

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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Peace Plan of the World Federation

\$25,000 PRIZE WON BY DR. DAVID STARR JORDAN

THAT WORLD PEACE can be achieved by thorough and disinterested study of the common problems of the world as they relate to education and by sound teaching of the world's children is the thesis of Dr. David Starr Jordan, chancellor emeritus of Stanford University, in the educational peace plan which was awarded the \$25,000 prize by the judges representing the World Federation of National Education Associations. Dr. Augustus O. Thomas, State superintendent of public instruction for Maine, is president of the Federation. The prize was offered by Mr. Raphael Herman, of Detroit and Washington, who believes that the "most rational method of turning the world's thought to peace is through education of the young. We have always had institutions glorifying war. Why not try the experiment of presenting the glories and advantages of peace?"

The judges who selected the winning plan from the thousands submitted include: Henry M. Robinson, Henry Noble MacCracken, Governor Percival P. Baxter, Herbert S. Houston, Mrs. P. W. Henry, Olive M. Jones, Henry E. Dunnack, J. W. Crabtree, Cora Wilson Stewart, George T. Moody, Carleton E. Ladd, William Gibbs McAdoo, Milton A. McRea, Alfred Lucking, and R. A. Milliken.

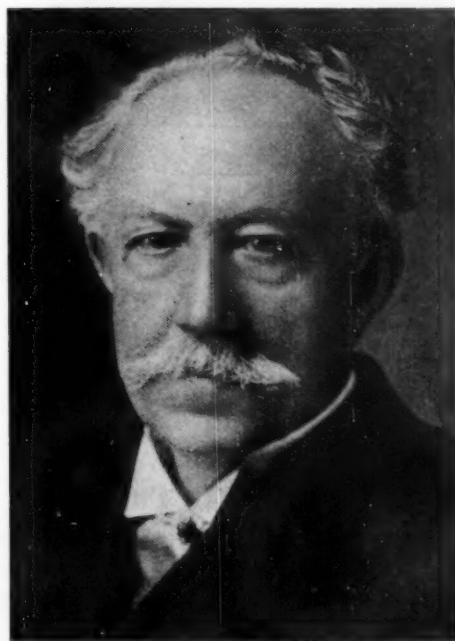
That so many plans were submitted is one of many evidences of the striving to find better ways of rendering the common services of world civilization.

The prize plan will be submitted to the world federation of education association at its meeting in Edinburgh, July, 1925. It is as follows:

AS THE HISTORY of the future shall be written in the schools of today, it is vital that the teacher lay in the minds of children the foundation of a sane and wholesome background from which to develop international amity and intelligent abhorrence of war.

The plan of education for peace fore-

shadowed in the organization of the World Federation of Educational Associations, established at San Francisco in 1923, looks courageously toward the ultimate abolition of international war as a legitimate sequence of disagreements between nations or between individuals of different countries. Its central pur-



DR. DAVID STARR JORDAN,
chancellor emeritus of Leland Stanford University, educator, naturalist, and author, recently awarded the Herman Peace Prize for the best educational plan calculated to maintain world peace.

pose is the mobilization of teachers in all lands, most immediately in America, in order that their combined influence and that of their pupils may be thrown solidly on the side of peace.

It is accordingly recommended that the World Federation make intensive studies of certain matters pertinent to world amity through the continuous operation of appropriate committees on education for peace, these to report at stated meetings to the Federation and to the various national organizations

corresponding to and including our own National Education Association, indicating at the same time lines of action likely to contribute toward international concord. Meanwhile, however, one must admit that any specified procedure can be at best only a step towards the development of enlightened public opinion and coöperation in effecting mutual understanding among peoples.

Certain lines of hopeful activity within the scope of the World Federation are indicated as follows:

I. The formation of (a) a general world committee on education for peace, to function in connection with the several educational groups in the different nations, and (b) a second international committee to coöperate with many already established organizations for peace in all parts of the world.

II. A committee to investigate the present teaching of history the world over, reporting also on textbooks used, their virtues and their delinquencies from the standpoint of international amity, and stressing the need that history, whether elementary or advanced, should be just and true so far as it goes. Above all, history should not be perverted in the supposed interest of national "honor" or partisanship.

III. A committee on the teaching of patriotism which shall attempt to define its true nature, expressing its values, its limitations, and its perversions.

IV. A committee to consider special plans of promoting mutual international understanding on the part of students of various ages.

V. A committee to consider the possibilities of better relations through the international use of athletic sports, especially those games which involve coöperative action or team play, as distinguished from individual competition.

VI. A committee to consider the possibility of a continuous effort to commit the visible influence of the government of the United States to definite activity in behalf of peace by means of a Bureau of Conciliation in the Department of State, or a Peace Council connected with the same department.

VII. A committee to consider without prejudice the question of military training in school and college, its possible advantages to the individual and the nation, with the alleged accompanying drawbacks and dangers.

VIII. A committee to consider "preparedness" in regard to its educational, economic,



To boys and girls in every land,
Beyond the ocean's wall,
We children of America
Send out a hearty call,
"We are not strangers, we are friends!
We're brothers, one and all!"

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America

and social aspects. Even admitting that a large and well-equipped military force (land, water, and air) will make for victory in case of an attack by jealous neighbors or other "imaginary enemies," to what extent does it also invite war?

IX. A committee to consider standing incentives to war, and the possibility of their abatement through legislation, the influence of public opinion, or otherwise.

X. A general study, through a committee and through individual investigation, of the current arguments for war as a cosmic necessity.

XI. A committee to study The Hague Court of Arbitration, also the present Permanent Court of International Justice, and the relation of these two activities to world education.

XII. A committee to consider the League of Nations and the problems involved in our acceptance or adhesion to that organization, with special reference to its bearings on international education.

The foregoing proposition, reviewed in detail, follows:

I. *General peace committees*—The educational groups of the world should

be bound together in mutual effort to promote international amity and understanding. Furthermore, the Federation should be broadened and strengthened by coöperation with all the varied instrumentalities for peace throughout the world. It should keep in touch with religious bodies, scientific associations ("technocracies"), women's peace parties, and the multitude of other organizations in society at large.

II. *Teaching of history*—The ruling ideas of most men and women are largely fixed in childhood and youth. In nearly all textbooks of history and school readers war has been glorified, its braveries being set forth as the acme of heroism. The real progress of nations in science, art and intellectual development is scantily treated. Advances in conciliation, with the many triumphs in sanitation, transportation, commerce and enlightenment, which gave a millennial aspect to the beginning of the twentieth century, are not dramatic. Even the

Rush-Bagot Agreement to demobilize the Canadian boundary, our greatest diplomatic achievement of the last century, is scarcely brought to the attention of our own students.

In most lands, the youth for generations have been taught to believe that wars are the chief realities in history, that "our country" has been mostly victorious and always in the right, that war is in itself heroic, invigorating—at the worst only the "growing pains of a progressive nation"—that victory is a noble aim, that its "fruits" are sources of national strength as well as of individual profit, that the welfare of other nations, alien or inferior, is opposed to our own, and that they are persistently, arrogantly, insidiously, or treacherously engaged in plotting against us.

The world war had its primary inception in fear of the loss of power on the part of dominant groups in more than one nation, but it owes its too prompt acceptance by public opinion in most cases to the wrong education of the people.

It has been asserted that, next to avowed militarists, teachers are most responsible for tolerance of war. In an eloquent passage, the late Professor Henry Morse-Stephens appeals as follows for a higher ideal in the teaching of history:

Every generation writes its own history of the past. The historian is influenced by the prevailing spirit of the age, and he feeds the spirit of national intolerance today as his predecessors fed the flames of religious intolerance in days gone by. Woe unto us, professional historians, professional historical students, professional teachers of history, if we cannot see, written in blood, in the dying civilization of Europe, the dreadful result of exaggerated nationalism as set forth in the patriotic histories of some of the most eloquent historians of the nineteenth century! May we not hope that this will be but a passing phase of historical writing, since its awful sequel is so plainly exhibited before us, and may we not expect that the historians of the twentieth century may seek rather to explain the nations of the world to each other in their various contributions to the progress of civilization?

While the past may have seemed to show that "history is one long bath of blood," its significance does not center in the record of brutal crudities. It is rather the "biography of man," the story of man's efforts to throw off the mental and moral shackles which, from out remote ages, have impeded his progress.

III. *True patriotism*—Patriotism is the emotional expression of nationalism. It involves love of country and devotion towards its interests. But patriotism

has two aspects, quite distinct—often contradictory.

Some twenty years ago a high school class was asked, "What is patriotism?" "Killing Spaniards" came one confident answer. True patriotism—love of one's country, and the desire to make and keep it worthy of love and honor—is in every way to be encouraged. But love of the fatherland does not depend on killing anybody, anywhere. The welfare of our country does not demand abasement or injury of any other. Ours is indeed "the land where hatred dies away"—a fact to be constantly kept in mind by the teacher of patriotism. It is well "to love the cities where we were born and the little hills that bear these cities up." It is evil to distrust and hate the people of other cities or other lands, or to endeavor by personal or official means to do them needless injury.

IV. *Special arrangements for training youth in world amity*—Various plans or devices to this end appear possible. Children may be brought to sympathize with life in other lands through the promotion of correspondence between the youth of nation and nation. With students of more advanced age, international scholarships, exchange professorships, university departments of international relations, are active agencies for better understanding. Essays, orations, forum discussions of one sort or another serve a useful purpose, and other features of like character will be devised from time to time.

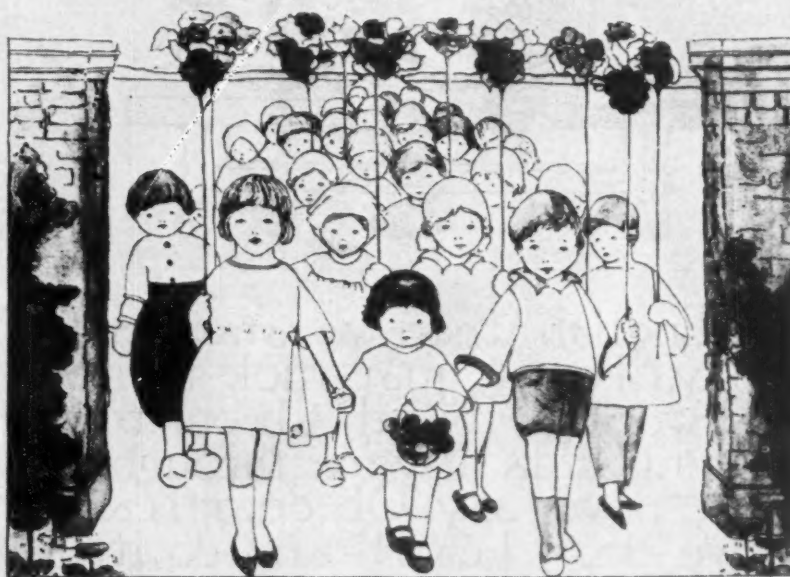
One particularly effective method of inducing thoughtful study of international problems by the youth of the world would be that of a series of competitive orations, its geographical extent being limited only by practical considerations of utility and expense. A plan to this end may be outlined as follows:

Students under twenty-one years of age, or of some specified grade of educational advancement would be encouraged to prepare competitive essays or orations of a definite length on some chosen topic or topics relating to international peace. Judges in every case should take account, perhaps equally, of composition and delivery on the one hand, and of mastery of the subject on the other. The winner from each school would then meet and compete with winners from similar schools comprised within a fixed geographical area; and so on, with progression from smaller to larger groups, up to a final nation-wide or even international contest.

Specifically, the contest might be limited to the United States and Canada, or to English-speaking countries; or—if funds are available—it might be made world-wide. In any case, a definite and worthy prize

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

ETHEL BLAIR KORDAN
JUNIOR RED CROSS MEMBER
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should be awarded to each national victor. Preliminary contests would involve little outlay. For other trials, expenses of contestants should be met, and at times those of judges also. Finals, whether held at Washington, London, or elsewhere, would necessitate a considerable expenditure.

To carry out such a plan, a general director with a secretary and temporary assistants would be required. Provision should be made for adequate publicity, also. The total outlay would, of course, depend on the territory covered.

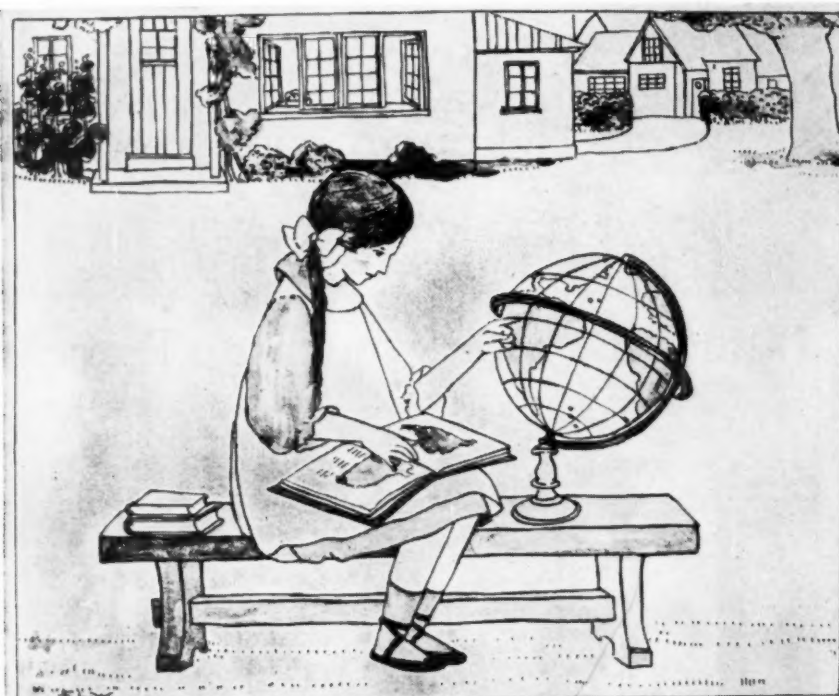
The writer may add that the value of this suggestion has been emphasized by the marked success of a similar plan to promote study of the Constitution of the United States. This orational contest, completed at Washington on June 7, was inaugurated and promoted by various journals throughout the United States. In connection with it, 1,250,000 young men and women wrote essays or orations on the Constitution after weeks of more or less enthusiastic study.

The importance of such a contest lies in the education of the coming generation, and incidentally that of their parents and friends. Similar studies, taken seriously, would give the young people of the nation or of the world a background of knowledge and

mutual understanding which might be of inestimable value in any future crisis of civilization.

V. *Athletic relations*—It is a notable fact that competitive games involving team work are among the influences which tend to bring young men of different regions into better mutual understanding. It is also true that the military spirit has been most active and virulent in countries where cricket, football, baseball, boating, La Crosse, and the like are scarcely known. This matter certainly deserves careful study from the standpoint of education for peace.

VI. *Pledging the United States to the service of peace*—To this end I would suggest that a committee of American teachers should consider the propriety of using our collective influence in favor of an official "Council of peace" or "Bureau of conciliation" within the Department of State. A "council of peace," as recently proposed would be a new but desirable organization. That of a "Bu-



"We English, when we start a thing,
Says Peggy, "just stick to it,
And work at it with all our might
Until, at last, we're through it.
We never say, 'Oh dear! I can't!'
We say, 'I can!—and do it!'"

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England

reau of conciliation" (suggested in the same work, p. 257) might involve merely the restoration of the "assistant secretaryship of peace" as arranged in 1909 in the Department of State, and maintained for a year or so during the administration of President Taft, under the direction of Dr. James Brown Scott. It was at that time occupied mainly with perfecting the Court of Arbitration at the Hague. Such a bureau or council, however, might work to further world peace in a multitude of ways. Properly organized and continuously maintained, it should be commensurate with the General Staff of the Army or the parallel General Board of the Navy—not less influential than either, because peace is beyond comparison the highest need of every nation. The existence of such an official group (one or both of them) would bring about two important results: positive achievements through official activities; and furnishing a central axis for work for peace by committing

the general government to its maintenance, a matter of the greatest importance in the formation and education of public opinion.

The proposed bureau or council should maintain close relations with the Bureau (or Department) of Education and its activities for peace, as well as with all other organizations throughout the world having for their purpose international understanding and coöperation. It should coöperate with similar official groups which may be developed in other countries. It should also constitute a clearing-house for all international activities.

It may be further noted that while nearly every civilized nation has vast military and naval establishments, costing more yearly than the entire school system, and while the influence of these organizations as a whole (many individual officers excepted) is on the side of war-preparation, and, in a crisis, for actual war, there is not as yet in any

country any official organization which stands for or pledges support for conciliation and peace.

A distinguished soldier, General John F. O'Ryan, himself an earnest advocate of peace, makes this graphic statement:

The World has never been organized for peace; it has always been organized for war . . . While you are in this apathetic state of mind regarding peace, there are men in high command today who do nothing else except plan carefully, minutely, studiously, just how your manchild, born or unborn, shall be utilized in the next war, how he shall be clothed, fed, strengthened, shipped away, moved into the line of battle, replaced by your younger child if he falls, and just how his body can be disposed of most conveniently. All these details are being thoughtfully worked out, and it is about time you were doing something for yourselves. . . . Organization for war is a cold, accurate, disinterested business, that deals with facts and moves with mathematical precision. It has the strongest leadership possible. It has unified leadership. Is it any wonder that unorganized efforts for peace seem puerile in comparison?

Suppose, however, that the huge war machine, instead of standing at the center of government with thousands or millions of employees and holding a first lien on all the resources of the Nation, were left out in the cold without official recognition, dependent alone on voluntary gifts of the few that believe its maintenance vital to National existence. Under such conditions how long would the organization endure? Would it not drop at once (as in Germany) to a matter of plots and counterplots directed against the government itself?

Suppose, again, on the other hand, that our Nation were officially organized for peace, could it not only guarantee its own security, but through its example and influence maintain the peace of the world?

VII. *Military drill in schools*—This subject needs no special discussion here.

VIII. *Military preparedness*—Many volumes have been written covering both sides of this question, which, like the preceding, demands the careful attention of each teacher.

IX. *Study of standing incentives to war*—The united influence of the educational world should tend to the removal of "standing incentives to war." These are of many kinds, some removable by administrative action or by National legislation in one or more countries, others of a more complex character arising from unwholesome tradition or from faulty education beyond the reach of direct effort on the part of any single government. For these, as for most

other great evils, the only final remedy lies in public opinion, "the court sitting supreme in the darkness, the heart and conscience of universal humanity." That this great court may be intelligently informed and directed is the loftiest purpose of public education and the public opinion of the many rests on the matured and enlightened convictions of the few.

In this connection we should commend to the teachers in all countries the study of the conditions and policies which made it possible to bring on the world war. In the same connection each teacher of history should endeavor to be accurately informed on those elements of danger which now surround Germany, Russia, the Balkan States, Turkey, India, and China. The old veneer of stability is everywhere broken up, and it will demand the collective wisdom of the world to ensure the "safety to democracy" involved in its primary precepts—freedom, order, and justice.

X. *Is war necessary?*—The lines of argument intended to show that war is a supreme necessity of man are in the main three, as given by General von Bernhardi, in 1912, and accepted by hosts of others. These are (a) the "historic argument" that "there have always been wars, and therefore wars must always be"; (b) the "psychological argument" that "war is ingrained in human nature," for man is a "fighting animal"; and (c) "Social Darwinism," the survival of the fittest among races and nations, it being the right and duty of great and strong races to extirpate or subdue the tribes that are weak, small, or peaceful. But "Social Darwinism," as thus defined, is a gross perversion of the teaching of Darwin. This, in brief, asserts that individuals—plants, animals, or men—who have successfully run the gauntlet of life, leave descendants competent and adaptable like themselves. That fact, now obvious, in no way justifies national manslaughter or conquest. In any event, the importance of a sane answer to these problems demands the careful attention of every teacher with a forward outlook.

It is not the belief of the present writer that modern wars rest on man's pugnacity. They are matters of statute, and are forced on peoples by their rulers. War, as we know it, is not "ingrained in human nature." It is an acquired vice, a product of lust for power. Human nature changes slowly, but the point of view may alter very suddenly when people are ripe for it. Education pre-



Togo says, "We Japanese,
When coming from the street,
Would never dream of tramping in
With muddy, dirty feet.
We leave our shoes outside the door,
To keep our floors all neat."

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Japan

pares for just such a new vision, and sudden changes in point of view have repeatedly taken place, every great collective wrong having been vanquished when enough men began to realize its true character. To such final end of war the teacher should contribute, directly in his relation to the young, indirectly in his relation as a scholar and a patriot to the adult generation. For the world still faces a perilous emergency. The coming generation, even though better trained, is not yet here, and the men and women of today on whom we rely for the saving of civilization are the same people who allow militarists and diplomats to plunge them into war. The condition is critical; it admits of no delay. Every teacher should therefore do his part towards that mental and moral disarmament which must precede and accompany military disarmament. The present generation, however confused and exhausted, will determine the immediate future.

It is hopefully true, however, that no single generation can finally wreck or even finally save civilization, because in the long history of man we have built up an enduring organization for the common welfare. Yet no good result comes about of itself, only through the long concerted effort of good men and women.

XI. *The permanent court of international justice*—The relations of the Court of Arbitration at The Hague, and those of the Permanent Court of International Justice, now functioning, should be understood by the teachers of the world.

XII. *The League of Nations*—The United States must very soon formally enter the comity of nations—from which it has never been wholly isolated. The World Federation of Education Associations should exert its energies to bring this about, and on terms satisfactory to the treaty-making power of the Nation. In fact, the necessary reservations have

been practically obtained, and the features most objectionable—the propositions looking towards coercion, and those connected with the “sanctions” of the Treaty of Versailles—are already virtually obsolete.

It will be noted that the League thus modified would differ materially from the Covenant included in the Treaty of Versailles. Being without “teeth” and not at all of the nature of a super-state, it is more nearly analogous to the Joint

High Commission, a device used throughout history for averting war. It would constitute at Geneva a Joint High Commission in practically continuous session with virtually all nations represented, but having only power to adjust, not to coerce. Such an organization should take the leading place in the many official forms of International Union, of which the Postal Union, the oldest and most indispensable, serves as the model and type.

if they wish, they may sing as they work or play.

11. That all employed boys and girls should have opportunity in their free hours to enjoy companionship and wholesome social life.

12. That through the community recreation program every boy and girl should come to appreciate the beautiful in life.

13. That adults, through music, drama, games, athletics, social activities, community and special day celebrations, should find in their common interests the opportunity for a common community service.

14. That every new school built ought to have a certain minimum amount of space around it provided for the play of the children.

15. That nearly every new school building ought to have an auditorium preferably on the ground floor and should be so constructed that it is suited for community uses.

16. That if a suitable meeting place for community groups is not available in the schools or elsewhere, a community building should be provided through community effort.

17. That each child, under ten years of age, living in a city or town should be given an opportunity to play upon a public playground without going more than one quarter mile from home.

18. That every community should provide space in sufficient area for the boys of the community to play baseball and football.

19. That every community should provide opportunity for the boys and girls to swim in summer and, as far as possible, to skate and coast in winter.

20. That every boy and every girl ought to have opportunity, either on his own home grounds or on land provided by the municipality, to have a small garden where he may watch the growth of plants, springing up from seeds which he has planted.

21. That in new real estate developments of five acres or more, not less than one tenth of the space should be set aside to be used for play just as part of the land is set aside for streets.

Fundamentals in Community Recreation¹

Platform of the Playground and Recreation Association of America

THOUSANDS of leaders in American life have accepted the following platform of the Playground and Recreation Association of America as a working program for the improvement of community recreation. This program is based on the Association's eighteen years of experience during which the number of cities having organized recreation has increased from forty-one to six hundred eighty.

THAT in nearly every community with a population of 8000 or more there is need of a man or a woman who shall give full time to thinking, planning, and working for the best possible use of the leisure hours of men, women, and children.

2. That community leisure time programs should continue throughout the entire twelve months of the year.

3. That it is the responsibility of the entire community to maintain recreation opportunity for all the citizens and that there ought, therefore, to be, as early as possible, support of the recreation program through public taxation under some department of the local government.

4. That there should be in every State a home rule bill which will permit the people of any city or town to make provision under their local government for the administrations of their community recreation.

5. That there is need in every community, even though the municipal rec-

reation administrative body be most effective, for private organization of citizens in their neighborhoods to make the fullest use of the facilities provided, to make sure that what is being done is meeting the deeper needs of the people of the neighborhood.

6. That the emphasis ought to be not only on maintaining certain activities on playgrounds and in recreation centers but also and definitely on the training of the entire people in leisure time activities, so that within the home, in the church, and throughout all natural human relationships there shall be the best opportunity for wholesome good times.

7. That the purpose in training children and young people in the right use of leisure ought not to be merely to fill up the idle hours but also to create an active, energetic, happy citizenship.

8. That even though the beginning of a city or town recreation program be children's playgrounds, other features ought to be added progressively from year to year until music, dramatic activities and discussion of public questions, training for more intellectual uses of spare time, and other valuable activities have been included, so that all ages and all kinds of people may find vital interest.

9. That every boy and every girl in America ought to be trained to know well a certain limited number of games for use outdoors and indoors, so that there will never be occasion for any boy or any girl to say that he cannot think of anything to do.

10. That most boys and girls should be taught a few simple songs, so that,

¹ Further information on community recreation may be had from the Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

OF ALL human ambitions an open mind eagerly expectant of new discoveries and ready to remould convictions in the light of added knowledge and dispelled ignorances and misapprehensions, is the noblest, the rarest, and the most difficult to achieve.—James Harvey in the Humanizing of Knowledge.

Disinterested Testimony On the Child Labor Amendment

FARMERS hold the balance of power in the decision on the Child Labor Amendment. Because of his isolation the farmer is particularly dependent upon the reliability and disinterestedness of the sources of his information. It is gratifying, therefore, to see the following statement by Honorable Arthur Capper, United States Senator from Kansas, recognized leader of the farm bloc and keen student of American economic and political life:

HONORABLE ARTHUR CAPPER—*The child labor problem of the farmer.*—Industry is reaching out for farm children. Cotton mills, knitting mills, shoe factories, and garment factories are moving into the smaller cities and the country towns. Labor is "cheaper" in the country, because the potential "labor supply" is unorganized, and inexperienced in self-protection.

