

THE JOURNAL of the
NATIONAL EDUCATION
ASSOCIATION

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FOR TEXTBOOKS

Our National Association

Its Early Program of Service

TO READ the presidential addresses delivered before the early meetings of our National Association is to see revealed the infancy of the great profession of teaching. In those days present standards of certifying teachers were undreamed of. The profession had no protection from persons who had neither the training nor the spirit of the true teacher except the growing appreciation of the general public of the importance of education.

A paper outlining some of the purposes of the National Association of Teachers was prepared for the initial meeting in 1857 by William Russell and read for him in his absence. It emphasized the need "for wider and juster views of education and corresponding methods of instruction," and noted "that we may justly expect a large amount of professional benefit to its members." Mr. Russell urged his fellow teachers "in the spirit of faithful and earnest endeavor to do what we can to render ourselves individually and collectively more worthy of its honors by becoming more capable of fulfilling its duties."

"The severest drawbacks upon the elevation of the profession of teaching is to be found in the teachers themselves," said Zalmon Richards in his presidential address in 1858. Mr. Richards analyzed carefully three important points: *First*, "that there should be such an appreciation of the importance of the teacher's work as to accord to all properly qualified teachers a professional character;" *second*, "those who are engaged in any profession are from the nature of the case best qualified to judge of the qualifications necessary to that profession;" *third*, "that public authority should grant to the teachers' profession certain appropriate and legal rights not now recognized which will secure to its members a proper protection and a community of interest."

Mr. Richards referred to the project for a National Bureau of Education and emphasized the importance of creating a National educational agency immediately even if it must be supported by benevolent private wealth.

Mr. Andrew J. Rickoff, of Cincinnati, in the presidential address of 1859, suggested that the Association be divided into two sections, the general and the special. Among the topics which he discussed were uniformity in educational

EVERY TEACHER in America may well be proud of the professional ideals and standards that have been built up by the National Education Association and other organizations working along similar lines. When the National Association was organized, there was no Federal agency even to collect the crudest facts about school attendance, housing, teachers' salaries, training, and working conditions generally. Since that day the United States Bureau of Education has been developed and a Federal Department, with a secretary in the President's Cabinet, is in sight; teacher-training institutions have grown greatly in numbers and in the quality of their work; improved salaries and working conditions have been widely established, but the effort to improve education and make it the mighty force in our life that it is destined to be has only begun. Out of our gratitude to those who have worked for what we now enjoy let us contribute our mite toward further advances. This is the real meaning of membership in the National Education Association. Every teacher in America enjoys the fruits of its labors. Fewer than 140,000 of the 700,000 teachers are helping to pay the bills. How can the rest be reached? The Association is a mutual enterprise. This is your problem.

statistics as between the various States, adult education, reformatory education, the appointment of cadets at West Point on the basis of merit (instead of being the gift of Representatives in Congress), the establishment of a Bureau of Education, and the development of a science of education. Said he: "We have not now a science of education; we have not even the terms of a science, and though we have a few good works on teaching, we have none that pretend to the dignity of a scientific treatise."

Mr. John W. Bulkley, superintendent of schools in Brooklyn, New York, was president of the Association in 1860. The seeds of dissension were abroad in the land and Mr. Bulkley emphasized the relation of education to the government and the life of the people. He believed that the simple "assembling together for the comparing of notes, discussing of topics and systems of education, and in a general exchange of their views on the whole subject, thus promoting acquaintance, forming friendships, inducing visits and forming other social relations, is sufficient inducement to pay for all the expense and time in attending the meetings and would do more to preserve the harmony and union of hearts and States—binding together the same with the silken cords of love, in one holy compact—than all the 'Union Saving Meetings' that have ever been held in the country."

There were no meetings of the Association during 1861 and 1862.

During the August days of 1863, when our Association met in Chicago, the Nation was stirred deeply by the emotions of the Civil war. Under the emotional strain of that hour was forged a program of service suggestive of that to which the Association is now committed.

