and editorials.

the profession, such as mental and achievement tests, educational measurements, and supervised study.

Growth in training may be enforced by salary advances contingent on further study in summer schools or extension courses, and by granting leave of absence for study. It may be encouraged through educational leadership, through committees formed to develop courses of study, syllabi, or methods; it may be extended by means of organized teachers' councils, engaged in the study of specific educational problems.

The agencies of today—Among the agencies which contribute largely to professional advancement are (1) summer schools, (2) extension classes, (3) correspondence work with higher institutions, (4) specified courses in professional reading, (5) current periodicals, (6) travel, (7) professional organization work, (8) participation of teachers in certain problems of administration, and (9) helpful supervision.

Summer school—During the past few years thousands of teachers have enrolled in summer schools and in professional courses during the school year. This is indicative of the recognition by teachers and patrons that preparation standards have been too low, and it is a commendable effort on the part of teachers in service to meet the desired higher standards. It is also convincing evidence that American teachers as a group believe in themselves and in the work they have chosen, and are willing, oftentimes at tremendous individual sacrifices, to improve themselves in order to better their work. In recent years it has become the custom for boards of education to encourage attendance at summer school and recognize it by granting financial allowances not only for one year but in the form of permanent salary increases when the courses are accepted for credit and approved by the school officials.

Extension work and other courses—Many teachers find it possible to carry extension work and other courses during the year, especially those who teach in places where higher institutions are located, as a means of improving their professional equipment. That school boards are coming to look upon this movement as an investment is indicated by the fact that credits earned in this way are more and more being recognized in salary scales. This is the fundamental principle underlying the single salary schedule which has been adopted in many progressive school systems. It is necessary, of course, for the superintendent and school board to work out regulations whereby credits earned in this way may be applied toward an advancement of a teacher in the salary schedule.

Sabbatical leave—The granting of leave of absence, with credit, for professional study or travel for those who are willing to meet certain definite requirements is fast coming into favor. The usual period of service before such leave may be granted is seven years, and the salary is generally one half of the regular salary.

The granting of this year on half pay is of inestimable benefit to the school, for on returning refreshed in body and mind, the teacher incorporates into the system the new ideas and projects he has acquired.

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

AMONG COMMITTEES *and* DEPARTMENTS

How the Association's work is done—The far-reaching work of the National Education Association is made possible by the interest of the large numbers who enlist in its ranks. These members select delegates to the Representative Assembly, which is the legislative body of the Association and which determines its broad plans and policies. The general direction of the Association between meetings of the Representative Assembly is in the hands of the Executive Committee and Board of Trustees. The administrative activities are in the hands of a carefully selected headquarters staff. Special phases of education and the interests of the various branches of the profession are organized into departments, which have their own programs.

The growth and reorganization of departments—The practice of organizing departments began in 1870 when the National Teachers' Association, the National Association of School Superintendents, and the American Normal School Association combined. Beginning with the four departments created at that time—Superintendence, Normal Schools, Higher Education, and Elementary Education—the departmental organization has grown until there are now seventeen departments: Adult Education; Business Education; Classroom Teachers; Deans of Women; Educational Publications; Elementary School Principals; Kindergarten Education; Library; Music Education; Normal Schools and Teachers Colleges; Rural Education; School Health and Physical Education; Secondary School Principals; Science Instruction; Superintendence; Visual Education; Vocational Education. There is also the National Council of Education.

As the educational situation has changed some departments have been discontinued and new ones have been established. In an effort to improve the departmental organization, President Olive M. Jones appointed last year the Committee on the Revision of Departments, with James H. Kelley, executive secretary of the Pennsylvania State Education Association, as chairman.

The following departments held meetings in Washington, D. C., July 1 and

3, 1924: Business Education; Child Hygiene; Classroom Teachers; Deans of Women; Educational Publications; Elementary School Principals; Immigrant Education; Kindergarten Education; Library; Music Education; Normal Schools and Teachers Colleges; Physical and Health Education; Rural Education; School Administration; Science Instruction; Secondary Education; Visual Education; Vocational Education. Reports of these departmental meetings will appear in future numbers of *THE JOURNAL*. The names of some of these departments have since been changed.

Extensive committee work—The Association has for many years conducted studies of special educational problems through its committees, whose reports have frequently changed the course of our educational development. The following committees made reports before the Representative Assembly at the Washington meeting: Classroom Teachers' Problems; Rural Teachers' Problems; Coöperation with World Federation of National Education Associations; Joint Health Committee; Character Education; Illiteracy Commission; Legislative Commission; Visual Education; Arithmetic Revision; English; Classification of Educational Material; Educational Nomenclature; Thrift; Coöperation with American School Citizenship League; Editorial Council. There were in addition to these, reports by the Executive Committee, Board of Trustees, Board of Directors, and the Committees on Nominations, Resolutions, Rules, Credentials, Necrology, Amendments, and Audit and Budget.

Under the rules of the Representative Assembly, the work of every committee ends with the Association year and the committee is discontinued unless it is recreated by vote of the Assembly. The following committees have been authorized for the year 1924-25: Classroom Teachers' Problems; Rural Teachers' Problems; Problem of Retirement Allowances; Problem of Tenure; Visual Education; Illiteracy Commission; Legislative Commission; Educational Nomenclature; Joint Health Committee; Editorial Council; Character Education; Thrift Education; English;

Arithmetic; Revision of Departments of the National Education Association; Classification of Educational Material; Coöperation with American School Citizenship League; Research Advisory Committee; Racial Well-being; Coöperation with Conference on the Limitation of Armaments; Coöperation with World Federation of National Education Associations; American Program of Education; Professional Code; Affiliations and Relationships; Co-inclusive State and National Association Membership.

The Illiteracy Commission is requesting every State Teachers Association to work for the adoption of its program of ten points which was worked out by the National Illiteracy Conference in Washington, D. C., last January. These points include the creation of a State illiteracy commission, the appointment of a State director of adult education, the passage of a literacy test law, the taking of a State census of illiterates, training courses for teachers of adults in all teacher institutions, proper supervision of night classes, and a State publicity committee to give adequate publicity to the illiteracy crusade. A personal representative of the Commission, in many cases its chairman, Mrs. Cora Wilson Stewart, will endeavor to attend these State meetings to urge the matter. The program has back of it the American Legion, the General Federation of Women's Clubs, the United States Bureau of Education, and the National Education Association.

The Association must not be exploited—The following resolution was passed by unanimous vote of the Board of Directors of the National Education Association at its meeting in Washington, July 5, 1924:

Whereas, it is manifestly improper both from an ethical and from a business standpoint that the National Education Association should become a selling agency for any commercial article; and *whereas*, the Association or its departments or its committees are not infrequently solicited to give such endorsements or listings as will promote the sale of articles of this character; Therefore

Be it resolved, That it is against the policy of this Association either as an Association or through its departments or committees to endorse or list as "approved" any text or reference book or piece of apparatus or article of school supplies;

Resolved, That any such approval or listing which may have been or may be given is disavowed as against the policy of the Association and not permissible;

Resolved, That the Secretary of the National Education Association supply a copy of these resolutions to the officers of each department and to the chairman of each association and department committee.

President Newlon Sends Greetings

MY first official message to the members of the Association will be brief. I pledge my support to the program of the Association. I shall do all in my power to advance the Education Bill and to support all of the forward-looking measures which have been officially adopted as the program of the Association.

The reorganized Association has grown rapidly in membership, until now the total has reached well over the one hundred thousand mark. The demands which are being made for service are in excess of the financial resources. This is a healthy situation, because it indicates that the Association is functioning. The policy of the utmost publicity regarding the financial conditions of the Association will be followed. Drastic measures have been taken to keep the expenditures of the year within the appropriations. This condition, however, imposes upon us the duty of endeavoring to increase as much as possible the membership of the Association, in order, first, that the revenues may more nearly meet the demands for service, and, second, that the Association may benefit more teachers and in return be benefited by the support and counsel of the new members.

We are living in a period of transformation and reconstruction. The members of this Association are instructing the youth of the land in the duties of citizenship. This is a presidential year. Let us perform our duties as citizens in the exercise of the suffrage.

Servants of the state as we are, it is frequently impossible for members of our profession to participate actively in party politics, but we have a peculiar responsibility in presenting to the people the facts concerning their schools in order that they may make intelligent decisions as to educational policies. In the exercise of our suffrage, we shall not perform our duties as teachers and as citizens if we do not take into consideration the attitude on public education of those who are candidates for policy-determining offices before casting our ballots. There is no reason why the 700,000 teachers of America should cast their ballots for those who are indifferent or hostile to the interests of the boys and girls of this Nation.

If I may urge one thing upon the teachers of America in this brief message, it is that every teacher become a

student, not only of his immediate problems, but of the broader aspects of education. The problems of education in America will not be solved until every teacher becomes a student of these problems in their broader implications.

The National Education Association will perform its best service in stimulat-



JESSE H. NEWLON, president of the National Education Association 1924-25, is superintendent of schools in Denver, Colorado. For many years Mr. Newlon has been closely connected with the Association, the National Council of Education, and the National Society for the Study of Education. His teaching experience began in 1909. Prior to his becoming superintendent of the Denver schools, in 1920, he was superintendent of schools in Lincoln, Nebraska.

ing such study and in providing means whereby all the teachers of America may have a part in the formulation of sound educational policies. Through its Representative Assembly, through the headquarters staff, which is a splendid service organization, through its numerous departments, through its great National meetings, and in many other ways, the National Education Association is performing just this function at the present time.

As President of the Association, I wish to approach my work in the same

professional spirit with which I attempt to perform my duties in the administration of the Denver schools. To this end, I am extremely desirous that those who are responsible for the administration of the National Education Association may have the benefit of the counsel and advice of all its members.

I take this opportunity, therefore, to invite the members to communicate with the heads of departments, with chairmen of committees, with the secretary, with the members of the Executive Committee, or with the President upon any matters vital to the development of the Association and its work. We want to be of the utmost service to you. To accomplish these ends we seek your frank criticisms, suggestions, and your cooperation.

This is written with the wish that the Association and the teachers of America may perform in the coming year for the State and Nation the finest service in the history of our American public-school system.—Sincerely yours, Jesse H. Newlon, President.

THE first National Education Association Week at Teachers College, Columbia University, was observed July 25 to August 1. A big mass meeting in the Horace Mann auditorium, Thursday evening, July 31, was a feature of the drive. Dr. R. J. Leonard, director of the School of Education in Teachers College, presided, and Dr. E. K. Fretwell led the singing. The speakers were Miss Olive M. Jones, of New York City, recently president of the Association; Dr. George D. Strayer, of Teachers College, former president and chairman of the Legislative Commission, and Mr. John K. Norton, director of the Division of Research of the National Education Association.

An exhibit showing the varied activities of the Association was placed in the main entrance of Teachers College, where a registration desk did a flourishing business during the week. Almost two hundred new members enrolled in the Association, and eighty-two acquisitions were received by the Department of Superintendence. Eight thousand pieces of publicity material were distributed. Professors in important classes reviewed the educational service of the Association.

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WEDNESDAY, MAY 21, 1924.

OUR SCHOOLS.

If you get up in the morning with a bad taste in your mouth, damn the weather, are afflicted with that dismal feeling and despair of the future of the republic—then go take a look at the exhibition of the work of the Omaha public schools, on view at the Brandeis stores.

The result will be surprising. You will throw away your crutches and step off with the lithe vigor of youth. If you still despair it will be of yesterday and today—but not of tomorrow. For tomorrow, as you will plainly see, is to be in the hands of our betters.

We hear a great deal of nonsense nowadays about how the children are deteriorating together with their elders. But nonsense is all that it is. For the children are coming whooping along under a full head of steam, better trained, better equipped to become good citizens, with their imaginative and creative faculties more highly developed, than were we and ours when we were children.

To a very large proportion of the people of Omaha we venture to say that this public school exhibition will come as a revelation. And, by the same token, it is an inspiration. It foretells the coming of a generation of Americans that can appreciate beauty, that can create it, that knows how to think, skilled in the use of its hands, taught the value of discipline and order, superb material for the uses of democracy.

Omaha, that was thrilled by the boys' parade, that now is afforded the encouragement that lies in this superb showing of the work the schools are doing, has learned something worth while this spring. The foundation of the republic, which is the training, education and character of the children, is firm and sound.

The World-Herald will be indulged, we trust, if it pats itself on the back a bit for the part it has taken in sponsoring this exhibition as well as for the interest it has shown for a good many years in schools and the children. The work this newspaper has done in encouraging and rewarding scholarship and character in the schools, in promoting wholesome sports and recreation among the pupils, in bringing teachers and parents and children into closer contact, it proudly counts as first among its services to the community and to the republic.

For it is the schools that build and insure city and nation. Without them we should be lost. "We must educate or we must perish." But with them, amply supported, steadily encouraged, spurred on by generous emulation and by public appreciation to function at their best and highest, the future is builded on a solid rock.

SCHOOL INSPECTOR SAYS EXHIBIT IS A "GREAT INCENTIVE"

State Superintendent Also
Warm in Praise of Display
at Brandeis Store.

SHOWS CANNOT RECKON VALUE OF INSTRUCTION

"Strikingly original!"

"A wonderful incentive to initiative!"

"Revealing splendid co-operation in the school system!"

"I never saw anything to approach it!"

These were some of the exclamations uttered yesterday by John M. Matzen, state superintendent of public instruction, and A. A. Reed, inspector of high school for the University of Nebraska after they had made a flying inspection of the Omaha public school exhibition in the Brandeis stores.

The two officials made a quick trip to Omaha from Lincoln between commencement engagements just to view the exhibition, and said they would have remained hours longer if they had had time.

"A Wonderful Showing."

"We hear much about the high cost of education," said State Superintendent Matzen, "but an exposition like this shows that we cannot evaluate the service the schools render in dollars and cents. This is a wonderful showing. It is a monument to the instructional system of the Omaha schools."

"It is different all the time," said Mr. Reed. "It reveals every department of school work. It is a scholarly showing. It is the real thing."

Both men regretted extremely the necessity of hurrying away. In the little time they had, however, they looked beneath the surface for the evidence of essentials of education, and found them spread about on every hand.

3 P

They inspected the writing and the number work in manifold ways. They looked with interest at written record of research and careful

study in history, geography, and language. The live exhibits interested them but as educational experts they probed beneath the surface and then congratulated the officials of the Omaha school system.

Central High Day.

It was so with the thousands who swarmed through the exhibit yesterday. The completeness of the display opened the eyes of all to the work being done.

Yesterday was Central High day on the grill room program and after the numbers by the Castelar orchestra, by Central Park, Saunders, Garfield, Train, Comenius and Florence pupils, the stage was given over to a complete musical and spectacular program by Central students.

Central orchestra, the boys' senior glee club, a string quartet, the girls' senior glee club and instrumental numbers entertained a crowd that jammed the room to its uttermost corners leading up to the pageant "Spirit of Central" given by thirty-two young women and one youth, Jack Kerschner, who in cadet officers' uniform took the character of the Spirit of Central. The pageant was written by Miss Beatrix Manley of the English department, presided over by Miss Sara Vore Taylor. It was symbolic of Central life, each of the characters representing a department.

A surprise was sprung when crayon portraits of Superintendent Beveridge, Principal Masters, Assistant Superintendent Belle Ryan and Miss Jessie Towne, dean of women, were unveiled. These were the work of Miss Mary Angood, art teacher. Miss Lena May Williams, head of the department of dramatic art, Mrs. Elsie Howe Swanson, assistant in the music department, Miss Floy H. Smith, assistant in the department of expression and Miss Constance Platt all shared in putting on the pageant.

Boy Artists at Work.

On the eighth floor crowds constantly gathered before the booths where pupils gave demonstrations.

In the Franklin school booth Bert Bryant, an eighth grade boy, sketched so rapidly that he was able to pass out his handiwork to passersby. Alphonso Soles, West Side fifth grader, also showed his ability along the same line. His specialty is heads.

Kellom school produced some re-

(Continued on Page 2, Column 4.)