That is one phase of the "decentralization of industry" Henry Ford talks about—and Mr. Ford is himself building factories in the country in order, he says, to utilize farm labor in the winter-time. The garment industries of New York are moving "upstate." The textile industries of New England are moving South.

How does this affect the farmer? It may bring markets nearer. But it is his children the factories are after. Does he realize what that means?

Child labor becomes the farmer's problem not with reference to the work of his own children on his own farm, but with reference to their work in the factory. Shall farm children work in factories without proper regulation? Or shall they be surrounded by the protection of limited hours and safeguarded against industrial hazards? Shall the experience of industrial States and the resulting industrial laws be extended to the agricultural areas? Or shall the farm children be left at the mercy of newly arrived manufacturing interests seeking to use them as "cheap" labor in competition with the protected labor of other States or communities?

That this is one large aspect of the child labor problem in America today is clear from facts stated in a recent monthly summary of "The Agricultural Situation" issued by the Bureau of Agricultural Economics of the U. S. Department of Agriculture. Children under ten years of age in farm communities, says C. J. Galpin, in charge of the Division of Farm Population and Rural Life, outnumber by 2,000,000 the children of any group of cities in the United States, having a combined population equal to the total farm population. Mr. Galpin puts it this way:

"The farm population in round numbers approximates 50,000,000 persons. The urban

population is close to 57,000,000 persons. Select now a representative number of cities whose combined population comes up to 30,000,000 and it will be found that there are 2,000,000 fewer children under ten years

The Challenge of the Little Ones

The children are calling. Lives bent by too early toil look out through eyes bleared with fatigue at a world that holds little hope beyond the creature needs. They stand on feet already grown old by toil. Their calloused hands know no touch of fondness. Their wrinkled faces have not felt the caress of loved ones. They are too tired to play, to learn, to grow. A fair start in life is not theirs. They are the unfortunates, too little and weak to plead their case. Whether their number be ten thousand or a million, they are human sacrifices upon the altar of a material civilization. No civilization ever exalted things above folks and lived. Can ours? Every child exploited in the name of profit is a challenge to every teacher and mother—a challenge to take a citizen's part in forming public opinion through conversation, personal letters, club, platform, newspaper, legislature, or any other agency that will lend itself to this great humanitarian movement. The glory of modern civilization has been the increasing value it has placed on human life. Shall we deny that glory now? The answer is with the State legislatures. Will they ratify the twentieth amendment to the Constitution giving Congress the power to deal with the menace of Child Labor? The answer is with you. Will you do your part?

of age in these cities than in the whole farm population.

"What are some of the results which flow from this great disparity between farm life and city life? In the first place, every one will see that with 2,000,000 fewer producers than city industries in cities of an equal population, farming is carrying the burden of rearing and educating 2,000,000 more children—non-producers—than city industry. The full weight of this fact becomes apparent only when it is realized that the greater part of this human product is turned over at the producing age to the cities and to city industry, ready made, finished, educated.

The farm people are feeding, clothing, carrying through the perils of infancy and childhood practically the equivalent of a small nation; then when this nation arrives at an age when it can be productive, turns it over as a free gift to urban industry."

DESPITE the fact that the Child Labor Amendment merely proposes to authorize Congress to deal with a fundamental problem, *The Manufacturers' Record* for September 11, 1924 (page 57), publishes this statement:

You must bear in mind that this amendment takes entirely from the parents the right to have their children, sons and daughters, do any work of any kind, so long as they are under eighteen years of age.

Such plain misrepresentation, particularly relating to legal phases of the issue have led deans of leading law schools—Harvard, Stanford, University of Pennsylvania, University of Michigan—and others to make public statements. On questions relating to the Constitution the judgment of these men is unexcelled. They are retained by no one. They receive nothing for their opinions in this case except the personal satisfaction of rendering a public service.

DEAN ROSCOE POUND, of the Harvard Law School, in reply to a letter from the secretary of the National Child Labor Committee (October 28, 1924), answers three pertinent questions as follows:

1. Will the Bill of Rights be abrogated if the child labor amendment is ratified? This seems to me the most absurd bogey that ever was conjured up. Let me give you an example of the way lawyers can argue on such points. Probably there is no better authority on law in the country than Mr. Hughes. When the income tax amendment was under consideration he urged strongly that the result of it would be to allow the National Government to tax State and municipal securities out of existence. Certainly the language of the amendment was very strong—"from whatever source derived." Nevertheless the Supreme Court of the United States has held that the amendment did not have any such destructive effect. Now take the present case. The argument is that a power of prohibition and regulation is conferred, and that there are no limits upon that prohibition or regulation. But the amendment is meant to fit into the Constitution as a whole, and the Bill of Rights provides that the

Federal Government shall not deprive any person of life, liberty, or property without due process of law. Therefore any unreasonable means of regulation, and anything arbitrary or unreasonable in the carrying out of the prohibition would be subject to the limitation that applies to all Congressional exercise of powers given by the Constitution. The Supreme Court of the United States has never manifested any inclination to give free reign to social legislation. On the contrary, it has always scrutinized it very jealously. I see no reason to suppose that it would allow legislation under this amendment to run wild. If it is said that we may presently get a radical court, my answer would be that when we get such a court, it won't need constitutional amendments to enable it to sanction Congressional dealing with the subject of child labor. It will simply overrule the first child labor decision and let the matter go at that.

2. You ask whether the Supreme Court will allow educational control to be implied from the Amendment. Here again, I can only say that the Supreme Court has shown no inclination to allow wide latitude for social legislation. Why it should be supposed that this amendment will bring about an entire change of front in the attitude of the Court I cannot perceive. The Amendment says nothing whatever about education. What it says is that Congress may regulate and prohibit child labor. Under the tenth amendment "the powers not delegated to the United States by the Constitution nor prohibited by it to the states are reserved to the states respectively or to the people." This seems to me to settle the matter. There being nothing whatever in the Constitution about education, it is committed to the States respectively where it stands now. If certain children are not permitted to be employed in labor, and therefore it is deemed they ought to be educated, the matter of educating them rests with the State exactly as the matter of protecting them from being run over by automobiles in the streets does.

3. You ask "Will the amendment give Congress a power more extensive than that now possessed by the states?" I suppose the States have power to deal with the matter of child labor up to the age of twenty-one. Very likely regulations of child labor above twenty-one would be said not to be due process of law. If that is the case the power given by this amendment is less than the power actually possessed by every State in the Union at present. It should be borne in mind that the Supreme Court of the United States has expressly decided that the States may enact child labor legislation. *What this amendment does is to give to Congress a power to deal uniformly with the whole country in a matter with respect to which each State now has greater powers than those which this amendment proposes to confer upon Congress.*

Let me say one thing more. I have read attentively the voluminous literature which has come out upon this subject recently in which some very good lawyers (obviously retained for the purpose) have expended the resources of ingenious advocacy in conjuring up bogies in this connection. It should be remembered that excellent lawyers

have always done this with respect to every important measure in our history. We certainly have never had a greater lawyer in this country than James Kent. But he thundered against the Louisiana purchase as unconstitutional, revolutionary, and subversive of American institutions. Nothing that I have read about the Child Labor Amendment paints a gloomier picture for the future than that which this eminent lawyer painted in his opposition to acquisition by the United States of a territory which would make it an American empire.

Washington Daily News

JOHN M. GLASSNER, Editor RALPH H. QUINN, Business Manager

* * to establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity * * *—U. S. Constitution.

WASHINGTON, D. C., NOVEMBER 21, 1924

The United States Department of Labor furnishes figures this week to show that in states where child labor is most common, the percentage of children attending school is lowest. In oyster and shrimp canning communities on the gulf coast, for instance, a large number of children, aged 6 to 15, were found at work. Of these, 11 per cent never had attended school. In the Colorado and Michigan beet fields, where children are used in large numbers, the attendance of these children was found to be 20 or 30 per cent less than that of nonworking children. In eight Philadelphia schools, from which children are drawn to work on truck farms, it was found that the percentage of absences during the term averaged between 15 and 20 per cent. In one school it was 33 per cent.

It should be understood that these children are not the children of truck farmers and that the work does not consist of helping on the farm before and after school, on Saturdays and holidays. They are chiefly city children, who are taken out of school for many weeks in the year to work in the canneries, beet fields and truck farms.

Every parent of a child in school knows the vital necessity of regular attendance. Every normal parent endeavors, for the child's own good, to see that attendance is regular in order that the child may not be discouraged by seeing others advance beyond it. Every such parent can realize that such child labor is an utterly unfair handicap upon the little folks that are allowed to do this work.

So long as there is no federal child labor law to equalize conditions in all states, a lot of little children will be started off in life under this heavy and unfair handicap.

M. R. KIRKWOOD, Dean of Stanford University Law School—As a general thing I am opposed to promiscuous amendment of the Constitution. However, this is a matter which seems to demand such action. Two things have been made clear by recent history. In the first place, there are certain States which will not protect the children of the country by legislation. In the second place, the decisions of the Supreme Court seem to settle beyond all doubt that Congress has no power to regulate child labor under the Constitution as it now stands. It seems to me that any action is justified which may be necessary to accomplish this great humanitarian purpose.

GEORGE P. COSTIGAN, JR., School of Jurisprudence, University of California—The great social need of effective legislation for the prevention of child labor cannot be denied, and the only serious controversy possible is as to the proper body

to be authorized to legislate. In view of the apparently insuperable difficulties in the way of satisfactory and uniform State action, the only thing to be done seems to give expressly to Congress that power which the Supreme Court has not seen its way to finding already lodged in Congress. That there is perhaps a danger in very frequent resort to Constitutional amendments is an argument of no weight against any single amendment of such unquestionable merit as the amendment which you are urging exhibits. For humanitarian reasons, if for no other, Congress must be given full power to act in the matter of child labor.

WALTER W. COOK, Yale University School of Law—It seems to me that some kind of constitutional amendment conferring power upon some branch of the Government to deal with this matter is imperative. Those States which permit child labor ought not to have the power to compel other States to permit the sale of their products in competition with the goods produced by adult labor in other States. It seems to me that this proposal to give Congress the power is the satisfactory way to proceed.

WILLIAM DRAPER LEWIS, Dean of the University of Pennsylvania Law School—I have read with care—indeed, I was one of the group interested in drafting House Joint Resolution 184. I can personally testify that a great deal of care has been spent on the drafting of this amendment—indeed, it is the result of a number of conferences among lawyers who have a knowledge of Constitutional law and more or less experience in legislative drafting. I believe the amendment to be free from ambiguity. In plain and simple language, it expresses the meaning intended.

HENRY M. BATES, Dean of the University of Michigan Law School—All efforts to secure valid congressional legislation on this subject without amendment to the Constitution have failed. There is no other recourse, if we are to meet this serious evil, than to amend the Constitution. I am not one of those who is willing to see an unlimited extension of Federal power, but where economic and social considerations demand as urgently as in the case of child labor national dealing with a subject, I am willing to see the national power expanded to meet the need.

OPPOSITION that appeared against the Amendment:

The National Manufacturers' Association
The Pennsylvania Manufacturers' Association

The Southern Textile Bulletin

The Moderation League (organized to oppose the Volstead Act)

The Woman Patriot (former anti-suffrage, now anti-feminist organ)

The Sentinels of the Republic

The Women's Constitutional League of Maryland (organized by former anti-suffragists to oppose the Sheppard-Towner maternity and infancy protective law)

Defenders of Childhood

MRS. JOHN D. SHERMAN

*President, General Federation of Women's Clubs
Estes Park, Colorado*

2,800,000 women organized for the betterment of life—The General Federation of Women's Clubs has been organized thirty-five years. It is a Nation-wide organization, with representatives in every State in the Union and in twelve foreign countries. We describe ourselves as, "A group of organized women in every community to promote movements looking toward the betterment of life."

The General Federation urges the ratification of the Child Labor Amendment—The Child Labor Amendment is a challenge to all the club women of America. We recognize it as a phase of the larger movement for guaranteeing ordinary, human rights to women and children. The natural feeling in almost every human heart, together with an increasing regard for human life, brands the exploitation of little children as a disgrace. The defenseless child makes an irresistible appeal to both mothers and teachers, for they have the most immediate and personal contact with child life.

Child labor considered from the standpoint of the child and the welfare of the Nation—We club women look upon the menace of child labor from two viewpoints: First, as mothers interested primarily in the welfare of the individual child; and second, as citizens interested in the realization of the best things for the future of America, and fairness to the next generation. When the mother asks herself this question, "Would I be willing to have my own child labor long hours in cotton, sugar-beet, or onion fields; engage in street trades; or toil in tenement sweat shops?" the injustice of child labor is brought home. Long continued hours of monotonous premature labor, at a time when the bones and muscles of children are undeveloped, result in stunted growth and warped bodies. The deprivation of school attendance results in undeveloped minds; and the environment of the child laborer is often fraught with moral as well as physical hazards.

There is a difference between labor and work—Among the fundamental rights of childhood are: Home-life which offers physical and moral nurture, recreation, opportunity to develop strong bodies, and the chance to acquire an

education. As a child grows up, he should be trained to work. There is a vast difference, however, between child labor and suitable children's work. Work at the wrong time, in the wrong place, in excessive amount, and unfitted to the worker, is a degradation of work. The amount of work, kind of work, and time spent determine whether or not it is labor. Doing chores after school is child work. Bending over a factory bench for hours at a time is child labor.

The Amendment if ratified gives Congress power to legislate against child labor—The Child Labor Amendment, passed by the last Congress does not prohibit child labor; it is an enabling act. It grants to Congress the power "to limit, regulate, and prohibit the labor of persons under eighteen years of age." It is before the States for ratification. If ratified by them, it gives Congress the power to establish a minimum standard of protection for employed youths. Whether or not the power granted to Congress is ever abused depends entirely upon the will of the people. The United States Government can be trusted with this power because of its responsibility to the will of the people. Congressmen are awake to the desires of their constituency at home. The measure includes children of seventeen years of age in order to give protection against extra-hazardous employment. No law is passed by ratification of this amendment. Congress may never see fit to exercise its full power which the amendment grants. We hope, however, that the effect of Federal legislation may be expected to establish minimum standards throughout the country, to afford uniform competitive conditions with reference to the employment of minors, to protect each State from having its laws nullified by border States, and to help State authorities in dealing with the vexing problem of child labor.

Child labor is a National and not a local problem—Since child labor is not confined to any one State or section of a single State, it is a matter of National concern. The whole United States is concerned, not only from the humanitarian impulse which protests against exploitation of childhood, but also because the life, health, strength, and education of the children of the Nation are its

greatest assets; not merely in justice to childhood, but for its own interests, a Nation must recognize the conditions under which life must be lived to attain the highest development of its citizens, and formulate laws accordingly. Individual States have tried to cope with the situation through legislation, but the competition of low standards in other States has made it difficult.

Effort for the ratification of the Amendment must be united and persistent—The fact that there always has been child labor and that today it is widespread does not mean that we should become reconciled to it. It means, rather, that we must be emotionally and actively conscious of our duty toward its elimination. Our effort must be united and continuous until the present Amendment is ratified by every State. It is everybody's business.

What part shall the club woman and the teacher play?—The club woman has a part to play, and likewise the teacher. We both should seek to mould an intelligent public opinion on this vital question by discussing the extent and evils of child labor, by pointing out the difference between work and labor, and by correcting erroneous statements relative to the Amendment. This can be done, not by mere denials, but by statement of facts. The club woman and the teacher should seek to inform the public as to the real interest and true provisions of the Amendment. We club women recognize teachers as one of the three greatest influences for good in the community. Our coöperative effort should result not only in the "betterment of life" in the community, but in mutual benefit to one another. Local club leaders can help their children's teachers by taking time to get acquainted with them and with their program of service. Teachers, on the other hand, can be of infinite service to club women by giving parents correct information on such measures as the Child Labor Amendment. The reward of club women and teachers is the joy of having a part in the protection and development of child life. In the present legislative emergency, both are called upon to be its defenders.

STUDY yourself until you know where you are strong and where weak; study your acquaintance until you find a man weak where you are strong and strong where you are weak that the benefits may be reciprocal and make that man your friend.—Robert L. Lorimer.

'We'll Keep 'Em at Work in the Mills'

"Sentinels of the Republic" Hold Seance in Philadelphia and Lay Scheme to Prevent Child Labor Amendment Being Ratified by Forty State Legislatures

THE "Sentinels of the Republic" met in Philadelphia last Saturday—within stone's throw of the hall where the Declaration of Independence was adopted—for the purpose of organizing a nationwide campaign against the child-labor amendment.

A representative of LABOR attended all the open sessions and in the article printed below gives an interesting account of the plans of these "patriots" who represent the selfish employers who are exploiting the children of the Nation.

(By a Staff Correspondent)

PHILADELPHIA, Dec. 8.—Having succeeded in Massachusetts in making the referendum a weapon against its own friends, reactionaries are now planning to capture it completely. They believe that where they can control the avenues of publicity on the question at issue before the voters, they can win, and they cite the Massachusetts referendum on the child-labor amendment as a criterion.

Therefore the enemies of the child-labor amendment will seek a referendum on this subject in every state where a rejection by the legislature does not appear certain. And then, having disposed of the child-labor amendment, "our most pressing peril," as one of the leaders calls it, they will try to amend the Constitution in such manner as in effect to preclude all future amendments.

That is the essence of the program disclosed on Saturday last at the annual meeting of the "Sentinels of the Republic" in Philadelphia—the "Sentinels" being a national organization financed by anti-labor interests and which proclaims its aims to be "to provide a Clearing House for Patriots who seek to rouse the people to the dangers of the day." The meeting was open at two of the sessions to the public and the press, and LABOR's representative was present at those sessions.

Organize Against Children

It was originally announced that Charles G. Dawes, Vice President elect of the United States, was to be there and to speak, as was also Senator King of Utah. Neither Mr. Dawes nor Senator King appeared, however.

It was for the announced purpose of "organizing the people of the United States against the child-labor amendment" that this meeting was held, and the entire day was devoted to the subject. There were present "sentinels" from the National Association of Manufacturers and from the Pennsylvania Association of Manufacturers; from the New York Commercial; from the ex-anti-suffragist organization which operates through the "Woman Patriot;" from official "wet" organizations, including the Moderation League and the Constitu-

tional Liberty League, also from the American Constitutional League and the Women's Constitutional League, from the National Security League, from the American Defense Society, and still other "sentinels" seemed to have come, at large from states.

The membership blank states that "there is no initiation fee, there are no annual dues."

The meeting, held in the spacious elegance of the Bellevue Stratford Hotel, was presided over by the chairman and chief sentinel, Louis A. Coolidge of Boston, millionaire treasurer of the United Shoe Machinery Corporation.

Program of the "Sentinels"

Besides reasserting many times and in many ways their opposition to the amendment the "Sentinels" laid out a program for organization in every state, through which to secure from every state legislature rejection of the amendment or else a referendum on the question which referendum they propose as in Massachusetts, to make equivalent to a rejection by "launching such a propaganda against this amendment as never was," in the words of the chairman.

Their propaganda machinery according to various sentinels who spoke, includes the publicity bureau of the National Manufacturers' Association, the New York Commercial's special service to 500 newspapers carrying allegations of bolshevistic, communistic or red connections on the part of originators and supporters of the amendment, and the columns of "The Woman Patriot," a semi-monthly journal of the ex-anti-suffragists which devotes itself largely to an effort to discredit women in public life or in positions of leadership in women's organizations.

Cross-Section of Negatives

The meeting of the "Sentinels" on Saturday, although attended in the morning by about 40 and in the afternoon by not more than 100 men and women, was worth observing because it afforded so clear a cross section of the opposition to the child labor amendment and to all labor or social welfare legislation.

In other words, it confirmed and plainly stated the fact which has been emerging more and more vividly since the child labor amendment was proposed in Congress, namely, that the opposition to this amendment represents essentially the organized opposition of property interests to all measures for human welfare which may conflict with money profits.

The group of "Sentinels" gathered in Philadelphia are for individual liberty, and "freedom of contract"—no matter what the damage to society. In the words of one "sentinel" who spoke with great feeling, "I am opposed to all constitutional amendments that ever were proposed or ever will be proposed that interfere with individual liberty." He was an elderly professor of ancient languages.

And another elderly sentinel, S. R. Childs, row of Minnesota, but once of Massachusetts, speaking of the difficulty he had to convince his Minnesota neighbors on this question, said: "It is only when I can reach the minds of Americans who came over before the Revolution that I can appeal to them on this question."

Back to the 18th Century

Which seems to be a "Sentinel's" way of saying that his economic philosophy is the same as that of the old laissez faire school of pure individualism which prevailed in the eighteenth century, before the age of machinery.

We sentinels have not organized in Minnesota, however," Mr. Childs continued. "The Manufacturers' Association is opposed to the amendment, of course, but unfortunately they are not in very good repute in Minnesota, and we do not want to crystallize the opposition so that the supporters of the amendment could point a finger at us."

A letter from James A. Emery, chief counsel and lobbyist for the National Manufacturers' Association, was read to the meeting by the chairman, and short speeches were made by Austin Fox "sentinel" from the Moderation League an organization existing for the primary purpose of opposing the Volstead Act by Alexander Lincoln, a "sentinel" from the Constitutional Liberty League which, it was explained, existed for other purposes in addition to the opposition of the prohibition laws; by H. Stanwood Mencken, "sentinel" from the National Security League; by Russell Whitman, "sentinel" from the New York Commercial; by Morris Sherman, "sentinel" from and editor of the

Springfield Union; by "sentinels" from the University of Pennsylvania and Princeton, and by various other "sentinels." A letter from President Nicholas Murray Butler of Columbia University—the most hopeless reactionary connected with American educational institutions—was also read by the chairman.

"Something Is Going On"

"Daddy" George, as the chairman introduced him, head of the George Junior Republic, closed the meeting with the sentiment that "any youth who can support his father or mother is not a child, and should be allowed to work if he wants to."

Mr. George also assured the "sentinels" that they need not fear the New York legislature would ratify the child-labor amendment. "We have something going there at present the same as in Massachusetts, and it's coming along in good time," he said.

"But they say they've got the members of the New York legislature pledged for ratification. How about that?" said the chairman.

"Don't worry," was the reply. "Those pledges won't count for anything when we come along."

Headquarters at Washington

The "Sentinels of the Republic," in other words, will attempt to be to the national campaign against ratification of the child labor amendment what the "Citizens' Committee for Protection of Our Homes and Children" was to the Massachusetts campaign—the smoke screen for the manufacturers who want to prevent effectual regulation of child labor.

They have opened headquarters in Washington, in the Home Life Building. A few squares away in the Union Trust Building is the office and lobby headquarters of the National Manufacturers' Association, and the "National Committee for Rejection of the Twentieth Amendment," composed of seven members, six of whom represent big manufacturing interests, the seventh a big mail order house. "The Woman Patriot" office is within another short block. These three offices will no doubt be the sources of the "propaganda such as never was," to which Chairman Coolidge alluded.

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LABOR

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All Power is Inherent IN the People.
Therefore AM Power TO the People.

WERE THE JUDGE of an American court trying a case involving the abuse of a child, he would insist in the name of justice that the jury consider not only the statements made by witnesses, but also any personal interest which those witnesses might have in the outcome. The Child Labor Amendment is now before the jury of the American people. Those who oppose as well as those who favor the adoption of the amendment differ in their outlook on civic problems and in their personal interest in the outcome. Not to consider the reasons back of the attitude which individuals and organizations take on this important question is to disregard a factor essential to a just decision. Teachers and parents are the natural defenders of childhood. They will wish for all children the good things of life that they cherish for their own. They will firmly insist that the child wage slaves—too weak to defend themselves—shall have justice.

Education in Germany

J. B. SULLIVAN

Instructor in Education, George Washington University, Washington, D. C.

THE GERMAN EMPIRE, established in 1870, was composed of twenty-six different states. Of these Prussia held the leading place and was most influential in the establishment of the empire. The King of Prussia became Emperor of Germany. The Emperor, through his almost absolute control of Prussia, exercised great influence over the other states. This influence resulted from the Emperor's power to appoint members of the Bundesrath, the upper legislative house. This appointive power enabled Prussia to veto any legislation unwelcome to Prussia, even though favored by the other states. Legislation intended to reform the constitution, tariff, or navy was doomed to failure without the sanction of Prussia. To Prussia was allotted the chairmanship of all standing committees in the Bundesrath. This strong centralization of control extended to the affairs of the individual states, education proving no exception.

The educational system of Prussia is similar to that in the other German states. Its pre-war organization was as follows:

For administrative purposes, Prussia was divided into thirteen provinces. Each province was divided into governments, *Regierungen*. Each government in turn was divided into districts, *Kreise*, subdivided again into rural and city.

At the head of the system was the minister of education, appointed by the king and held directly responsible to him. Each province had its Provincial Board of Education, nominated by the minister and approved by the king. The control of the primary, normal, and higher schools was divided among the members of these boards, who, in turn, were held responsible to the higher authorities. It was the duty of these boards to look after such matters as plans for school buildings, examinations, textbooks, and inspection of schools which prepared pupils for the university. There also existed many municipal secondary schools. These schools were under the control of local boards, composed of the mayor, certain members of the town council, and others elected to the position. These boards were held accountable to the Provincial Boards.

Next in power below the Provincial Boards were the governments. The members of these bodies, two or three in each province, secured their positions through appointment, two being appointed by the king and four by the Provincial Boards. The management of the primary and normal schools was in the hands of these boards, responsible, of course, to the higher authorities.



BEAUTIFUL Marksburg Castle at Braubach on the Rhine is the only Rhenish fortress that through all the storms of the ages has remained intact.

Provision for the training and appointment of teachers constituted a large part of their work.

As previously indicated, each government was divided into two types of school districts, rural and city. The official body in the rural districts was made up of the chairman and from three to five of the leading men in the community. The corresponding body in the city district was made up of the mayor and from three to five members of the city council. These officials had charge of such matters as attendance, teachers' salaries, and equipment.