President John D. Philbrick, superintendent of schools, Boston, Massachusetts, in his introductory address discussed the nature and objects of the National Association. There had been notable presidential addresses in the earlier meetings, but none so definitely and concretely as this committed the Association to specific objectives.

In concluding his address he presented a summary¹ of the recent movements and improvements in education and of what in his judgment ought to be done to promote the cause:

I. Recent movements and improvements—

1. Primary schools have been much improved.
2. Progress has been made in reference to truancy and compulsory education.

¹ National Teachers' Association Proceedings and Lectures, 1863: 58-60. Also Barnard Reprints, pages 322-324.

Salary Schedule in St. Louis, Missouri

Effective December 22, 1924

(This Salary Schedule increased by more than twenty-five per cent the maximum salaries paid teachers of experience and of efficient service in St. Louis)

Classification	Schedule of salaries								
	First year	Second year	Third year	Fourth year	Fifth year	Sixth year	Seventh year	Eighth year	Ninth year
1	2	3	4	5	6	7	8	9	10
High Schools—									
Principal	\$4,200	\$4,400	\$4,600	\$4,800	\$5,000	\$5,250	\$5,500	\$5,750	\$6,000
Assistant Principal	3,200	3,400	3,600	3,800	4,000	4,250	4,500	4,750	5,000
Teachers:									
Head Assistant	2,800	2,900	3,000	3,100	3,200	3,400	3,600	3,800	4,000
First Assistant	2,400	2,500	2,600	2,750	2,900				
Second Assistant	2,100	2,200	2,300	2,400	2,500				
Third Assistant	1,600	1,700	1,800	1,900	2,000				
Intermediate Schools—									
Principal	3,700	3,900	4,100	4,300	4,500	4,750	5,000	5,250	5,500
Assistant Principal	2,800	2,950	3,100	3,250	3,400	3,600	3,800	4,000	
Teachers:									
Head Assistant	2,300	2,400	2,500	2,600	2,750	2,900	3,050	3,200	
First Assistant	1,900	2,000	2,100	2,200					
Second Assistant	1,400	1,500	1,600	1,700	1,800				
Elementary Schools—									
Principals:									
A Class (18 or more rooms)	3,200	3,400	3,600	3,800	4,000	4,250	4,500	4,750	5,000
B Class (14 to 17 rooms)	2,800	2,950	3,100	3,250	3,400	3,600	3,800	4,000	
C Class (10 to 13 rooms)	2,400	2,500	2,600	2,700	2,800	2,900	3,000		
D Class (6 to 9 rooms)	1,800	1,900	2,000	2,100	2,250	2,400	2,550	2,700	
E Class (1 to 5 rooms)	1,800	1,900	2,000	2,100	2,250	2,400	2,550	2,700	
Teachers:									
Head Assistant	1,800	1,900	2,000	2,100	2,250	2,400	2,550	2,700	
First Assistant	1,600	1,700	1,800	1,900	2,000				
Second Assistant	1,200	1,300	1,400	1,500	1,600	1,700	1,800		
Administrative and Supervisory Officers—									
Assistant Superintendents	6,000	6,500	7,000	7,500	8,000				
Assistant to the Superintendent	5,000	5,250	5,500	5,750	6,000				
District Superintendent (Elementary Schools)	5,000	5,250	5,500	5,750	6,000				
12 Supervisors and Chief Attendance Officer	3,200	3,400	3,600	3,800	4,000	4,250	4,500	4,750	5,000
Directors of Divisions of Tests and Measurements and Vocational Counseling	3,700	3,900	4,100	4,300	4,500	4,750	5,000	5,250	5,500
Director of Division of Hygiene	4,200	4,400	4,600	4,800	5,000	5,250	5,500	5,750	6,000

¹ These include supervisors of: Drawing and manual arts, music, penmanship, physical education, primary grades, kindergarten, special schools, English, commercial subjects, social sciences, foreign languages, and physical and biological sciences.