FOR MANY YEARS the National Education Association has encouraged the press to recognize the public interest in education and to exploit its great news possibilities. This page is one of many evidences that the two great educational forces—newspapers and schools—are coming closer together.

American Education Week—1924

PREPARATION for American Education Week cannot be made too early. The program deals with those fundamental things in education which are essentially universal. It can easily be adapted to fit into the plans of different organizations and communities.

Plans for proclamations by the President of the United States, by the governors of the various States, and by the mayors of cities have already been made more extensively than a year ago. Newspapers, educational journals, and general magazines are working on plans for special editions, articles, and editorials. Radio program managers are planning provisions for broadcasting talks on education and school features.

During this week let every community evaluate its educational resources and needs. Let parents visit teachers and teachers visit parents in an effort to solve the common problems of childhood. Let the week be a time of new understanding and new vision on the part of the entire American people of the part that education has played, is playing, and must play in the life of our great democracy.

American Education Week is the one time in all the year when the entire Nation is called upon to dedicate itself anew to the great task of universal education for democracy, to see and know the schools, to consider in a public way the big problems of education, and to join in appreciation of its achievements.

The schools themselves have a truly remarkable opportunity to teach every boy and girl his responsibility as a citizen to help maintain an educational system which will perpetuate the best in the life and ideals of the Republic.

The following is the basic program which has been prepared by the American Legion the National Education Association, and the United States Bureau of Education. The general slogans for the week are:

Children today, citizens tomorrow
A man of knowledge increaseth might
A sick body makes a sick mind

Monday, November 17, 1924

Constitution Day

The Constitution is the bulwark of democracy and happiness

1. Life, liberty, justice, security, and opportunity
2. How our Constitution guarantees these rights

3. Revolutionists, communists, and extreme pacifists are a menace to these guarantees
4. One Constitution, one Union, one flag, one history

Slogans—*Ballots not bullets*
Master the English language
Visit the schools today

SUGGESTIONS FOR

Churches, Chambers of Commerce, Labor Organizations, Women's Organizations, Fraternal Bodies, Luncheon Clubs, and Other Coöperating Agencies.

1. Urge the mayor to issue a proclamation setting aside this week as American Education Week and asking the people to coöperate.
2. Urge the newspapers to give all space possible to educational matters, articles, editorials, and news material.
3. Urge the merchants to use window displays appropriate for the occasion. Urge them to devote as much space as possible to matters of education in their newspaper advertisements.
4. Ask the moving picture theaters to flash slides on the screen urging the people to visit the schools and study educational questions.
5. Urge program managers of radio broadcasting stations to feature educational addresses and school programs.
6. Have speakers at all public meetings held that week talk a few minutes on the necessity of education.
7. Coöperate with the educational officials and other patriotic, civic, and fraternal organizations.
8. Advertise American Education Week on letterheads and envelopes.
9. Urge ministers of all denominations to preach upon the subject of education, Sunday, November 23, 1924.

Tuesday, November 18, 1924

Patriotism Day

The United States flag is the living symbol of the ideals and institutions of our Republic

1. The red flag means death, destruction, poverty, starvation, disease, anarchy, and dictatorship
2. Help the immigrants and aliens to become American citizens
3. Take an active interest in governmental affairs
4. Stamp out revolutionary radicalism
5. To vote is the primary duty of the patriot

Slogans—*America first*
The red flag means danger
Visit the schools today

Wednesday, November 19, 1924

School and Teacher Day

The teacher is the guiding influence of future America

1. The necessity of schools
2. The teacher as a Nation builder
3. The school influence on the coming generation
4. The school as a productive institution
5. School needs in the community
6. Music influence upon the Nation

Slogans—*Better-trained and better-paid teachers, more adequate buildings*
Schools are the Nation's greatest asset
Visit the schools today

Thursday, November 20, 1924

Illiteracy Day

Informed intelligence is the foundation of representative government

1. Illiteracy is a menace to our Nation
2. An American's duty toward the uneducated
3. Provide school opportunity for every illiterate
4. Illiteracy creates misunderstanding
5. An illiterate who obtains only second-hand information is a tool of the radical

Slogans—*No illiteracy by 1930*
Education is a Godly nation's greatest need
The dictionary is the beacon light to understanding
Visit the schools today

Friday, November 21, 1924

Physical Education Day

Playgrounds and athletic fields mean a strong healthy nation

1. A playground for every child
2. Physical education and health habits for all
3. Adequate parks for city, State, and Nation
4. Safety education saves life
5. Encourage sane athletics for all
6. Physical education is a character builder

Slogans—*A sick body makes a sick mind*
Athletes all
Visit the schools today

Saturday, November 22, 1924

Community Day

Service to community, State, and Nation is the duty of every citizen

1. Equality of opportunity in education for every American boy and girl
2. Better rural schools
3. Adequate public library service for every community
4. A community's concern for education measures its interest in its own future
5. Good roads build a community

Slogans—*Get acquainted with your neighbor*
A square deal for the country boy and girl
Children today—citizens tomorrow

Sunday, November 23, 1924

For God and Country Day

Religion, morality, and education are necessary for good government

1. Education in the home
2. Education in the school
3. Education in the church

Slogan—*A Godly nation cannot fail*

Ministers of all denominations are urged to preach a sermon on education, either morning or evening. All communities are urged to hold mass meetings. Requests for speakers for meetings during this week should be made to the American Legion Posts throughout the country.

Making Friends for the School¹

OUR present educational system largely unfits young people to deal with the actual necessities of those who are to earn their own living. It takes away self-reliance, begets conceit, and draws attention to what is ornamental rather than what is fundamental."

Sounds familiar, doesn't it? Thomas W. Bicknell in 1884 quoted it from a newspaper in discussing "the matter of attacks on the common school."

Since the beginning of our educational history criticising the schools has been a popular indoor sport. What can we do about the attacks now being leveled against the schools?

First, we can disseminate facts that refute many of the common criticisms. When a man is worried about the schools "running to fads and frills," tell him that a recent investigation indicates that two thirds of the time of elementary school children is given to the three R's and the fundamentals. Tell him that this leaves but one third of all school time for physical training, health education, music, drawing, manual training, and recess.

Or perhaps the complaint is that the schools are costing too much. Facts like the following may be of interest to him.

Total National wealth....	\$320,000,000,000
Annual National income....	65,000,000,000
On hand in "savings accounts"	18,000,000,000
Annual investment in public education	1,500,000,000

It is important that we answer some of the statements made by critics of the schools, but it is more important that people have a chance to see what the schools are doing at first hand. Many who criticize educational procedure today have never been inside a modern school.

The parents need special consideration. In dealing with parents a cardinal principle should be kept in mind. They are interested in *what schools do for children*, or even more specifically, for *their children*. Education Week offers an excellent opportunity for parents to get acquainted with the schools.

Seattle, Washington reports:

The chief aim of our program was to show the development of the child—to make

it clear to parents that the fundamental aim of all education is the preparation for citizenship. This plan necessitated actual classroom work rather than any type of display work.

American Education Week November 17-23, 1924

These Will Help You Prepare for It

Caldwell, Otis W., and Courtis, S. A. Then and now in education, 1845-1923, Yonkers - on - Hudson, N. Y., World Book Company, 1923. 400 pp. \$1.76.

Compares schools of today with those of the middle of the last century. Based largely on objective data.

Miller, Clyde R., and Charles, Fred. Publicity and the public school, Houghton Mifflin Company, 1924. 179 pp. \$1.20.

Valuable to school people responsible for obtaining adequate school publicity.

Research Bulletins, National Education Association, 1201 16th Street, Washington, D. C. Facts on the public school curriculum, Vol. 1, No. 5, 48 pp. 25c.

Answers such questions as: "How does a child spend his time in school?" and "Are the 3 R's crowded out by fads and frills?"

Education Week Bulletin, Vol. II, No. 4, September, 1924, 32 pp. 25c.

Concrete suggestions for teachers and principals for school and classroom work.

Suzzallo, Henry. Our faith in education, Philadelphia, Pa., J. B. Lippincott Company, 1924. 108 pp. \$1.25.

Tells why the teacher should have faith in his work.

O. H. Werner, of Anthony, Kansas, shows what can be done in a small city. He says:

In a city of 3000 population we had 612 different visitors to our schools during Education Week. We had more interest in schools than at any previous time.

Nellie Houston, of Bellefontaine, Ohio, reports similar success. She says:

The outstanding feature of the week was the fact that 1526 parents visited our class-

rooms during that time and saw the regular classwork of teachers and pupils.

Annette Smith, of Cleveland, Ohio, tells us that

Open house was held in many schools and an opportunity given parents to see actual lessons in progress. Night sessions were held so that fathers and mothers who worked might see their children engaged in regular school activities. Special entertainments were discouraged.

No dearth of school visitors existed in St. Paul:

One school of twenty-two rooms reported over eight hundred visits in the different rooms during Education Week.

The cities, however, had no corner on the supply of interested visitors. George Fox tells us that in Anne Arundel County, Maryland:

School busses were used to convey the visitors from one school to another.

Special evening programs were conducted in thousands of schools. Peralta School, Oakland, California, reports this unique feature:

The evening program reached over two hundred parents. It consisted of a demonstration selected from actual work being carried on in the classrooms. Each class came into the auditorium for its particular part, the idea being to show sequence of development rather than finished lessons. The attention of visitors was called to the changed viewpoint whereby emphasis is laid on teaching the children rather than on subject matter; to the fact that children are getting the 'tools of learning' as thoroughly as of old, but with the greater effectiveness that always accompanies the actual use of any tool; to the fine enthusiasm set up for leisure hours through creative work in music and dramatization; and to the important emotional responses planted deep in their hearts through stimulating patriotic exercises.

This happened during American Education Week in Denver, Colorado:

On Tuesday the Lions Club met at the School of Industrial Arts and was served a luncheon by the girls of the domestic science department. After luncheon members of the Club were divided into committees to visit the different schools of the city. On Wednesday the Rotary Club did the same thing. Thursday the domestic science classes in Columbus School served luncheon to the Women's Club. At the close of the luncheon they too made visits to several schools. Friday, members of the American Legion visited some of the schools.

American Education Week should mark the high tide of a continuous campaign waged to acquaint parents with what the schools are aiming to accomplish and are accomplishing with their children.

¹Prepared for THE JOURNAL by Mr. John K. Norton, Director of the Division of Research of the National Education Association.

Judging the Recitation

THE DEPARTMENT OF CLASSROOM TEACHERS is undertaking a study relating to standards for judging a phase of their own work—namely, class recitation units. The successful completion of the study requires the coöperation of classroom groups throughout the country. This appeal is made to the professional pride and coöperation of such groups.

It is suggested that at least one classroom organization in each State undertake to collect twenty-five sample recitation units, evenly distributed from 0 to 100. For greater detail as to the plan see the report of the Committee on Evaluation of Instruction, made at the Washington Convention, July, 1924. This report contained eleven sample recitation units which, according to the preliminary judgments made, had median values ranging from 0 to 100.

Three of the samples there reported and having median values of 0, 40, and 100 are given below as exercises 1, 2, and 3.

EXERCISE I

Mathematics—Reported by F. G. Houghton

When I was very young I attended a small country school. The teacher called me to her one day and said, "You say your tables so well that I am going to give you a big arithmetic." She handed me a copy of Greenleaf's Practical Arithmetic, and assigned a half page to be memorized. The lesson was headed "Arithmetical Principles." One was that multiplying a dividend multiplies a quotient. I think I had never learned the terms dividend or quotient, but I memorized the rules before I went home, and I received commendation for a perfect lesson. So far as the technique of teaching was concerned I think that was the poorest I ever experienced.

Criticism of the Poorest Lesson

1. Story of the lesson.

- a. Assignment. Simply a statement of the page and extent of the lesson.
- b. Recitation. Child repeated the words included within the assigned paragraphs. The teacher praised the child for perfect memory work.
- c. Next assignment. Child told to do examples in addition given on a certain page. No relation to the preceding lesson.

2. Analysis of lesson.

Technique—none.

Teaching done by the book.

Teaching skill—none.

Results—first assignment gave child satisfaction in accomplishing an assigned task. Second assignment gave increased skill in adding.

3. Cause of failure.

No teaching done.

EXERCISE II

Spelling, Grade V—Reported by Rebecca Parsons

This lesson was conducted in grade five. The material was the Ayres Spelling scale used as a study list.

The only class work done by the teacher was to assign ten words to be studied at home. The class work consisted of writing the ten new words assigned and the ten review words taken from any of the four previous assignments. The work was motivated by a star record—each pupil with 100 per cent paper getting a star for daily work and two stars for a weekly review paper. The lessons were further reviewed by a monthly spelling match.

The technique was not evident.

The teacher was not aware that she was not doing good work.

The text was the center.

Skill was lacking.

Results were poor.

The cause of failure was inefficiency of the teacher.

The lesson lacked thorough motivation, skilled teaching, drill technique.

EXERCISE III

English, Grade IX—Reported by Bernice Hartley

I. Story of the Lesson:

1. Assignment—a drill in letter-writing for ninth grade English. Each child was asked to write the teacher a letter of request with the promise if well written that the request would be granted. One boy asked to make a post-office and be a postmaster. This request was granted. On a day appointed each child was to write two letters that would require an answer, one of these to be a business letter. These letters were to be put into the "post-office" and the postmaster was to distribute them with the help of an "assistant." The class was divided into "pairs" so each child would receive two letters.

2. What happened during the recitation period: (a) The teacher made arrangements for the postmaster to take charge. After the letters were distributed, several were read by pupils. (b) Necessary corrections were written by the pupils. The children were very much interested in the letters they received and took great care in replying. The teacher gave help if necessary. After the letters were answered the "postmaster," the "assistant" and teacher corrected the replies as they were read by students. A committee of three students made a list of errors in grammar and spelling, to be taken up in the following lesson.

3. The next assignment, a new "postmaster" was chosen by the class and details of general postal knowledge was assigned for investigation. The following were noted: (1) money order, (2) registered mail, (3) special delivery, (4) foreign mail, (5) parcel post. (6) One boy volunteered to find laws regarding mails that every one should know. (7) Classes of mail.

These topics were assigned to different students, who were to file such information

with the "postmaster" within one week, when the class would take up this work again.

II. Analysis of lesson:

1. Technique involved—drill chiefly. Next assignment might be a problem, but involved much drill.

2. Type of teacher—pupils were center, vitally interested in drill in letter writing. Teacher in background, but in control always. She aided pupils and made suggestions, but at the same time the pupils felt that it was their "drill," not one imposed upon them. Each child participated.

3. Degree of skill—good subject matter, good motivation, good drill; evidently a high degree of skill.

4. Results—excellent.

Aims—These three exercises show what is wanted. Groups undertaking to furnish the committee with twenty-five samples for final judgment should get their members to report such samples as the above. Experience shows that it is difficult to get the poorer samples, particularly those ranging from poorest to the average. However, even good teachers have off days and occasionally have poor recitations. Others may recall poor work of their beginning years or remember the poor work of a former teacher. Some follow-up will be necessary but with a committee in charge it should be possible to secure twenty-five samples with values fairly evenly distributed.

Another suggestion—If a group undertakes to supply only twenty-five samples, all should relate to a single teaching technique, to drill, or appreciation, or problem, or project (the word project as here used is not synonymous with motivation but has a limited meaning, "doing on a real life basis").

Important service—The Department of Classroom Teachers is particularly anxious to make this important professional contribution. By giving this matter serious attention and extending to your president your immediate coöperation, you will not only be serving the teachers of the country but you will be making a valuable educational contribution. This work is to be carried on under the direction and supervision of Dr. Guy M. Wilson, professor of education, Boston University, Boston, Massachusetts. Write your president that you are ready to help.—Julia A. Spooner, *President, Department of Classroom Teachers.*

The Opportunity School

FERN EVANS HOFFMAN

OUT IN Denver, Colorado, in the heart of America, is a public school which is fast achieving a national reputation because of the unusual method in which it has been developed to meet the needs of the students. Educators, in speaking of this school, invariably use the word "unique," meaning that it is the only one of its kind.