The Prussian parallel system of schools as it existed previous to the war is probably well known to everyone. This system furnished one type of

school for the lower classes and an entirely different type for the upper classes. Before the war, about ninety per cent of the children of Prussia attended the common school, *Volkschule*. This was an elementary school of eight years for the children of the common people.

The *Vorschule* took the children of the upper classes at the age of six and prepared them to enter the Gymnasium at nine.

Before the war, Germany was well supplied with commercial and industrial continuation schools to which the children of the people could go after completing the eight-year common school. Attendance at the continuation schools was compulsory up to eighteen years of age for both boys and girls.

Above the continuation school was another type of trade school called the *Fachschulen*. This school existed for the training of master workmen and superintendents of industrial establishments. Completion of the continuation school courses, or five years in the *Realschule*, was prerequisite to entrance to this type of trade school. This school charged tuition, and attendance was voluntary.

The typical German secondary school for boys is the Gymnasium. There are different types of this school characterized by the length and kind of courses offered. In general, these schools receive the pupils at nine years of age. The previous training was usually given in the *Vorschule*.

The Gymnasium is a nine-year secondary school including in its program of studies both Latin and Greek. The Realgymnasium differs from the Gymnasium in that it omits Greek from its program of studies, while the Oberrealschule offered neither Latin nor Greek.

The Progymnasium is a type of secondary school offering a six-year course including Latin and Greek in its program. The Realprogymnasium is distinguished from the Progymnasium by offering no Greek. A third type of the six-year secondary school is the Realschule, which offers neither Latin nor Greek.

With the distinctions noted in the two preceding paragraphs, the curricula of the German secondary schools com-

prised instruction in religion, German, historical narration, Latin, Greek, French, history, mathematics, science, drawing, writing, physical training, and singing.

The main purpose of the Prussian secondary school was to give a liberal education, to prepare students for entrance to the universities, and also to prepare for the professions and government positions.

In the secondary field, after 1908 practically the same education was provided for girls as for boys, but in separate schools. The secondary training for girls prepared them for entrance to the women's higher schools and to seminaries for teachers of the higher schools.

Before the war, *teachers for the common schools were drawn from among the children of the common people.* After completing the work of the common school, they were required to take a three-year course in a preparatory school which fitted its pupils for entrance to the teachers' seminaries. The course in the normal school was three years in length. There was *no provision for the common school teacher to acquire university training*; consequently a very distinct line of social distinction was drawn between the common and secondary school teachers. This social distinction was not limited to the secondary teacher. An army officer married a common school teacher at the risk of losing his rank. When a normal school graduate received appointment to a teaching position he was regarded as an employee of the state. His tenure was permanent except in cases of inefficiency or serious offense.

The secondary teachers were drawn from the upper classes and were graduates of the universities. Their training in the universities was very thorough and highly specialized.

As a result of the Revolution of 1918, the German Republic was established. The constitution of the republic provides for fundamental changes in the school system. Instead of the parallel system providing one school for the common people and another for the upper and wealthier classes, the new constitution provides for one beginning school for all classes. This is called the foundation school, or *Grundschule*. It is to be a four-year school attended by all children from six to ten years of age. Birth, social standing, and wealth are no longer to determine the type of early school the German child is to attend. However, it is believed that the wealth-

ier parents will find some way to send their children to private schools. The type of higher school the child is to attend after he has finished the foundation school is to be determined by his interest, aptitude, and ability rather than by the wealth, influence, or position of his parents. Attendance is compulsory. Auxiliary classes for pupils who are unable to progress at the normal rate are formed as early as the second year. These classes must be much smaller than the regular classes. Careful psychological studies of the children are



A FEW MINUTES' walk from the quaint walled town of Rothenburg-ob-Tauber brings one to Taubertal, one of the most picturesque valleys in Germany. Past cultivated hilly slopes and green river meadows, past stately farmsteads and villages, the Tauber winds its way.

made throughout the four years of the course. The results of these studies, the parentage of the children, and their health certificates are used as part basis for promotion to the higher schools.

During the last quarter of the fourth year a survey is made to determine who shall be promoted to the higher schools. If parents are not satisfied with the findings and promotions of the survey committees, they have the right to ask a further examination for their children. This examination is to be held by a special committee composed of one representative of the school authorities, one man or woman representing the higher schools, and the classroom teacher of the pupils to be examined.

Two new types of higher schools included in the developments since the war are the *Aufbauschule* and the *Oberschule*. The *Aufbauschule* is to be built upon the four-year foundation school. One of the main purposes of this school is to attract the more talented pupils from the rural sections and smaller towns, and to give them a training looking toward the higher callings. It is thought by many that this should serve as a training school for those expecting to become teachers, and should lead to a similar type, but higher school for teacher training, connected with the university. The *Oberschule* is also to proceed directly from the foundation school. The courses in this school are to be made up of material designed to cultivate German ideals and attitudes. These courses are expected to keep the pupils in touch with the subject of their native land. For these reasons it has been urged that this school also should serve as a teacher-training institution. However, there is strong opposition to limiting those who expect to become teachers to the training offered by these two institutions. The opponents of such a movement say that it would result in the same narrow type of training that the common school teachers received before the war. Instead, they say that the prospective teacher should be left free to take preliminary training in any of the secondary schools leading to the university. Since the war, the teachers' seminaries for common school teachers have been abolished. Instead, teacher training is to be given after the secondary school work is completed in a department of the university established especially for that purpose. It is the intention of the authorities that every teacher shall have at least one year of university work. This it is thought will tend to break down the social barrier that has existed between the common and secondary school teachers. It will also furnish the teacher a more liberal education and a broader outlook on life.

Another very hopeful tendency that has come into the German schools with the establishment of the republic is the greater freedom allowed individual teachers. This is especially true in the early years of the foundation school. Within certain limits, the teacher is free to arrange his own schedule, to determine the length of the periods, the kind of subject-matter to be used, and how long a particular study shall be pursued. The wisdom of such freedom is undeniable, so long as the teacher is qualified.

America First

Not merely in matters material, but in things of the spirit.

Not merely in science, inventions, motors, and skyscrapers,
but also in ideals, principles, character.

Not merely in the calm assertion of rights, but in the glad
assumption of duties.

Not flaunting her strength as a giant, but bending in help-
fulness over a sick and wounded world like a Good Samaritan.

Not in splendid isolation, but in Christlike coöperation.

Not in pride, arrogance, and disdain of other races and
peoples, but in sympathy, love, and understanding.

Not in treading again the old, worn, bloody pathway
which ends inevitably in chaos and disaster, but in blazing
a new trail, along which, please God, other nations will fol-
low, into the new Jerusalem where wars shall be no more.

Some day some nation must take that path—unless we are
to lapse once again into utter barbarism—and that honor
I covet for my beloved America.

And so, in that spirit and with these hopes, I say with all
my heart and soul, "AMERICA FIRST."

*From a Sermon preached in the National Cathedral, Washington, D. C., Sunday afternoon, September 7, 1924,
by the RT. REV. G. ASHTON OLDHAM, D.D., Bishop Coadjutor of Albany.*

Making a Publicity Program

P. R. SPENCER

Superintendent of Schools, St. Cloud, Minnesota

SINCE the war the need for a better understanding of the work and problems of the school by the public is being recognized. Educational publicity has become a vital part of the total educational program. But in spite of the progress made in developing the work of school publicity, little has been done in suggesting a technique by which school workers can plan the most intelligent and productive publicity program for their communities. To this end the following is offered as a suggestive approach to the problem:

The first step may well consist of a careful analysis of groups in the community, of the agencies available for giving educational publicity, and of the seasonableness of school news and items of educational interest. In the analysis of the community such information as the following is of value:

1. What nationality groups compose the community?
 - a. Approximate numbers of each.
 - b. Time in this country.
 - c. Attitude towards schools and education.
 - d. Attitude towards public and community affairs.
2. What occupational groups are in the community?
 - a. Approximate number of each.
 - b. Attitude towards schools and education.
 - c. Attitude towards public and community affairs.
3. What other groups are found in the community?
 - a. Approximate number of each.
 - b. Extent to which they exert leadership in the community.
 - c. Attitude towards the schools and education.
 - d. Attitude towards public and community affairs.
4. Who are the individual leaders in the community?
 - a. Their occupations and interests.
 - b. Attitude towards schools and education.
 - c. Attitude towards public and community affairs.

Native Americans generally accept the American idea of education and its support by public taxation. On the other hand various European peoples have different conceptions of education. A community with a large foreign element needs a type of publicity for the foreign

members that will give them an idea of what our public school represents in American life.

Various occupational groups have differing interests which are often reflected in their attitude towards the school and education.

There are many other groups in the average community, each viewing the school from a somewhat different angle depending upon its group interests and background. So far as possible these different groups should be recognized and their particular attitudes toward schools and education discovered.

In every community there are usually a few men and women of great influence whose thinking and attitudes toward education are accepted by others, and if possible these attitudes should be found out. One individual is interested principally in one phase of the school work; others in still different phases. Certain groups are misinformed or lack information. A foreign group may need publicity which enlightens them as to the justice of compulsory education and the American idea of education for citizenship and equal opportunity for all. Another group may need a better understanding of kindergartens as a part of the school system. There may be a certain group of financial leaders in the community who are misinformed or misconstrue questions relating to school finance. If the budgetary expenditures can be explained to them and they can be convinced as to the wisdom of financial policies, their judgment will often be accepted by the rest of the community. A few well-directed efforts are superior in their general effect to much random publicity which often fails to make an impression.

The specific and general needs having been determined so far as possible, the next step is to analyze the community in terms of publicity agencies and the extent to which they are available. The following are some of the agencies which can be used in the average city:

1. School activities
2. School children
3. Teachers
4. Newspapers
5. Bulletins, annual reports, and circular letters
6. Mothers' clubs

7. School paper
8. Civic organizations
9. Luncheon clubs
10. American Legion
11. Motion picture houses
12. Lodges
13. School visitation
14. Personal contacts with individuals

These agencies having been listed each can then be considered as an avenue through which group or individual needs can be reached. The newspapers are probably second in value only to the schools themselves as publicity agencies, yet many people in the community do not read the papers and many others cannot be reached as they should be reached through them.

The activities of school children in general touch only parents with children in school. It is also true that many fathers and even mothers take no interest in the school work and activities of their children. Although the pupils and their activities are perhaps the most important publicity agencies, they touch only a portion of the community.

After deciding which agencies can be the most effectively used, the next step is to determine the ways in which they can be used. It may be possible to get speakers on chamber of commerce programs. As the members represent the business interests of the community, it might be felt that one talk on the work of the evening school in the fall and a talk on some phase of school expenditures in the late spring would be the most effective. A place on the programs at these times can then be arranged.

Various items of interest about the schools and education are more or less of seasonal interest. Discussion of new activities and expansion of work might best be given at the time of the superintendent's annual report and in the first month or two of school in the fall. Questions as to school expenditures would logically precede the making of the annual budget. A discussion of the curriculum can often precede and follow the opening of school in the fall. The results of tests given in the spring and achievement of pupils may be taken up at that time.

A program which has been worked out along the lines suggested should enable the school executive to get a greater return in public confidence and secure a better appreciation of the work and problems of the school.

The Journal's Annual Roll Call

Reports of Educational Progress During 1924—Concluded

IN THE JANUARY issue of THE JOURNAL appeared the first part of the annual survey of educational progress. Since it was published, other reports have come in fully as optimistic in tone as those already printed and plainly showing that the schools of the Nation are improving.

Arkansas—Special legislation which increased the State revenue for school purposes, through a tax on tobacco and a gross income tax, and the establishing of the *Journal of Education of the Arkansas Education Association*, have been outstanding educational achievements of Arkansas for the year 1924.—Annie G. Griffey, N. E. A. State director, Little Rock.

California—Increase of N. E. A. membership 51 per cent during past year, making present membership over 14,500; large number of new and modern buildings for Union High School districts and consolidated districts, making the one-teacher school a rare thing in California; raising the quality of supervision by requiring administrative and supervision credential based on training and experience.—William P. Dunlevy, N. E. A. State director, San Diego.

Connecticut—(a) First step toward fiscal independence of boards of education, viz., that moneys granted to boards of education are lump sums and transfers from item to item are made by boards of education without appeal to finance boards. (b) Practically 100 per cent acceptance of State certification of teachers, since the law was not mandatory for teachers remaining within a given town.—E. E. Cortright, N. E. A. State director, Bridgeport.

District of Columbia—The passage of an adequate salary bill for the public schools of the District of Columbia by the Congress of the United States and the educational impetus due to the Washington meeting of the National Education Association.—Harry English, N. E. A. State director, Washington.

Georgia—The great interest shown by teachers in a strong united body of their profession for the better improvement of the State's schools. The convention year ended with 5000 members, an increase of practically one hundred per cent. The officials of the Georgia Education Association now have on a campaign for the organization of county units as branches of the State association. It seems at this writing that the drive will be one hundred per cent successful.—Kyle T. Alfried, secretary, The Georgia Education Association, and N. E. A. State Director, Forsyth.

Maine—A marked increase in professional spirit of Maine teachers, as indicated by the large number attending summer schools, increased attendance at teachers' conventions, and record enrolment at State normal schools.—Adelbert W. Gordon, secretary, Maine Teachers' Association, Augusta.

Massachusetts—The remarkable progress toward the adequate housing of the school

Smith, State commissioner of education, Boston.

North Carolina—The growth of sentiment in the State for increasing State aid to a point where every school can be run eight months, thereby equalizing in a way educational opportunity; the better training of teachers in service through attendance at normal and summer schools, and the establishment of *The North Carolina Teacher* as the official organ of the State association are the outstanding educational features in the State during the past year.—Jule B. Warren, secretary, North Carolina Education Association, Raleigh.

Oklahoma—An act by the Legislature of Oklahoma that provided free textbooks to all the children in the elementary schools of the State.—A. C. Parsons, N. E. A. State director, Oklahoma City.

Vermont—The standardization of a large number of rural schools; the increased enrolment in teacher-training classes, enough now to take care of the annual turnover; increased interest and enrolment in the State Teachers' Association.—E. A. Hamilton, N. E. A. State director, Newport.

Washington—The defeat of a minority of special interests to initiate a tax-reduction measure that would have curtailed financial support so greatly that our schools would have been reduced to the educational level of territorial days.—Mrs. Jennie M. French, N. E. A. State director, Tacoma.

Wisconsin—Our large annual meeting and the increased harmony and coöperation among all the elements in Wisconsin education. In general, I should say that we are having an era of good feeling.—E. G. Doudna, executive secretary, Wisconsin Teachers' Association, Madison.

Hawaii—The outstanding effort of the Hawaii Education Association has been a one hundred per cent enrolment in local, territorial, and National organizations, and we feel that much has been accomplished. We were 97 plus per cent last year in N. E. A. membership, and trust the per cent is even greater this year, though full returns are not yet in.—Mrs. Edith S. Troeller, secretary, Hawaii Education Association Lihue, Kauai.

Porto Rico—The progress that our teaching force has made both academically and professionally. This has been made possible through the establishment of the Bureau of Extension Work and Examinations and through the University Summer School. Increase in consolidated schools.—Juan B. Huyke, commissioner of education, San Juan.

What the States Report

Higher teacher certification requirements.
Increasing training of teachers for service and in service.
Improvement of rural education and consolidation.
Advances in the equalization of educational opportunity.
Defeat of unfavorable legislation.
Enlarging activity in professional organization and publicity.
School-building programs and bond issues.
Wider use of tests and measurements.
Improvements in grading, classification, and courses of study.
Improvement in school organization and supervision.
Higher teachers' salaries, security tenure, progress toward pension legislation.
Increased enrolment.

children has been the outstanding feature of education in Massachusetts in recent years. The halt in the building of schoolhouses made necessary by the World War has lent an impetus to the determination of the citizens that every child shall have opportunity for a full day of schooling in a suitable building. During the past five years, Massachusetts has completed 183 new school buildings and additions accommodating a total of about 61,000 pupils, and costing over \$25,000,000. A great many new buildings are now under construction. By the fall of 1925, Massachusetts will be able to say that she is housing 100,000 pupils, one seventh of her entire school membership, in buildings constructed since the great war.—Payson

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The Psychology of the Child-Labor Situation

THE FUNDAMENTAL ISSUE at stake in the battle for the Child Labor Amendment is whether the Federal Government shall be given the power to conserve the basic natural resources represented by the Nation's children.

Much of the opposition to the amendment is obviously—almost openly—selfish. Some of the opposition—and this is the kind that now most seriously threatens the ratification of the amendment—is neither selfish nor insincere. Back of it lurks a feeling, ranging from an unwelcome suspicion to a gladly accepted conviction, that the prohibition amendment is relatively ineffective. The inference by analogy is that any further assumption of police powers by the Federal Government will be equally ineffective.

It will be to the advantage of the Child Labor Amendment for its advocates to recognize frankly this inescapable factor in the psychology of the present situation and to take steps that will reveal clearly both the injustice and the logical invalidity of this analogy.

Many people believe that Congress,

if granted the power to legislate regarding the employment of children, will abuse this power by enacting extreme laws which will make it illegal—for example, to have children in the home help with farm work or with housework. These people point to the Volstead Act as an example of what they consider to be "extreme" legislation. The fallacy lies in a failure to recognize that the degree of prohibition imposed by the Volstead Act represents the will of a substantial majority of the people. In spite of assertions to the contrary, Congress is extremely sensitive to the wishes of the people. It would never pass child-labor laws more stringent than the majority of the people would stand for.

Nor are the difficulties that prohibition enforcement has encountered a valid ground for inferring that such child-labor laws as Congress would enact would be equally difficult to enforce. The exploiter of child labor cannot work in the dark as can the bootlegger. The number of people who wish to exploit child labor is far smaller than the number who will drink if they can get the forbidden beverages. The huge profits that accrue to the illicit liquor traffic are not approached by any possible profits that might tempt the employer of child labor.

The superficial analogy between the two measures is thus seen to be thoroughly deceptive and fallacious. As long as it is permitted to remain unchallenged, however, it stands as the most formidable obstacle to the ratification of the amendment. And it also affects profoundly the public attitude toward every proposal to have the Nation as such bear its fair share of the responsibility for the public welfare. A paramount need of the Nation is to conserve its most precious resources. An inherently just and reasonable measure to meet this need should not be imperiled by arguments based upon thoroughly misleading analogies.

Too Frequent Moving

MANY TEACHERS, particularly in smaller towns and rural communities, move frequently from place to place. Chief among the causes of this practice are insecure tenure and low salaries. Insecure tenure and the fear of failure of reflection cause many teachers to spend time and energy looking for positions elsewhere that would yield large returns if spent improving conditions

where they are. Inadequate salaries and the inclination on the part of some boards of education to keep salaries as low as the market will stand encourage teachers wishing salary increases to seek other markets for their services.

Aside from the cases where a move is of undoubted benefit to the teacher or the community or to both, there are numerous cases where the move is a waste of personal energy and a loss to society. Perhaps the worst loss is the tendency to develop an attitude on the part of teachers and public that teaching is a peripatetic job and that the teacher is an outsider little interested in the affairs of the community.

From the standpoint of the community, the teacher renders the greatest service who remains long enough to become master of its educational problems and to build into its thinking an appreciation of sound educational values. From the professional standpoint, the teacher profits most who remains long enough to render significant service and to observe and study the results of his efforts. The financial aspects are perhaps sufficiently described in the maxim, "A rolling stone gathers no moss."

The Salaries of Librarians

IT IS the task of the library to encourage all the people to continue the education begun in the schools. Upon its effectiveness depend in large measure the returns received from the money spent for school education. The usefulness of the library depends upon two factors—the richness of its collections and the skill, ideals, and personality of the members of its staff. For the general public library, the second factor is by far the more important. The kind of leadership that libraries must have if they are to meet the expanding educational needs of the time cannot possibly be provided at the salaries reported in the recent study made by the Committee on Salaries of the American Library Association. Not even in teaching, which is seriously underpaid in comparison with other professions, are salaries so inadequate.

The hopeful element in the situation is that library administrators who have the power to fight for better conditions are coming more and more to realize that before they can build great library service they must build men and women of sound training, broad contacts, and standards of living which compare with those of other citizens charged with great responsibility and opportunity.

Cincinnati¹

CINCINNATI, literally, is a city set on the hills. Along these finger-ridges the city has reached out for its latter-day growth; between them it has conserved the natural woodlands so that ravines form parks, and it has set aside the crests of others—notably Mount Adams, where a beautiful, if bleaker, Eden discloses reservoirs fashioned like lakes and a utilitarian water tower affords a panoramic platform. In situation Cincinnati is not unlike Washington, D. C. Both occupy natural amphitheaters with broad, gracious rivers to the south; but the rises in Cincinnati are sharper-cut and step-like.

The high hills that rise behind the old city nucleus have given Cincinnati transportation features unique among those of North American cities. Like Valparaíso, Chile, which has abrupt hills behind its flat business district, Cincinnati has had to resort to inclined elevators to hoist its people to the upper levels. More strangely still, one may see street-cars and automobiles on these inclined lifts—virtually “land fences”—being whisked up to waiting tracks or highways hundreds of feet above.

Its status as a manufacturing center of prime importance has not come to Cincinnati by accident. The city is a shining example of the profit of being at the right place at the right time. It was the first important community to rise in the middle Ohio Valley just before the great westward movement of population; its nearby farms were yielding a surplus of food products while other communities were still struggling to live; and when the newer towns had solved their own food problems, Cincinnati had advanced to a manufacturing basis and was ready to supply them with the many things besides bread that man must have. The city thus has been consistently one jump ahead of its competitors and as a result has skimmed the economic cream of the Ohio Valley.

The story of Cincinnati's early merchandising activities furnishes a business epic of the Middle West. Flatboat navigation of the Ohio-Mississippi began as soon as the town established itself and communities with which to trade sprang up. Hogs were turned into pork products (the beginning of one of Cincinnati's greatest industries which gave it

one nickname, “Porkopolis”). Wheat was ground into flour, and surplus corn was made into whiskey. The merchant skippers of Cincinnati piloted their crafts laden with these products as far as New Orleans. Many supplies went to the plantations of the South; some were exported to the West Indies and the Atlantic coast. Water traffic up-stream on the Mississippi and Ohio was impossible, so that Cincinnati merchants became the Ulysses of many Odysseys. After their last goods were sold in New Orleans they had to make their way home through the Indian country of Mississippi and Tennessee, or sail up the Atlantic coast and return by way of Philadelphia and Pittsburgh.

With the development of the steamboat after the War of 1812 the Ohio-Mississippi became a crowded trade artery and Cincinnati reached the height of its prosperity as a merchandising center. The location of the city is so strategic that when the steel roads began to supplant the water highways every Middle West trunk line put a terminal at Cincinnati. The citizens were ready for the new era, had made manufacturing their chief activity, and were soon shipping by rail their products in all directions. In fact, Cincinnati was so convinced of the economic value of railroads that it built one of its own, the Cincinnati Southern, and thus became the only American municipal owner of a life-sized, cross-country railway.

Cincinnati is the namesake once removed of the sturdy old Roman patriot, Cincinnatus. The first settlement on the site, established in 1788, was named Losantiville, but in 1790 Governor St. Clair arrived and changed the name to “Cincinnati” in honor of the military order of officers of the Revolutionary War.

In Fountain Square, the principal traction lines of the city converge, and from there they radiate to the city's ring of charming suburbs. In this central square is one of the famous fountains of the world. It was cast in bronze at the royal foundry at Munich. Its symbolic figures tell the story of man's debt to water. Another of the city's art treasures is the equestrian statue of William Henry Harrison, which recalls that Cincinnati was the center of the famous Log Cabin Campaign that projected the first Harrison into the White House. In Cincinnati, too, was the home of Ruther-

ford B. Hayes. Besides presidents, Cincinnati also gave the United States two of its Chief Justices—Salmon P. Chase and William Howard Taft.

The Cincinnati school system is unusual in having under its jurisdiction a great University. The University which bears the city's name is an interesting growth from some of the town's historic institutions. One of these institutions was the Astronomical Society, which it would seem was an early pioneer in the popularization of science.

The city always has been cosmopolitan. In 1819 one observer noted that on a walk down the street he could hear three or four languages spoken. This cosmopolitanism is one of the charms of the city today, a community whose Americanism is proved, mind you, by its record percentage of native-born people. Its German population has taken its cue from Munich, whence its beautiful fountain came, rather than from Prussian cities; and its “German-Americanism,” if one must insist on hyphenation, has expressed itself in its excellent symphony orchestra, numerous singing societies, and quick climbs over the top in Liberty Loan drives.

In the Cathedral of St. Peter, the city's handsomest religious edifice, is the priceless altar piece, Murillo's “St. Peter Delivered.”

One of the most widely known bits of statuary in Cincinnati is the figure of Lincoln by George Grey Barnard in Lytle Park. The city's love of art is comparable with its passion for good music. Not only do the Art Museum and the Art Academy, the churches, and its University afford beautiful paintings and decorations, but the American Federation of Arts lists seven of the city's schools which contain decorations or paintings worthy of the artist's study; and in this same list, prepared purely from the standpoint of the artist, are panels and pictures in banks, office buildings, clubs and hotels.

Cincinnati, like other great American cities, has its housing problems. There has been a marked industrial decentralization in recent years, numerous large factories moving from the congested business districts near the river to oust corn farmers or dairymen from locations on the city's rim. These factory migrations created an anomalous condition. Thousands of workers now commute into the country to their daily tasks and ride back into the city for their nightly abodes—reversing the usual order for commuters.

¹ Prepared especially for THE JOURNAL of the National Education Association by the National Geographic Society.

Teachers' Loan and Relief Funds¹

MANY LOCAL organizations of teachers are engaged not only in the study and investigation of problems for the improvement of their profession, but in giving assistance to those less fortunate than themselves. Living is a complex affair and everyone must of necessity be interested in others and their struggles.

The fellowship or loan fund is one of the activities of teachers' clubs which has developed in recent years. Among the cities with a fund of this kind are Cleveland, Ohio; Grand Rapids and Kalamazoo, Michigan; Kansas City, Missouri; and Seattle, Washington. According to reports received it has the enthusiastic support of teachers. The Boston Teachers' Club has maintained a Relief Fund for ex-teachers for the past thirteen years.