This Salary Schedule carries out the principle of equal pay for equal service regardless of sex. It also applies equally to colored teachers and principals.

3. Much has been done to introduce and to perfect object teaching.

4. Physical education has been greatly advanced.

5. Much has been done to perfect courses of study for high, grammar, primary, and district schools.

6. A beginning has been made in establishing technological and industrial institutes. The establishment of the Massachusetts Institute of Technology, in Boston, is an important movement for the application of science to the practical arts.

7. Public attention has been strongly turned to the subject of military education, and the necessity of competitive examinations for admission to the National Military and Naval Academies is beginning to be agitated.

8. The thorough grading of schools wherever it is practicable has now become the settled policy of all enlightened educators.

9. Great progress has been made in establishing free public high schools.

10. Public libraries in cities, towns, and school districts, have been greatly multiplied.

II. Measures to be encouraged and advocated by the Association for the advancement of popular education—1. The appointment of a professor of education in every important college and university.

2. The appointment of superintendents of public instruction in all States, counties, cities, and important towns.

3. One or more normal schools should be established and maintained at public expense in each State.

4. The teachers of each State should maintain and conduct an educational periodical.

5. Teaching should be legally recognized as a profession.

6. The condition of teachers should be ameliorated by the payment of better salaries and the requirement of less work.

7. Educational associations should be maintained in every State, county, and town.

8. Teachers should devote more attention to the study of the science and art of education.

9. A National bureau of education should be established at Washington.

10. A system of free public schools, comprising the primary, grammar, and higher grades, should be established, and supported by taxation in every State where such a system does not exist.

11. All schools should be graded where grading is practicable.

12. Educational men should be appointed to fill educational offices of every description.

13. Moral and religious training ought to be made much more prominent than it is.

14. The whole rising generation should be instructed in the principles of our republican government.

President Philbrick then addressed to that great audience a parting word of counsel and inspiration well worth recalling:

Let us rejoice that we live in a day and at a period of unexampled opportunities for usefulness and honorable effort. Let us congratulate each other that we have the blessed privilege of assembling in this place, from regions widely remote, to take counsel for the promotion of the moral and intellectual culture of the whole people—the highest earthly interest of society. While our sons and brothers, and friends, are on the field of battle, with arms in their hands, fighting and pouring out their life-blood for the preservation of our National integrity and Union, for the defense of free institutions and Christian civilization, let us strive to act well our part by endeavoring to make our country worthy of such sacrifices and such heroes. Let us remember that peace hath her victories, and that it belongs to us to act a strenuous, patriotic, and heroic part for the welfare of our country, to go forth conquering, and to conquer in the domain of ignorance, achieving those peaceful triumphs which will insure our future prosperity and success, and enable us worthily to fulfil our destiny.—J. E. M.

CALVIN COOLIDGE—Our different States have had different standards, or no standards at all, for child labor. The Congress should have authority to provide a uniform law applicable to the whole nation which will protect childhood. Our country can not afford to let anyone live off the earnings of its youth of tender years. Their places are not in the factory, but in the school, that the men and women of tomorrow may reach a higher state of existence and the Nation a higher standard of citizenship.

THEODORE ROOSEVELT—States' rights should be preserved when they mean the people's rights, not when they mean the people's wrongs; not, for instance, when they are invoked to prevent the abolition of child labor or to break the force of laws which prohibit the importation of contract labor to this country; in short, not when they stand for wrong or oppression of any kind or for National weakness or impotence at home or abroad. . . . The States have shown that they have not the ability to curb the power of syndicated wealth and therefore in the interest of the people it must be done by National action.