The Opportunity School—all that the name implies—was founded nine years ago by Miss Emily Griffith, who has acted as its director and principal since that time. For the carrying out of her original idea—purely experimental at first—the Denver school board allotted Miss Griffith an old building on the edge of the business district of the city. This afforded an ideal location for the type of pupils Miss Griffith wished to attract to her school. These would include individuals past their childhood who had entered upon days of self-support, and who had discovered their own shortcomings as to preparation for their work. There would also be included the ambitious foreigners, the new citizen class, who realized the unequal competition of business and social conditions into which they had precipitated themselves and were desirous of educating themselves out of the difficulty; and, better still, Opportunity School should be open to persons of any age whatsoever who had never had the chance to train for the line of work best suited to them.

A noble ideal in education surely! A school to fit the pupil—not an elaborate curriculum to be fitted. The passing of the "table d'hôte" in education for the "cafeteria" or "serv-self" style.



Denver Municipal Facts

A situation in which the individual might return and gather advantages he had somehow missed in his youth. And who, indeed, drinks more deeply than the thirsty one?

Opportunity School was begun in a very simple way, offering, at first, only a

few classes in vocational training and academic subjects—such as, typing, book-keeping, spelling, penmanship, stenography, sewing, cooking, telegraphy, business mathematics, business English, and subjects for foreigners, including civics, American history, and courses in citizenship. Today, may be had work in brick-laying, carpentering, plumbing, auto-mechanics, acetylene and electrical weld-

ing, hair-dressing, manicuring, architectural and mechanical drafting, applied electricity, vulcanizing, cobbling, salesmanship, dressmaking, millinery, cooking, paper-hanging, machine shop training, multigraphing, use of dictaphone and adding machine, show-card writing, and the common elementary and high school subjects. New departments are added as fast as the demand justifies the employment of skilled instructors.

The building, which, in its days as an elementary school, accommodated less than one thousand pupils, has been crowded until, during the past year, it daily housed four thousand persons, three thousand of whom were Americans, the rest being foreigners. Every available cloakhall and every basement nook has been turned into a classroom. There is no principal's office in this school—a class needed the space. The desks of Miss Griffith and her assistant, Mrs. Mary F. Miller, are to be found in the main hall. Outside storerooms have been rented to care for overflow classes. In every possible way, the school has received the cordial support and coöperation of the school board and the superintendent, Mr. Jesse H. Newlon. An



Denver Municipal Facts

addition to the present building will be erected during the coming year.

In this temple of service, for thirteen hours daily, the hum of activity continues without intermission for five days a week. The school is run in shifts, the teachers appearing in relays. Night classes are unusually large. Some of the vocational classes continue throughout the summer months.

There is no age limit at Opportunity School. There is no race line. There are no entrance requirements. There are no restrictions as to one's religious or political beliefs. In short, no one is ever turned away from the school. There seems to be a place for every one somewhere in the building. Pupils may attend one hour or many hours each day, according to their ability and the time they have to spare. Whoever enters to breathe the atmosphere of this democratic institution, whether his coming was actuated by motives of curiosity, of loneliness, or of intellectual hunger, remains to become a progressive along some line of social usefulness.

The question might reasonably be asked: Can a school so unrestricted in its requirements really set a goal for its pupils? Can such interwoven paths lead anywhere? For answer, a few concrete cases will illustrate.

An ambitious young man, the private secretary to the president of a large local corporation, has been attending night classes for several years, coming directly from the office and staying until 9:15 o'clock. His ambition is to study law, and learning that the Dean of the night law school could not permit him to

matriculate without at least a high-school diploma, he has been gathering up the tangle ends of his education so that he can pass a county teacher's examination. This will be accepted as the

much patience as she was obliged to pursue her studies at night.

A high-school girl was forced to drop out of school for a year to work. Her employer gave her an hour and a half at noon. She carried a paper bag lunch to Opportunity School every day, and after eating it, spent the remainder of the time in a class, making up an important study she had missed. She also attended night classes, so that, the next year, when she reentered the high school, she continued her work and was finally graduated.

A business man and his wife attended the school regularly last winter so that they might learn the latest forms of business letters for dictation to their stenographer. Many students attend the English classes to improve their oral English, as they realize that this is one of the biggest keys to success. A highly intelligent Swedish salesman confessed to his teacher that he must "rub off" the foreign accent, or he could never hope for a promotion.

How does this unusual school and its achievements react upon the community which it serves? The newspapers, the clergy, and numerous constructive civic organizations of the city, all voice unanimous approval of the

school and its work. Last year, a total of nearly ten thousand students enrolled in the various classes. Most of them, employed in business concerns, went forth to their daily tasks more efficiently equipped because of training received at the school. Others were able to obtain employment through the school bureau—an important department of the institution.



Denver Municipal Facts

Acetylene Welding



Denver Municipal Facts

Cobbling Shoes



Denver Municipal Facts

Repairing Automobiles

equivalent of the diploma which he lacks. He expects to begin his studies in law this fall at the University of Denver.

A house maid wanted to be a trained nurse. She could not enter the training class in the hospital she had selected until she had completed two years in the high school. Opportunity School was her stepping-stone, although it required

Vital Professional Problems

Better Trained Teachers

COULD the National Education Association by some stroke of magic add overnight one hundred dollars to the salary of every American teacher, there would be much appreciation and acclaim. And yet, while the Association has not done it overnight, its activities during the past few years have probably added much more than one hundred dollars to the average salary of teachers throughout the United States and the work has been done in such a way that the result is more or less permanent. A gradual but certain awakening of the people has led them to appreciate the necessity of higher salaries if they are to have teachers competent to train their children for the responsibilities of the new day.

While the sudden manifestation of power may cause great excitement, it is the less tangible but slower processes of general leadership and sound education that win the big advances. It is the buildings erected carefully stone upon stone and girder upon girder that endure and render the great service to humanity. So it is in professional organization.

The contributions of the National Education Association to the better training of teachers are as old as the Association itself, building upon the earlier foundations that had been laid during the latter part of the eighteenth and the first half of the nineteenth century, when the pioneers in teacher training were doing noble work. The stages of teacher training in America may be loosely defined as follows: (1) Incidental teacher training in the academies; (2) the development of normal schools at first in conflict with the academies; (3) the establishment of city training schools; (4) the establishment of training classes in high schools; (5) the establishment of educational departments in universities and colleges; and (6) the elevation of normal schools to teachers colleges and the rapid growth of teachers colleges in universities. Throughout this development, organization has been an important factor in determining plans and standards.

The American Institute of Instruction, founded in 1830, was a strong factor in creating a demand for professional training. Massachusetts opened

its first normal school at Lexington in 1839. This school and others of the period were built on the model of the Prussian *Lehrerseminar*—a drill school with a narrow curriculum, which was studiously isolated by the ruling class from the aristocratic gymnasium and higher education generally.

The American Normal School Association, which grew out of a meeting

in 1873 is a reaction from the narrow type of normal school first established. It reads, "That the interests of education, whether in university, academy, normal school, or common school, are one and inseparable; that all should have and show hearty sympathy with all other co-laborers in this general work, joining heart and hand towards the improvement and greater efficiency of schools of every grade, for the benefit of the individual and for the safety of the State."

A resolution adopted in 1885 recognizes the importance of higher education for women, who were then coming rapidly into their own as teachers, in the following words: "That we heartily give the support of our encouragement and sympathy to the higher institutions of learning that open their doors widely to women and that we see in this action the promise of such attainment as will fit women and especially women teachers for places of the highest honor and usefulness."

By 1891 members of the National Education Association were becoming jubilant over the progress in teacher training and expressed their satisfaction in the following resolution: "The advance in public sentiment touching the necessity for the special and professional preparation of the teacher has been so marked as to justify us in characterizing it as a revolution. Many of the colleges, even some of the most conservative of them, now recognize the fact that teaching has a scientific basis by providing for instruction in the science of pedagogy."

In 1895 members of the Association were asked to "Urge upon the legislatures of the several States that they make provision for the establishment of thoroughly equipped normal schools in sufficient numbers to make it possible that all of the teachers in the public schools may receive such training as the transcendent interests committed to their charge imperatively demand, so that in the near future none but well-trained teachers shall be permitted to enter upon the work of instructing children."

It was long thought that secondary school teachers needed merely to be proficient in the subjects taught, but an Association resolution in 1896 recognizes

Can You Answer These Questions?

Program for Professional Study

1. What institutions first gave teacher training in America?
2. Upon what model were the first American normal schools built?
3. Through what stage is teacher training now passing?
4. What amount of training does the National Education Association advocate for all teachers?

of representatives of normal schools held in New York City in 1855, furnished a forum for the enlarging group of workers in such schools. In 1870 this Association united with the National Teachers' Association and became the Department of Normal Schools of the National Educational Association, thus laying the foundation for a union of educational forces that has been of inestimable value to American education and that has eventually brought to teacher training full recognition as the equivalent of other forms of higher education. From that day to this the improvement of teacher training institutions and their extension into the new States and Territories have been closely associated with the work of the National Education Association, so that it is possible to trace in the Association's programs and resolutions the growing emphasis on the importance of better trained teachers and on the extent and nature of the training to be provided.

Perhaps the resolution adopted in

the growing movement for professional as well as academic training for such teachers in the following words: "In particular do we wish to express our interest in the suggestions that have been made, and the plans that have been offered, looking to the provision of professional training for the secondary teachers of the country, and in the practical efforts that have already been made in that direction."

By 1898 standards were becoming more clearly defined, as indicated by the statement: "A high-school education, and at least one additional year's professional study of the history, principles, and practice of teaching, should be the minimum toward the establishment of which we should work."

The resolution of 1902 indicates that "We hope soon to see as definite a standard for the training of teachers as is now fixed by the best schools in the country for the training of physicians or lawyers."

"The character and efficiency of the schools depend in the future, as in the past," says a resolution of 1910, "upon the character and efficiency of the teachers. The profession of teaching should, therefore, attract men and women of the highest intellectual attainments, broadest culture, most thorough training, and loftiest ideals."

In 1912 the Department of Normal Schools of the National Education Association put forth the following declaration of principles:

1. The twentieth-century normal school is dedicated to higher education, with the special function of supplying teachers for the rural school, the elementary schools, and the high schools.
2. Its entrance requirements as to scholarship will be practically the same requirements that are now demanded by the college—graduation from a four-year high school.
3. It will extend its courses of instruction and practice, as conditions may demand, to four-year courses, thus giving it as high a standing in the way of discipline and scholarship as the college now possesses.
4. It will widely extend the field of professional experimentation and investigation.
5. It will try out its graduates as to ability to teach and manage schools by such a period of practice-teaching as will settle the case beyond peradventure.
6. It will plan effectually to train teachers for rural schools, to stimulate and foster every educative agency toward

the development of rural community life, and to elevate the professional position of the rural teacher.

7. It will set up definite ends of education that will relate themselves to the life of the people in all departments of human interest and will thus become a great social energy. As the public school is going to become, next to the family, the most potent social agent, so the normal school is going to fit teachers to perform this educative function.

Rural Education is emphasized in 1915 in the following words: "A great opportunity for a new type of service

ing of teachers which cannot be estimated. As a result of the public sentiment thus created and the better opportunities for training that are now offered, the teacher holds a much higher place in the community and receives a much better salary.

But the majority of the teachers in America do not yet meet the high standard that has been set in the Association's resolutions. Many battles must be won before that standard can be attained. The more technical aspects of teacher training have recently been largely taken over by the American Association of Teachers Colleges (which combined in February, 1923, with the National Council of Normal School Presidents and Principals), leaving to the National Education Association, as the unifying force in American education, the task of awakening the general public to the necessity of more generous provision for teacher training and more liberal rewards for men and women who have spent years in preparation for our greatest profession.

Both public and educational workers increasingly recognize the importance of the teacher in the life of the school and insist that his training shall be equal to the opportunity and responsibility. It is the teacher's grip on life, the soundness of his background, the breadth of his intellectual resources, the depth of his faith, and the effectiveness of his technique of working and living, that breathes into the school the breath of life.—J. E. M.

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awaits the normal schools of this country, if they will but seriously turn their attention to the many important problems surrounding rural life and train teachers definitely for helpful constructive service among rural people."

The standard of training for which the Association now stands is set forth in a resolution adopted in 1920. "We commend and indorse the conviction, now so rapidly gaining favor in our profession and in the public mind, that those who enter the public-school service, whether they are to teach in rural schools or in urban schools, in elementary schools or in high schools, should have had a minimum of four years' carefully planned preparation, following upon graduation from a four-year high school."

These resolutions, printed generally in important newspapers and educational periodicals, quoted to legislatures, used by normal school presidents in their dealings with their official boards, and accepted by boards of education in cities and States with the best school systems, have exerted an influence on the train-

WE SHALL preserve America through making good Americans out of the material offered by the rising generation. Never have the teachers been so conscious of this fact as they are today. The schools grow better in their educational methods, quite as steadily as they advance in their material facilities and equipment. The children go to school better clad and in better physical condition than in previous years. The crisis in respect to the teaching profession that was so severely felt two or three years ago is happily past. Average salaries have been increased, while the cost of living for teachers has been receding. Many who abandoned the teaching work have returned to it; and those who remained faithful are not sorry. Teaching today is our foremost profession, and schools are at the center of public interest.—Editorial in the *American Review of Reviews*.

Ethics for Teachers¹

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THERE WAS a time in the history of education when the measure of the teacher was the measure of the school. His learning indicated the adequacy of the curriculum; his moral standards determined the social and moral ends of the school. Then, the whole school situation revolved about the personality of the teacher.

But during the past hundred years the scientific attitude has come into the school with the consequence that the various factors of the educative process have been separated and isolated and studied as entities in themselves, and then never properly correlated. Emphasis was placed on the teacher's scholastic attainments without respect to his position in morals and religion. Then the child was held up as an object of analysis and scrutiny, and every teacher had to possess credit in child study in order to be adequately prepared. Through this study it was learned that the curricula were not adapted to the child, and so the courses of study fell under the critical eye. And consequently today we have the implication: The measure of the curriculum is the measure of the school.

It is rather remarkable that in our efforts to perfect the educational factors we have tended to neglect and even forget the supreme importance of the human instrument through which the teaching is done. It is a conservative judgment to say that the teacher—his personality and principles—is as important a factor in the educative process as the mentality of the child, the nature of the curriculum, and the conditions and needs of society.

In view of this situation and at a time when the teacher tends to be submerged in the highly organized school systems, it is interesting to observe the emphasis which is being placed upon the ethical obligation of the teacher. There is arising a new consciousness of the vital part which the teacher plays in the educational system.

As evidence of this, we find that at least twelve codes of ethics for teachers have been formulated. These codes have been prepared by local clubs such as the Bernard Club in Providence, Rhode Island, by the teachers' associations which cover certain geographical districts without reference to State and municipal lines, such as the Monongahela Round Table in the northern part of West Virginia, by students in university graduate courses, for example the students in the University of Utah, by Committees of State Teachers' Associations and later approved by the State Associations, for example the State Teachers' Associations of California, Iowa 1922, Michigan 1921, Mississippi 1918, New Jersey 1914, New York, Oregon, Pennsylvania 1920, and Virginia 1913. To the preparation of these codes much time is given. For example, the Committee of the Pennsylvania State Teachers' Association spent over three years studying all of the available codes for the teaching profession and the codes of other professions, such as medicine, law, architecture, and engineering.

Perhaps by this time a couple questions should be answered. First, why is it necessary to have a special code of ethics for the teaching profession. Are not all ethical principles binding upon all alike whether laymen or professional? Ethical obligations are binding upon all persons in the same situation, but in so far as any group of persons occupy a particular situation they will have specific ethical obligations. The Committee of the New York State Teachers' Association has expressed this thought as follows: "It is just the characteristic of a professional group that, by virtue of their special knowledge and skill, its members occupy a situation which no layman ever occupies, and they therefore have obligations which from their exclusive character require a distinctive name."

The second question which must be answered is this: Why waste time preparing another code when already there are a dozen or more in the field? The very fact that there are so many shows that no one is acceptable to all. And any one trained in systematic thinking on moral problems and having experience in the teaching profession will soon

pick out many weaknesses in the existing codes. It is proper that time be taken for a careful consideration of a code of ethics for the teaching profession.