The Cleveland Teachers' Federation Emergency Loan Fund was established by direct vote of the teachers for the purpose of aiding teachers in need of financial assistance because of illness, retirement from service, or other causes. It was started by a voluntary contribution from the teachers in June, 1923. Additional sources of revenue have been the proceeds from the Yearbook of the association and from a lecture course. It has been proposed that all royalties paid to teachers and administrators resulting from the use of their books in the Cleveland schools be contributed to the loan fund. This should add several thousand dollars. Loans are without interest and although the notes state a definite time of payment no one is pressed for payment until his financial condition warrants it. Thus far eighteen teachers have been assisted. The fund is administered by a board of trustees consisting of the chairman of the welfare committee of the Federation, the three vice-presidents, and two advisory members representing the administrators. A retired teacher who has been ill for months is now being paid \$50 monthly and a number of similar cases have been given assistance. Temporary relief is given to others.

The Grand Rapids Teachers' Club Loan Fund had its origin in a small trust fund and to this have been added small gifts, proceeds from lecture

NOT what we give but what we share

For the gift without the giver is bare;

Who gives himself with his alms feeds three,

Himself, his hungry brother and Me.—Lowell.

courses, and other earnings of the Club. Assessments are sometimes made upon the members. It is now maintained as two funds, one for hospital and sickness, another for travel and study, the maximum amount being \$200. No interest is charged on the first one, but the rate of five per cent for six months is placed on the latter with the privilege of renewal. In a few needy cases gifts are made outright. The fund, administered through a hospital committee of ten members meeting monthly, was established in 1915 and according to the Club's president "it has proved a boon to many teachers in a tight place."

The Kalamazoo Teachers' Club Emergency Loan Fund was created by assessments on the members of the Club and is available only to members of the organization. Loans are made on notes payable to the Teachers' Club in thirty, sixty, or ninety days, drawing interest at the rate of six per cent after thirty days, all interest collected being placed in the Fund. It is administered by a governing board of three members who determine the amount to be loaned to any one person. Fifty people have made use of it since it was established in the fall of 1922.

The Kansas City Teachers' Club Linnie Benjamin Fund is available to members of the Club only. Applications may be filed through March and April up to May 15 and loans may be returned throughout the year in monthly payments. The maximum loan is \$100. This service is for assisting teachers in times of sickness and trouble and in supplementing expenses incurred in professional study during the summer. The governing body is a board of trustees and a secretary.

The Seattle Grade Teachers' Club Fellowship Loan Fund was established in the fall of 1921 and the rules governing it were made a part of the constitution. A sum of \$500 is set aside each year from the dues of the Club for this

fund, which is administered by the Teachers' Interest Committee, whose duty it is to thoroughly investigate the applications for the loan and submit its recommendations to the executive board. Any worthy member of the Club in adverse circumstances may borrow from the fund without interest or with interest not to exceed four per cent. Nine loans have thus far been made.

Boston Teachers' Club Relief Fund was established in 1910 by a few of the women teachers of Boston when a case of acute need was brought to their attention. A committee from the Club was appointed to investigate other cases and this resulted in the first call to the entire membership for a voluntary contribution to be used in aiding former teachers. Over eleven hundred dollars was received. Every year since that time the president has sent out a Thanksgiving appeal inviting each member to participate in a Thanksgiving offering, which has maintained the relief fund. During 1923 contributions amounting to more than \$2,000 made possible the extension of this service. During the year ending June, 1924, over \$1,800 was paid to beneficiaries. The committee in charge thoroughly investigates every application and determines the best way to meet the needs of each case. The payments are forwarded quarterly. If the funds permit, a New Year's greeting of \$10 is sent to everyone on the list. The chairman of the committee writes: "It is impossible to estimate the comfort and happiness which the gifts have brought to the recipients of this friendly aid. Such deeds have no measure, but the sincere letters of acknowledgment show the depth of feeling which has been stirred in the hearts of our friends who through physical incapacity are no longer able to keep step with us in our day's work."

The Brockton, Massachusetts, Grade Teachers' Club has each year since the war cheered the ex-service men in the Brockton hospitals at the holiday season by sending them sweaters, fruit, magazines, and candy. Since there is little need for this activity now, the funds used in this way have become part of a fund for supplying rubbers to children who are kept from school on account of weather conditions. Pittsburgh teachers give temporary aid to retired teachers not eligible for a pension.

¹ This is the second of a series of articles on the activities of teachers' organizations prepared by Miss Agnes Winn of the Division of Classroom Service.

Department of Rural Education

INTERESTING programs were given before the Department of Rural Education which met in the Auditorium of the Department of the Interior on July 1 and 3. The first program dealt with *Rural Education, a Field of Service for the Women of America*, and was ably discussed by Miss Florence M. Hale, Mrs. John F. Sippel, Mrs. John B. Cleaver, and Mrs. Katherine M. Cook.

In discussing the function of the Parent-Teacher Association in rural schools, Mrs. John B. Cleaver, chairman of Country Life, National Congress of Parents and Teachers, Middletown, Delaware, said:

To bring people together, to make them better acquainted, and to let the differences, originating in misunderstanding, disappear as they become better acquainted with one another, is a splendid beginning in any district. Time and time again I have been told, in districts in which it was difficult to find leaders, that the hesitation of the people was due solely to the fact that they were not acquainted with one another. After they have gotten together a few times, they discover what they have been missing through lack of contact. Gradually they acquire the power of self-expression and reach the stage where a discussion on constructive subjects is possible. The result is a crystallization of public opinion that will completely change the community life.

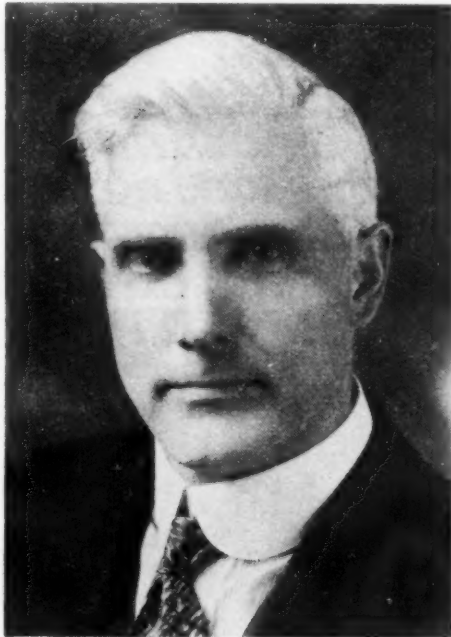
The material gain to a school which results from a Parent-Teacher Association in the district is valuable, in the main, only as it indicates the fulfillment of a spirit which we are working to create—an interest in a special school, contrasted to indifference; an enthusiasm for the public school as the most indispensable institution, after the church itself, in all of our American life, and a dedication to its finest possible development for the benefit of our children and our Nation's future. But nothing can be more important than a clear comprehension at all times of the sphere of the Parent-Teacher Association. If it sinks to the plane of a mere money-making agency to buy school equipment, it is indeed negligible. If it works to create a sentiment which will make such a procedure unnecessary, it is a vital part of those forces in the country which are working for things that are really constructive and of permanent worth.

The Parent-Teacher Association, as I believe in it in the open country, is as democratic as the school itself. It is the people, the supreme body before which all things rise or fall in a republic. Plans that originate in such a group must succeed, for they spring from the wishes of the people.

Mrs. Katherine M. Cook, chief of the Rural Education Division of the United States Bureau of Education, gave an in-

spiring address on *A Brighter Future for the Rural Child*. She said in part:

Good school systems do not spring up overnight out of the nothing into the here. As we do our duty, fully or temporizingly, this foundation will be laid with understanding, intelligence, and foresight, or superficially and without vision of the meaning of education in a democracy. . . . Before adequate progress can be made in rural education, we must know—especially farm



MACY CAMPBELL, president of the Department of Rural Education, president of the Iowa State Teachers Association in 1923, and head of the Department of Rural Education in Iowa State Teachers College since 1913.

people must know fully—the significance of school conditions as they now are in the majority of rural communities. To know the truth and to face it uncompromisingly seem to me to be the first steps toward a brighter future. . . .

Particularly will the rural school systems of the future insist on a prepared and experienced supervisory and teaching staff. At present, it seems very probable that farmers pay more for education and receive less than citizens of any other class. As proof of this, one need only examine into the number of administrative and supervisory officers, as well as teachers trained in our colleges and normal schools who go, after graduation from these institutions, to service in city systems and remain there. Data on this subject indicate that only a negligible number of teacher-preparing institutions in the United States send as many as half their graduates into one- and two-teacher schools. Few if any of our State universities assume a just share of their

responsibilities toward education, especially as concerned with the efficiency and training of rural superintendents and supervisors. In 34 of our States, 50 per cent or more of the population is rural. In many of them the farming population is the backbone of economic stability. Yet in a large majority of these States experience and observation show that the normal schools and teachers' colleges render comparatively little service to country schools and country communities. . . .

Certainly the rural school of the future will give full consideration to the increased knowledge we now have of the effects which the selection of a good school site, sanitation, ventilation, heating, and the general hygiene of school buildings have on the health and progress of school children. It must also give full consideration to the effect that beautiful surroundings have on the moral and spiritual life, the formation of character and ideals. Time and experience have proved that good buildings are not a question of money alone. Thought and care, some knowledge of architecture, and an appreciation of the place that art has in education are essential. Generally an appropriate and beautiful building costs no more, may even cost less, than an inappropriate and in attractive one. The rural school of the future must be a place of beauty, exemplifying the best we know in school architecture, and providing, from an hygienic point of view, for the best interests of the children housed within it.

Within and without, equipment must be abundant and modern in character, at least as good as our best rural schools now have. An auditorium, ample laboratory facilities, playground for games and athletics, where children learn to love and use the great outdoors, are accepted essentials of modern schools.

The second program, dealing with the topic, *Contributions of Rural Education to National Life*, included C. J. Galpin, Julian E. Butterworth, and Mrs. F. C. Beverley.

The first speaker, C. J. Galpin, of the U. S. Department of Agriculture, gave an enlightening address on the *Country as the Economical Basis of National Life*. He cited interesting statistics about farm population—first, that it comprises nearly 30 per cent of our total population and not only overtops the others in point of numbers, but in point of homogeneity of characteristics it has no equal. As to the net wealth of the farm group, Mr. Galpin quoted statistics for 1920 which gave the net worth of all farm classes as 21½ per cent of the total wealth of the Nation. The annual income of this farm group in 1919, he said, reached the high-water mark of 20 per cent of the National income.

In regard to the children reared on the farm we quote Mr. Galpin as follows:

No other large group of the Nation has so many children as the farm group. This economic fact is of special interest to educators. In the United States as a whole there are 12.9 per cent more children under 21 years of age in the farm population (and this excludes all village and small-town population) than in any equivalent population group dwelling in cities. The city appears to be a poor place for children; city women have not the chance to mother much there; there isn't space enough for children; there isn't pure air, sunshine, quiet enough. The city is a place for business to be born, to grow, to reach achievement; but it is no place for the home. The farm home proves to be the ideal place for children, and there the children are found. In fact, there is at present an excess of four millions of children among the thirty millions of farm people, when compared with thirty millions of city people.

What is the purport of this fact? The farm cannot use its share of adults over 21 years of age, but the city can. The city uses 12.9 per cent more of adults than does the farm. Therefore, the farm, as these excess children come of age, will send them to the city. The farm is sending in a constant stream its excess young adults, who, born, reared, nourished on the fat of the land, in space, fresh air, sunshine and apprenticed, mind you, to the habits of work, go to the city as the best recruits industry has, the best recruits the arts, the professions, the trades have. This regular supply of labor, of brain-power, of race potency to city population and industry, is a contribution which rivals in an economic way the farm's contribution of raw food and fiber to the Nation. This is the economic fact from which rural educators will get the answer to their question: Will it pay to educate the farmer?

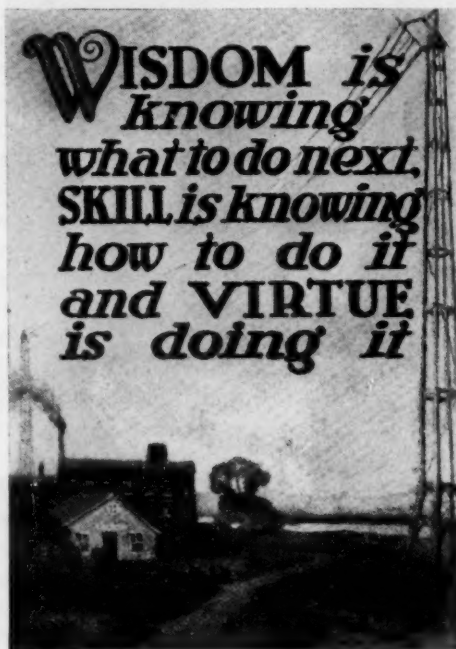
Educational Resources of Country Life was the topic discussed by Julian E. Butterworth, professor of rural education, Cornell University. We quote as follows:

One of the most obvious of these resources is the out-of-doors. Its great variety of animate and inanimate objects—flowers, trees, fruit, crops, birds, animals, stream, and grove—make possible a variety of experiences. This environment, in its more natural state, is characterized by its availability; it is right at hand instead of ten blocks away and there are few "keep off," "don't mark," "don't pick the flowers" signs. Plants may not only be seen and studied in their habitat but taken home for further enjoyment; trees may be climbed; berries may be picked; wild animals may be pursued and domestic ones petted. These sensory experiences of sight, hearing, touch, smell, and the like furnish the materials for a multitude of perceptions that are not only satisfying but useful.

Another resource is the opportunity that exists for freedom of movement in early physical development. To the country child,

space is practically unlimited. In early life he may play in the yard; as he grows, he may roam the fields, relatively free from danger. This gives opportunity for development of the larger muscles so essential to proper physical growth. The importance of this may be realized when one contrasts the limitations of the city child who has no yard in which to play, or one with serious restrictions as to size and variety of stimuli, and who dares not wander far from home for fear of being lost or kidnapped or injured by traffic.

From the point of view of health, the country has certain advantages which may be made more clear if we compare, for a moment, the conditions of rural and urban life. The evidence regarding health condi-



tions in city and country is somewhat conflicting, probably due to variations to be expected in different communities. The most reliable data give the rural sections a lower death rate than the cities. People living in cities have greater chance of contracting contagious diseases, meet with more accidents, and have, generally, living conditions that make any unsanitary conditions that exist more dangerous. In the country, the difficulty of securing professional services, or carelessness in doing so, is a cause of the larger percentage of defects of a correctable sort. Education of people to the need of care in such matters, instruction in methods of correction and prevention, and a more adequate system of professional health service, including doctors, nurses, and hospitals, will make for considerable improvement in the rural situation. At the same time it appears safe to conclude that the country has health assets in its relatively unhurried mode of living, in its conditions that make possible and even demand exercise of the sort that keeps the larger muscles in form, and in its freedom from continuous, nerve-racking noises.

There is opportunity to participate in matters vitally concerned with successful living. Country life is particularly rich in situations that train in the development of initiative

and responsibility. For the younger child there is opportunity to run errands about the home, to bring in kindling, to feed the chickens, and the like. For the older child there is the garden, the orchard, the lawn, the chores, and the care of the house. Consider the educative value in giving a 15-year-old girl responsibility for planning and preparing a dinner for the family or of a boy of the same age assigned the duty of keeping the fires, including all the operations, from the cutting of the kindling and the sawing of the wood to the proper disposal of the ashes. Unless we train children to do tasks about the home, we cannot expect them to have a proper sense of responsibility about their own homes when established. For this reason, parents should make it a point to share with their children, as they are able, the consideration of family affairs—amounts and sources of income, the family budget for the next season, the investments that should be made, and the forms of recreation that should be sought. This is an opportunity that, one fears, is often neglected.

A special feature of this session, and one that contributed greatly to the enthusiasm of the conference, was the extemporaneous participation of a group of 100 women students from the summer session of the University of Delaware.

Those attending these meetings appreciated the comprehensive rural exhibits prepared by the U. S. Bureau of Education under the auspices of Mrs. Katherine M. Cook.

The Department of Rural Education has since its creation in 1907 been one of the prominent departments of the National Association. It was reorganized in 1919 with State supervisors and inspectors of rural schools, county superintendents, and persons engaged in preparing rural teachers for service.

The officers of the Department for 1924-25 are, *President*, Macy Campbell, State Teachers College, Cedar Falls, Iowa; *Vice-president*, N. Searle Light, Department of Education, Hartford, Conn.; *Secretary*, Mabel Carney, Teachers College, Columbia University, New York City; *Treasurer*, Mary E. Howe, Detroit Teachers College.

THE START toward the stabilization of his own affairs may be made by any one. One cannot achieve perfect results acting alone, but as the example begins to sink in there will be followers, and thus in the course of time we can hope to put inflated business and its fellow, depressed business, into a class with smallpox—that is, into the class of preventable diseases.—*My Life and Work* by Henry Ford.

Wisconsin Schoolboy Wins Scholarship

THE FIFTH GOOD ROADS Essay Contest was won by John Liska, a high school student in Wisconsin Rapids, Wisconsin. The prize, known as the High School Firestone Four Years University Scholarship, was offered for the best essay by high school students on the subject, "The Relation of Improved Highways to Home Life." This contest is one of the many opportunities to vitalize English teaching and to relate school work to life and problems outside of school.

Liska is the fifth of a group of students to win this honor in as many years. When he is ready to matriculate, he will be the fourth in college under the general terms of the scholarship, Miss Katharine F. Butterfield, Weiser, Idaho, winner of the first scholarship, having graduated from Northwestern University last year.

Members of the National reviewing committee were Secretary of Labor James J. Davis, Merle Crowell, editor of the *American Magazine*, and Dr. W. O. Thompson, president of the Ohio State University.

In the brief biography which the boy furnished the Board when he was informed that his essay had triumphed is revealed a struggle for an education. Although graduating from Farragut grammar school in Chicago at the early age of twelve, there was a lapse of five years before his circumstances would permit him to enter high school. In the meantime he attended night classes and found employment in various pursuits. Then his father purchased a small farm near Wisconsin Rapids, and while doing chores on the farm, he attended a Wood County high school and was graduated from the two-year course in 1924. It was while here that he saw unfolded the tragic story of the two roads, which he later wrote into his essay. Until notified of his success in winning the scholarship, he sought employment in Chicago after graduation to secure means to further his college education. He will now be spared that necessity, for the scholarship is intended to defray all reasonable expenses during four years at any college or university in the United States that he chooses to attend, including tuition, room, board, books, and special fees. It is valued at approximately one thousand dollars annually for four years.

Liska has written from his experience

as the son of a Wisconsin farmer a story of realism describing the influence of home life following road development, and draws a parallel between conditions on this improved road and those existing on another road not yet improved.

The prize winning essay follows:

The Relation of Improved Highways to Home Life

By JOHN LISKA

Isolation is the primary cause of the ignorance so evident in rural communities. Poor roads, more than anything else, have



JOHN LISKA, winner of the Fifth Good Roads Essay Contest for the best essay by high school students on The Relation of the Improved Highways to Home Life. This contest is under the auspices of the Highway Education Board, Washington, D. C.

forced the farm home into a demoralizing isolation. The improvement of highways, making the consolidated school and social center possible, is injecting new life into homes formerly hopelessly isolated. Home life is broadened and enriched. Boys are willing to stay "down on the farm." Girls cease to envy their city cousins and to leave home for "the bright lights."

Just a few minutes of travel on a particular road leading out of the city of Wisconsin Rapids, will convince the most doubtful skeptic of the value of good roads and their influence upon home life. About two miles from the city this road branches. One branch is called "the left road"; the other "the right road." The left road is almost always in a deplorable condition; the right road is hard surfaced. The homes on the left road are dilapidated, the front yards

scarcely recognizable among the tangle of broken machinery, old wire, and various other objects placed "out of the way." The stock, descendants of some of Grand-dad's scrubs, is now so degenerated that scarcely any characteristics of a high-producing, profitable animal are evident.

Can you expect the boy or girl to remain "down on the farm" under these conditions? Not one boy or girl living on this road has any education above the eighth grade, and very many have not even completed the eighth grade. These young people, many of them lying about their ages, have had to seek a "job" at the store, mill or factory, instead of completing their educations. Can home life be pleasant and happy where these conditions exist?

The road to the right leads through land slightly more fertile, but more fertile only as a result of better farm management. No farm home on this road, for a distance of twenty miles, is without at least one modern convenience. Several farms are equipped with every modern convenience, both in and out of the home.

The æsthetic influence a good road exerts is very evident. Often it stimulates latent self-respect into practical expression. These people are continually adding some improvement in an honest attempt to beautify their home surroundings. Through diversification and rotation of crops they have succeeded in bringing their land to a high degree of fertility, resulting in a more stable income each year. They are sending their children to high schools, agricultural schools and universities. A better education is teaching these children to realize the value of a true home.

Before the right road was improved, conditions were alike on both branches. The improved highway alone made diversified farming profitable, made a better education possible and better homes a reality.

On the left road the average farmer has, in a large measure, lost his self-respect and has allowed his home to fall below the standard and has failed to keep in stride with the times. He is considered inferior to city people. Farmers, such as those on the right road, are again placing the farm home upon the pinnacle where it should rest, "The True Home of Man."

How necessary to that home is a good road! What a relief it must have been to those simple folk in Whittier's "Snow-Bound" to have the road opened and the floundering carrier bring the village paper to the door!

The left road may be compared to the snow-bound road, impeding progress, forcing isolation. The right road may be compared to the opened road, offering new opportunities, new possibilities and new happiness.

The right road is, in the true sense of the word, the "right road." We must build more of them. Until this is accomplished, home life in isolated sections will, in the future, simply exist; but when all roads are right roads, these same communities, these same homes, will live.

IN OTHER JOURNALS

FUNDAMENTAL OBSTACLES to Progress, an address to the State Association by Superintendent F. H. Bair, of Colorado Springs, Colorado, is printed in full in the December issue of the *Colorado School Journal*. Although stating that education is probably the most profound and far-reaching instrumentality for progress which man at his best has thus far evolved, the author adds:

"Since we are facing obstacles to progress, let us note certain crippling limitations yet suffered in the field of education.

"1. Education has by no means reached its necessary range. Public education means the education of the whole public—the adult two thirds as well as the immature one third. There are tremendous capacities for development in humankind.

"2. Education must set about to lay the foundations of an enduring world order, based, not upon sword-rattling jingoism, but upon scientific methods of thinking and upon forward-looking, mutual understandings and procedures.

"3. We must realize that, as Professor Swift of the University of Minnesota remarks, 'Education at present is neither universal, democratic, nor free'—that in the United States only 60 per cent of the children of school age are in school, that 2,000,000 leave every year without completing the elementary school course . . . that the inequality of opportunity in various States and counties, measured in number of days schooling, in amount spent per child, and in teachers' salaries, varies by 300 per cent or more.

"Add to this that the old district system, with fifty inadequate and parochial boards, and a county superintendent still chosen by political methods have become obstructive, and that education is not yet practically and effectively conceived nor realized as a State function, and you have difficulties enough to challenge any fighter in this field."

IN THE IMPOSING special number of the *Pennsylvania School Journal*, 160 pages of the 200-page volume are devoted to pictures of Pennsylvania school buildings and advertisements connected with school-house construction. These photographs of modern school buildings afford an excellent opportunity for studying school architecture and indicate the educational impetus that is fast raising the rank of the Keystone State in education.

In an article on the Philadelphia School Building Program, Louis Nusbaum, associate superintendent of schools, says:

"The Philadelphia Board of Public Education in March, 1922, adopted a comprehensive building program to continue through a series of years, the ultimate purpose of which was to eliminate part-time, to reduce the size of overcrowded classes, to permit of needed expansion of activities and to

replace worn-out buildings. The total amount of money required for these purposes was estimated to be about \$36,000,000 in addition to approximately \$4,000,000 of work then under contract. This amount did not take into account the sum required to keep pace with the normal growth of the city.

"Increased building costs of the past two years have swelled the original estimate to something more than \$50,000,000, to which sum must be added approximately \$4,000,000 per year during the period of construction to take care of increase of school population.

"Since the adoption of this building program there have been erected 8 junior high schools, 17 elementary schools, and 8 additions to buildings, and there are at present under contract 6 elementary schools and 4 additions to buildings. The total amount of work contracted for since January 1, 1923, is \$7,808,051, making a total of approximately \$20,000,000 in contracts in the past two and a half years, and leaving still to be accomplished work amounting to approximately \$40,000,000 additional. It is expected that this program will be completed within five years, and the total program thus to be completed will provide approximately 87,000 new sittings."

SCHOOL PUBLICITY is discussed in the *Alabama School Journal* in an editorial entitled "Give the People the Facts." We quote in part:

"Every teacher is urged to get full information concerning the school situation and to give out only that which is authoritative. Any overstatement or misstatement will injure the prospects of educational improvement. In some past campaigns, too much has been claimed in the line of benefits to be expected from certain tax levies or legislation—overstatements due to an optimism not based on facts; and many administrators of schools have felt the recoil in public doubt and suspicion.

"If we, all together, can give the facts to the people, there is no doubt of the result. The people are sound at heart; the public schools are built on human feeling just as permanent as democracy or as parental love; and, when the folks meet the facts, they will know what to do. It is a big thing we essay; it is not a task for any flashy spurt of determination; it is a project in extra-school education and in a field not familiar to most teachers; but the experience of other States shows that it pays to place all the facts before the people and call for their verdict. This is our undertaking for this year and next."

THE ARIZONA TEACHER AND HOME JOURNAL is to be congratulated on its health number published in November. From an article on Public Recreation by Mabel Travis Wood, we quote:

Public recreation is making it easy and attractive for people in all walks of life to play at first hand. Two hundred and thirty cities reported that they promoted athletics for industrial groups during 1923. Last summer forty-five cities maintained summer camps, where vacations could be had at cost. Every year more and more facilities for health-giving water sports are provided, 536 public swimming pools and 261 public bathing beaches being last year's total. Other recreations that large numbers of cities are supplying for adults are winter sports, community singing, hiking, social games, dramatics, and gardening.