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Teachers:									
Head Assistant	2,800	2,900	3,000	3,100	3,200	3,400	3,600	3,800	4,000
First Assistant	2,400	2,500	2,600	2,750	2,900				
Second Assistant	2,100	2,200	2,300	2,400	2,500				
Third Assistant	1,600	1,700	1,800	1,900	2,000				
Intermediate Schools—									
Principal	3,700	3,900	4,100	4,300	4,500	4,750	5,000	5,250	5,500
Assistant Principal	2,800	2,950	3,100	3,250	3,400	3,600	3,800	4,000	
Teachers:									
Head Assistant	2,300	2,400	2,500	2,600	2,750	2,900	3,050	3,200	
First Assistant	1,900	2,000	2,100	2,200					
Second Assistant	1,400	1,500	1,600	1,700	1,800				
Elementary Schools—									
Principals:									
A Class (18 or more rooms)	3,200	3,400	3,600	3,800	4,000	4,250	4,500	4,750	5,000
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D Class (6 to 9 rooms)	1,800	1,900	2,000	2,100	2,250	2,400	2,550	2,700	
E Class (1 to 5 rooms)	1,800	1,900	2,000	2,100	2,250	2,400	2,550	2,700	
Grade and Kindergarten Teachers:									
Head Assistant	1,800	1,900	2,000	2,100	2,250	2,400	2,550	2,700	
First Assistant	1,600	1,700	1,800	1,900	2,000				
Second Assistant	1,200	1,300	1,400	1,500	1,600	1,700	1,800		
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"Adding Refreshment to Our Pails"

A Constant Outgo of One's Self Demands Replenishment

THE RE-LIVING of courses of study, prescribed for our public schools, so that they become real to groups of rioting youngsters and the interpreting of life with honesty, courage, optimism, and enthusiasm is the teacher's service for eight to ten months out of each year. During the school year there is a continuous giving of mental stimulus so that immature minds may be taught to think for themselves. A constant drain is made upon the teacher's knowledge, nervous energy, and spiritual powers. Vacation is the time for a re-stocking of new ideas—means by which the same job can be done better next year, or a bigger job can be filled because of added training. Vacation time, for teachers, should be a time for storing up life's enthusiasms. Tens of thousands of teachers gladly spend several hundred dollars each year to attend summer school, because it is an investment which nets them joy through the larger service they are able to render boys and girls.

How many teachers attend summer school?—The table shows that during the summer of 1924, 72,955 teachers were in attendance at the fifty university and college summer schools reporting, as compared with 70,119 in 1923. Teachers made up 64.7 per cent of the total 1924 summer school enrolment of the institutions listed in the table. These represent a selected group. Thousands of teachers were in attendance at other universities and colleges.

What do summer schools offer teachers?—Teachers attend summer school not merely because it offers a change of environment and contact with books, but because it offers opportunity: *To come in contact with people interested in the same work.* This means an exchange of ideas, a discussion of common problems, and often the discovery that one's own problems are insignificant when compared with others. An outstanding achievement by some one else in the profession is a challenge for larger service. During the school year, the teacher works largely with immature minds. Vacation should be a time when he works with mature minds and enjoys the mental friction that results from rubbing two ideas together.

To meet educational and lay leaders—It is a liberal education to meet

great personalities. One may read their books and accept their theories, but to see them—to know them is a source of inspiration. Summer school authorities

practical experience. In many institutions, the summer school faculties are often stronger than those of the regular sessions.

To learn the newer trends in education—Many teachers work throughout the year in isolated communities, out of touch with the newer movements in education. Summer school attendance puts them in contact with the accomplishments and aims of the profession.

To enjoy elective courses—During the regular college course, often the prescribed work takes up most of a student's time. Summer school offers the graduate an opportunity to come back and indulge in many of the courses that he wanted before and couldn't get. It is a time for cultivating avocations.