Before an ethical code can be prepared adequately and properly, attention must be given to the principles according to which such a code should be formulated. Ethics is, according to the Greek significance of the term, the science of morals. Through it we learn how human life must be fashioned to realize its purpose and end. The analysis of this sentence will show that ethics has a double function: First, to determine what is the perfect life, and secondly, to point out the way or the means of realizing it. It tells us that the perfect life is a life leading to a complete development of all the physical and spiritual powers and to their exercise in all the spheres of human relations. In its second function ethics shows by what inner qualities of character and what modes of conduct the perfect life is attained—that is, the virtues and the duties whereby the purpose of life is fulfilled. Now it is strange that every code of ethics for teachers which has come to our notice has spoken of only the teacher's duties; the teacher's virtues have been completely ignored, or at least omitted. If the teaching profession is to retain the respect accorded it, and to secure a position of dignity and power, then the virtues of the teacher's character must be emphasized. The teacher's mechanically fulfilling certain obligations and obeying certain rules is not what is necessary and expected; there must be a soul back of it all. Then, too, before one can intelligently ask himself, "What must I do?" he must first ask himself, "What am I?" Our duties become clear only in the light of what we are or should be. So a code of ethics should consider both the virtues and the duties of a teacher. And the code which we shall submit later is the only one, so far as our knowledge goes, which includes a system of virtues.

Again, the code must be comprehensive in the ground covered. The teacher's relations are broader than the classroom. But in being comprehensive it must not include that which is not germane. For example, the Pennsylvania Code is said to be the only one carrying with it the establishment of a permanent commission on professional ethics. I should doubt very much whether a code should include such a provision. It is the duty of the State Association to make that provision apart from the formulated code.

¹This paper was read before the Cass County Teachers' Institute, held at Fargo, N. D., October 5, and also before the Grammar Grade Section of the Northwest Central Minnesota Education Association, held at Moorhead, Minnesota, October 5, 1923.

Further, a code should not be long and too detailed. The Committee of the New York State Teachers' Association was right when it stated, "a professional code should emulate the Decalogue in its brevity in the salient points upon which it concentrates attention." It is impossible, and it is not necessary, for a code to present a definite rule governing every detailed step of a teacher's conduct and relationships. A code should present the general principles governing a teacher's life in such a way as to make them appear axiomatic, leaving each teacher to work out the application to his or her particular circumstances. The chief objection to the Pennsylvania Code is its length. The Iowa Code is a model of brevity.

That a code should be systematic and orderly needs no discussion.

Finally, a code seems more complete if there is a preamble. I do not claim that a preamble is absolutely essential, but it appears that those codes which have preambles exhibit a completeness not found in the other codes. A preamble should give a general point of approach, exhibiting the name of the body adopting the code, and setting forth the reason or reasons for the adoption thereof.

Having presented the principles which should govern the formulation of a code, we are in a position to formulate and explain a possible code.

After the statement of the preamble, the virtues should be stated. I believe these are six in number, and the first is purity. This is most fundamental in the life of a teacher. Habits started in youth develop traits which in times of crises in manhood result in failure. Philip Armour spoke a profound truth when he told the students of Armour Institute, "The greatest thing intellectually is not knowing a lot of things, but the character which makes the right use of things." Immorality reacts upon both the body and the mind. No matter how strong physically and how keen mentally one may be, immorality will eventually cause both physical and mental degeneration. We are not asking for perfect teachers; there are no such creatures. But there are moral differences in people, plainly evident and constantly manifested. We are aware that a young man may exhibit wrong tendencies and later so change that he becomes eminently successful. Just which person will have such an experience, we have no way of knowing; but no risk should be taken when the question of character is at

stake, and nowhere is double-mindedness and hypocrisy so easily and quickly detected as in the schoolroom.

The second virtue is passion for service. No one should enter the teaching profession who will use it only as a stepping-stone to some other profession or occupation. No one should become a teacher merely to secure a financial or a social position. Service is degraded if thereby praise and position are alone sought. The teacher must stand ready to be forgotten if thereby he can lead the child one step farther into the realm of truth, beauty, and goodness. The teacher should be, as it were, a colorless medium through which the great principles come to youth, transforming and invigorating their lives. Perhaps the great apostle had something of this passion for service in mind when he wrote, "Look not every man on his own things, but every man on the things of others."

The third virtue is truthfulness. For most people this signifies the refraining from falsehood, but it must be recognized that truthfulness has both a negative and positive side. The negative aspect is expressed in the words: Thou shalt not lie; the positive in the words: Let the truth be known. The positive side of veracity has been much neglected by ethical thinkers. We must have a passion for facts and be witnesses of the truth, for the truth will make men free.

Another virtue is justice—a sense of proportion. This virtue has quite a wide application. President Hyde says, "This sense of proportion is the most essential part of a teacher's equipment. Every teacher has opportunity to do twenty times as much as he is able to do well. The important thing is to know which twentieth to do and which nineteen twentieths to leave undone. Between mastery of subjects taught, general reading, professional study, exercise, recreation, social engagements, personal work with individual scholars, private affairs, correspondence, the regular work of the classroom, the correcting of papers, preparation of particular lessons, church, clubs, there is obviously far more draft on the teacher's time and strength than can be met with safety. . . . The teacher's problem, then, is one of proportion and selection, to know what to slight and what to emphasize."

This virtue must likewise be applied by the teacher in his relations to the pupils and the relations of pupil with pupil. At all times the teacher should be conscious of his pupils and others as ends in themselves. He will, therefore,

refrain from violating the rights and interfering with the interests of others, and he will hinder such violation and interference on the part of others.

The fifth virtue is courage. This term is not used in its narrow meaning of ability to resist painful, dangerous, and terrible experiences; rather, it is used in the sense of a social virtue applicable in the realms of both the physical and the moral. If it be limited to the physical, then as civilization advances, its importance would diminish since civilization gives us the protection of law and government. On the physical side, the teacher must have the ability to endure all kinds of hardships and exertions. This aspect of courage could be called patience, in which women are so superior to men—one of their most beautiful and valuable qualities. But it is in the moral realm that the application of this virtue needs special emphasis. It is here that the teacher is sorely tried. There arise many situations where a definite position must be taken against evil in various forms. This position must be taken even though it costs one his position. Our jobs are not so dear and our monthly checks so sweet as to overbalance unrighteousness.

The final virtue of the individual in the teaching profession is serenity, calmness of soul, cheerfulness of mind. The teacher's life is full of struggle and conflict, strife, and commotion. Above all this he must rise. He cannot maintain his poise, temper, and cheerfulness, which are so necessary in the classroom, without a larger and a higher view of the world and of life. The wilderness of monotony and dreary detail in which the teacher lives shuts out the larger view. For most people this characteristic is cultivated through their religious beliefs and practices. If I were in the pulpit preaching a sermon to teachers, I should call upon them to seek the source of the joy, the beauty, and the strength of their lives in religion. But I want to call your attention to another source wherein many find or attain this virtue: I refer to intimate personal friendships. Select some one in whom you may confide, who will be to you as a brother or a sister, who will be interested in you, and who will be alert for your welfare and happiness. With such a soul have much fellowship. And then when you take up the tasks of life you will experience a calmness and peace of mind which you never could have had without those moments on the Mount of Transfiguration—the communion of a

soul with its god, or on the summits of earthly friendship—the fellowship of a soul with another soul.

With such virtues any individual is well qualified to take up and fulfill his duties as a teacher. But what are his duties? They are sixfold. The first set of duties concern the teacher himself. The Virginia Code of Ethics for Teachers places this set last. With this I cannot agree. It is true we should love ourselves last, and our chief aim is to give rather than to receive, but it must be remembered that we cannot give unless we have something to give. The great Teacher of all teachers spent thirty years of His life in preparation, and gave three years of service—a service such as has not been equalled in all history. Too many today in the teaching profession prepare as little as possible and think that they can serve any length of time. So we maintain that the first duty of a teacher is to himself. His appearance must be neat and clean; appearance has an ethical value. The teacher must be fit physically. The adage of *Mens sana in corpore sano* is recognized today as never before. Much of the so-called mental inferiority is due solely to impaired physical tissues and fibers. The efficiency of our school system is to a large degree dependent upon the physical fitness of our teachers. Again, the teacher must be fit mentally. The highest possible training is not too much for the humblest school in the country. Every teacher should always be alert to acquire such knowledge as will assist in the fulfillment of his task and the proper understanding of the world from his point of view. Finally, the teacher must have a worry-free mind. The modern world would do well to learn the lesson taught by the ancient Stoics, namely, that what life is is dependent to a large degree upon our point of view. As Epictetus said, "Everything has two handles—one by which it may be borne, another by which it cannot. If your brother acts unjustly do not lay hold of the affair by the handle of his injustice, for by that it cannot be borne; but rather by the opposite—that he is your brother; that he was brought up with you; and thus you will lay hold on it as it is to be borne." No teacher can afford to enter the schoolroom with a mind burdened with cares, troubles, disappointments, and mistakes. By these handles life cannot be borne. No teacher can expect to achieve all things perfectly. The aims are too great, the material too flexible, and the resources

often too meager. The Stoic attitude will assist in looking at our experiences in the proper light and in taking them by the handles by which they can be borne.

The second set of duties concern the teacher's relations to his employers. This is an important phase of the teaching profession too often neglected. All appointments and advancements should be obtained exclusively on merit. When "pulls" and "strings" are attached to appointments there is the possibility that one's work will be hindered in some way and at some time. When a position is secured, then the contract must be fulfilled unless released by the employing party. Never violate a contract; you could not universalize your action. Cooperate with the employer's educational policy. If such is impossible, then the teacher's attitude should be made known, and a release accepted if granted.

Further, the teacher has duties to his superiors and fellow-workers. To superiors there must be the attitude of loyalty and cooperation. Superiors and fellows should never be criticized in the presence of pupils and patrons; instead, one should set forth their excellencies. To fellow-workers one should be courteous, appreciative, and friendly.

The fourth set of duties concern the teacher's relations to his pupils and their parents. Children should be looked upon as personalities who are to be trained for life, not for a job. To awaken interest and to arouse ambition is the teacher's chief function. The child is not only a sponge; he is a mind with power to observe, to reason, to form judgments. And it is the teacher's duty to invigorate life so that there will result the greatest degree of productivity on the part of the child. Further, the teacher should hold in confidence any information received concerning the child's home life and should be open-minded to the attitudes of the parents.

Again, the teacher has duties to the community. All the acts of a teacher outside the classroom should exhibit the value and significance of education. And so the teacher should identify himself in an active manner with the various civic, social, and religious activities and interests of the community.

The final set of duties concerning the teacher's relation to the teaching profession. At all times a teacher should maintain the dignity and highest standard of the profession. To leave a school without having kept the records correctly and completely reflects on the

profession. A teacher should assist all movements and agencies having for their purpose the interest and welfare of the profession. And, on the other hand, the teacher should condemn any movement or agency which tends or tries to destroy the highest interests of the profession. No teacher should act as agent for that in the selection of which he exercises official decision. In short, each teacher should be an inspiration to others to join the profession.

In conclusion, I have presented the general basis of an ethical code for the teaching profession, the principles according to which such a code should be formulated, and the explanation of the virtues and duties which should be incorporated in such a code.

If I were speaking to the legislative session of a teacher's association, I would submit for adoption the following as:

A Code of Ethics for Teachers

Preamble—We, the teachers of (name of the association), conscious of the peculiar relations in which we are placed, in order to maintain a high standard of character and conduct on the part of the members of the profession, to secure the fulfillment of all obligations, and to serve our fellows to the utmost of our ability, do hereby accept and adopt the following Code of Ethics:

A. VIRTUES

1. *Purity*—Immorality produces physical, mental, and spiritual degeneration.
2. *Passion for Service*—Not using the profession as a stepping-stone, but always seeking the interests of others.
3. *Truthfulness*—A passion for facts—Governed by the two commandments: Thou shalt not lie, and Let the truth be known.
4. *Justice*—A sense of proportion—Selecting those activities whereby one can contribute most to the school—Treating others as ends in themselves.
5. *Courage*—Patient under physical hardships—Unrelenting in opposition to unrighteousness.
6. *Serenity*—Cultivating calmness of soul through fellowship with one's fellows and communion with God.

B. DUTIES

1. *To Self*—Neat and cleanly in appearance—A strong and healthy body—A trained and a worry-free mind.
2. *To Employers*—Secure appointments on merit—Fulfill contracts—Coöperate in their educational policy.
3. *To Superiors and Fellows in the Profession*—Maintain an attitude of loyalty and coöperation—Assist rather than criticize.
4. *To the Pupils and their Parents*—Give them one's best—Awaken their interests—Treat with respect their opinions and positions.
5. *To the Community*—Take an active part in civic, social, and religious work.
6. *To the Profession*—Maintain its dignity and standards—Endeavor to inspire others to enter the profession.

IN OTHER JOURNALS

What They Think of the Summer Meetings

THE AMERICAN EDUCATIONAL DIGEST in its department, Editorial Review and Aspects of Education, declares that the Washington meeting will go down in history as the most potential, in point of actual results attained, in the long list of meetings which the National Education Association has to its credit. *The Digest* considers President Coolidge's address the crowning event of a week of unusual events. It says in part: "The epochal event in the history of the Association, the President's address, fell on the Nation's birthday which symbolizes emancipation and the right to self-rule. Emancipated minds have cherished this principle as a fundamental right precious beyond all other rights. President Coolidge, in his masterful address, shows with fascinating sincerity and in clearest perspective how regard for independence grows with the passing of ignorance. Communities which have developed the capacity for self-government have achieved mightily. Much of such achievement, however, has been attained under great handicaps, stress of hardness, and limitations of educational facilities."

"Thus does the President's message to the teachers of this country breathe the spirit of independence, but it does not offer that as a disguise for the dominance of material interests. The emancipation of the teaching profession will bring new obligations. President Coolidge does not overlook that fact, and the dominant utterances in his address disclose his belief in the emancipation of the spirit as the only road to freedom from the rule of things. This is what he would have the teachers of this nation comprehend, and in this year of education achievement the teaching profession will do well to adopt the principles involved in the President's searching conception of educational and spiritual values."

MIDLAND SCHOOLS, for September, 1924, says that a new civic consciousness should result from the Washington meeting of the National Education Association. The account follows:

"Washington—always inspiring, beautiful, and fascinating—was even more effective in its emotional appeal, because of the presence of thousands of teachers, most of whom were visiting for the first time their nation's capital."

"The time—our nation's birthday; the place—the seat of our nation's government, and preëminently the city beautiful in America, and the teacher, whose instructions have been the largest single factor in making this city a concrete reality to millions of our citizens—all conspired to touch the hearts, awaken the intellects and arouse the consciences of more than 10,000 representatives of the teachers of the country in convention assembled."

"The most vivid memory of the convention

is of the city itself and the patriotic pilgrimages incident to it, some under the direction of the National Education Association itself, but most of them privately conceived and privately conducted. One could hardly but feel that he was treading sacred ground as he walked about the numerous shrines dedicated to our heroes of peace and war. The custodian at Mount Vernon reported that there had never been a more respectful, reverent group of visitors to the tomb of the Father of our Country than these school people of America."

"Nearly as prominent as the place, stands out a personality. The inspiring, dominating influence of the president of the association and the masterful way in which she handled every situation that arose, will serve as an example to those who are to follow after her. Perhaps no one thing about the convention gave confidence to its deliberations and courage to the membership as did the wonderful way in which Olive M. Jones presided."

SCHOOL LIFE for September contains a two-page account of the Convention. We quote as follows:

"A narrow view of the profession of teaching is wholly incompatible with attendance upon a convention of the National Education Association. No teacher can spend a week in such an atmosphere without realizing that the work of teaching is a tremendous task with unlimited ramifications. Apparently every item which pertains to the welfare of the mind or the body could be found within the scope of the program which the association provided for its members at the sixty-second annual meeting in Washington, June 29 to July 4."