In spite of the progress made in public recreation in the last ten years, a great field is still untouched. More than 400 communities of 8000 population or above do not report either playgrounds or recreation leaders. There is an acute need for organized recreation among our rural communities.

UNDER EDITORIAL comment in *New York State Education*, two old notions of the public are exploded: one that there is no ray of sunshine in the life of the teacher and the other that any fool can teach school because some fools do. Apropos to the old conception that school teachers are guilty of rutted drudgery, we reprint the following:

There is just a shade more drudgery in school teaching, so the public believes, than in almost any other human endeavor. The common run of folk who make a living in other ways may also be "cabined by circumstances," but the school teacher strikes rock bottom when it comes to the heavy, unpleasant, irksome, disagreeable task. And yet the most alert, enthusiastic, devoted, and altogether happy teacher we found in a great public school building the other day was the teacher of a subnormal class. She had never had time to discover her "vicious groove." She was busy and happy in visibly extending the borders of opportunity for a group of unfortunate children. Is it true that rutted drudgery is inseparable from school teaching? Is the public right in its conception of us or is it simply nursing one of its old and favorite delusions?

AMERICAN EDUCATION WEEK, according to a recent number of the *Journal of Arkansas Education* has given the people of Arkansas an opportunity to discuss many topics relating to education. Quoting State Superintendent A. B. Hill:

In my opinion, one of the most important subjects for discussion is the matter of compulsory attendance. Non-attendance is the weakest spot in our school system. Unless we are able to overcome this weakness, we shall have to deal with the problem of illiteracy for years to come. Let us continue to study the question of compulsory attendance from all points of view. Let those who are responsible for securing regular attendance realize their responsibility, and by co-operation reduce the percentage of non-attendance. We shall never be able to give an equal educational opportunity to the children of Arkansas, until the people realize that the schools are for all of the children, and that all the children must attend school.

Keeping Parents Informed

TEACHERS AND PARENTS

should follow the same blue print
—Two groups of carpenters when working in shifts on the same house have a blue print which they both follow. Teachers and parents are constructing habits, attitudes, and ideals. Their building materials are the most costly—the delicate nervous systems of growing boys and girls. The quality of this material makes it very difficult to tear down and rebuild when mistakes are made. For this reason, teachers and parents should cooperate in every possible way for the progress and welfare of the children. The difficulty in the past has been that there was no scientific means of measuring the many-sided development of a particular child. In other words, it was impossible for parents and teachers to work from a blue print. Much more research must be done, before we can measure the many individual differences between children. We have at present, however, a few scientifically determined measuring rods, so that our measurements of a child's capacity and accomplishments are no longer matters of guesswork.

Value of report cards to teachers, pupils, and parents—Report cards are of value to teachers who prepare them; to pupils, whom they concern; and to parents who receive them. As the teacher rates the progress and accomplishment of each pupil, he is faced with these questions: To what extent am I responsible for this particular pupil's success or failure? Is he getting the work that is best suited to him? Is he working up to capacity? What remedial measures should be suggested?

Most pupils are concerned with the rate of progress they are making. They want to know whether or not their work is of such quality that they will be promoted at the end of the year. Pupils should work not for marks, but for the satisfaction that comes from accomplishment. This tendency to think of the mark as the important thing is more apt to occur when the pupil looks upon each school grade as a hurdle, than when he is engaged in a project in which the satisfaction he gains is the spring of action.

The thoughtful parent recognizes his child's failure in school as a possible

handicap in later life. Hence the parent wants to know what his child is doing in school. The fact that the developing child changes so rapidly in so many directions makes frequent reports desirable.

What items should reports to parents contain?—Many school administrators have been, more or less, guessing at this for years. A study of report cards in current use in representative cities shows

ILLUSTRATION 1. Extract from report card which shows relation of work of individual student to rest of class.

A	B	C	D	E
4	8	14✓	8	2

Sample

Explanation

There are 36 pupils in the class. The check (✓) shows that this pupil made a "C" grade.

- 4—Pupils made an "A" grade.
- 8—Pupils made a "B" grade
- 14—Pupils made a "C" grade
- 8—Pupils made a "D" grade
- 2—Pupils failed.

NOTE: In the school system where this plan of grading is used, a table similar to the sample is made for each subject each report period.

that many reports include these items: (1) Number of days absent, (2) number of times tardy, (3) list of subjects taken by pupil and grade received in each (occasionally standardized scores are given for certain subjects), (4) rating in certain character traits (the latter are sometimes reduced to one or two items as, "conduct" or "deportment" and "effort"), and (5) normal weight for child of same age and height, and actual weight. For the younger children progress in health habits is sometimes rated. Since one of the chief purposes of a report card is to show what progress a pupil is making, the same report card should be used throughout the term, so that parents can note progress from month to month.

In case of very poor work some such warning as this is frequently sent the parent: "Promotion at the end of the term will be impossible if these condi-

tions remain unimproved." The report may be printed in this form: Promotion: Probable-----; Doubtful-----.

The best current practice would seem to indicate that pupil's progress reports from the elementary schools should contain a cumulative monthly record of attendance, achievements in school work, including standardized test scores, growth in habits of good citizenship, weight as compared with norms, and progress in health habits.

Most parents want to know why a low mark is given—The average parent wishes to know not merely that his child's work is unsatisfactory. He wants to know what is wrong with it, what the child needs to do to improve it, and what he as a parent can do to cooperate. To meet this want, statements such as this are printed on the backs of some report cards in schools where every effort is made to place pupils properly and fit work to their needs:

"Improvement would probably follow if attention were given to matters checked: *Attendance, More Study, Conduct, Application, Self-control, Attention, Politeness, Neatness, Coöperation, Self-reliance, and Home Study.* Conferences between parents and teachers are mutually beneficial. It is important that the teacher should be fully informed as to the child's physical condition, life outside of school, and previous history."

Why parents are perplexed by school marks—A study of forms of grading used in different cities shows not merely lack of uniformity, but in some instances, complete disagreement. To illustrate, in one city, the grade "A" means "excellent;" in a nearby city it means "average." In one city the grade, "C" means "average;" in another city, "C" means "promotion doubtful." "E," in one school system, means "excellent;" in another, "E" means "failure." A parent moving from one city to another often has considerable difficulty in adjusting his thinking to new nomenclature, which is directly opposed to what he has been accustomed. In a certain school system, where "F" meant failure and "P" poor, a boy whose grades were all "F" and "P's" succeeded in convincing his parents that "P" stood for "perfect" and "F" for "fine."

The whole question of grading is one that deserves careful research study. A review of current practices raises these questions: Should a pupil merely be graded as "satisfactory" or "unsatisfactory"? Should he be graded on a five-point scale, where the teacher grades on a percentage basis? Should he be ranked on a four or five point scale on the basis of his standing in comparison with the rest of the class? Should a pupil's report merely show what progress he makes in competing with his own previous record? Or should the report show the pupil's standing in standardized tests as compared with definite standards of (a) mental age, (b) chronological age, (c) present class average, and (d) grade standing for the country at large?

Rating children in character traits— Since character development is one of the chief objectives of public education, many schools include teachers' ratings of each pupil's traits of character. These are among the traits frequently listed on report cards: Interest, industry, concentration, perseverance, self-reliance, care, neatness, courtesy, care of property, honesty, and obedience.

Careful study should be made to determine which of these traits, if any,

should be included on a child's report card. This question also arises, "Is any teacher qualified to grade these personal qualities accurately?" A study of reports now in common use would seem to indicate that teachers find character traits difficult to grade—the customary grade is "satisfactory" or "unsatisfactory." Or sometimes it is left still more indefinite by such a statement as this: "A check (✓) indicates that improvement is desirable. Absence of check, improvement, or satisfactory."

When character traits are graded on a five-point scale—the report usually takes the form of a four-page leaflet or a large 8 x 10 card. This gives sufficient space to describe each rating. To illustrate, *Industry* is rated in one school as follows:

1. Attacks work with zest and without suggestion. Finds for himself the right kind of work to do.
2. Attacks work with good spirit. Needs occasional suggestions.
3. Is good worker. Accomplishes much if teacher gives frequent suggestions as to time and kind of work to be done.
4. Slow in beginning work. Much pressure on part of the teacher necessary to get work completed. Special assignments necessary.
5. Lazy, indifferent, shirks duties, wastes time, aimless in his efforts.

This description of grades of industry undoubtedly makes for more uniformity in grading on the part of teachers, and helps pupils and parents in

their interpretation of teacher's marks. The difficulty is in describing accurately the various shades of meaning of each trait, and the time that is involved in thoughtfully grading each item.

In some schools where it is done, teachers report that pupils show more interest in these grades than they do those in the school subjects. The parents must realize that a teacher's grades are not given in a vindictive spirit of criticism, but with a desire to cooperate in helping the pupil in his self-improvement. This statement is quoted from a report card used in a large city school system: "The school solicits your aid in helping your child to form right habits of citizenship, in establishing right attitudes toward school work, and in making satisfactory progress in school studies." This also appears on a report card in current use: "The cooperation of parents and teachers in correcting the shortcomings of pupils will do much to help them achieve a high standard of behavior which may be carried over into adult life." The listing of desirable character traits has the advantage of calling them to the attention of parents and teachers as well as pupils.

School marks should be based on standardized scales as far as possible— When standard measurements exist, teachers should apply them to a pupil's work rather than rate it by their personal judgments. When authoritative standards do not exist, as is the case in character traits, personal judgments have to be resorted to at the present time. When these judgments are made with extreme care, they are of value.—*Margaret M. Alltucker.*

ILLUSTRATION 2. Extract from report card which tells parents just why pupils fail.

You will note whether the pupil is doing satisfactory work or not. If not please consider the reason we have checked as responsible and at once arrange a conference with the teacher. The teacher will be glad to see parents any school day between the hours of _____ to _____.

Indolent—Wastes Time					
Irregularity in Attendance					
Lack of Interest					
Poor Physical Condition					

ILLUSTRATION 3. Extract from report card which shows how each pupil stands in each subject in relation to grade standard for the country at large.

Subject	Grade Standard	Pupil's Accomplishment
Arithmetic		
Spelling		
Reading		
Etc.		

ILLUSTRATION 4. Extract from report card which shows: Pupil's standing in objective tests in reading, arithmetic, and spelling as compared with definite standards of (1) mental age, (2) chronological age, (3) present class average, and (4) grade standard for the country at large.

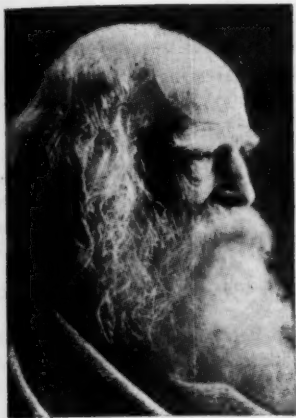
Pupil's Standing In	Reading	Arithmetic		Spelling
		Computation	Reasoning	
In Relation To His Own Mental Age.	=	—	—	=
In Relation To His Own Chronological Age.	+	—	+	+
In Relation To His Present Class Average.	+	—	—	+
In Relation To The Grade Standard For The Country At Large.	+	R	—	+

+ means above standard
= means at standard

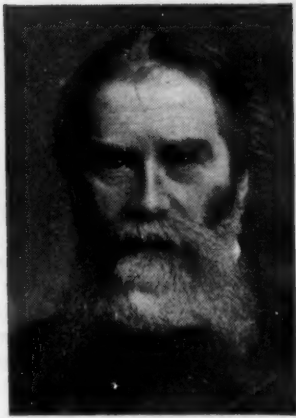
— means below standard
R means receiving remedial work.

American Poets

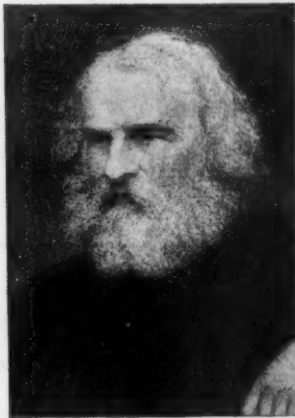
Birthplaces and Birthdays



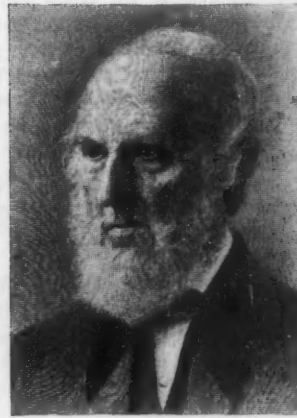
WILLIAM CULLEN BRYANT, Cummington, Massachusetts; November 3, 1794.



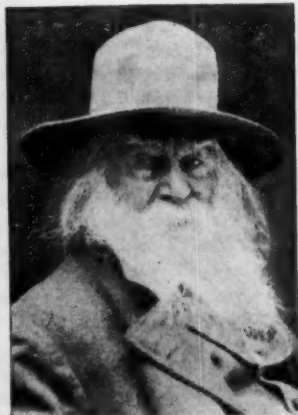
JAMES RUSSELL LOWELL, Cambridge, Massachusetts; February 22, 1819.



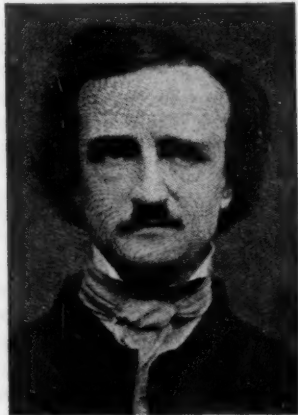
HENRY WADSWORTH LONGFELLOW, Portland, Maine; February 27, 1807.



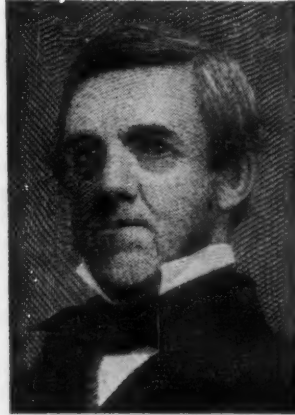
JOHN GREENLEAF WHITTIER, Haverhill, Massachusetts; December 17, 1807.



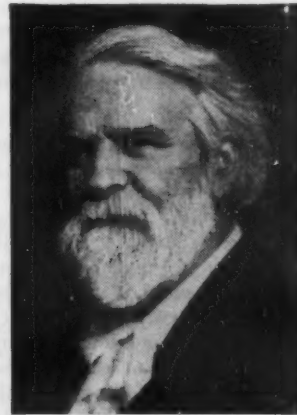
WALT WHITMAN, West Hills, Long Island, New York; May 31, 1819.



EDGAR ALLAN POE, Boston, Massachusetts; January 19, 1809.



OLIVER WENDELL HOLMES, Cambridge, Massachusetts; August 29, 1809.



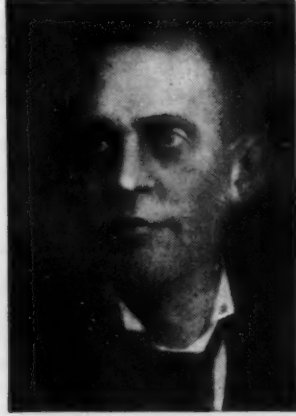
EDWIN MARKHAM, Oregon City, Oregon; April 23, 1852.



ROBERT W. SERVICE, Preston, England; January 16, 1874.



JOAQUIN MILLER, Wabash District, Indiana; November 10, 1841.



EUGENE FIELD, St. Louis, Missouri; September 2, 1850.



JAMES WHITCOMB RILEY, Greenfield, Indiana; October 7, 1853.

American Poets

Gems from their Writings

SO LIVE, that when thy summons comes to join
The innumerable caravan, which moves
To that mysterious realm, where each shall take
His chamber in the silent halls of death,
Thou go not, like the quarry-slave at night,
Scourged to his dungeon, but, sustained and soothed
By an unfaltering trust, approach thy grave
Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams.

—William Cullen Bryant, in *Thanatopsis*.

WHEN I was a beggarly boy,
And lived in a cellar damp,
I had not a friend nor a toy,
But I had Aladdin's lamp;
When I could not sleep for cold,
I had fire enough in my brain,
And builded with roofs of gold
My beautiful castles in Spain!

—James Russell Lowell, in *Aladdin*.

THINK, every morning when the sun peeps through
The dim, leaf-latticed windows of the grove,
How jubilant the happy birds renew
Their old, melodious madrigals of love!
And when you think of this, remember too
'Tis always morning somewhere, and above
The awakening continents, from shore to shore,
Somewhere the birds are singing evermore.

—Henry W. Longfellow, in *Tales of a Wayside Inn*.

SO ALL NIGHT long the storm roared on:
The morning broke without a sun;
In tiny spherule traced with lines
Of Nature's geometric signs,
In starry flake and pellicle
All day the hoary meteor fell;
And, when the second morning shone,
We looked upon a world unknown,
On nothing we could call our own.
Around the glistening wonder bent
The blue walls of the firmament,
No cloud above, no earth below,—
A universe of sky and snow!

John Greenleaf Whittier, in *Snow-Bound*.

O CAPTAIN! My Captain! our fearful trip is done,
The ship has weathered every rack, the prize we sought
is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

—Walt Whitman, in *O Captain! My Captain!*

HEAR the sledges with the bells, silver bells!
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars, that oversprinkle
All the heavens, seem to twinkle
With a crystalline delight;
Keeping time, time, time
In a sort of Runic rhyme,
To the tintinnabulation that so musically wells
From the bells, bells, bells, bells, bells, bells, bells—
From the jingling and the tinkling of the bells.

—Edgar Allan Poe, in *The Bells*.

BUILD thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea!

—Oliver Wendell Holmes, in *The Chambered Nautilus*.

WHAT GULFS between him and the seraphim!
Slave of the wheel of labor, what to him
Are Plato and the swing of Pleiades?
What the long reaches of the peaks of song,
The rift of dawn, the reddening of the rose?
Through this dread shape the suffering ages look;
Time's tragedy is in that aching stoop;
Through this dread shape humanity betrayed,
Plundered, profaned, and disinherited
Cries protest to the judges of the World,
A protest that is also prophecy.

—Edwin Markham, in *The Man with the Hoe*.

AND SO in the strife of the battle of life
It's easy to fight when you're winning,
It's easy to slave, and starve and be brave,
When the dawn of success is beginning.
But the man who can meet despair and defeat
With a cheer, there's the man of God's choosing;
The man who can fight to Heaven's own height
Is the man who can fight when he's losing.

—Robert W. Service, in *Carry On*.

YEA, TIME, the grand old harvester,
Has gathered you from wood and plain.
We call to you again, again;
The rush and rumble of the car
Comes back in answer. Deep and wide
The wheels of progress have passed on;
The silent pioneer is gone.
His ghost is moving down the trees,
And now we push the memories
Of bluff, bold men who dared and died
In foremost battle, quite aside.

—Joaquin Miller, in *Westward Ho!*

THE LITTLE TOY dog is covered with dust,
But sturdy and staunch he stands;
And the little toy soldier is red with rust,
And his musket molds in his hands.
Time was when the little toy dog was new,
And the soldier was passing fair;
And that was the time when our Little Boy Blue
Kissed them and put them there.

—Eugene Field in *Little Boy Blue*.

THARE the bulrushes grewed, and the cattails so tall,
And the sunshine and shadder fell over it all;
And it mottled the worter with amber and gold
Tel the glad lilies rocked in the ripples that rolled;
And the snake-feeder's four gauzy wings fluttered by
Like the ghost of a daisy dropped out of the sky,
Or a wounded apple-blossom in the breeze's controule
As it cut across some orchurd, to'rds the old swimmin'-hole.
James Whitcomb Riley in *The Old Swimmin'-Hole*.

GUIDE TO BOOKS

Free Material

Any teacher wishing a copy of a little book, *America's Interest in World Peace*, which is an authoritative discussion of America's possible entry into the World Court and the League of Nations, may obtain one free by applying to the author, Professor Irving Fisher, Department of Political Economy, Yale University, 460 Prospect Street, New Haven, Connecticut, before the limited stock which Professor Fisher has set aside for this purpose is exhausted.

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.

Addresses and proceedings of the sixty-second annual meeting of the National Education Association, held at Washington, D. C., June 29-July 4, 1924; Volume 62. 1085p. Single copies, \$3. Owing to a breakdown in one of the large presses, there has been delay in mailing the *Proceedings*. They were mailed early in January to all \$5 members who have paid their dues for the current year.

Bulletin of the Department of Elementary School Principals, Volume IV, No. 2, January, 1925. Single copies, 50c. Has been mailed to members of the Department of Elementary School Principals.

Hearings before the Committee on Education, House of Representatives, first session on H. R. 3923 (Education Bill.) Printed by the Government Printing Office, for sale by the National Education Association. 763p. Paper, 75c.

Health education: a program for public schools and teacher-training institutions; report of the Joint Committee on Health Problems in Education. (Second Edition). 163p. Paper, single copies, 50c.

Journal of proceedings and addresses of the National Education Association; session of the year 1884. Covers the famous Madison meeting. 789p. \$3.

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 prices 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. 24. *Organization and administration of the duplicate school in Philadelphia, Pennsylvania.* 16p. Paper, 5c.

BULLETIN, 1924, No. 25. *A platoon school in Kansas City, Missouri.* 25p. Paper, 5c.

COMMERCIAL EDUCATION LEAFLET, No. 8, 1924. *Coöperative vocational guidance.* 12p. Paper, 5c.

COMMERCIAL EDUCATION LEAFLET, No. 10, 1924. *Coördination of business preparation and placement.* 16p. Paper, 5c.

LIBRARY LEAFLET, No. 27, 1924. *List of references on the junior high school.* 11p. Paper, 5c.

REPORT OF THE COMMISSIONER OF EDUCATION, 1924. 32p. Paper, 5c.

RURAL SCHOOL LEAFLET, No. 30, 1924. *Orange township consolidated school, Black Hawk County, Iowa.* 6p. Paper, 5c.

GIVE THEM A CHANCE TO READ

An important matter is to be decided. A wise man often gets many opinions before forming his own. He is known as a man of sound judgment. He searches for all the evidence. By comparison he distinguishes between fundamentals and non-essentials. Individual instruction, the Dalton plan, and project teaching emphasize this method of approaching problems. The child who consults several books—whether in history or mechanics—has an opportunity to make comparisons and to clear up his own thinking. That is why a dynamic school library puts new life into the whole school. The South Philadelphia High School for Girls has adopted the Dalton plan within the year. The number of library readers increased from 3753 during September and October 1923 to 17,787 during the same period of 1924.

RURAL SCHOOL LEAFLET, No. 31, 1924. *Take no risks.* 5p. Paper, 5c.

RURAL SCHOOL LEAFLET, No. 34, 1924. *Some practical uses of auditoriums in rural schools of Montgomery County, Alabama.* 10p. Paper, 5c.

RURAL SCHOOL LEAFLET, No. 27, 1924. *Milpitas—a rural school project in teacher training.* 19p. Paper, 5c.

SCHOOL HEALTH STUDIES, No. 8, 1924. *School health supervision.* 18p. Paper, 5c.

Ethics, Psychology, Sociology

BALDWIN, BIRD T., and STECHER, LORLE I. *The psychology of the preschool child.* N. Y., Appleton, 1924. 305p.

BEATTIE, J. A. *Self-measurement for teachers.* 421 South 15th St., Lincoln, Nebraska, Author, 1924. 21p. Paper, 20c.

CARVER, THOMAS NIXON. *Human relations; an introduction to sociology.* Boston, D. C. Heath & Co., 1924.

GALPIN, CHARLES JOSIAH. *Rural social problems.* N. Y., Century, 1924. 286p. \$2.

HARDY, E. A. *Talks on education.* N. Y., Macmillan, 1924. 101p.

HEERMANCE, EDGAR L. *Codes of ethics; a handbook.* Burlington, Vt., Free Press Printing Co., 1924. 525p. \$4.

MOORE, DOM THOMAS VERNER. *Dynamic psychology; an introduction to modern psychological theory and practice.* Philadelphia, Lippincott, 1924. 452p. \$3.

PATRI, ANGELO. *The spirit of America.* N. Y., American Viewpoint Society, 1924. 118p. \$1.20.

PITT, ST. GEORGE LANE FOX. *The purpose of education; an examination of educational problems in the light of recent scientific research; rev. ed.* N. Y., Macmillan, 1924. 121p. \$3.50.

TOWNE, EZRA THAYER. *Social problems; rev. ed.* N. Y., Macmillan, 1924. 406p.

TURNER, EGBERT MILTON, and BETTS, GEORGE HERBERT. *Laboratory studies in educational psychology.* N. Y., Appleton, 1924. 218p.

WARD, STEPHEN. *Ethics; an historical introduction.* N. Y., Oxford Univ. Press, 1924. 96p. \$1.

Curriculum and Common Branches

AMERICAN WOOD WORKING MACHINERY CO., EDUCATIONAL DEPT. *Education through woodworking; a series of prize winning essays.* Rochester, N. Y., Author, 1924. 346p. \$2.50.

BIGELOW, MAURICE A., and BROADHURST, JEAN. *Health for every day.* Newark, N. J., Silver, Burdett, 1924. 235p.

— *Health in home and neighborhood.* Newark, N. J., Silver, Burdett, 1924. 328p.

CENTER, STELLA STEWART. *Students' handbook; term plan in English.* N. Y., Boni & Liveright, 1924. 64p.

CHARTERS, W. W. *Teaching the common branches; a textbook for teachers of rural and graded schools; rev. ed.* Boston, Houghton Mifflin, 1924. 419p. \$2.15.

CLARK, ROSE B. *Unit studies in geography.* Yonkers, N. Y., World Book Co., 1924. 250p. \$2.

MEYER, HAROLD D. *Correlating play and classroom work.* (Univ. of N. C. Extension Bull. Vol. 3, No. 9.) Chapel Hill, N. C., Univ. of N. C. Press, 1924. 31p. Paper, 35c.

MILLER, GEORGE J. *Pupils' outlines for home study in connection with school work; Europe.* Newtonville, Mass., Jennings Pub. Co., 1924. 32p. Paper, apply.