To gain college credits toward a degree—Economic pressure often forces a student into teaching before he has completed work for his degree. Or he may have only a normal-school diploma and later wants a college diploma. Summer school offers him a chance to work toward his degree during vacation time. Work for scores of higher degrees is completed during summer school. Many deans of schools of education plan to have their strongest professors in residence during the summer, so that graduate students may be guided in their thesis work. These students come back after a year's teaching full of practical problems and definite questions which they want answered. Many professors admit that they enjoy their summer school class most. The mature summer school students know what they want, and often they request that certain courses be given that will meet their needs.

To re-acquire the student's point of view—The nature of a teacher's work is sometimes apt to make him over-exacting, and perhaps dictatorial. When he attends summer school he has to follow directions instead of giving them; his papers are criticized, sometimes harshly; his lesson assignments are often indefinite, or longer than he wants them; he has to compete with other students who are brighter than he is; and there are some days when he would prefer not going to class. The result is, he goes back to his own pupils more appreciative of their point of view.

To observe new methods of teaching—Demonstration classes such as the Play

Ten Suggestions for Teachers Attending Summer School in 1925

CONSIDER attending a summer school which offers a complete change of scene and climate. The rural teacher will perhaps enjoy the attractions which a large city offers; the city teacher may prefer the summer course given on the coast or in the mountains.

2. Secure summer session catalogues from a number of institutions as soon as they are issued.

3. Study summer session catalogues to find which university or college offers courses in which you are most interested; what outstanding leaders are conducting courses in your field, and what prerequisites are required for these courses.

4. If the membership in a particular class in which you expect to enrol is limited to a small number, mail your application for enrolment in this class as early as possible before registration.

5. Write early for information concerning living quarters. Don't waste the first week of summer school hunting for a place to live.

6. Select one or two courses that will be of greatest help to you in your particular work next year. Consider taking at least one course that is purely avocational. Register for a play course, learn to swim, or renew your pleasure in tennis, etc.

7. Register for a reasonable amount of work. Change of work is a vacation, but overwork is not.

8. Make contacts with people whom you will enjoy knowing. Receptions, outings, and parties are planned especially for summer-school students. Show your appreciation by attending and having a good time.

9. If you are working toward a college degree ascertain whether the courses you are going to take meet the requirements which you think they do.

10. Work hard but have a good time; store up life enthusiasms.

realize this. Each year many short unit courses are given by leaders in education who spend a week or two at several institutions. Educational leaders are invited from abroad. Successful superintendents offer courses out of their rich,

School for little children at the University of California show how theory works out in practice.

To play and learn the technique of new sports—Swimming, folk-dancing, pageantry, tennis, golf, etc., rightly have a place on many summer school schedules. The work of conscientious teachers often suffers because they don't play. Some of them have forgotten how. Summer school is the time when they should be retaught, and recreation habits established. The result to teachers will be more abundant living and a better-balanced perspective. The recreation feature is no small part of a summer school's program.

To browse in libraries—To wander from one bookcase to another, taking down a volume, leisurely going over its table of contents, and reading a chapter or two, then turning to another is one of the chief joys of summer school. In this way many new interests are cultivated, and much general information gleaned.

To take field courses—Summer school courses in botany, geology, and physical geography are often taught out of doors

or at institutions so located that they are particularly fitted for field work. This means that the nature lover can acquire scientific knowledge and enjoy the out of doors at the same time.

To listen to good music, see new plays, and hear inspiring sermons—The rural teacher finds inspiration in the advantages offered by a summer school located in a big city. The city teacher, on the other hand, enjoys courses offered at a summer camp in the mountains.

To gain inner power to carry on—Most important of all is the fuel which summer school adds to that inner flame within each of us that enables us "to carry on."

Summer schools are offering all of these opportunities and many more. As one visits one after another, he finds the foremost educational leaders of the world helping thousands of executives, administrators, and teachers add "refreshment to their pails."—Margaret M. Alltucker.