"With John J. Tigert, United States Commissioner of Education, delivering the address of welcome and President Olive M. Jones the keynote speech, the formal opening session of the National Education Association set a pace for interest and discussion paralleled only by the evening sessions which were to follow."

"In an impassioned appeal to the teachers of the nation to launch a concerted movement to secure the passage of the Sterling-Reed bill for a department of education, Miss Jones scored the enemies of the education bill and admonished the teachers that 'the time has come when educators of the country must stand solidly and united and resolved to obtain rightful recognition of education in our Government.'"

THE CHILD-WELFARE MAGAZINE for July well describes in "The President's Message" the first evening meeting of the Washington Convention, "a conference which, to the lay observer, reached the highest point of constructive power by means of a program full of humanity. The whole child, mental, moral, and physical, in home, school, church, and community, was con-

sidered, and in section meetings and general assemblies the 'chord of life' was struck again and again with sure hands, and the loftiest spiritual interpretation. All honor to the President, Olive M. Jones, who had this vision of completed childhood and was able to express it by a process of selection which showed a genius for getting the best out of people—which, after all, is the true meaning of education."

"On Sunday night, June 29, the great stadium of the Central High School presented a wonderful picture. Tier upon tier of faces rose out of a wall of blackness; on the velvet turf more faces massed under the arc lights—thousands of them. On the little platform, gay with flags and red, white, and blue lights, the speakers, gathered with some special guests, and overhead eight great silvery horns carried the slightest tones of soft-voiced women to the outermost benches, while the strong voices of the men echoed back like trumpet calls from the brick walls of the High School background. The full Marine Band, half hidden by a screen of foliage, filled the night air with magic music and carried the accompaniment as ten thousand voices sang 'Onward, Christian Soldiers', and 'Now the Day Is Over, Night Is Drawing Nigh.' The moral and spiritual training of the child was studied by five experts, reaching a splendid climax in Dr. Starbuck's stirring address on Fundamentals of Character Training."

THE OUTLOOK for July 16 comments on the substantial character of those in attendance at the meeting. It reads in part:

"On July 4 the annual Convention of the National Education Association came to an end, after six days of stimulating discussion. This great meeting of almost ten thousand teachers brought to Washington much less notoriety than New York has been receiving from its disheartening Convention. On the other hand, the potentialities and determinations of the educational Convention are likely to mean as much to the future welfare of America as anything likely to take place in Madison Square Garden, not to speak of the Public Hall at Cleveland."

"It is notable that these chosen representatives of our vast army of teachers did not waste their time over the whims and sentimental experiments that too many enthusiasts mistake for educational systems. It can be said to the credit of our American teachers that, while very open to suggestions that mean real and solid advancement, and while keenly aware of the serious defects and needs of our schools, they are properly wary of fundamentally unsound policies, however attractively these may sometimes be garbed."

EDITOR WINSHIP, in the *Journal of Education* for July 17, praises the "appreciative attention" given by the Washington press. He says, in speaking of the visiting delegates:

"As usual, California won the prize for attendance in balancing, number and distance. The special train, four Pullman cars, special from California to Washington, had sixty-four Californians, and when they arrived they found thirty-four others, and by night there were 150, though the last forty-two are not, necessarily, at present in service in California."

GUIDE TO BOOKS

Print at Work

What chisels, hammers, wrenches, and automatic drills are to the skilled mechanic, print is to the teacher seeking to fashion the child life into the finished product of men and women, well-rounded in the essentials, with broad interests and the power to continue for themselves the education which schools exist to begin. Excepting textbooks, few teachers make print work as it should. Most schools are without expert library service, many without even a collection of books that could be called a library, and few indeed are equipped to surround the child with that part of the great wealth of printed material which is peculiarly his. This section of THE JOURNAL contains practical suggestions, some of which should be useful to every reader.

Many teachers enrich their work by preserving from newspapers and magazines material that relates to geography and English, current events, the vocations, and other subjects. Such material can be collected by the children and organized in folders in a vertical file. If a vertical file is not included in the school furniture a small grocery box can be used and temporary folders made of such pasteboard as may be available.

N. E. A. Publications

These publications may be had postpaid at the prices indicated from the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

Research Bulletin, Vol. II, Nos. 1 and 2, January and March, 1924. Single copies, 25c. Has been mailed to \$5 members.

Research Bulletin, Vol. 1, No. 5, July, 1924. Single copies, 25c. Has been mailed to \$5 members.

Department of Superintendence Second Yearbook—The Elementary School Curriculum. February, 1924. Single copies, \$1.50. Has been mailed to members of the Department of Superintendence.

Department of Superintendence Official Report of the Chicago Convention, May, 1924. Single copies, \$1. Has been mailed to members of the Department of Superintendence.

Bulletin of the Department of Elementary School Principals: The Third Yearbook—The Status and Professional Activities of the Elementary School Principal, Vol. III, No. 4, July, 1924. Single copies, \$1.50. Has been mailed to members of the Department of Elementary School Principals.

Bureau of Education Publications

The publications listed below may be had from the Bureau of Education or from the Government Printing Office, Washington, D. C., at the price indicated, which should be sent in coin, not stamps.

The list is prepared for THE JOURNAL by Edith A. Wright, of the Editorial Division of the Bureau.

BULLETIN, 1924, No. 4. *A type rural high school*, Mt. Vernon union high school, Skagit Co., Washington. 36p. Paper, 10c.



CHARLES BOARDMAN HAWES whose book "*The Dark Frigate*" received the Newbery Medal as the most distinguished contribution for American literature for children during the year 1923. Mr. Hawes was born in Clifton Springs, New York, January 24, 1889, and died July 15, 1923, a year before the medal was awarded. He was educated in Bangor, Maine, and in Bowdoin College. For a number of years he was associated with the "*Youth's Companion*" and at the time of his death was associate editor of "*The Open Road*."

BULLETIN, 1924, No. 6. *Statistics of land-grant colleges, year ended June 30, 1922*. 48p. Paper, 10c.

BULLETIN, 1924, No. 21. *Practices and objectives in training for foreign service*. 27p. Paper, 5c.

BULLETIN, 1924, No. 23. *Government publications useful to teachers*. Paper, 10c.

CITY SCHOOL LEAFLET, No. 17, 1924. *A basis for music in the work-study-play school*. 5p. Paper, 5c.

INDUSTRIAL EDUCATION CIRCULAR, No. 22, 1924. *Preparation of teachers*. 36p. Paper, 5c.

RURAL SCHOOL LEAFLET, No. 25, 1924. *Ypsilanti Kiwanis club and the country schools*. 9p. Paper, 5c.

RURAL SCHOOL LEAFLET, No. 28, 1924. *County unit in New Mexico*. 10p. Paper, 5c.

RURAL SCHOOL LEAFLET, No. 29, 1924. *Transportation costs in Minnesota consolidated schools*. 7p. Paper, 5c.

DECLARATION OF INDEPENDENCE. (Facsimile copy). 15c.

FEDERAL COUNCIL OF CITIZENSHIP TRAINING. 16p. Paper, 5c.

Other Books on Education

Activity (An) curriculum for the kindergarten and the primary grades by members of the staff of the training school of the University of California. San Francisco, Calif., Harr Wagner, 1924. 142p. \$1.50.

ALEXANDER, CARTER. *Bibliography on educational finance; reviewed and presented by the educational finance inquiry commission, under the auspices of the American council on education*, Washington, D. C. N. Y., Macmillan. 257p. \$1.

AMERICAN LIBRARY ASSOCIATION. *Fifty educational books of 1923*. Chicago, Author, 1924. 12p. Paper. Apply.

ATHEARN, WALTER SCOTT. *Religious education survey schedules*. N. Y., Doran, 1924. 281p. \$5.

AVERILL, LAWRENCE AUGUSTUS. *Elements of educational psychology*. Boston, Houghton Mifflin, 1924. 425p. \$2.15.

BAGLEY, WILLIAM C., and KEITH, JOHN A. H. *An introduction to teaching*. N. Y., Macmillan, 1924. 400p. \$1.80.

BEGLINGER, NINA JOY. *Methods in adult elementary education; with correlation and application of material*. N. Y., Scribner, 1924. 95p. 80c.

BOAS, BELLE. *Art in the school*. Garden City, N. Y., Doubleday, Page. 142p. \$3.

BOWKER, R. R. Co. *The American educational list, 1924*. (Publishers' Weekly; Vol. 106, No. 3; July 19, 1924.) N. Y., Author, 1924. \$1.

CLARKE, F. *Essays in the politics of education*. N. Y., Oxford University Press, 1923. 158p. \$1.70.

COLE, THOMAS R. *Triennial report of the schools of Seattle, Washington*. Board of School Directors, Seattle, Wash., 1924. 143p. Apply.

DAVENPORT, FRANCES ISABEL. *Salvaging of American girlhood; a substitution of normal psychology for superstition and mysticism in the education of girls*. N. Y., Dutton, 1924. 311p. \$3.

DEKKER, HERMAN. *Natural history of the child*. N. Y., Boni & Liveright, 1923. 79p. 40c.

DRURY, FRANCIS K. W. *College life and college sport; a reading list on student activities*. Chicago, American Library Association, 1924. 31p. Paper. Apply.

FEDERAL BOARD FOR VOCATIONAL EDUCATION YEARBOOK, 1923. Washington, D. C., Gov. Pr. Off., Supt. of Docs., 1924. Paper, 60c.

FOWLKES, JOHN GUY. *School bonds*. Milwaukee, Wis., Bruce Pub. Co., 1924. 177p. \$2.25.

FRASIER, GEORGE WILLARD, and ARMEN-TROUT, WINFIELD D. *An introduction to education*. Chicago, Scott, Foresman & Co., 1924. 274p. \$1.50.

HADLEY, CHALMERS. *Library buildings; notes and plans; includes school and children's libraries*. Chicago, American Library Assn., 1924. 154p. \$3.50.

- HAYNES, MERRITT WAY. *Teaching shop work; a handbook for instructors in vocational schools and for students in trade-teacher training classes.* Boston, Ginn & Co., 1924. 238p. \$1.40.
- HOWARD, GEORGE, JR. *Free textbooks in public schools; an examination of budgeting, cost and administration of free textbooks in the public schools, and the development of a plan which eliminates the major objectionable features now existing.* Raleigh, N. C., Author, 1924. 75p. Paper, \$1.25.
- HURT, HUBER WILLIAM. *The college blue book.* Chicago, College Blue Book, 1923. 373p. \$6.
- KELLY, ROBERT LINCOLN. *Theological education in America; a study of one hundred sixty-one theological schools in the United States and Canada.* N. Y., Doran, 1924. 456p. \$5.
- LINCOLN, EDWARD ANDREWS. *Beginnings in educational measurement.* Philadelphia, Lippincott, 1924. 151p. \$1.60.
- McMURRY, CHARLES ALEXANDER. *How to organize the curriculum.* N. Y., Macmillan, 1923. 358p. \$2.
- MACPHAIL, ANDREW HAMILTON. *The intelligence of college students.* Baltimore, Md., Warwick & York. 176p. \$1.80.
- MOEHLMAN, ARTHUR B. *Child accounting, a discussion of the general principles underlying educational child accounting together with the development of a uniform procedure.* Detroit, Mich., Friesema Bros. Press, 1924. 205p. Apply.
- MORGAN, JOHN J. B. *The psychology of the unadjusted school child.* N. Y., Macmillan, 1924. 300p. \$2.
- NEWMAYER, S. W. *Medical and sanitary inspection of schools; for the health officer, the physician, the nurse, and the teacher.* Philadelphia, Lea & Febiger, 1924. 462p. \$4.
- O'SHEA, MICHAEL VINCENT, ed. *The child; his nature and his needs.* Valparaiso, Ind., Children's Foundation, 1924. 525p. \$1.
- PARKER, S. C., and TEMPLE, ALICE. *Unified kindergarten and first-grade teaching.* Chicago, Univ. of Chicago, Dept. of Education, 1924. 101p. Paper, 50c.
- PETERS, CHARLES CLINTON. *Foundations of educational sociology.* N. Y., Macmillan. 457p. \$2.50.
- SAMUELS, ADELIA ADAMS. *An about-face in education; a primer interpretation of some educational principles; with a manual of writing, reading, spelling, and arithmetic.* San Francisco, Calif., Harr Wagner, 1924. 260p. \$1.50.
- SAVAGE, ERNEST ALBERT. *The story of libraries and book-collecting.* N. Y., Dutton. 230p. \$2.
- STANLEY, OLIVER HUGH, ed. *The way out; essays on the meaning and purpose of adult education.* N. Y., Oxford University Press, 1923. 115p. \$1.50.
- STREITZ, RUTH. *Educational diagnosis.* (Bur. of educ. research circ. No. 27) Urbana, Ill., Univ. of Ill., 1924. 16p. Paper. Apply.
- TAYLOR, WILLIAM S. *The development of the professional education of teachers in Pennsylvania.* Philadelphia, Lippincott. 293p. \$2.50.
- THWING, CHARLES FRANKLIN. *What education has the most worth? A study in educational values, conditions, methods, forces, and results.* N. Y., Macmillan, 1924. 235p. \$2.
- TRALLE, HENRY EDWARD. *Dynamics of teaching.* N. Y., Doran, 1924. 190p. \$1.60.
- VICTOR TALKING MACHINE COMPANY, EDUCATIONAL DEPARTMENT. *Music manual for rural schools, with the victrola; information and suggestions for the use of*

music in the rural school, together with a full course of twenty lessons for each of three years' work, and sixty morning exercises. Camden, N. J., Author. 175p. Paper. Apply.

WHEELER, JOSEPH L. *The library and the community; increased book service*

Books to Grow On

For Children in Grade Six

- Alcott—Little women.
 Aldrich—Story of a bad boy.
 Baldwin—Story of Roland.
 Barrie—Peter and Wendy.
 Canfield—Understood Betsy.
 Cervantes—Don Quixote.
 Clemens—Prince and the pauper.
 Colum—Adventures of Odysseus.
 Dix—Merrylips.
 Dodge—Hans Brinker; or, The silver skates.
 Duncan—Adventures of Billy Topsail.
 Eggleston—Hoosier school-boy.
 French—Lance of Kanana; story of Arabia.
 Haskell—Katrinka; story of a Russian child.
 Hudson—A little boy lost.
 Kingsley—Heroes; or, Greek fairy tales for my children.
 Kipling—Jungle book.
 Lamprey—In the days of the guild.
 Macleod—Book of King Arthur and his noble knights.
 Pyle—Merry adventures of Robin Hood.
 Schultz—With the Indians in the Rockies.
 Shaw—Castle Blair.
 Stevenson—Home book of verse for young folks.
 Swift—Gulliver's travels.
 Zwilgmeyer—What happened to Inger Johanne.

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.

through library publicity based on community studies. Chicago, American Library Association. 417p. \$2.85.

WYNNE, JOHN P. *Guide to educational and general psychology.* N. Y., Fordham Pub. Co. 96p. \$1.

Prize Book for Children

Children and adults who like stories after the manner of Stevenson's *Treasure Island* will find large satisfaction in the prize book for 1923, *The Dark Frigate* by Charles Boardman Hawes, issued by the Atlantic Monthly Press (\$2 postpaid). This book was awarded the John Newbery medal by the American Library Association at its an-

nual conference in July. Mrs. Hawes received the medal in her husband's name, he having died in 1923. The John Newbery medal was adopted two years ago by the American Library Association and is awarded to authors who are citizens or residents of the United States to encourage original and creative work in children's literature. The donor, Mr. Frederic G. Melcher, of New York, named the medal in honor of a London bookseller and publisher of the eighteenth century, one of the first publishers to devote attention to children's books. The first award of the medal was made in June, 1922, to Hendrik Van Loon for his *Story of Mankind*. Last year, the medal was awarded to Hugh Lofting for the *Story of Doctor Dolittle*. The medal serves a most useful purpose in calling the attention of children and teachers to the one book produced each year that librarians who work with children and books find the best.