OSBURN, WORTH J. *Corrective arithmetic; for supervisors, teachers, and teacher-training classes.* Boston, Houghton Mifflin, 1924. 182p.

O'SHEA, MICHAEL V., and KELLOGG, JOHN H. *Health and cleanliness; rev. ed.* N. Y., Macmillan, 1924. 288p. 80c.

OVERMAN, JAMES ROBERT. *A course in arithmetic for teachers and teacher-training*

- classes. Chicago, Lyons & Carnahan, 1924. 376p. \$1.60. (To teachers, \$1.25.)
- *Principles and methods of teaching arithmetic.* Chicago, Lyons & Carnahan, 1924. 340p. \$1.60. (To teachers, \$1.25.)
- PAUL, H. G. *Better everyday English.* Chicago, Lyons & Carnahan, 1924. 279p. \$1.60.
- PAYNE, E. GEORGE. *We and our health; book 2.* N. Y., American Viewpoint Society, 1924. 133p. \$1.36. (Bk. 1, \$1.)
- SMITH, E. H. *Heart of the curriculum.* Garden City, N. Y., Doubleday, Page, 1924. \$1.50.
- VAUGHN, SAMUEL J., and MAYS, ARTHUR R. *Content and method of the industrial arts.* N. Y., Century, 1924. 397p. \$2.
- WILD, MONICA R., and WHITE, DORIS E. *Physical education for elementary schools.* (Bull. of Iowa State Teachers Coll., Vol. 25, No. 4.) Cedar Falls, Iowa, Iowa State Teachers College, 1924. 431p. Apply.
- WINCHELL, FLORENCE E. *Food facts for every day; for upper elementary and junior high school boys and girls.* Philadelphia, Lippincott, 1924. 121p. \$1.20.

The Project Method

The idea of using the problem as the basis of individual class study is carried out with unusual effectiveness in a series of notebooks under the editorship of Dr. Guy M. Whipple. Number 1 covers the problem Educational Psychology; Number 2, Secondary Education; Number 3, Elementary School Instruction; Number 4, Administration of a School System; Number 5, Problems of the High School Teachers; Number 6, Problems of the Rural Teacher; Number 7, Problems of the High School Teaching Staff. Each notebook contains in addition to from fifty to eighty problems, a list of books and other useful information. They are published by the Public School Publishing Company, Bloomington, Illinois.

- COLLINGS, ELLSWORTH. *An experiment with a project curriculum.* N. Y., Macmillan, 1924. \$2.40.
- CONOVER, MILTON. *Working manual of original sources in American government; for the project method in civics.* Baltimore, Md., Johns Hopkins Press, 1924. 135p.
- GANEY, HELEN M. *The project method in geography.* Chicago, The Plymouth Press, 1924. 45p. Paper, 50c.
- HOTCHKISS, E. A. *The project method in classroom work.* Boston, Ginn & Co., 1924. 258p.
- RAWCLIFFE, F. W. *Practical problem projects.* Chicago, F. E. Compton Co., 1924. 112p. Paper, 35c.

The School Library

- DRURY, GERTRUDE GILBERT, comp. *The library and its organization.* N. Y., H. W. Wilson Co., 1924. 519p. \$2.25.
- HUNT, CLARA WHITEHILL. *Library work with children; rev. ed.* Chicago, Amer. Lib. Assn., 1924. 29p. Paper, 25c.
- POWER, EFFIE L., ed. *Children's books for general reading.* Chicago, Amer. Lib. Assn., 1924. 8p. Paper, 20c.
- WALTER, FRANK K. *Periodicals for the small library.* Chicago, Amer. Lib. Assn., 1924. 89p. Paper, apply.

Secondary Education

- JONES, CONNER THORNE. *Teaching business subjects in the secondary school.* N. Y., Ronald Press, 1924. 307p.
- KANDEL, ISAAC LEON. *The reform of secondary education in France.* N. Y., Teach-

Books to Grow On

The New York Teacher's Bookshelf

There is a growing conviction among educational workers that the teacher should read at least one book each month. Only thus can he keep close to the ideals and practices of the society for which he is training children. *New York State Education* over a year ago asked teachers to nominate books they had found especially helpful. 342 books were nominated. The fifteen which ranked highest, arranged in the order of the number of votes, follow:

- Stark—Every teacher's problems.
James—Talks to teachers.
McMurray—How to study and teaching how to study.
Palmer—The ideal teacher.
Patri—A schoolmaster of the great city.
Smith—All the children of all the people.
Strayer and Englehardt—The classroom teacher.
Dewey—Child and curriculum.
McCall—How to measure in education.
Van Denburg—Junior high school idea.
Bagley—Classroom management.
Corson—Our public schools.
Dewey—How we think.
Kirkpatrick—Fundamentals of child study.
Stone—Silent and oral reading.
Pittman—Successful teaching in rural schools.
Parker—Methods of teaching in high schools.
Bolenius—Teaching of literature in grammar grades and high schools.
Klapper—Teaching of English.
McMurray—Special method in geography.
Klapper—The teaching of arithmetic.
Stone—The teaching of arithmetic.
Bryant—How to tell stories to children.
Kilpatrick—Project method.
Dinsmore—Teaching a district school.

ers College, Columbia University, 1924. 167p. \$1.50.

NEW HAMPSHIRE STATE BOARD OF EDUCATION. *Teaching the fundamentals in secondary schools.* Concord, N. H., Author, 1924. 17p. Paper, apply.

WELCH, ARNON WALLACE. *Some observations on secondary commercial education.* N. Y., Gregg Pub. Co., 1924. 208p. \$1.

Among Books Received

- AVENT, JOHN M., ed. *Lincoln; addresses and letters.* Boston, Allyn & Bacon, 1924. 239p. 80c.
- BARKER, FRED G. *Forty-minute plays from Shakespeare.* N. Y., Macmillan, 1924. 395p.
- BEMAN, LAMAR T. *Superpower.* (Reference Shelf, Vol. 2, No. 9.) N. Y., H. W. Wilson Co., 1924. 89p. 90c.
- BOYLE, MARY E. *Prehistoric man; life in the old and new stone ages.* Boston, Little, Brown, 1924. 135p.
- DELBRÜCK, HANS. *Government and the will of the people; academic lectures.* N. Y., Oxford University Press, 1923. 192p. \$3.50.
- SPENCER, M. LYLE. *Editorial writing; ethics, policy, practice.* Boston, Houghton Mifflin, 1924. 364p. \$2.
- WELLS, JANE WARREN. *Dress and look slender.* Scranton, Pa., Personal Arts Company, 1924. 185p.

Other Books on Education

- ABT, HENRY EDWARD. *The care, cure, and education of the crippled child.* Elyria, Ohio, International Society for Crippled Children, 1924. 222p. \$3.50.
- BAIN, WINIFRED E., BURNS, GERTRUDE, and VAN SISTINE, EVA JANE. *A practical handbook for students in observation, participation, and teaching in kindergarten, first, second, and third grades.* Chicago, Univ. of Chicago Bookstore, 1924. 38p. 65c.
- ZIEGLER, SAMUEL H., and JAQUETTE, HELEN. *Choosing an occupation; a vocational civics.* Philadelphia, John C. Winston Co., 1924. 344p.
- WOMEN'S COMMITTEE FOR THE CHILDREN'S AMENDMENT. *The children's amendment; what it is and what it means; what it says and why; why a constitutional amendment.* Washington, D. C., Trades Unionist, 1924. 39p. Apply.
- WILSON, H. B., and others. *Modern methods in teaching.* Newark, N. J., Silver, Burdett, 1924. \$1.60.
- WELLS, H. G., *The story of a great schoolmaster.* N. Y., Macmillan, 1924. \$1.50.
- WALLIN, J. E. WALLACE. *The education of handicapped children.* Boston, Houghton Mifflin, 1924. 394p. \$2.25.
- SOMERS, GROVER THOMAS. *Pedagogical prognosis; predicting the success of prospective teachers.* N. Y., Teachers College, Columbia University, 1923. 129p.
- SCOTT, CHARLES EDGAR. *Educational supervision.* Milwaukee, Wis., Bruce Publishing Co., 1924. 98p. \$1.
- PICKETT, L. H., and BOREN, DURALDE. *Early childhood education.* Yonkers, N. Y., World Bk. Co., 1924. \$2.
- ODELL, CHARLES W. *The use of the question in classroom instruction.* (Educ. research cir. 29) Urbana, Ill., Univ. of Ill. Press, 1924. 18p. Paper, apply.
- NEW JERSEY BOARD OF EDUCATION. *Catalogue of slides and films available for teaching purposes from the Department of Visual Education; and handbook for teachers.* Newark, N. J., Author, 1924. 120p. Paper, apply.
- EDUCATIONAL FINANCE INQUIRY COMMISSION. *Financial statistics of public education in the United States, 1910-1920.* N. Y., Macmillan, 1924. 181p.

Problems for Teachers' Meetings

LETTERS from the field indicate that teachers, school faculties, and local organizations are using THE JOURNAL more and more for professional study. Reports and articles are made the basis of study and investigation. Often they are adapted to local conditions, for it is recognized that each State and each community presents its own problems. The following problems based on this number of THE JOURNAL may suggest others:

Study 1. Addresses and Proceedings for 1924—This volume covers the sixty-second annual meeting of the Association held at Washington, D. C. All affiliated associations receive a copy of the volume as a part of their affiliation fee. Has yours been placed where it is available? What different types of information can you get from it? Look it through and notice the range of subjects covered. Can you suggest a plan whereby the volume can be used as a problem for study and investigation at one of the regular meetings of your organization during the year?

Study 2. Peace plan of the World Federation—When was the World Federation of Education Associations organized? Who is its president? How many meetings has it held? Where is it to meet next summer? (See page 45.) Who is the author of the peace plan selected? What place does he hold in the educational world? By whom was the prize offered and by whom was it awarded? Through what means does the author feel that the abolition of international war will be brought about? What specific recommendation is made to the World Federation for the accomplishment of this goal? Select from the twelve topics into which the author has divided his proposition the topics which a teacher would find most suitable for class work. Appoint some one to read the proposition set forth and have it reviewed before your local association. Discuss from the floor the contribution which teachers can make toward world amity based on the points made in the proposition.

Study 3. Loan fund—Does your organization carry on welfare work of any kind? If you haven't a loan fund, have you ever considered the establishment of one? Name several organizations that now have a fund of this kind. Can you suggest ways and means of supporting such an activity? (See page 62.) Do you think that interest should be charged? For what purposes do you feel a loan should be made?

Study 4. Child Labor Amendment—Have you been following the articles in the preceding issues of THE JOURNAL on this subject? What large organizations are giving active support to the measure? Read the article by the president of the General Federation of Women's Clubs on page 58. From what two viewpoints are club women considering the menace of child labor? What

groups are openly opposing the Amendment? What is significant about this? You will be interested in glancing over the page copied from *Labor*, official organ of the Railroad Labor Organizations, showing that organized labor is strongly upholding the Amendment. (Page 54.) Has it been considered yet by your State legislature? Have the educational forces of your State been active in working with the legislators for its ratification? (See page 52.) What stand has Senator Capper, the leader of the farm bloc, taken? Name

Suggested Program for February

Vital Topics for Discussion Covered In This Number

A School Plan for World Peace—45.
Publicity for Education—51.
The Fight Over Child Slavery—52.
Community Recreation—50.
Teachers' Relief Fund—62.
Parents Need to Know—66.

For Reading and Information

Editorials—60.
German Schools—55.
Department of Superintendence Meets—61.
Rural Educators at Washington Convention—63.
Good Roads Prize—65.
Gleanings from Educational Journals—70.
New Books—71.

several legal authorities that have given favorable opinions on the legal phase of the question. Read also the editorial on page 60. What is the real issue at stake?

Study 5. Keeping parents informed—The article on page 66 states that report cards are of value to teachers, pupils, and parents. From your own experience what do you feel is their chief value? Besides the grade of the pupil in the academic subjects, what other points should be taken into consideration if the card is to convey to the parents the real progress of the child? Make a list of the various traits or items of information concerning the child that in your opinion have a direct bearing on his progress. If the child's report indicates slow progress, what steps should be taken to remedy this condition? Look over the different statements that are copied from report cards for the purpose of giving the cause of unsatisfactory work. Which form do you prefer? What would be the advantage of a more uniform report card among the cities of the country? How could this be accomplished?

Study 6. In the JOURNAL's Annual Roll Call, what achievements indicate an increasing professional consciousness among teach-

ers? (See page 59. This is continued from the December issue.) What States give special emphasis to improvements in rural conditions? Several State directors speak of an increased enrolment in normal schools. What should be the effect of this on the profession? The salary schedule for the teachers of the District of Columbia was printed in the December JOURNAL. Who has the power to fix these salaries?

Study 7. American Poets—(See page 69.) February has often been called "the month of the poets." What prominent American poets were born in February? With how many of the selections on page 68 are you familiar? Which poets are from New England, the West, the Middle West? Which is known as the poet of the South?

Study 8. Community Recreation—What National organization is working for better recreational facilities in all parts of the country? (See page 50.) What are the principal points in the platform of this organization? Of what should a community recreation program consist besides playgrounds? Does your community provide for the leisure hours of the children? What steps has it taken toward extending these to the adult population? What different ways can you name for the financing of such activities? What should be the ultimate goal in training people how to use their leisure?

Study 9. School Publicity—(See page 51.) Everyone acknowledges that the progress of schools depends on the close cooperation between the schools and the public. What should be the first step in deciding on the kind of information that the community needs with reference to schools? Look over the agencies which are mentioned in the article and check those that you think could be used advantageously in your own community. What is the attitude of the various civic and patriotic organizations in your community toward the schools? Can you suggest ways and means of publicity for enlisting even greater support? How can material in THE JOURNAL and in the various bulletins published by the National Education Association be made to serve publicity purposes?

Study 10. Good Roads Essay Contest—Under whose auspices is this contest held? Who is eligible to compete. (See page 65.) How long has this contest been carried on. Who won the prize this year? You may be interested in glancing over the story of his career. What was the title of the essay which he wrote? Read his essay and see if you can tell why his essay was chosen.

Study 11. Education in Germany—What changes have come about in primary education since the war? Explain the *Grundschule*. What function does the *Aufbauschule* serve? the *Oberschule*? Define the different types of German schools as existed before the war. How does secondary education differ from that in this country? What advance has recently been made in teacher training? What is the most hopeful tendency in German education today?

NOTES and ANNOUNCEMENTS

THERE IS a strong demand for back copies of *THE JOURNAL*. Many of these requests come from delegates to Association meetings. It is suggested that teachers save their *JOURNALS* for the use of delegates, and in this way the local as well as the National Association will be served.

THIS is the last number of *THE JOURNAL* to be sent to those whose membership dues are not paid for the year 1924-25 until after payment is received.

THE NATIONAL Education Association is making a most heroic campaign for the Child Labor Amendment. It is astonishing that the opposition is so much better organized than are the friends of this highly important legislation. The most absurd phase of the opposition is the pretense that the champions of the Amendment are propagandists while the manufacturers and other employers of children are disinterested saints.—*The Journal of Education*.

A. A. McDONALD, superintendent of schools in Sioux Falls, South Dakota, was given a life membership in the National Education Association as a Christmas gift, at a most delightful surprise party held in the Lincoln School.

THE AMERICAN FEDERATION of Labor at its annual convention in El Paso, Texas, approved the report of its education committee calling for the ratification of the Child Labor Amendment, support of the Sterling-Reed Education Bill, indorsement of the American Legion Campaign for a five-million endowment fund for rehabilitation, child welfare, etc., support of the Woodrow Wilson Memorial College at Valdosta, Georgia, and continued activity for revision of certain textbooks on economic, political, and social subjects.

A CORRECTION—on page 337 of the December *JOURNAL* Mr. L. L. Jones, president of the Department of Business Education, is given a wrong title. He is vocational counselor in the West Commerce High School of Cleveland, Ohio.

FOLLOWING the death of Mr. Samuel Gompers, the officers of the National Education Association sent to the American Federation of Labor a letter of appreciation of his great services, more especially of his strong support in matters related to popular education. Says the letter, "Democracy desires for all the people the good and substantial things of life that each one cherishes for himself. Its foundation is education; its watchword is equality; its law is justice; its slogan is opportunity and progress. To these great goals Mr. Gompers gave a long and unusually fruitful life."

HENRY NOBLE SHERWOOD is to become State superintendent of public instruction in Indiana, succeeding Mr. Burris, who is now

president of the State Normal School at Muncie, Indiana.

DID YOU read it? "In my opinion one of the best articles in the December *JOURNAL* is *The Development of Youth*, because it sets forth an ideal and gives practical suggestions as to its application rather than a theoretical discussion of the subject. I would like to see a forceful article on the need of putting the grammar grades on a par with the high school and primary grades in the matter of salary for qualified teachers." Thus writes Edna Bradfield, of Pensacola, Florida. Have you sent in your suggestion? The editors of *THE JOURNAL* appreciate its widening use by teachers and are eager to find which articles prove most helpful.

"BY MAKING a review of the contents of each number of *THE JOURNAL* a class exercise in teacher-training institutions much could be done to raise ideals by this continual expression of *THE JOURNAL*'s ideals," writes Mary Eileen Ahern, for twenty-six years editor of *Public Libraries*, a magazine which has done much to solidify and elevate the ideals of the library profession.

ONE TEACHER writes that after she has read her copy of *THE JOURNAL* she turns it over to the editor of the local newspaper, who is thus enabled to keep informed on matters educational. This is a fine suggestion for all teachers who do not preserve their files of *THE JOURNAL*.

"WHY SHOULD any arms company in this country furnish medals to our high school boys for good marksmanship? Why should our lads take pride in decorations conferred by military business interests? Why companionship in America between the army, the high schools, and armament concerns? Have we forgotten our hatred of the comradeship so recently existing between the Kaiser and the Krupps?"—William C. Allen, 145 Hanchett Avenue, San Jose, California.

TENS of thousands of teachers in Russia have been dismissed from their schools and prevented from earning a living. To relieve the situation a movement is under way to appeal to American teachers for aid. Persons wishing further information should write to Mr. William Willard Howard, The Russian Refugee Fund, 70 Fifth Avenue, New York City.

A STUDY of "General Practice in Kindergartens in the United States" is being made under the Department of Kindergarten Education. The two means being used to determine what constitutes "General Practice in the Kindergartens" are stenographic reports of full kindergarten sessions and returns from a questionnaire sent to a large number of kindergartens. The questionnaire will be distributed in February. The cooperation of all who are interested in scientific investigations and in promoting and improving kin-

dergarten work will be greatly appreciated by the committee, of which Miss Mary Dabney Davis, of Darien, Connecticut, is chairman. Copies of the final report will be sent to those assisting.

TEACHERS planning to go abroad this summer should write Dr. A. O. Thomas, State superintendent of schools, Augusta, Maine, for information regarding the meeting of the World Federation of Education Associations in Edinburgh, Scotland, July 20-28.

THOSE desiring information on the passing of the Child Labor Amendment should write to Organizations Associated for the Ratification of the Child Labor Amendment, 532 Seventeenth Street N. W., Washington, D. C.

DR. HOLLIS DANN, formerly supervisor of music of the Pennsylvania State Department of Education, has been appointed professor and head of the Department of Music Education of New York University and will undertake his new duties on February 1, 1925.

SPECIAL teachers of music are employed in 365 schools in the State of New York. Rochester and Buffalo employ a large staff of special teachers; others command the services of one teacher for two days of the week. Of the 59 cities in the State and 71 incorporated villages, all except three make provision for music instruction. The State supervisor of music is Mr. Russell Carter, who has had a wide experience in the normal and public schools of Pennsylvania, Michigan, and New York.

THE HIGHLAND Park Nursery School, probably the first public school nursery in America, was opened at Highland Park, Michigan, December 29, 1924. Twelve children were enrolled and three more will be admitted. The purpose of the school is to afford an opportunity to high school girls to get a practical knowledge of child care. As many as 120 girls will use the one nursery school as a laboratory to secure practical instruction in many important phases of motherhood.

COPIES of the poster which appears on page 57 of this issue, with an art border suitable for schoolroom decoration, may be had from the National Congress of Parents and Teachers, 1201 Sixteenth Street Northwest, Washington, D. C., at fifteen cents each. Special terms for quantity orders.

MR. M. G. BRUMBAUGH, formerly governor of Pennsylvania, was inaugurated President of Juniata College, Huntingdon, Pennsylvania, on Thursday, January 29, 1925.

THE TRUSTEES of Boston University recently elected Bishop William F. Anderson, bishop of the Boston area of the Methodist Episcopal church, as temporary president of the University. Bishop Anderson took office on January 1, 1925, and will serve until the election of a permanent president.

COLUMBIA UNIVERSITY announces its first annual School Publications Contest to be held in New York, March 13-14, 1925. This is open to all high schools and private secondary schools east of the Mississippi publishing either a magazine or newspaper, or both.

Department of Superintendence

Tentative Program for General Sessions at Cincinnati February 22-26, 1925

"Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened." *President Washington, Farewell Address, 1796.*

Sunday, February 22, 4 P. M.

AMERICAN IDEALS AND THE PUBLIC SCHOOLS

Withrow High School

Vesper Service—The 103rd Anniversary of the birth of Washington.

Music by Girls' Glee Club accompanied by a string orchestra; *Deep River* by Burleigh; *Hymn of Praise* by Marchetti.

Salutatory—Frank B. Dyer, Cincinnati, Ohio.
Invocation

String Orchestra and Organ, Instrumental, *Largo* by Handel.

Salute to the Flag..... Congregation
Address—The Faith of the Founders—
Randall J. Condon, Superintendent of
Schools, Cincinnati, Ohio.

America..... Congregation
Benediction

Monday, February 23, 9:00 A. M.

Music Hall

"Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." *Ordinance of 1787.*

Music—Organ Selections.

Why is Superintendence?—Jesse H. Newlon, Superintendent of Schools, Denver, Colorado, President, National Education Association.

What is Superintendence?—Charles S. Meek, Superintendent of Schools, Toledo, Ohio.

What Progress Has Superintendence Made?
—Payson Smith, State Commissioner of
Education, Boston, Massachusetts.

Monday, February 23, 2:15 P. M.

NATIONAL IDEALS

Group meeting A—Joint session with American Medical Association.

"All men are endowed by their Creator with certain unalienable rights. Among these is life."

(Speakers to be announced later.)

NATIONAL IDEALS

Group meeting B, Chairman, John J. Tigert, U. S. Commissioner of Education, Washington, D. C.

"From the beginning, these states engaged, as a duty of government, to secure to all equal rights of life, liberty and the pursuit of happiness."

Equality of Educational Opportunity—John J. Tigert.

In the North—Ernest W. Butterfield, State Commissioner of Education, Concord, N. H.

In the South—A. F. Harman, Superintendent of Montgomery County Schools, Alabama.

These addresses will be illustrated by stereopticon and cinema.

NATIONAL IDEALS

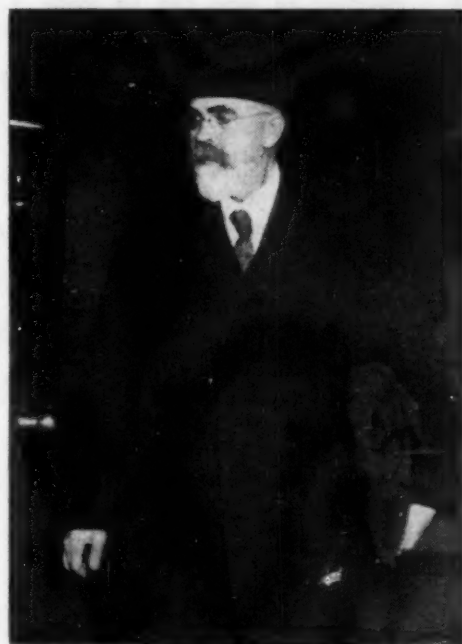
Group meeting C, Chairman, Arthur C. Perry, Jr., District Superintendent of Schools, Brooklyn, N. Y.

"To establish justice."

Justice for Pupils—H. O. Dietrich, Superintendent of Schools, Norristown, Pa.

Justice for Teachers—E. Marie Gugle, Columbus, Ohio.

Justice in High Places—Arthur C. Perry.



WILLIAM McANDREW, President of the Department of Superintendence and Superintendent of Schools in Chicago, Illinois.

NATIONAL IDEALS

Group meeting D, Chairman, John O. Chewning, Superintendent of Schools, Evansville, Indiana.

"To insure domestic tranquillity."

Student Self-government—John O. Chewning.
Controversial Subjects—A. B. Meredith, State Commissioner of Education, Hartford, Conn.

Labor and Capital—Matthew Woll, American Federation of Labor, Washington, D. C.

NATIONAL IDEALS

Group meeting E, Chairman, William J. Bogan, Assistant Superintendent of Schools, Chicago, Ill.

"To Provide for the Common Defense."

To increase the educated quota, The All-Year School—H. C. Weber, Superintendent of Schools, Nashville, Tenn.

Fortification by Public Opinion—Erie C. Hopwood, Editor, *Plain Dealer*, Cleveland.

Safeguarding Peace—F. L. Beals, Major, U. S. Army, Retired.

Monday, February 23, 8:00 P. M.

Music Hall

NATIONAL IDEALS

Music, *Lincoln Ode* by Surdo, sung by six hundred children of elementary grades.
A More Perfect Union—Raymond Robins, Chicago, Ill.

Tuesday, February 24, 9:15 A. M.

Music Hall

Executive Session—For Members of the Department of Superintendence only.

"To Promote the General Welfare."

Music—High School Orchestra.
Chairman, John H. Beveridge, Superintendent of Schools, Omaha, Nebraska.

SEVEN-MINUTE CONTRIBUTIONS

Dollar for Dollar—Carleton B. Gibson, Superintendent of Schools, Savannah, Georgia.

How We Use Vocational Information—W. W. Borden, Superintendent of Schools, South Bend, Indiana.

Introducing Educational Research—F. W. Ballou, Superintendent of Schools, Washington, District of Columbia.

Central Library a Distributing Point—Henry C. Johnson, Superintendent of Schools, San Diego, California.