GOVERNOR ALFRED SMITH, New York—I believe that children are a National asset and their

proper care and early training must be guarded by the Nation while there exists a disposition to ignore this problem in some of our Commonwealths which prevents action for the conservation of child life by the States.

WARREN G. HARDING—Closely related to this problem of education is the abolition of child labor. Twice Congress has attempted the correction of the evils incident to child employment. The decision of the Supreme Court has put this problem outside the proper domain of Federal regulation until the Constitution is so amended as to give the Congress the indubitable authority. I recommend the submission of such an amendment.

WOODROW WILSON—I want to say that with real emotion I sign this bill (Child Labor) because I know how long the struggle has been to secure legislation of this sort and what it is going to mean to the health and to the vigor of this country and also to the happiness of those whom it most affects.

Universities and Colleges Arranged According to Size of Summer School Enrolment

University or College	Summer School Enrolment				University or College	Summer School Enrolment			
	1924		1923			1924		1923	
	Total	Approximate number belonging to teaching profession ^a	Total	Approximate number belonging to teaching profession ^a		Total	Approximate number belonging to teaching profession ^a	Total	Approximate number belonging to teaching profession ^a
Columbia University	12,916	8,529	12,675	8,529	Cornell University	2,070	978	1,937	940
University of Chicago	6,130	4,083	6,364	4,238	University of Pennsylvania	2,051	1,036	2,024	943
University of California	5,215	2,697	6,212	3,831	Pennsylvania State College	1,933	1,649	1,990	1,734
University of Wisconsin	4,772	2,607	4,710	2,846	Northwestern University	1,803	523	1,650	500
Kent State Normal College	3,815	3,815	3,654	3,654	Tulane University of Louisiana	1,673	682	1,704	826
University of Minnesota	3,800	1,600	4,363	1,500	North Carolina College for Women	1,609	1,477	1,339	1,219
University of California (Southern Branch)	3,526	2,281	3,240	2,192	George Washington University	1,600	250	1,445	175
Iowa State Teachers College	3,262	3,262	3,156	3,156	Indiana University	1,561	1,105 ^c	1,707	1,047 ^c
University of Iowa	3,184	2,500	2,619	2,000	Western Illinois State Teachers College	1,471	1,126	1,208	1,014
University of Michigan	3,147	925	3,066	875	Massachusetts Institute of Technology	1,465	40	1,420	10
University of Colorado	3,128	1,564	2,888	1,444	Cleveland School of Education	1,463	1,000	1,242	900
University of Texas	3,102	2,094	2,658	2,230	University of Missouri	1,438	460	1,163	401
University of Nebraska	3,084	2,087	2,569	1,579	Hunter College of the City of New York	1,404	300	894	152
Kansas State Teachers College (Emporia)	2,764	2,700	2,911	2,800	Iowa State Coll. of Agri. and M. Arts	1,374 ^d	508 ^d	1,323 ^d	401 ^d
North Texas State Teacher's College	2,756	1,744 ^b	2,670	1,400 ^b	Southwest Texas Teachers College	1,240	990	1,152	920
Colorado State Teachers College (Greeley)	2,558	2,558	2,285	2,285	University of Tennessee	1,083	788	1,020	766
The College of the City of New York	2,435	75	2,167	100	Boston University	1,058	411	992	395
Michigan State Normal College (Ypsilanti)	2,423	2,100	2,427	2,106	University of Utah	1,055	970	1,111	927
Harvard University	2,422	1,063	2,292	1,084	A. and M. College of Texas	970	120	848	100
New York University	2,419	658	2,140	591	University of Florida	928	700	1,028	775
University of Virginia	2,299	1,150			Johns Hopkins University	812	610	753	560
University of Washington	2,200	1,450	2,100	1,400	Temple University	793	316	855	268
University of Illinois	2,165	1,300	2,064	1,500	Rutgers College	781	560	856	576
Oklahoma Central State Teachers College	2,165	1,623	2,025	1,518	Colored Agricultural and Normal University	693	500	591	450
University of Oklahoma	2,094	958	2,161	966	University of Cincinnati	507	431	348	296
					Total	120,517	72,955	113,942	70,119

^a This number includes classroom teachers, supervisory and administrative officers, and those students who went out to do their first teaching following summer school.