Among Books Received

- FLOYD, SARA TRAINOR. *One hundred plays for out-door theaters; a selected list.* N. Y., H. W. Wilson Co., 1924. 19p. Paper, 60c.
- HENRY, FRANK S. *The essentials of printing; a textbook for beginners.* N. Y., John Wiley & Sons, 1924. 187p. \$1.25.
- HEPNER, WALTER R. and FRANCES K. *The good citizen; a textbook in social and vocational civics.* Boston, Houghton Mifflin, 1924. 435p. \$1.40.
- ROBINSON, JAMES HARVEY, and SMITH, EMMA PETERS. *Our world today and yesterday; a history of modern civilization.* Boston, Ginn & Co., 1924. 625p; bibliography and maps. \$2.12.
- RYDELL, CAPTAIN CARL. *On Pacific frontiers; a story of life at sea and in outlying possessions of the United States.* Yonkers, N. Y., World Bk. Co., 1924. 267p. \$1.36.
- WAGENER, CLARENCE W. *What the small town needs.* Baltimore, Md., Fischer Printing Co., 1924. 105p. \$1.35.

Free Material

Children's Book Week will be observed this year for the sixth time, November 9 to 15. Full information including projects, posters, and lists of books for children, parents, and teachers may be had free from Children's Book Week Committee, 334 Fifth Avenue, New York City. "Could we give but one gift to every child, we should choose the love of books," says William Frederick Bigelow, editor of *Good Housekeeping Magazine*.

Supervision of religious education through objective tests and measurements by Dr. W. L. Hanson will be sent free on application to School of Religious Education and Social Service, Boston University, Boston, Massachusetts.

List of publications and library aids may be had from the American Library Association, 86 East Randolph Street, Chicago, Illinois.

Useful suggestions are contained in *Library Supplies*, catalog No. 27, which may be had free from Gaylord Brothers, Syracuse, N. Y.

The Junior High School

FUNDAMENTAL changes in the philosophy of education are indicated by the rapid development of the junior high school which is one segment of an organization that

supercedes the scheme of eight grades that was transplanted to America from Prussia during the first half of the nineteenth century. Even persons who do not work in junior high schools will find the following literature rich in suggestions. It is notable that this list contains several books issued during 1924. Additional references, including periodicals, may be had from the United States Bureau of Education, Washington, D. C.

BENNETT, G. V. *The junior high school*. Baltimore, Md., Warwick & York Inc., 1919. 224p. \$1.50.

"A guide for a study of the junior high school movement. It is full of suggestions, full of arguments, full of enthusiastic hopes. It is put forth as a pathfinder."—Preface. Bibliography, pages 208-220.

BRIGGS, THOMAS H. *The junior high school*. (Riverside Textbooks in Education). Boston, Houghton Mifflin Co., 1920. 350p. \$2.

Chapter headings are: The need of reorganization of schools; The development of the junior high school; Claims and objections; Organization; Special functions of the junior high school; Curricula and courses of study; Methods of teaching; Teachers and salaries; The administration of the schedule and of class units; Social organization and control; Buildings and grounds; Costs; Results; In conclusion. Also bibliography and index.

DAVIS, CALVIN OLIN. *Junior high school education*. Yonkers-on-Hudson, N. Y., World Bk. Co., 1924. 451p. \$2.20.

Chapter headings are: What the junior high school is; Historical development; Adolescent characteristics and their implications; Four aims of the reform; Why the six-three-three plan is recommended; What the new school should accomplish; The program of studies; Physical training and health; English; Foreign languages; The social studies; Mathematics; Natural science; Practical arts; Fine arts and music; Morals and manners; Typical programs; Administration; Collateral activities; The junior high school building; Junior high school standards; The outlook for the future; Appendix, including bibliography.

DOUGLASS, A. A. *The junior high school; fifteenth yearbook of the National Society for the Study of Education, part 3*. Bloomington, Ill., Public School Publishing Co., 1917. 157p.

One of the best of the early studies. Bibliography, pages 143-157.

HAWLEY, HATTIE L. *Teaching English in junior high schools*. Boston, Houghton Mifflin Co., 1924. 142p. \$1.20.

Practical suggestions, methods, and devices. Samples of students' work and graded reading lists.

HINES, HARLAN CAMERON. *Junior high school curricula*. N. Y., Macmillan, 1924. 188p. \$1.50.

Chapter headings, each followed by list of references, are: Preliminary considerations; Mathematics; The languages; The social studies; The sciences; The practical arts; The fine arts; Summary and conclusions. Bibliography and references.

JOHNSTON, C. H., NEWLON, J. H., and PICKELL, FRANK G. *Junior-senior high school administration*. N. Y., Charles Scribner's Sons, 1922. 399p. \$1.88.

Chapter headings are: Education for the new democracy; Party platforms in education; High school terminology; The high school issue; The adolescent period; The junior high school; Junior high school administration; Curriculum organization; Socialized recitation; Supervised study; Supervision of teachers and teaching; Internal organization and government; A constructive social programme; Some social aspects of physical education and games; The high school library; High school publicity; Experimentalism in secondary education; New conception of the principalship; The high school and modern citizenship; Problems emphasized by the war; Bibliography and index.

JUDD, C. H. *The evolution of a democratic school system*. Boston, Houghton Mifflin Co., 1918. 119p. \$1.20.

Traces the development of the American school system, showing the need for reorganization.

KOOS, L. V. *The junior high school*. N. Y., Harcourt, Brace & Co., 1920. 185p. \$1.36.

Chapter headings are: The movement for reorganization; The peculiar functions of the junior high school; The test of the organization; The program of studies; Other features of reorganization; The standard junior high school.

PECHSTEIN, L. A., and MCGREGOR, A. L. *Psychology of the junior high school pupil*. Boston, Houghton Mifflin Co., 1924. 280p. \$2.

Parts are: Adolescence and growth; The adolescent in reaction; Systematic aspects of adolescent mentality; Personality in adolescence; Instruction; Socialization; Guidance.

THOMAS-TINDAL, EMMA V., and MYERS, J. V. *Junior high school life*. N. Y., Macmillan Co., 1924. 287p. \$2.

"Record of growth in both thought and experience" in the Holmes Junior High School, Philadelphia. Emphasizes guidance.

VAN DENBURG, JOSEPH K. *The junior high school idea*. N. Y., Henry Holt & Co., 1922. 423p. \$1.75.

Deals with curricula, tests, methods, and administration.

Among Best Sellers

To be a best seller may be a doubtful distinction. But to combine that record with the Pulitzer Prize for the best American biography is to command the attention of thoughtful readers everywhere. The Pulitzer Prize for the best American biography for 1923 went to Michael Pupin's "From Immigrant to Inventor." (Charles Scribner's Sons, \$4, postpaid), which has become a "best seller." The author who is professor of electromechanics at Columbia University tells in an easy intimate style of his life and experiences from early youth in Serbia to his present position of recognized achievement in the field of science and invention. The account is rich in suggestions for edu-

cational workers. Its educational view is indicated by letters which THE JOURNAL has received from such persons as Dr. A. E. Winship and Katherine D. Blake urging its wide use by teachers.

School Publicity

PUBLICITY AND THE PUBLIC SCHOOL. By Clyde R. Miller and Fred Charles. Boston, Houghton Mifflin Company, 1924. (Riverside Educational Monographs.) 179p. \$1.20.

There has been much talk recently about "educational publicity," and a statement of principles with some account of methods has been greatly needed. "Publicity and the Public School" meets this double need unusually well. It is the first really fundamental book in this important field, prepared by an almost ideal combination in authorship, if one may say it—an educator who knows the press and a newspaper man who knows schools.

The one important principle clearly set forth in this book has to do with the standpoint from which "publicity" is done, and very much needs to be more generally understood. It is, briefly, that the school administration shall be in the position of offering access to seekers after information rather than providing direct publicity. Press-agenting is suicidal, as the authors show, though a perusal of some of the publicity material now coming from educational institutions suggests that not all educational authorities have learned this elemental principle. The school director of information visioned by the authors is a staff man who never attempts to "get stuff into the paper," but makes it possible for the regular press representatives to find all the interesting and worth-while stories there are in the schools and to get at the truth of any matter about which there is controversy with a minimum of red tape and a maximum of understanding. He operates in a school system where the administration is in the habit of saying to the men of the press: "Gentlemen, these are the city's public schools. They belong to the people. The people have a right to know how they are being managed, to what degree they are accomplishing worth-while results for the children and to what degree they are failing to accomplish results. We want you to have every opportunity to see for yourselves all that is being done, to judge for yourselves how well it is being done, and to report back to the public, which employs you."

Newspaper publicity is not the only type of information the authors have in mind. The "avenues to public support and confidence," as they see them, include the school system itself; student publications, reflecting the work of their own schools; a department of school information; a school "house-organ"; and miscellaneous ways of contact with the public, such as parent-teacher associations, civic organizations, community centers, school reports, bulletins, monographs, etc. Throughout runs the wholesome note that the work of the schools is what really counts, after all—that student attitude toward teachers and teachers' attitude toward students and others will inevitably have effect on public opinion outside. Hence the

importance of right attitudes in the school. "In a good school the children are busy, interested, and happy. They cannot be so unless the teachers and executives are busy, interested and happy, spontaneous, cheerful, and frank. The superintendent must always remember that a good school is its own best publicity."

To many in our profession some of the most interesting parts of the book are found under the heading "What is news?" The time element in news-gathering, contest as

an inherent factor the differences between straight news stories and feature stories—these and other items leading to the conclusion that "good publicity is an interesting story with important information"—will aid many a teacher and school administrator in the task, never more urgent than at present, of helping the public to understand.—W. Carson Ryan, Jr., Professor of Education, Swarthmore College, Swarthmore, Pennsylvania, and associate editor of *School and Society*.

Mrs. Snaffy On Cake and Capacity

LAURA BELL EVERETT and ELIZABETH ABBEY EVERETT

NO, SOPHRONISBA, if I was Mis' Morr I wouldn't complain to the principal about Buster's bein' put in the slow class—what do you call it?"

Mrs. Snaffy assembled citron, cinnamon, and cloves for fruit cake as she replied to Sophronisba's tale of their neighbor's indignation.

"They call 'em limited classes, Ma."

Mrs. Snaffy measured her sugar accurately, as she repeated with the air of Themis, "No, I wouldn't complain about him bein' put into the limited class, Sophronisba. His ma wouldn't make him wear six-year size knickerbockers because he's had a birthday, when he ain't but five-year big, now would she?"

"No, Ma, and I think she don't ought to complain. He's got an awful nice teacher in the limited. Everybody that's had Miss Ranger wanted to put her little brother or sister in that class anyhow."

"Of course, of course," Mrs. Snaffy blended sugar and butter with characteristic thoroughness. "Probaly a lot of slow folks have suffered all their lives for jest not having the kind of start Mis' Ranger will give Buster. It's like what I said about the size of his clothes. It's the slow ones that need the most boosting."

Mrs. Snaffy turned to her egg-beating. "Don't you believe, Sophronisba, that brains is everything. Sure they're mighty useful if they're managed right. There's folks with fine brains that don't use 'em regular, and there's folks with poor ones that gets good results and seems to run along and move quite a ways mostly on good habits and decency."

"Seems to me folks is like cake. It ain't the ingreedjents that counts so

much as the balance-like. Too much of the best things in your cake will keep it from bein' a real success, and too little of something like bakin' powder that ain't food at all will spoil it jest the same."

Mrs. Snaffy looked keenly at the work of her assistant.

"Sophronisba, you grind them nuts a mite finer. As I was saying, the qualities in folks is like the ingreedjents in cakes. It's the propotions that counts. If that ain't right, the best things in the pantry won't make what's fit to eat."

Sophronisba struggled dumbly with the nut-grinder and the clutch of a new idea; then she burst out, "What's butter in folks, Ma?"

Fortunately Mrs. Snaffy understood the somewhat vague question. She thought a moment. "I'd say butter is like generosity."

"What are eggs, Ma?"

"Oh! eggs—eggs, they're ambition and quality."

"What's flour?"

"Bein' strong, I guess. It makes a tough old cake if there ain't a plenty of the other things."

"O Ma, is sugar kindness?"

"Well, I'd say it's about the same in cakes or folks, jest sweetness, but butter and sugar won't make a cake or a character, you remember, Sophronisba."

Mrs. Snaffy reduced a citron to bits as she expounded.

"Bakin' powder—that's energy, jest clear git-up-and-git, but you know it ain't a food, no more than soap or borax. Energy jest by itself is a mighty dangerous thing. Unless anybody harnesses his energy to what's worth while, he's like a cowboy that shoots up a town."

Mrs. Snaffy stirred nuts, raisins, and

citron into the creamy mixture in the great bowl, pausing only to light the oven, answer the phone, and give the groceryman a long list of staples. Resuming her major occupation of cake making, she went on,

"Don't you forget, Sophronisba, we wasn't all meant to be pound cake. There's place on the Lord's table for sponge cake and cookies and marble cake and gingerbread and fruit cake and biscuit. Most of the world is biscuit. Some is sweetened, with raisins in 'em. The thing is to be the best of your kind that you can. If you're jest biscuit, be a good digestible one, and try not to have a yellow streak of saleratus in you. There, you butter those pans."

"The oven that's the inve-ironment, they call it. You can spoil the best cake that ever was made by too slow or too hot a oven. Now you take the place where I growed up, no opportunities. We was all slack-baked, I tell you. Nowadays, when I see the young folks here in the city kept on the go, wearin' out all their youth, so they'll be old when they had ought to be young, I say to myself, "The oven's too hot."

Reginald thrust his head in at the kitchen door. "You won't forget you promised me some of the sample, Ma. Where's the paper?"

"Reggie, you finish your coal and kindlin's and when the cake samples is done, we'll read the paper together," returned his mother diplomatically. "I 'spose he wants to read about them Chicago murderers, Sophronisba. Now take them; they was meant for real rich cake, but there was a pinch of arsenic in 'em, I guess. People are tryin' to find out how that there strychnine or arsenic or whatever it was, got there. Maybe that's what followin' out Freud's ideas does. I told you about that Freud book when I pizcho-analyzed you and Arte Mesia. That book of his the'ry that I read a piece of woulda made a dove or a humming bird immoral. He seems to think that every man's got a constant desire to marry his mother-in-law or elope with his granddaughter, and he's mighty afraid of 'suppressed desires' from what I could make out. I spose them Chicago critters never suppressed any desires to chop up people. I can't help wonderin' if it ain't partly a heavy dose of Freud the'ry that ails 'em."

"It may be old-fashioned to push back the bad in you and give the good a chanct, but don't you be afraid of bein' old-fashioned that way, Sophronisba."

NOTES and ANNOUNCEMENTS

A FITTING CLIMAX to the Washington Convention, was the series of Patriotic Pilgrimages to historic shrines held simultaneously on Friday afternoon, July 4. There were ten of these pilgrimages and difficult it was for the visitor to decide which he should attend. With three exceptions all of them were in the District of Columbia. Each pilgrimage was in charge of a chairman who introduced the speaker for the occasion. The list follows: Tomb of the Unknown Soldier—*Chairman*, Ambrose Cort, New York City; *Speaker*, John F. O'Ryan, New York City. Lincoln Memorial—*Chairman*, R. E. Williams, Louisville, Kentucky; *Speaker*, Francis G. Blair, Springfield, Illinois. Memorial Continental Hall—*Chairman*, Mrs. Anthony Wayne Cooke, Washington, D. C.; *Speaker*, Homer H. Seerley, Cedar Falls, Iowa. American Red Cross—*Chairman*, Mary McSkimmon, Boston, Massachusetts; *Speaker*, R. G. Jones, Cleveland, Ohio. Walter Reed General Hospital—*Chairman*, Honorable Hubert Work, Washington, D. C.; *Speaker*, Joseph M. Gwinn, San Francisco, California. Tomb of Woodrow Wilson—*Chairman*, Anna Laura Force, Denver, Colorado; *Speakers*, James Y. Joyner, La Grange, North Carolina; Mrs. Mary C. C. Bradford, Denver, Colorado. Mount Vernon—*Chairman*, Mrs. Horace Van Deventer, Knoxville, Tennessee; *Speakers*, J. A. C. Chandler, Williamsburg, Virginia, John J. Maddox, St. Louis, Missouri. Frederick Douglass Memorial Home—*Chairman*, M. Grant Lucas, Washington, D. C.; *Speakers*, Garnet C. Wilkinson, Washington, D. C., and Sara L. Rhodes, New York City. National Cemetery, Gettysburg, Pennsylvania—*Chairman*, William M. Davidson, Pittsburgh, Pennsylvania; *Speaker*, Frank P. Graves, Albany, N. Y. Home of Thomas Jefferson, Monticello, Virginia—*Speaker*, Charles G. Maphis, Charlottesville, Virginia.