A Home for Retired Teachers—Olive M. Jones, Public School 120, New York City.

Our New Building Program—Henry S. West, Superintendent of Schools, Baltimore, Maryland.

The Personnel Audit of the Teaching Staff—E. E. Lewis, Superintendent of Schools, Flint, Michigan.

The Superintendent and the Business Manager: An Anomaly—George D. Strayer, Teachers College, Columbia University, New York City.

How We Celebrated Education Week—J. W. Gowans, Superintendent of Schools, Hutchinson, Kansas.

Taking the School to the Parents—James A. Nugent, Superintendent of Schools, Jersey City, New Jersey.

Outcomes of Our Curriculum Program—Jesse H. Newlon, Superintendent of Schools, Denver, Colorado.

Business Meeting—Nomination of officers from the floor.

Wednesday, February 25, 9:15 A. M.

Music Hall

"The time is, therefore, come when a plan of universal education ought to be adopted in the United States." *George Washington, letter to Governor Brooke, 1795.*

Music by Combined Elementary School Orchestra.

Chairman, Edwin C. Broome, Superintendent of Schools, Philadelphia, Pa., and Chairman of the Commission on the Curriculum.

The Curriculum a Paramount Issue Today—Charles H. Judd, Director, School of Education, University of Chicago, Chicago, Illinois.

The Curriculum Problem Attacked Scientifically—Ernest Horn, University of Iowa, Iowa City, Iowa.

Meeting Community and Individual Needs—John W. Withers, Dean, School of Education, New York University, New York City.

How the Individual City May Solve the Problem—A. L. Threlkeld, Assistant Superintendent of Schools, Denver, Colorado.

A Coöperative Plan for Curriculum Revision—Zenos E. Scott, Superintendent of Schools, Springfield, Massachusetts.

Ballot Boxes Open—Music Hall and Hotel Gibson, votes for officers of the Department of Superintendence may be deposited between 11:00 A. M. and 6:00 P. M.

Thursday, February 26, 9:15 A. M.

Music Hall

"To secure the blessings of Liberty to ourselves and our posterity."

What the Colleges Can do for the Public Schools—William Lowe Bryan, President, Indiana University, Bloomington, Ind.; E. G. Doudna, Editor, *Wisconsin Journal of Education*, Madison, Wis.; Frank D. Boynton, Superintendent of Schools, Ithaca, N. Y.

Thursday, February 26, 2:00 P. M.

Music Hall

"The good education of Youth has been esteemed by wise men in all ages as the surest foundation of the HAPPINESS both of private families and of commonwealth." Benjamin Franklin, proposals relating to the education of youth in Pennsylvania, 1749.

Chairman, E. U. Graff, Superintendent of Schools, Indianapolis, Ind.

Music—Indianapolis Teachers' Chorus.

Happiness and School Music (Illustrated with selections by teachers' chorus—Ernest G. Hesser, Director of Public School Music, Indianapolis, Ind.)

Life, Liberty, and Happiness Through Art Expression (Illustrated by work of Vienna Children of the classes of Professor Cizek—Antoinette Hollister, Greenwich, Conn.)

The Public School's Contribution to the Nation's Happiness—A procession by the public schools of Cincinnati.

Thursday, February 26, 8:00 P. M.

Music Hall

THE PUBLIC SCHOOL AND THE HAPPINESS OF THE NATION

Concert—Massed Chorus of six hundred voices and glee club members, with accompaniment of organ and high school orchestras, by pupils of Cincinnati Schools.

Orchestra—Egyptian Ballet.....Luigini
Chorus—SanctusGounod

Girls' Glee Clubs

How Lovely are the Messengers

Mendelssohn

The Gospel of Beauty—Lorado Taft, Chicago, Illinois.

Cincinnati Meeting

IMPORTANT FACTS

Special railroad rates, one and one half fare for the round trip. Identification certificates furnished on request. Write N. E. A. Headquarters at Washington or your State director. If you neglect to secure in advance your identification certificate, no adjustment of fare can be made after arrival at Cincinnati.

Sleeping-room reservations are handled through the Housing Bureau, of which Mr. Thomas Quinlan, manager, Convention and Publicity Department, Cincinnati Chamber of Commerce, is chairman. Write him.

General Sessions—Music Hall.

Registration and Post Office—Music Hall.

Opening Vesper Service, Sunday Afternoon at 4:00 o'clock—Withrow High School.

Thursday, February 26, the convention climax. The spirit of beauty, happiness, and art. Pageant, concert, teachers' chorus, speaking program of rare merit. Plan to stay to the end.

Exhibit, Civic Service. Posters, charts, and photographs representing a desire of various school systems to stress actual community work as an essential rather than an incidental feature of the school program.

Exhibit, Beauty. School art work contributed by various cities to show how the national mandate for contributing to the happiness of the people is being obeyed.

Breakfasts, luncheons, and dinners to suit all tastes during the convention. College dinners—Wednesday night.

The Third Yearbook of the Department of Superintendence, prepared under the direction of the Commission on the Curriculum, will be ready for distribution to members at the registration desk in Music Hall.

Chorus—Lovely June.....Ardite
Girls' Glee Clubs

(a) Walnut Tree.....Schumann

(b) Wake Miss Lindy.....Warner

Chorus

(a) GypsiesBrahms

(b) Zion Awake.....Costa

NATIONAL Council of Education will hold three sessions, Monday, Tuesday, and Wednesday afternoons, February

23-25, in the Ball Room, Hotel Sinton, at 2:15 o'clock.

Monday afternoon's program follows: President's address, J. M. Gwinn; Symposium: Service the National Council of Education Can Best Render to the National Education Association and its Several Departments—Jesse H. Newlon, William McAndrew, Mrs. Jessie M. Fink, Julia A. Spooner, John N. Greer, Macy Campbell; Preliminary Report of Committee on Training Teachers in Service, Thomas W. Butcher.

Tuesday afternoon's program follows: Report of Joint Committee on Health Problems in Education, Thomas D. Wood; Report of Committee on Vocational Education, Henry Lester Smith; Report of Committee on American Teachers' Colleges, Charles McKenny; Teaching Load of Teachers' Colleges, Lyman B. McMullen; Preliminary Report of Committee on Extension Education, Charles Meek.

Wednesday afternoon's program is as follows: Report of Committee on Visual Education, Linnaeus N. Hines; Report of Committee on Character Education, Milton Ben-nion.

DEPARTMENT of Deans of Women will meet Thursday, Friday, and Saturday, February 26, 27, 28, at the Hotel Gibson. The program for Thursday includes a meeting of the executive committee and registration followed by a committee luncheon. The afternoon session includes registration, an important business meeting, and a general session. The subjects are The Margin of Leisure and The Dean's Objective. The formal dinner, followed by a reception, will be held that evening.

Friday morning there will be breakfast by sections and sectional meetings, both morning and afternoon, for the Deans of High Schools, of Teachers' Colleges, of Colleges and Universities. There will be a general meeting Friday evening; the subjects are The Raising of Standards of Scholarship and The Promotion of Scholarship through the Honor Student.

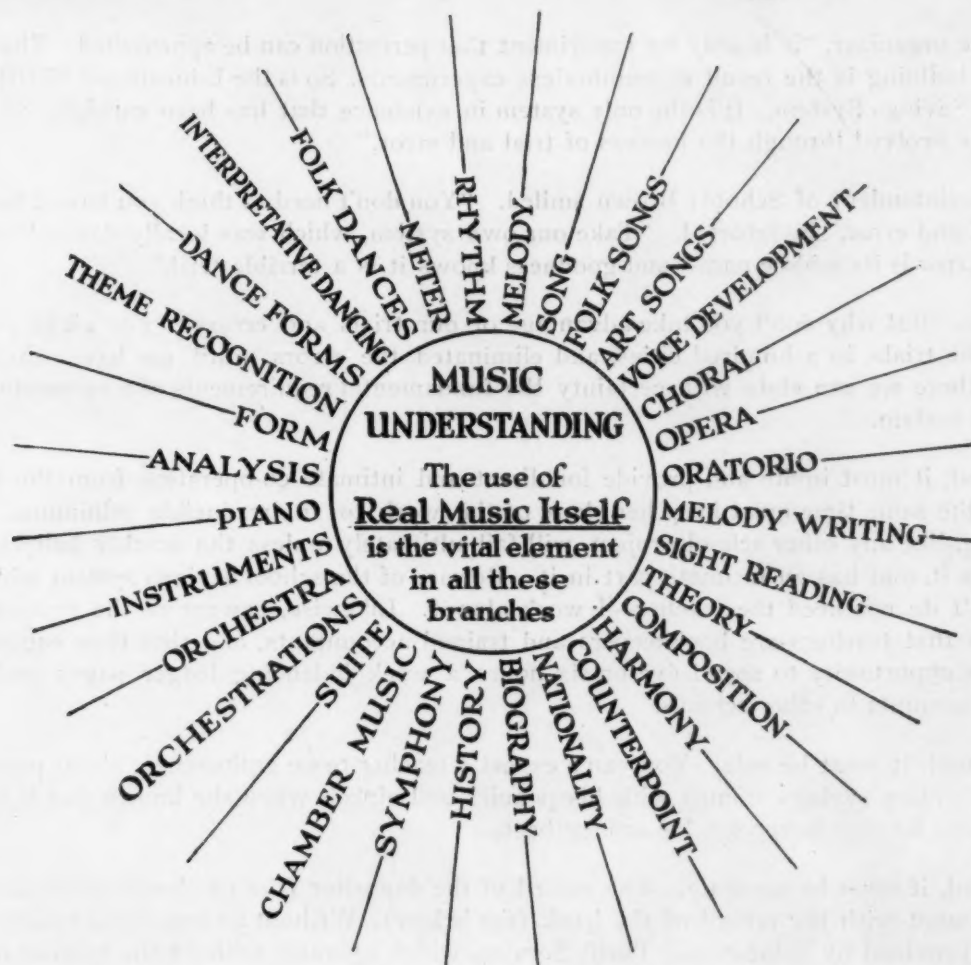
On Saturday there will be a business meeting and a general session. The subjects to be considered are Psychiatry as Related to the Work of a Dean of Women and The Result of the Research Work by the Bureau of Mental Hygiene. The members of the association will be guests of the University of Cincinnati for a luncheon and the afternoon meeting will be held at the University. The subject for the program will be The Results of Research Work in Health as arrived at by the Rockefeller Foundation.

At one of the meetings a report will be given of the work undertaken by the New Coöperative Bureau of Women Teachers in New York and also of the Personnel Bureau of the American Council of Education and also the student work of the Y. W. C. A.

Reservations should be made at the Hotel Gibson as soon as possible. State definitely the time of arrival and departure and that you are a member of the Department of Deans of Women.

DEPARTMENT of Elementary School Principals will hold sessions on Monday, Tuesday, and Wednesday afternoons, February 23-25, in the Cincinnati Music Hall.

All music education is centered in an understanding of music itself



The plan of purposeful hearing of much good music, the careful study and analysis of the good music thus heard, the use of the best music in studies preparatory to singing, playing upon instruments, etc., etc., is fast becoming the very *core* of the whole subject of school music.

Teach ear training by *training the ears* to listen for a definite purpose. Teach rhythm through responding to rhythmic suggestions. Study instruments by *hearing* instruments. Learn songs by *imitating* beautiful songs sung by real artists. *Music* is the foundation of all these hitherto unrelated units. Working with the real music brings all phases of music study into a cohesive whole. The entire realm of music is at your command if you place a Victrola and a full complement of Victor Records in your school.



Educational Department

Victor Talking Machine Company

Camden, New Jersey

"BUT, MR. BROWN,"

said the organizer, "it is only by experiment that perfection can be approached. The modern school building is the result of numberless experiments. So is the Educational Thrift Service School Savings System. It is the only system in existence that has been carefully and painstakingly evolved through the process of trial and error."

Superintendent of Schools Brown smiled. "You don't need to think you have a monopoly on trial and error," he retorted. "Take our own system, which was locally devised ten years ago. Error is its middle name, and goodness knows it is a terrible trial."

"Yes. But why don't you take advantage of our trials and errors? For eight years we made the trials, in a hundred cities, and eliminated the errors, until we have reached the point where we can state with certainty the fundamental requirements of a successful school savings system.

"First, it must invite and provide for direct and intimate co-operation from the teacher, and at the same time must keep her share of the work to an irreducible minimum. Thrift teaching, like any other school project, will fail ultimately unless the teacher believes in it, supports it, and has an intimate part in it. Beware of the school savings system which proclaims, 'I do not need the teacher—I work alone!' Likewise, beware of the system which assumes that teachers are bookkeepers and trained accountants, and that they eagerly welcome an opportunity to spend five or six hours a week balancing ledger pages and transferring accounts to other schools.

"Second, it must be safe. You can't expect a teacher to be enthusiastic about persuading Johnnie to buy savings stamps with his pennies and nickels when she knows that if he loses the stamps he may never get his money back.

"Third, it must be accurate. The record of the depositor (the passbook) must always be in agreement with the record of the bank (the ledger). Without an automatic weekly check, such as provided by Educational Thrift Service, which operates without the teacher or pupil even being aware of it, this is impossible.

"Fourth, it must be economical. The bank or banks acting as depository bear the expense; and in order that the banks may continue to co-operate willingly and efficiently, the expense must be kept to a minimum. No bank should be expected to spend large sums on the upkeep of children's thrift accounts, which are primarily educational and can never be profitable.

"Fifth, it must include a trained service organization which knows how to keep the system running smoothly without undue thought or effort from the superintendent or principals.

"We have learned all this—and much more—through a thousand trials and a thousand errors. Will you take advantage of our experience?"

EDUCATIONAL THRIFT SERVICE

Woolworth Building, New York

Pioneers and Leaders in School Savings

**“An object-lesson
for all who teach, write
or make books”**



—William C. Bagley,
Teachers' College, Columbia
University and Editor of
the Journal of the N. E. A.

Professor Bagley's enthusiastic tribute
to Compton's Pictured Encyclopedia
reads in part:

“Underneath the attractiveness is a solid basis of accurate knowledge shot through with a veritable wealth of meaning and significance. The patient and penetrating work of the scholar has been most happily combined with the fine art of the teacher. Nothing that I could say would exaggerate my admiration for the skill with which difficult and complicated subjects have been made clear.”

Leading members of the N. E. A. endorse Compton's Pictured Encyclopedia. Praise its efficiency, laud its completeness. Teachers, school boards, everywhere, are buying it. Compton's Pictured Encyclopedia has been approved by every state where formal approval is issued. Sales are mounting steadily. New records every month. Chicago schools have 306 sets; Buffalo, 108; Boston, 79; St. Louis, 50; Milwaukee, 140; Los Angeles, 108; New York City, 95; Omaha, 31.

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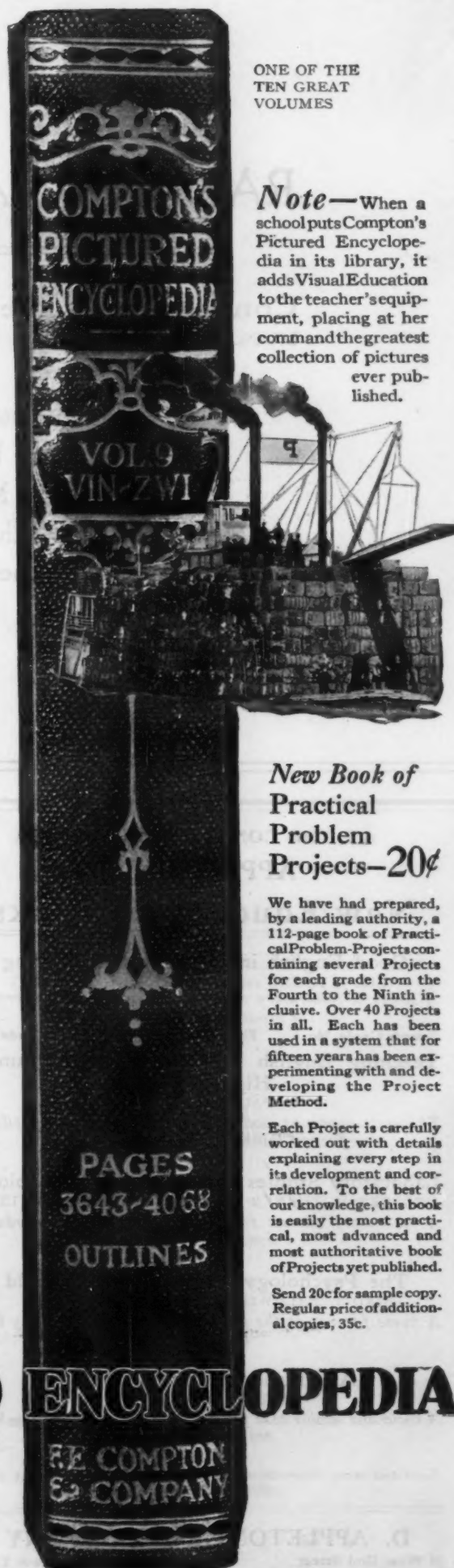
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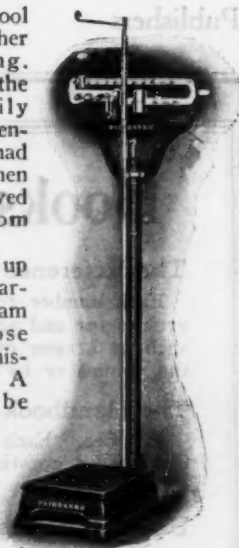


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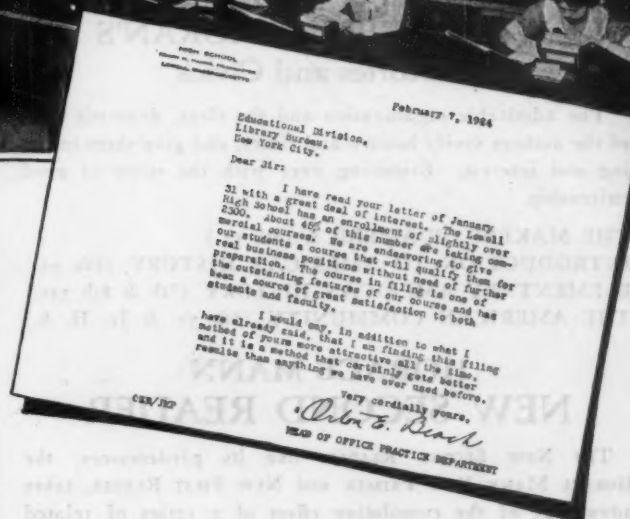
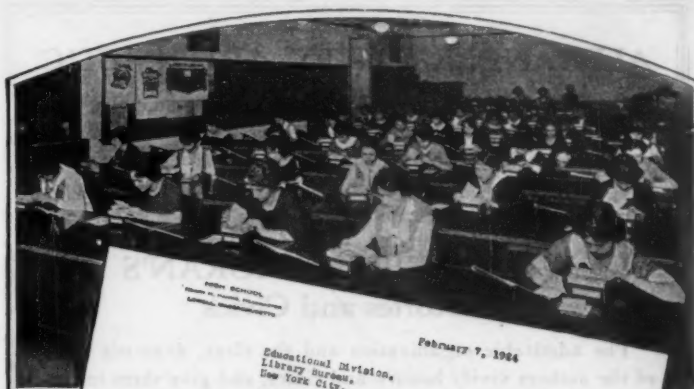
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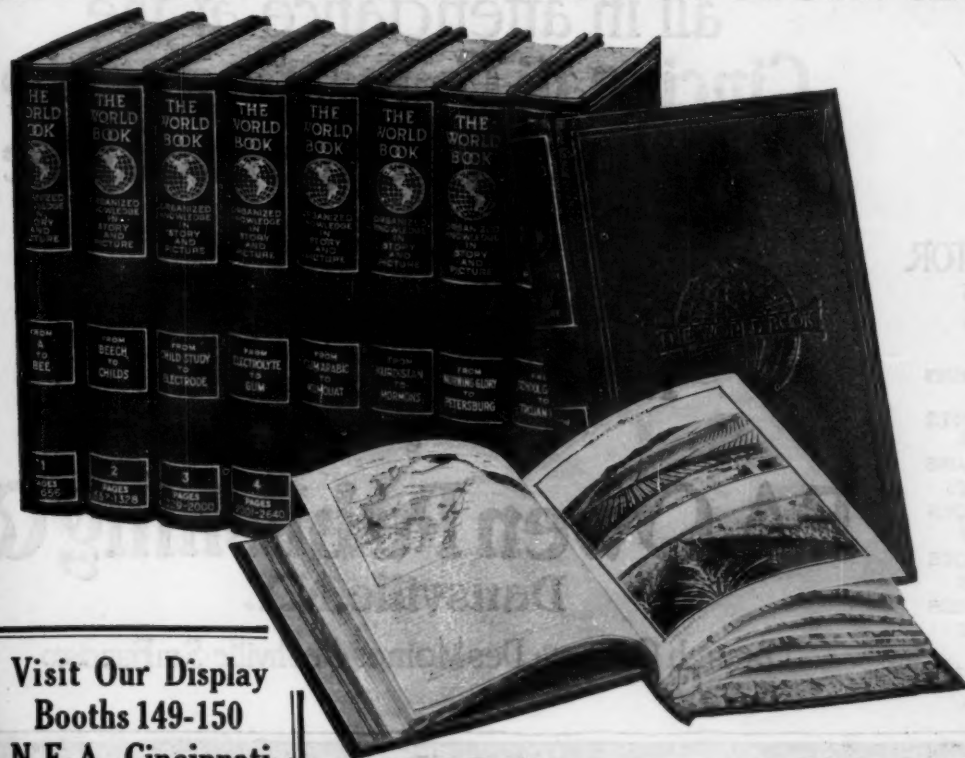
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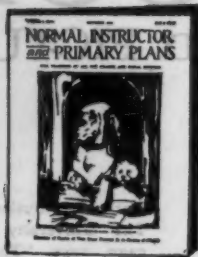
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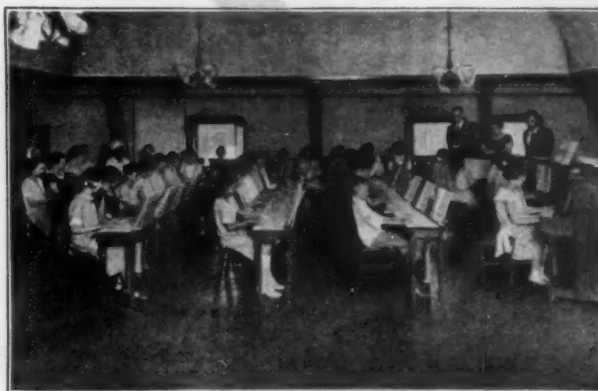
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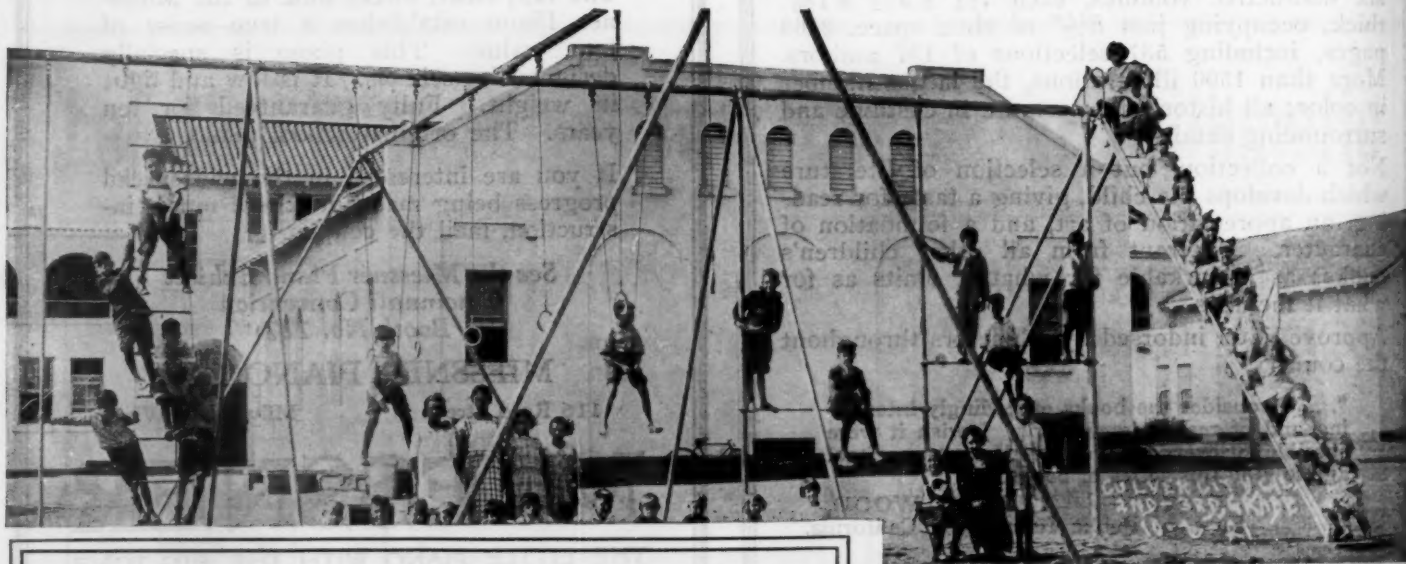
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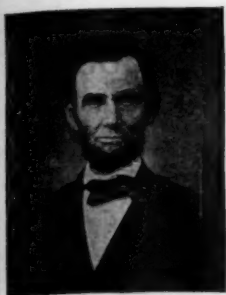
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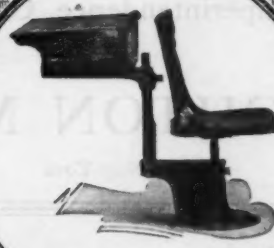
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Department of Superintendence

(Continued from page 76)

The Monday afternoon session includes: The Principal at Work—Service, The Opportunity School, Emily Griffith; Specific Accomplishments of Principals Relieved of Clerical Detail—A Case Study of how it was worked out and is working in (a) Lincoln, Nebraska, Ruth Pyrtle; (b) In Chicago, Illinois, Gertrude Corrigan; One Principal's Definite Results from Advertising the Worth of Education—A Case Study.