THE DEPARTMENT OF SUPERINTENDENCE has a Commission on the Curriculum, with Dr. Edwin C. Broome, superintendent of schools, Philadelphia, Pennsylvania, as chairman. This Commission is at work on the Third Yearbook of that Department. The findings are to be based on research studies and will seek to formulate the objectives attainable by the end of the sixth grade. City and State school systems, universities, and individual specialists have generously placed material of the greatest value at the disposal of the Commission. Special cooperating committees have been appointed as follows: arithmetic, reading, spelling, penmanship, industrial arts, home economics, social sciences, fine arts, language and composition, music, natural science, physical education. A meeting of all members of the Commission is to be held at the headquarters in Washington during the last week of October.

THE REPORT OF THE EDITORIAL COUNCIL made by the chairman, Dr. William C.

Bagley, was one of the features of the Convention which attracted large headlines in the newspapers. Referring to the scant attention given education by the nominating conventions in contrast with the courteous treatment of the Association's representatives at the hands of the President and Congress, Dr. Bagley declared that it was clear that teachers should play a larger part in the selection of candidates for office and of delegates to conventions.

LEGISLATIVE COMMISSION—Among the reports which were received with greatest enthusiasm by the Representative Assembly was the report of the Legislative Commission, made by the Chairman, Dr. George D. Strayer, telling of the progress made in the campaign for the Sterling-Reed Bill. President Coolidge, in his speech on July 4, expressed himself in favor of a Department of Education and Relief with a Secretary in the President's Cabinet.

AT THE WASHINGTON CONVENTION, there was much favorable comment on the arrangements provided for exhibits and registration service at the Central High School. While the space available for exhibits was not so great as at many other places, the arrangement was such as to permit exhibits to be especially effective and attractive. In spite of the many outside attractions, the exhibits were well patronized during every hour that they were open. Members were well pleased because of the convenience of the plan, and exhibitors were very happy over an arrangement which made contacts possible with so large a proportion of those attending the convention.

THE FIFTY-FIFTH ANNUAL meeting of the Department of Superintendence is to be held in Cincinnati, Ohio, February 22-26, 1925. The Cincinnati Music Hall provides an excellent meeting place for the general sessions of the Department. Musical programs of unusual merit and interest are in preparation.

The meetings of the National Society for the Study of Education on the evenings of Saturday, February 21, and Tuesday, February 24, will also be in the Music Hall. Hotel ballrooms have in recent years proved inadequate to accommodate the attendance at the popular meetings of this society.

A remarkably large advance reservation of hotel rooms points to a record-breaking attendance. Communications regarding hotel reservations should be addressed to Mr. Thomas Quinlan, Chamber of Commerce, Cincinnati, Ohio.

EXHIBITS will form an important feature of the meeting of the Department of Superintendence at Cincinnati, February 22 to 26. These will be located in the two large exhibit rooms of the Music Hall. The exhibit rooms are on either side of the Audi-

torium in which the larger meetings will be held. Nearly 50,000 square feet of space are available for exhibits, and in addition to those of a commercial nature, President McAndrew is planning for a special exhibit of fine arts, one displaying civic service that schools are rendering and another, under the direction of the United States Bureau of Education, demonstrating platoon schools.

THE MONTANA EDUCATION ASSOCIATION has as its executive secretary Mr. R. J. Cunningham, formerly superintendent of schools at Bozeman, Montana. Mr. Cunningham began work August 15. His address is Room 9, Kohrs Block, Helena.

STOCKS of back numbers of THE JOURNAL are becoming more and more depleted. Persons wishing to complete their files are advised to order now missing numbers, at twenty-five cents a copy.

THE BUDGET SYSTEM of paying dues in professional organizations is followed by the Teachers' Association of Burlington, Iowa, whose constitution provides that "the annual dues shall be five dollars, which shall include individual membership in the National Education Association and the Iowa State Teachers' Association. The annual dues of members shall be paid on or before October first of each year."

THE SEPTEMBER *Bookman* is an educational number and contains the following articles which are of especial interest: *Mass Education*, by John Erskine; *English in Our High Schools*, by John M. Avent; and *A Survey of New Educational Books*, by Allan Wilson Porterfield.

A LIFE MEMBERSHIP in the National Education Association was presented to Superintendent J. A. Cranston, of Santa Ana, California, by the City Teachers' League of that city at the last meeting of the school year 1923-24. The gift was accompanied by many expressions of appreciation of Mr. Cranston's services to the schools, according to a letter from Miss Verna E. Wells, formerly president of the League.

FOR THE PAST four years all of the teachers of the city schools of La Junta, Colorado, have been members of the National Education Association, the Colorado Education Association, the Otero County Teachers' Association, and the La Junta Teachers' Club. Mr. R. M. Tirey is superintendent.

THE DEMOCRATIC PLATFORM ON EDUCATION—We believe that each State, being responsible for the intellectual and moral qualifications of its citizens and for the expenditure of the moneys collected by taxation for the support of its schools, shall use its sovereign right in all matters pertaining to education. The Federal Government should

(Continued on page A-170)

CLASSROOM WEIGHT RECORD

School

Grade



....., Teacher

Room

	NAME	Age	Height	Normal Weight	ACTUAL WEIGHT					Age	Height	Normal Weight	ACTUAL WEIGHT				
					Sept.	Oct.	Nov.	Dec.	Jan.				Feb.	Mar.	Apr.	May	June
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WEIGHT-HEIGHT-AGE TABLE FOR BOYS

Height Inches	5 Yrs.	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.
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Prepared by Bird T. Baldwin, Ph.D., and Thomas D. Wood, M.D.

HOW TO USE THESE TABLES

1. TAKE THE HEIGHT FIRST. Nail an accurate measure on the wall. Two yardsticks, a new tape measure, or a drawn scale will serve. Let the child stand, without shoes, flat against the wall, with heels, shoulders, and head touching the wall, and place a right-angled piece of wood (a chalk box will answer) firmly over his head and against the measuring scale.
2. WHAT IS THE CHILD'S AGE? Take the nearest birthday.
3. THEN CONSULT THE CHART FOR THE PROPER WEIGHT FOR THIS CHILD'S AGE AND HEIGHT. First find the height in the left column and follow across the chart to the appropriate age column. The figure so found is what this child should weigh.
4. NOW WEIGH THE CHILD. Have the child, in indoor clothing but without shoes, stand in the CENTER of the scale platform. Teach the child to weigh himself, but in the monthly weighings the teacher should do the weighing.
5. NEXT, THE RECORD. Enter the weight on the classroom weight record. State the monthly weight on the monthly report card. Use one record for each section of the class and pass on with the section when promoted.
6. SINCE THIS CHART IS CHIEFLY FOR ITS EDUCATIONAL VALUE, THE HEALTH LESSON IS THE MOST IMPORTANT PART OF THE PROCEDURE. Emphasize the need of weight gains each month. Study foods and their relation to growth. Study health habits and their effect upon the weight curve.

These new Weight-Height-Age Tables are a revision, by Bird T. Baldwin and Thomas D. Wood, of the Wood tables formerly used. The figures represent a large group of presumably healthy children, most of whom are native born. These figures are believed to be the most accurate available.

WEIGHT-HEIGHT-AGE TABLE FOR GIRLS

Height Inches	5 Yrs.	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.
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Prepared by Bird T. Baldwin, Ph.D., and Thomas D. Wood, M.D.

1,000 Schools

adopted the *Scholastic* in the course of a single year and thus proved that there has been a demand in the upper grades and in the high schools for a magazine prepared expressly and exclusively for Oral English and Current History classes and that the demand has been and is being met.

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 Woodward H. S.
 Cleveland, Ohio:
 Ben Franklin Jr. H. S.
 The Heights H. S.
 Shaw H. S.
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 Dayton, Ohio:
 Stivers H. S.
 Indianapolis, Indiana:
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ASSOCIATIONS

COUNTY STATE NATIONAL

A Professional Interest Device

Everyone is eager to receive new ideas, especially if they are workable and have withstood the test. The idea which is being passed on to you is unique, especially in the educational field. Mr. Glenn Drummond, Superintendent of Logan County Schools, Bellefontaine, Ohio, instituted a tag day, ordinary in itself, but extraordinary in connection with a Teachers' Institute. He used tags made up as illustrated and they were given to every teacher who enrolled in the three associations: county, state, and national. At the close of the Institute every teacher except two was wearing the red tag. Great pride was demonstrated for the privilege given these teachers to show their loyalty to the profession. Superintendent Drummond not only secured the membership of nearly every teacher at the Institute, but his entire county is on the eve of a 100 per cent celebration. Much credit is due this wide-awake Superintendent. There are hundreds of others all over the United States who will be glad to use this or some similar device and take hold in the same splendid fashion. There is a new awakening among rural teachers and others for a solidified profession, which is the only hope for proper recognition of education.

Notes and Announcements

(Continued from page 269)

offer to the States such counsel, advice, and aid as may be made available through the Federal agencies for the general improvement of our schools in view of our National needs.

THE REPUBLICAN PLATFORM ON EDUCATION—The Federal Government shall, as far as lies within its power, give to the people and the States the benefit of its counsel. We approve the recommendation for the creation of a cabinet post of Education and Relief.

THE NATIONAL PROHIBITION PLATFORM ON EDUCATION—We favor freedom of speech, a free press, our free public-school system, and compulsory attendance in our public schools. We are unalterably opposed to public moneys being used for sectarian purposes. We favor keeping open to public inspection all places where public wards are cared for.

SIXTEEN NEW YORK CITIES are ranked according to the percentage of pupils enrolled in high schools during 1921-22 in a recent report of the New York State Bureau of Municipal Information. The cities and the per cent of their school enrolment which is in the high school are as follows: Oswego, twenty-seven; Ithaca, twenty-seven; Auburn, twenty-four; Elmira, twenty-three; Hornell, twenty-three; Geneva, twenty-one; Cortland, twenty-one; Kingston, twenty; Olean, nineteen; Lockport, nineteen; Syracuse, nineteen; Rome, fourteen; Rochester, fourteen;

Yonkers, thirteen; Dunkirk, twelve; Binghamton, twelve.

THE LARGEST and most complete library of strictly educational literature in America is maintained by the United States Bureau of Education at Washington. This library is administered as a central reference and lending collection for teachers and educators. Its bibliographers supply information to investigators of technical educational subjects. On request the library will give information and advice regarding methods of organization, administration, cataloguing, classifying, etc., for educational libraries and educational book collections. The Bureau has recently listed for the first time a complete list of publications and other materials from all Federal departments useful to teachers in Bulletin 1924, No. 23, a copy of which may be had by sending a card to the Commissioner of Education, Department of the Interior, Washington, D. C.

GENEROUS PROVISION FOR SICK LEAVE is embodied in the rules of the Board of Education of the Ithaca, New York, public schools, which specify "that when a teacher in the employ of the Ithaca Board of Education becomes ill after having passed the three-year probationary period and been promoted to the permanent staff, such teacher shall be entitled to receive one-half salary during a period not to exceed one school year of ten months." The generosity of a former Ithaca teacher, who has turned over ten thousand dollars for the purpose, provides free bed and board with standard service for Ithaca teachers at the Ithaca City Hospital.

MANY EVIDENCES point to growing interest



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This 28-page primer on Home Lighting will be furnished Free to any school teacher and every school child entering the Home Lighting Contest.

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Your local electrical people will gladly supply you with a quantity of primers for distribution to your class.



The
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in better world relations. For example, Mr. Edward A. Filene, of Boston, Massachusetts, offered prizes in European countries for the best proposals for restoring peace and prosperity in Europe. Over 5300 plans were submitted in France, 4700 in Great Britain, 4400 in Germany, and 1000 in Italy.

FRANÇOIS-ALBERT, the French minister of education, has issued a decree reestablishing subjects in the curriculum of secondary schools as an alternative to Latin. This measure in effect revokes the decree of May 3, 1923, issued by Léon Bérard, insofar as that decree prescribes Latin as a compulsory subject of study in the Lycées. In a memorandum accompanying the decree François-Albert points out that the Bérard decree has been in operation during one school year, and states that as a result of this experience the heads of schools almost unanimously agree that a purely classical instruction is not easily adaptable to all young minds and temperaments whose variety ought to be carefully safeguarded.—*School and Society*.

THE SALARY of Mrs. Susan M. Dorsey, Superintendent of Schools, Los Angeles, California, has been increased to \$13,000 by unanimous vote of the Board of Education. Mrs. Dorsey has been a member of the Editorial Council of THE JOURNAL since it was established in 1921.

COLLIER'S, THE NATIONAL WEEKLY, has announced a better school program which includes the following points: (1) the right school board; (2) unit organization, the superintendent in charge; (3) a sound budget; (4) platoon school buildings and ample playgrounds; (5) a salary schedule that will provide good teachers; (6) studies adapted to present-day needs; (7) abolition of the lock step; (8) project work, to teach co-operation; (9) adequate physical training; (10) junior high schools, with a chance for each child to succeed. Through editorials and accounts of work being done in various parts of the country, *Collier's* proposes to do all it can to help the Nation realize this program. Popular education has made possible our great magazines and newspapers. They in turn are more and more lending their efforts to the improvement and extension of education.

BIRMINGHAM, ALABAMA, voted a bond issue of \$3,500,000 for schools and \$650,000 for a Public Library by large majority on May 13. Birmingham papers are commending the educational leadership of the city in the highest terms. Mr. C. B. Glenn is superintendent of schools and Mr. Lloyd W. Josselyn is librarian.

A TESTIMONIAL DINNER was given in May to Dr. James E. Bryan, superintendent of the public schools of the city of Camden, New Jersey, in honor of his twenty-five years of service in that position. Seven hundred guests were present.

THE AMERICAN LIBRARY ASSOCIATION has appointed a commission the Library and Adult Education, consisting of Judson T. Jennings, Seattle, Washington, chairman; Charles F. D. Belden, Boston; William W. Bishop, Ann Arbor, Michigan; Matthew S. Dudgeon, Milwaukee, Wisconsin; Linda A. Eastman, Cleveland, Ohio; W. O. Carson, Toronto, Canada; and Charles E. Rush,

Indianapolis, Indiana. The commission will investigate adult educational activities both in America and abroad, including university extension and correspondence courses and the adult educational services of universities and of public and special libraries.

THE ELEVENTH NATIONAL RECREATION CONGRESS will be held under the auspices of the Playground and Recreation Association of America at Atlantic City, New Jersey, October 16-21. Theodore Roosevelt, Jr., whose father helped found the Association, will be one of the principal speakers.

THE ILLINOIS STATE NORMAL UNIVERSITY will hold its fourth annual home-coming October 24-25, 1924, according to an announcement received from the chairman of the celebration, Annette B. Cooper, of Normal, Illinois.

A LARGE BOND ISSUE was carried by the Los Angeles, California, City school district, on June 3, 1924, by a vote of ten to one, calling for an expenditure of \$34,640,000. Other bond issues that have been voted by Los Angeles in recent years are \$17,400,000 on June 6, 1922 by a vote of fifteen to one; \$9,500,000 on June 8, 1920, by a vote of fifteen to one; \$4,600,000 on May 4, 1920, by a vote of seven to one. Mrs. Susan M. Dorsey is superintendent of schools.

THE SCHOOL PRINT SHOP of the high school in Dubuque, Iowa, has issued an attractive illustrated booklet, under the title *I Will Study and Get Ready and then Perhaps my Time Will Come*. The aim of this booklet is to attract boys and girls into the high schools.