Tuesday afternoon's program follows: Some High Lights on The Salary Question—The Relation of the Salary Schedule to the Educational Program, Jesse H. Newlon; How the Single Salary Schedule Worked Out in Ann Arbor, Michigan, Leslie A. Butler; The Principalship as a Community Investment, Julius A. Brands.

The annual dinner will be held Tuesday, 5 P.M., at Hotel Sinton.

On Wednesday afternoon: Various Sources of Inspiration for the Elementary School Principal—Supervision—A Science and an Art, Alfred L. Hall-Quest; The Principal and the Course of Study, James F. Hosic; Supervisory Problems in Relation to Silent Reading, C. R. Stone; Is the Challenge Accepted Acceptably by the Elementary-School Principals? Olive M. Jones.

DEPARTMENT of Rural Education will hold sessions on Monday, Tuesday, and Wednesday afternoons, and on Thursday morning, February 26, in Memorial Hall.

The topic for Monday will be The Eco-

nomie Background of Rural Education. Dr. F. H. Swift will speak on Inequalities in Taxation Revenues and Educational Opportunities, and Aaron Sapiro will speak on Co-operative Marketing and the Support of Rural Education. Open discussion from the floor will follow.

On Tuesday the topic will be Some Outstanding Achievements of Consolidated Schools. The Making of a Citizen at the Whitmell Farm Life School, Mrs. F. C. Beverley; Giving the Rural Community a Good School at Tipton, W. H. Ray; What the Spartanburg Consolidated School is Doing to Educate a Rural Community, Will Moore; The Consolidated School and the Community, Lee L. Driver; Consolidating the Schools of a County, P. F. Williams.

On Wednesday, Developing the Consolidated School. Report of Committee on Rural School Attendance, Adelaide Ayer; Probable Geographic Distribution of Consolidated and One-Teacher Rural Schools, Mrs. Katherine Cook; The County Unit and the Consolidated School, F. S. Richardson; Consolidated School Standards, George A. Selke; The Preparation of the Principal for the Consolidated School, H. A. Tape.

Thursday morning, February 26, will be devoted to Section Meetings. This year only two section meetings are scheduled: (a) State Rural Supervisors and Rural Normal Directors, (b) County Superintendents, Rural Supervisors, and Rural Extension Workers. At 11 o'clock a general business meeting of the Department will follow.

DEPARTMENT of Vocational Education and Practical Arts will hold sessions on Tuesday and Wednesday after-

noons, February 24 and 25, at the Guilford School.

The topic for Tuesday is Measurements as Applied to Practical Arts and Vocational Education. Address, H. A. Toops; Standard Tests as applied to Practical Arts, Charles Patrick and J. J. Seidel; Fundamental Principles Underlying Shop Try Out Courses in Junior High Schools, Boyde H. Bode and C. A. Zuppann; An Analysis of a Study of Graduates of an Industrial Arts Course of the Toledo High Schools, Carl T. Cotter.

At six o'clock, Tuesday evening, the annual dinner will be held.

Wednesday's program follows: The Relation of Measurements to Vocational Agriculture, C. E. Myers and W. H. Lancelot; Measurements as Applied to Home Economics, Clara Brown, Viola Bell, and Emma Conney. A business meeting of the Department will follow.

CITY Teacher Training School Section will meet Monday, Tuesday, and Wednesday afternoons, and Tuesday morning, Feb. 23-25, at the Havlin Hotel.

On Monday afternoon, Feb. 23, the following will be given: Problems of the College of Education, James E. Russell, with discussion by W. W. Charters; Problems of the Training School, J. W. Heckert, with discussion by E. J. Bonner.

The program for Tuesday morning will discuss the Cincinnati Plan of Cooperative Teacher Training. The program follows: The Cincinnati Cooperative Plan of Teacher Training, W. H. Burton; A Brief Outline of the Development of this Plan, Frances

(Continued on page A-40)

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(Continued from page A-38)

Jenkins; Critic Teacher and Coöperating Teacher; A Comparison by One Who Has Been Both, Fannie Ragland; The Product of the Cincinnati Plan in the City Schools, E. D. Roberts.

On Tuesday afternoon, the first number on the program will be a Brief Notice of the New Course for Normal Schools, Frank Webster Smith, secretary. John R. Wilson will discuss The City Superintendent and the City Normal School. The round table discussion will be led by Byron W. Hartley, Herbert S. Weet, and W. Spader Willis.

Wednesday afternoon's program will be held in Hughes High School. The annual business meeting at 1:30 will be followed by a joint meeting of the Cincinnati Teachers' Association and the City Teacher Training School Section. William H. Kilpatrick will speak on The City Teacher and Educational Reform.

COUNCIL of Kindergarten Supervisors and Training Teachers will meet Wednesday afternoon, Feb. 25, in the Gibson Hotel Roof. There will also be a dinner of the Council on Tuesday evening. The officers of the Council are Miss Ella Ruth Boyce, chairman, director of Kindergartens, Pittsburgh, Pa., and Miss Allene Seaton, secretary, 2128 Cherokee Parkway, Louisville, Ky.

Wednesday afternoon's program follows: The Kindergarten from the Superintendent's Viewpoint, Fred M. Hunter; The Kindergarten from the Viewpoint of the Nursery School, Elizabeth Cleveland.

EDUCATIONAL Research Association will hold two meetings Tuesday and Wednesday afternoons, Feb. 24 and 25, at 2:15 in the Woodward High School.

The Tuesday afternoon program will deal with Administration. Fowler D. Brooks will speak on Sectioning Junior High School Pupils by Tests and School Marks; P. R. Stevenson on Class Size and Teaching Effi-

ciency; Fred C. Ayer, Organization of Supervisory Departments; P. T. Rankin, Effectiveness of Half-Time Sessions; M. E. Haggerty, Results in a Child Guidance Clinic.

Wednesday afternoon the subject of supervision will be discussed. The program follows: Specific Objectives in Junior High School Mathematics, Raleigh Schorling; Names and Dates in American History as Found in Eighth-Grade Children's Minds, F. D. Cram; Highest Frequency Questions in Geography Examinations, W. J. Osburn; A Scientifically Graded Booklist for Children, C. W. Washburne; and the Status of Scientific Inquiry Concerning the Relation between Rate and Comprehension in Reading, W. S. Gray.

NATIONAL Association of High School Inspectors will hold two afternoon meetings, Tuesday and Wednesday, Feb. 24 and 25, at the Y. M. C. A.

The Tuesday afternoon program will discuss The Small High School in regard to these features: (1) The Limitations which should be set upon a Three-Teacher High School as to (a) The Programs of Study and (b) Extra-Curricular Activities; (2) The Teacher Problem; (3) The Material Equipment. Discussion.

The Wednesday afternoon meeting will be a round table for clearing up The Problems which Perplex Supervisors and Inspectors of Secondary Schools. Each member is requested to outline one problem and state the method being used to lessen the difficulty. He is asked to provide one hundred and fifty mimeographed copies of his outline for distribution.

NATIONAL Association of Secondary School Principals will hold seven meetings, Saturday evening, February 21, Monday afternoon, Feb. 23, Tuesday morning, and afternoon Feb. 24, Wednesday af-

(Continued on page A-42)

One of our representatives writes:
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—Mary B. Hill

(Continued from page A-40)

ternoon, Feb. 25, and Thursday morning and afternoon, February 26.

The Saturday evening meeting is a joint one with the National Vocational Guidance Association at Parish House, Episcopal Church. The program follows: Report of Guidance Committee of the Secondary School Principals Association, Jesse B. Davis; Guidance, A Point of View, R. T. Hargreaves; Guidance Through Coöperative Part-Time Schooling, Herman Schneider.

Monday afternoon's meeting will be held in Withrow High School. Following the address of the president, A. H. Thomas will speak on The Function of the Secondary Schools in the Program of International Understanding and I. L. Kandel, on The Development Through the Schools. The report of Committee on Rural Schools will be given.

Tuesday morning in Withrow High School, Some Current Problems in Secondary Administration will be discussed by C. H. Judd and the Report of the Committee on College Relations given by Lester B. Rogers. A luncheon will be served in the high school cafeteria.

Tuesday afternoon at Withrow High School, an important business session will be held. A report of the Committee on Audits and Accounts will be given. J. E. Armstrong will give a report of the Committee on Necrology, and Claude B. Briggs will give the report of the Committee on Joining the N. E. A.

Wednesday afternoon, the meeting will be held in Woodward High School. Dr. C. O. Davis will give the Report of the Committee on Curriculum; L. W. Smith, the Report of the Committee on National High School Athletics; R. R. Cook, on the Report of the Committee on Standard Blanks.

Thursday morning at Hughes High School, the following program will be given: Lincoln's Health Program, Homer P. Shepherd; The Principal as a Supervisor; What Becomes of High School Principals, Thomas H. Briggs; and Maintaining High Standards of Scholarship, W. E. Wing.

Thursday morning, a junior high school program, of which Thomas M. Muir is chairman, will be held in the Hughes High School. The following addresses will be given: Selling the Junior High School to the Community, Willis A. Sutton; Recent Developments in the High School Field, James M. Glass; Errors in the Junior High School; discussion.

The Thursday afternoon program at Hughes High School will include addresses by C. A. Buckner and Edwin A. Shaw on the subjects Some Practical Uses of Tests and Measurements in Secondary Schools and The Use of Tests and Measurements as a Basis for Homogeneous Groupings. Discussion. There will follow a report of the Committee on Resolutions.

NATIONAL Council of Primary Education will hold its usual luncheon and discussion program in the Main Roof Ballroom of the Hotel Gibson, Tuesday noon, Feb. 24. Local arrangements are in charge of Miss Anna Logan, assistant superintendent of schools, Denton Building, Cincinnati, through whom reservations should be made.

(Continued on page A-44)

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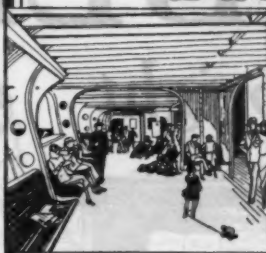
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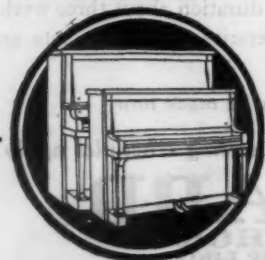
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(Continued from page A-42)

NATIONAL Council of State Superintendents and Commissioners of Education will meet Monday afternoon, Feb. 23, at the Business Men's Club.

The program includes: The Relationship of the State Superintendents and Commissioners of Public Instruction, (a) The General Assembly, Will C. Wood; (b) Interpretation and Administration of School Laws, J. M. McConnell; (c) Vocational Education and Civilian Rehabilitation, A. B. Meredith; (d) State-wide Surveys, Charles A. Lee.

NATIONAL Society for the Study of Education will hold two meetings in Cincinnati Music Hall, Saturday afternoon, Feb. 21, and Tuesday afternoon, Feb. 24.

The Saturday meeting will be devoted to a discussion of Part I of the Twenty-fourth Yearbook of the Society, entitled "Report of the National Committee on Reading." The speakers will be W. S. Gray, chairman of the Committee on Reading, Arthur Gates, Ernest Horn, and Laura Zirbes.

The Tuesday evening meeting will be devoted to discussing Part II of the Twenty-fourth Yearbook, entitled "Adapting the Schools to Individual Differences." The speakers include C. W. Washburne, chairman of the Yearbook Committee, W. H. Kilpatrick, and A. J. Stoddard. A business meeting will follow.

AMERICAN Association of Junior Colleges will meet in the Foyer of the Roof Ballroom, Hotel Gibson, Feb. 20 and 21.

AMERICAN Association of Teachers' Colleges have interesting programs planned for Friday afternoon and all day Saturday, Feb. 20 and 21, at Hotel Gibson. The Friday session will be addressed by R. L. Marquis, Joseph Rosier, and Howard Nudd. A. E. Winship will be the guest of honor at the dinner Friday evening, and speeches will be made by Vernon M. Riegel, Bruce Payne, and John J. Tigert. At the last session there will be reports by W. P. Morgan, H. A. Brown, L. B. McMullen, R. S. Newcomb, N. H. Dearborn, and E. S. Evenden.

CONFERENCE on Health Problems in Normal Schools—An informal conference called by the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association and the American Child Health Association will be held February 19-21 at Hotel Gibson. Dr. Thomas D. Wood will act as chairman. The purpose of this conference is to discuss problems arising in connection with the administration of the health program in teachers colleges and normal schools.

NATIONAL Council for the Social Studies will hold two sessions in McMicken Hall of the University of Cincinnati, February 21 at 9:30 A.M. and 2 P.M.

THE SECOND ANNUAL Council of Executive Secretaries of Teachers' Retirement Funds of the various States will be held Tuesday afternoon, Feb. 25. President of the Council is R. O. Clarinda, Springfield, Ill.; chair-

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Indianapolis, Ind.**ARIZONA Delegation and Visitors—**

All persons now or previously engaged in Arizona schools are invited. Breakfast 8:00 A.M., Wednesday, Hotel Sinton, Main Dining Room.

ASSOCIATION of Teachers of Crippled

Children will hold their luncheon meeting at the Sinton Hotel, Thursday, Feb. 26, 1925, at 12:30—price \$1.50 per plate.

EDUCATIONAL Press Association

will hold a dinner meeting on Monday, February 23, at 6:30 P.M., in the Club Room of the Hotel Gibson.

NATIONAL Conference on Educational Method

will meet at the Grand Hotel, Wednesday afternoon and Thursday morning, February 25 and 26.

NATIONAL Council of Nature Study

and Gardening will hold two sessions on Saturday, February 21.

PUBLIC SCHOOL and college administrators desiring to fill educational positions should avail themselves at the Cincinnati meeting of the services of The National Association of Appointment Secretaries which will hold its second annual meeting Thursday, Feb. 26 at 10 A.M., Hotel Gibson.

THE ADVISORY COMMITTEE for a Teachers Home will meet Tuesday afternoon, at the call of the chairman, Miss Olive M. Jones.



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AFFILIATED ASSOCIATIONS

THE following associations are in addition to the affiliations which have been reported in previous issues of THE JOURNAL.

DARBY, PA., Teachers Institute of Darby, Lillian Kelley, Secretary-Treasurer.
LODI, CALIF., Lodi Elementary Teachers Association, Local and Rural, Mary E. Rathbun, Secretary.
NEWBURYPORT, MASS., Newburyport Teachers Association, Charles D. Montgomery, Secretary.
SHARON, PA., Sharon Teachers Institute, Daisy A. Douns, Secretary.
TRENTON, N. J., Trenton Primary Association, Hazel A. Rutan, Secretary.

ONE HUNDRED PER CENT SCHOOLS

First Section

THE response to the appeal for one hundred per cent enlistment in the profession has been so generous that the reports received more than fill the space previously allowed for them in THE JOURNAL. The following items were held over from the January number.

MANASQUAN, N. J., Brielle School, Eva Voorhees, Principal.
MANKATO, MINN., Lincoln Grade School; Roosevelt Grade School, Mrs. Beatrice Marks, Principal; Union Grade School.
MANSFIELD, OHIO, Hedges School, J. Leo Hartman, Principal.
METUCHEN, N. J., Stelton School, Susan M. Phillips, Principal.
MIDDLEBURG, OHIO, Zane Rural School, Forest Huston, Principal.
MINNEAPOLIS, MINN., Harrison School, Lulie McGregor, Principal; John Hay School, Clarence E. Blume, Principal.
MONMOUTH, ILL., Monmouth Public Schools, H. F. Munch, Superintendent.
MORRISTOWN, N. J., Speedwell Avenue School, Mary E. Merchant, Principal.

MOUNT VERNON, N. Y., De Witt Clinton School, Minnie S. Graham, Principal; Jefferson School, James M. Grimes, Principal; Lincoln School, Martin H. Traphagen, Principal.
MUSKEGON, MICH., Nelson School, Carl A. Stevenson, Principal.
NAPERVILLE, ILL., Naperville Public Schools, O. A. Waterman, Superintendent; Ellsworth School, Margaret Lindsay, Principal; High School, Blanche Graham, Principal; Napier School, Jennie E. Woolcox, Principal.
NORTH ATTLEBORO, MASS., Bank Street School, Arthur J. Mott, Principal.
NORTH BANGOR, N. Y., North Bangor Union School, R. W. Tarbell, Principal.
NORTH EASTON, MASS., Junior High School, Mary F. Conley, Principal; Junior Primary School, North Easton Grammar School, Mary A. Stone, Principal; Oliver Ames High School, Gilbert C. Mann, Principal; Unionville School.
OAKLAND, CALIF., Daniel Webster School, Elizabeth P. Cooper, Principal.
OMAHA, NEBR., Bancroft School, Mary Auston, Principal; Brown Park School, Anna M. Bratton, Principal; Comenius School, Jeannette F. Raggen, Principal; Franklin School; Jefferson School, Clara S. Mills, Principal; Howard Kennedy School, Franc Eaton, Principal; Lincoln School, Pearl McCumber, Principal; Long School, Isabelle Doyle, Principal; Madison School, Mamie G. Beal, Principal; Mason School; Miller Park School, Alice D. Orr, Principal; Monmouth Park School, Ida Blackmore, Principal; Rosehill School, Bess C. Bedell, Principal; Sherman School; South Franklin School, Pauline C. Winters, Principal; Washington School; West Side School, Mary R. Griest, Principal.
OPTIMA, OKLA., Optima Public Schools, G. V. Landers, Superintendent.
PALM BEACH COUNTY, FLORIDA, Palm Beach County Public Schools, Agnes Ballard, Superintendent; Bare Beach School, J. S. Wilson, Principal; Belle Glade School, Miss DuChaine, Principal; Boynton School, Carrie Knapp, Principal; Canal Point School, Thomas Asson, Principal; Delray Grade School, L. W. Currier, Principal; Delray High School, L. W. Currier, Principal; Jupiter School, Glenn Martin, Principal; Kelsey City School, Amanda Snyder, Principal; Lake Worth Grade School, Mrs. Etha Crane, Principal; Lake Worth Junior High School, C. L. Hollingsworth, Principal; North Borough School, W. L. Cox, Principal.

(Continued on page A-48)

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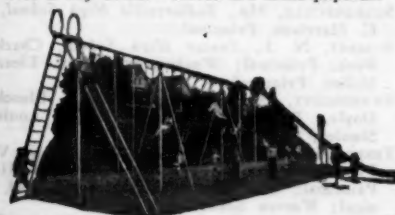
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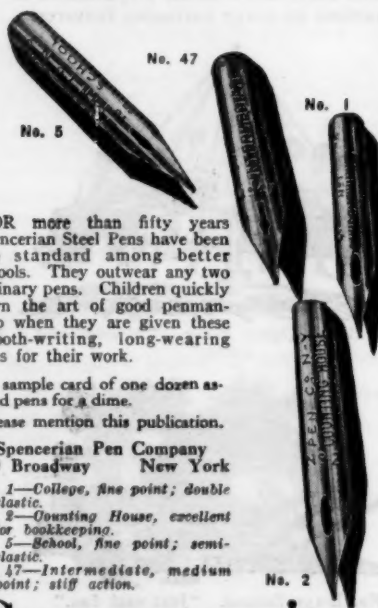
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ONE HUNDRED PER CENT
SCHOOLS

(Continued from page A-46—column 3)

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PEORIA, ILL., Lincoln School, Arthur Verner, Principal.

PITTSBURGH, PA., Bane School, Jane B. Martin, Principal; Knoxville Union High School, C. B. Critchfield, Principal; James E. Rogers School, M. Elizabeth Wolfe, Principal.

PLAINFIELD, N. J., Irving School.

PONTIAC, MICH., Bagley School; Baldwin School; Central School; Crofoot School; Florence Avenue School; Webster School; Wisner School.

PORTSMOUTH, N. H., Farragut School, Alice S. Millard, Principal; New Franklin School, Fannie Chapman, Principal.

PRIMOS, PA., Primos School, Bertha A. Storm, Principal.

PUEBLO, COLO., Central High School, D. K. Danton, Principal; Central Junior High School, D. K. Danton, Principal.

RACINE, WIS., Jefferson School; Gilbert Knapp School; McKinley Junior High School; Winslow School.

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SIoux FALLS, S. DAK., Lowell School, Annama Linter, Principal.

SOUTH EASTON, MASS., Center School; Howard School; South Easton School.

SOUTH PASADENA, CALIF., Las Flores School, Hazel L. Nelson, Principal; Lincoln Park School, Ruby Cleaver, Principal.

SPRINGFIELD, OHIO, Bushnell School, Augusta Wiegel, Principal; Jefferson School, Charlotte Swanton, Principal; McKinley School, Mrs. Edith Stuckey, Principal; Roosevelt Junior High School, Edgar G. Weller, Principal; School for Cripples, Elizabeth S. Walker, Principal; Sunset School, Mary Thrasher, Principal.

STRATFORD, CONN., Sedgwick School, Estelle Robins, Principal.

SUDLERSVILLE, MD., Sudlersville High School, Anna C. Harrison, Principal.

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(Continued on page A-50)

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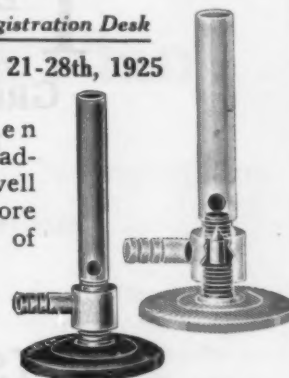
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ONE HUNDRED PER CENT SCHOOLS

Second Section

THE following reports of one hundred per cent schools have been received between December 1, when the list was made up for the January JOURNAL, and January 1, when this section of the February JOURNAL is prepared for the printer. This number of THE JOURNAL carries the peak load of advertising for the year and the program for the Department of Superintendence. The reports for schools which have maintained the one hundred per cent status for two or more years will appear in THE JOURNAL for March.

ALAMOSA, COLO., *Junior High School*, J. A. Leirich, Principal.

ALBUQUERQUE, N. MEX., *Fourth Ward School*, J. R. McCollum, Principal.

ALTUS, OKLA., *Altus Public Schools*, Arty B. Smith, Superintendent; *Junior High School*, Charles Hatfield, Principal; *Senior High School*, Arty B. Smith, Principal; *Washington School*, May Fullerton, Principal; *Wilson School*, Stella Berry, Principal.

ARDMORE, OKLA., *Washington School*, Mrs. C. E. Washington, Principal.

BAKERSFIELD, CALIF., *Franklin School*, Laura Elwood, Principal; *Hawthorne School*, Anne Holgerson, Principal.

BARBERTON, OHIO, *Highland School*, Zorah D. Caskey, Principal.

BEAVER, PA., *Beaver Borough Schools*, David H. Stewart, Supervising-Principal; *Fort McIntosh School*, Maude Harsha, Principal; *Junior High School*, Lincoln School, Mary Griffin, Principal.

BERKELEY, CALIF., *Columbus School*, Due J. Irwin, Principal; *Emerson School*, C. A. Harwell, Principal.

BINGHAMTON, N. Y., *Carroll Street School*, Benjamin F. Cincebox, Principal; *Clinton Street School*, Julia F. Cordon, Principal; *Abraham Lincoln School*, Lucy A. Stone, Principal; *Robinson Street School*, Agnes Cahill, Principal; *Theodore Roosevelt School*, Winifred Emens, Principal; *Rossville School*, Lou S. Rood, Principal; *Saint John Avenue School*, Frances T. Manny, Principal; *George Washington School*, Nellie J. Rood, Principal.

BIRMINGHAM, ALA., *Gramont School*, E. J. Laney, Principal; *Woodward School*, Marie Goar, Principal.

BISBEE, ARIZ., *Bascomb Junior High School*, C. W. D. Chance, Principal; *Don Louis School*, O. C. Arnold, Principal; *Fremont School*, Miss Tiny Mason, Principal; *Garfield School*, Jessie L. Baker, Principal; *Greenway School*, Priscilla Whitehill, Principal; *Lincoln School*, Frances Chamberlin, Principal; *Lowell School*, C. W. D. Chance, Principal; *McKinley School*, Addie Wittig, Principal.

BLUE ISLAND, ILL., *High School*, *Lincoln School*, *Seymour School*, *Whittier School*.

BOISE, IDAHO, *Roosevelt School*.

BRATTLEBORO, VT., *Canal Street School*, Minnie I. Rawson, Principal; *Oak Grove School*, Frances Killion, Principal.

BROWARD COUNTY, FLA., *Dania Grade School*, D. E. Williams, Principal; *Dania High School*, D. E. Williams, Principal; *Deerfield School*, A. E. Maxwell, Principal; *Hallandale School*, F. H. Wade, Principal; *Hollywood School*, Gertrude Brummet, Principal; *Pompano School*, H. L. Johns, Principal.

NOTE—The remainder of this list will appear in THE JOURNAL for March. The officers of the Association appreciate the hearty cooperation of teachers and principals throughout the country. The lists of one hundred per cent schools are much longer this year than last, which indicates that teachers throughout the country are coming more and more to understand the great work that the Association is doing for the advancement of the profession.



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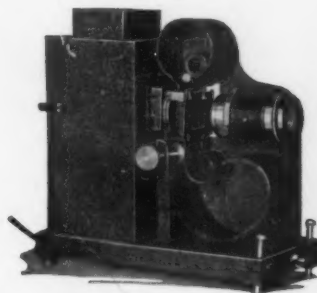
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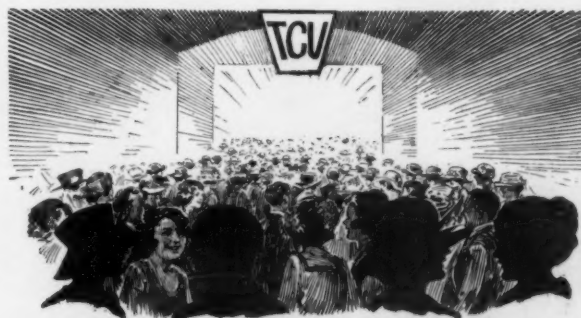
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