THE SEVENTIETH ANNIVERSARY of the Iowa State Teachers' Association will be celebrated in Des Moines in November. The program will be worthy of the great history of this Association. Dr. H. H. Seerley, president of the Iowa State Teachers' College at Cedar Falls, who has been a member of the Association for over fifty years, will deliver one of the addresses.

THE WORKERS' EDUCATION MOVEMENT is growing rapidly in this country, according to recent figures compiled by a committee of the National University Extension Association. This committee, headed by Dean Louis E. Reber, of the University of Wisconsin, reports that there were about one hundred experiments conducted during the year 1922-23, participated in by more than 20,000 adults. Thirty different States now boast workers' classes, and outstanding experiments have been carried on by Amherst, Bryn Mawr, and the Extension Division of the University of California.

DR. JOHN W. GOOD, for several years professor of English, secretary of the College, and director of the Summer School in the Georgia State College for Women at Milledgeville, has resigned his position in that institution to become head of the Department of English in Agnes Scott College in Decatur, Georgia, a suburb of Atlanta.

INSTRUCTION in the use of library books is given in several of the high-school libraries of Cleveland, Ohio. Graduates of these schools report that they find this training very useful after entering business or professional life.

THE EFFECT of radio on popular education is receiving more and more attention from educational workers. It is estimated that the people of the United States will spend more than \$500,000,000 for radio equipment during the year 1924. Sets range all the way in price from \$2000 to those that are assembled from the counters of the "five and ten." Correspondence courses in radio reception and transmission are offered by the engineering extension department of the Pennsylvania State College. More students have enrolled in the radio courses than in any other of the correspondence courses offered by the department.

THAT ADULTS engaged in gainful occupations are endeavoring to keep pace with social and industrial demands is nowhere more evident than in the city of Detroit. Upward of 13,000 men and women, according to recent statistics, are attending night schools in that city.

TEACHERS INTERESTED IN SPELLING may receive free the publications of the Simplified Spelling Board by writing to that board at Lake Placid Club, Essex County, New York.

AMONG RECENT ADDITIONS to the faculty of the school of education of New York University are F. W. Roman, Ambrose L. Suhrie, Clark W. Hetherington, Howard R. Driggs, Charles M. Gill, J. Oscar Creager, and J. A. Drushel.

PROFESSOR FLETCHER HARPER SWIFT has been granted a leave of absence by the University of Minnesota for the academic year 1924-1925 in order to accept an appointment as visiting professor in the department of School Administration, Teachers' College, Columbia University.

PLANS are being developed for a graduate school of international relations at Johns Hopkins University to be known as the Walter Hines Page School. The school hopes to bring together the authorities in international relations from every part of the world and to provide travelling fellowships which will encourage wide first-hand acquaintance with world affairs.

THAT JUVENILE delinquency decreases with the opening of playgrounds has been further verified by recent reports from Cincinnati, Ohio. In a period of three years since the opening of a playground in one neighborhood in that city the court records show a reduction in delinquency of 67 per cent.

DR. KENYON L. BUTTERFIELD has resigned the presidency of the Massachusetts Agricultural College to become president of the Michigan Agricultural College at Lansing, as successor to Dr. David Friday.

MR. L. A. BUTLER, superintendent of schools of Ann Arbor, Michigan, has been elected superintendent at Grand Rapids, with a salary of eight thousand increasing to ten thousand.

THE JUNIOR HIGH SCHOOLS OF RICHMOND, Indiana, believe they have found ways to solve the problem of how to approach efficiently the election of a foreign language in the secondary schools. Four years ago they originated and began to teach a course in general language, with the purpose of revealing to the pupil that his personal con-

nection with language was as vital as any other of his school activities. The idea is to surround him with the atmosphere of language in the making as seen correlative with race evolution. By the end of the course the pupil is able to understand his ability to master a foreign tongue, and if a language is decided upon, whether it shall be modern or classical. If no language is elected, he still finds the course useful in connection with English and kindred courses.

MR. L. B. WILSON, for twenty-five years vice-president of the San Jose (California) State Teachers' College, died on May 16, after an illness of five months. He had recently passed his seventieth birthday.

THE TRUSTEES OF JUNIATA COLLEGE (Huntingdon, Pennsylvania) have granted to Dr. I. Harvey Brumbaugh, for twenty-five years President of Juniata College, leave of absence for graduate study next year. On his recommendation Dr. M. G. Brumbaugh, ex-governor of Pennsylvania, former superintendent of schools of Philadelphia, has been elected permanent president of the College.

MR. C. M. WILSON, formerly superintendent of the Whitmire Schools, began service as full-time secretary of the South Carolina Education Association on June 1, 1924, at a salary of \$3600. His address is Number 6 Maxson Building, Columbia.

MR. J. H. HICKMAN, formerly assistant State superintendent of West Virginia has become superintendent of schools, Hinton, West Virginia. Mr. Hickman is State director of the National Education Association.

DR. ALFRED HALL-QUEST, formerly of the University of Cincinnati, has become Director of Extramural Instruction in the University of Pittsburgh.

DR. WILLIAM H. SMILEY, for the past nine years assistant superintendent of the Denver public schools, has been made superintendent of schools emeritus by the Board of Education in recognition of his long years of service in the Denver schools. Dr. Smiley will remain in active service in charge of the administration of the Smith-Hughes work and many of the publications of the school system, and will have an important part in the shaping of policies of the Denver schools.

MR. A. L. THRELKELD, for the past three years assistant superintendent of the Denver public schools, has been promoted to the position of deputy superintendent to rank next to the superintendent in the administration of the schools.

MR. E. L. BROWN, for the past twenty-four years principal of the North High School, Denver, has been promoted to the position of assistant superintendent of schools. He will have charge of the administration of the junior and senior high schools and the Opportunity School.

MRS. CORA B. HILLIS, of Des Moines, Iowa, for many years prominent in the work of the National Congress of Parents and Teachers, and associated with the establishment of the Iowa Child Research Station, which is in charge of Dr. Bird T. Baldwin, died on August 12, 1924, as a result of an automobile accident.

MR. M. P. FOBES, superintendent of schools, at Northfield, Minnesota, was drowned on August 4 while swimming in a lake near his home. He had been a superintendent in Minnesota for twenty years.

DURING THE WAR, and the years immediately following, many separate organizations grew up for the purpose of maintaining and developing international aspects of American education. To avoid duplication of effort several of these organizations, among them the American University Union, the American Council on Education, The Institute of International Education, and the American Society of University Women, are now drawing together in coordination of the work. The plan provides that the American University Union shall merge with the American Council on Education. Its activities will be maintained by a committee of the Council. The Institute of International Education becomes a member of the Council and is recognized as the agency for the administration and development of international relationships. The American Association of University Women will coordinate its International work with that of the Institute.

PRESIDENT MARCUS AARON of the Pittsburgh, Pennsylvania, Board of Public Education, in his annual report to the Board, makes an eloquent plea for a revision of the system of taxation, in Pennsylvania, which will give every boy and girl an adequate opportunity for education.

DEFECTIVE EYESIGHT in the public schools is costing the taxpayers of the Nation at least \$130,000,000 annually according to the report of the Eyesight Conservation Council of America.

FOUR FIFTHS of the teachers in American schools and colleges are "teaching down" to their classes, giving them instruction that is often an insult to their intelligence, rarely satisfying their secret curiosity for intellectual things. Since the trouble, as I think, is with the teaching, it would be easy to go on to say that we haven't enough great teachers; of course we haven't. But those we have could aim higher than they do, could give the masses credit for intellectual curiosity and for genuine spiritual insight into the problems of truth and beauty. To assume that a boy has a mind is the quickest way to develop a mind in him.—John Erskine, in *The Bookman* for September, 1924.

CHEAP AT ANY PRICE—The public must, as a condition precedent of success in any educational policy, put a new value on the teacher as a factor in the community. We may think what we like of the teachers as they are; that is quite a different question. But we must learn that the teachers' work is as high as any department of National life and higher than most departments; and that a good teacher is cheap at any price. Both the spiritual and economic assessment of the teacher wants revising. . . . All education in the long run hangs on the teacher, and that is the best teacher who is the *best man and the best woman* all round. Technical skill in teaching is nothing compared with the personality of the teacher.—From *The Saturday Review* (London).

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NOTE—The success of the efforts of the intensive membership campaign will depend largely on activity of members of the Association. Last year each of 25,000 secured one new member. The use of the time bank check meets the needs of the Association as well as the convenience of the new member.

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NOTES

MEMBERS are requested to immediately notify the headquarters office in case of a change in address. Local Associations should report the names of new officers as soon as they are elected.

A LIST of 100 per cent schools and affiliations will appear in the next issue of THE JOURNAL.

EVERYONE will be interested to know that the Virgin Islands affiliated in June as a State Association and sent as delegate to the Washington meeting, Mr. Amadeo I. Francis.

THERE SEEMS to be a renewed interest among members in Life Membership. Write the Secretary for a leaflet.

THE FOLLOWING are the headquarters divisions and their directors: Research, John K. Norton; Publications, Joy E. Morgan; Classroom Service, Agnes Winn; Business, Harold A. Allan; Records and Accounts, Mrs. Helen T. Hixson; Field, Charl O. Williams; Department of Superintendence, S. D. Shankland, Executive Secretary. The Secretary, J. W. Crabtree, invites you to write the division head if you are in need of help along any particular line.

THE CORRESPONDENCE shows a greater interest than in previous years in the enlistment of rural school teachers. Mrs. Emma M. Bryant, Superintendent Washington County Schools, Hillsboro, Oregon; George C. Cole, Superintendent Dearborn County Schools, Lawrence, Indiana; H. B. Clifford, Superintendent of the Union of Hartland, Palmyra, and St. Albans, Maine; Glenn Drummond, Supt. Logan County Schools, Bellefontaine, Ohio; and Fannie S. Merwin, Superintendent Mason County Schools, Havana, Illinois are among the first county superintendents to send in big lists of names.

MORE THAN 500 delegates have already written expressing enthusiasm over the Washington meeting. Nearly everyone mentioned this as the best meeting he has ever attended. The following is an excerpt from one of the letters and is typical, "I thought the convention was splendid. The N. E. A. means so much more to me than it ever has before. I shall be glad to try to help increase its membership." Members should see that delegates are called upon to report at educational meetings this fall.

MEMBERS OF THE ASSOCIATION will be pleased to know of the new book which is now on the press, on the philosophical and educational views of Hon. William T. Harris, by Dr. John S. Roberts, New York City. Price, in cloth binding, \$2.00. Dr. Roberts, the author, has donated all royalties to the National Education Association. The proceeds will go into the Permanent Fund of the Association and in harmony with Dr. Robert's wishes will become a part of the William T. Harris Memorial Fund as soon as that Fund is established. As the number of volumes is limited you will need to order immediately. Payment is to be made after receiving the volume. This book provides the first adequate recognition of the self-sacrificing and history-making services of Dr. Harris to the cause of education in the United States. Teachers, schools, and libraries owe much to the work of this great philosopher and administrator. Order now so that you will be sure of receiving a copy.

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in school. Don't do their thinking for them when you can by any tactful means get them to do it for themselves. Your doing it for them is a kind of self-conceit on your part. The chances are that they will follow your lead, if you lead them; but they will almost certainly run wild and wide of the goal if you try to drive them. The stimulus of the thought that you expect your child to work out most of his problems for himself will make him capable of doing it. This confidence will be an all-powerful influence to carry him through difficult duties. It will be far more effective than all the commands, penalties for not doing, scoldings, punishments, sarcasms, and reproaches which are so often in evidence. These are discouraging. Get yourself out of the way, leaving the boy or girl with the feeling that you have confidence that the given problem can and will be handled wisely, and the battle is more than half won. It will put the child on his mettle. And when he has found the way out and solved his problem, he has not only solved this one—he has acquired a new strength and confidence for the next one, and for the next, and so on. Life is full of problems, and every person has to learn how to solve them. The parent who dogs his children's footsteps and tells them to do this and not to do that, and will not let them out of sight of the home chimney, is a criminal. He is preparing for himself and for his child draughts of disappointment and sorrow. The teacher who answers all the questions and solves all the problems that any pupil asks him to, after class or in class, is no true teacher. Telling is not teaching. What we should be after is mental and moral fiber; this comes in the same way as physical muscle—by use and exercise. We shall never make a man of a boy by treating him as a baby.—*Education.*

"PUT A BOY born of gentle white parents among Indians and he will grow up like an Indian. Let the child born of criminal parents have a setting of morality, integrity and love, and the chances are that he will not grow up into a criminal but into an upright man. I am as certain of these great truths as I am of great truths in the plant world. Put a plant into close quarters without sunshine and room to grow normally and you'll get a hoodlum plant. The only place hoodlums grow is in dark, dry, cramped surroundings. Change those surroundings; put a little love and care and sunshine into their lives and you get opposite results.—*Luther Burbank.*

WHAT CONSTITUTES A GOOD TEACHER—Not every scholar is a teacher, but every teacher must be a scholar; not only a book scholar, but student of human nature, and must have gained some degree of proficiency in the art; a student of broad and liberal views must keep abreast with every move and advance of the times in which he lives. The good teacher must be a person of strong possibilities; to have lasting influence on pupils this element must be a powerful motor force; it is not what the teacher says to the pupils that influences their lives the most, but it is what the teacher is; it is the silent moving force back of the teaching; it is earnest work and a profound life back of the teaching that makes the life of the teacher live in the hearts of the pupils. A good teacher will establish a reputation for justness and exactness; all children have a keen idea of

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fairness; seldom fail in their ideas of justice, as they are seldom biased or prejudiced; by so doing he will fix the same characters in the mind of the pupil that will be lasting, as impressions made at this age are enduring; in short, the good teacher does not want to teach book learning only; that is really the small end of education; our State prisons, penitentiaries, work-houses and jails are all more or less well stocked with book-education residents, to say nothing of our exiles from home, because their minds were taught at the expense of the heart. The good teacher not only wants loyalty to education of the mind, but wants to inculcate into the hearts of the pupils, loyalty to Nation and State, to home and church and creed, and last but not least, loyalty to humanity and self. The good teacher is a hard worker, a conscientious worker, one who studies well each pupil and his or her requirements.—*Canadian Teacher.*

THE FIRST TRAVEL TOUR under the auspices of the Iowa State Teachers Association was conducted July 8-20, under the direction of Mr. Charles F. Pye, secretary of the Association. Among places visited were the Red River Valley of North Dakota, Yellowstone Park, Salt Lake City, and the Colorado Rockies. The experiment proved most popular, according to an account in *Midland Schools* for September.

Teacher receives \$500 for one story

MAGAZINE editors and motion picture producers are searching for new writers and are offering thousands of dollars in prizes in addition to the regular cash payments. This means a wonderful opportunity for men and women who can write—especially teachers.

The case of Mrs. Ada Snell, a Louisiana school teacher, is a good example of the way writing ability can be developed. She had always liked to write and she knew in her heart that she could write stories that would sell if someone would only show her how to develop her plots and give her stories the professional touch.

She had tried and tried, perhaps even as you have tried, and had submitted a number of stories to the magazines. But none had ever been accepted for publication.

She had almost decided to give up when someone told her about the Palmer Institute of Authorship and how it is co-operating with magazine editors and motion picture producers in the development of new talent. She decided that here was an unusual opportunity for her to get the very help she needed. So she enrolled and decided to study at home in spare time.

Soon after—it wasn't more than several months—she submitted a story in the scenario contest conducted by the *Chicago Daily News* and won a prize of \$500. Her winning story was selected ahead of 27,000 others and was one she had rewritten according to suggestions made by the Palmer Advisory Board.

Miss Winifred Kimball won the first prize of \$10,000 in this same contest, Mrs. Anna Blake Mezquida won the second prize of \$1000, and six other \$500 prizes were also won by Palmer students—a splendid tribute to the value of the instruction they had received.

Miss Euphrasie Molle, another Palmer student (a school teacher, by the way), sold her first story, "The Violets of Yesteryear," to Hobart Bosworth.

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