^b Number who have had teaching experience.

^c These figures include teachers in service and prospective teachers.

^d Figures are for first term only.

The Curriculum and Democracy

ARLAND D. WEEKS¹

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IN THESE DAYS of curriculum changes much importance attaches to the principles governing the selection of subject-matter. The choice of studies and the selection of materials for incorporation in studies are matters of outstanding significance, for the information which one secures goes far to determine his life; knowledge may be thought of as constituting an extension of powers such as might come with additional bodily organs.

What are the basic forms of social experience giving rise to corresponding classes of facts? (As human effort proceeds along lines associated with the means of living—with wealth in its essential bearings, it follows that the bulk of knowledge may be readily referred to the economic classification of production, distribution, consumption.

By knowledge of production is meant that which lies at the basis of the creation of wealth. At one time such knowledge was simple, represented by the skill of the fisherman, the herdsman, the hunter, the tiller of the soil, the maker of baskets, of garments and implements. In modern times the producer's knowledge towers high and shows a multitude of forms of specialization. This kind of knowledge is responsible for the immense creation of wealth in modern times and the possibilities of a generous civilization.

A second type of knowledge is concerned with economic distribution. From the beginning of time, rules and understanding have applied to the retention and apportionment of wealth. In primitive times, these rules of distribution were simple and easily understood. There were few concealed assets or strategies beyond ordinary comprehension. As in the case of the knowledge of production, that pertaining to distribution has also undergone great development, as witness bodies of law pertaining to inheritance, taxation, tariffs, real estate, and corporations, and regulatory enactments. The studies of economics, civics, industrial history, law and constitutions are largely identified

with the economic process of distribution. Much knowledge in this field, however, is not instantly available but is brought to light through special efforts on the part of investigators and commissions.

A third type of information, one complementary to the two other kinds named, pertains to use or consumption. Wealth is produced, distributed, utilized. The use of commodities involves knowledge. It is possible to be an educated or an untrained consumer; indeed lack of knowing how to use things to the best advantage is almost equivalent to a state of savagery. What to want and how to use are matters of culture. The production and sharing of wealth fall short when not associated with adequate knowledge of how to make the best use of things.

The bearing of each and all of these types of knowledge upon individual welfare and social organization is important. There is scarcely anything more definitive than the character of one's information. One is made able or rendered helpless through his information. All history reveals the determinative effects of the extent and sort of knowledge available to individuals and to classes. The individual acquainted only with production was slave or peasant. Knowledge of distribution has proved singularly advantageous for possession of wealth. Consumptional or cultural knowledge has commonly distinguished an aristocratic class. Perhaps in no case have these forms of knowledge been wholly separated, but often held in disproportion. A situation historically frequent has been that of restriction to productional knowledge. Accessibility to cultural materials of sorts and to the science functioning for worldly advancement has been less perfect in the ages past than has acquaintance with the primary skills of wealth creation.

Recognition of the fundamental types of knowledge, economically considered, and of their bearing upon careers and democratic fulfillments must be accorded when curriculum revision is undertaken. Somehow the *democratic ideal must be reflected in what the schools present as studies*. After all, the actual informa-

tion provided by the school is its paramount obligation. So far as the school may through its program of studies contribute to democratic realization, it is under high mandate to do so. To what extent the dreams and practical policy of democracy can be realized through the influence of studies may be a matter of debate. Some will emphasize native differences in mentality; others may be sceptical of the power of the school to move the world. Yet with limits recognized, the school, through its instruction and subject-matter, has great potentiality as a formative influence upon society; and such influence is by common consent to be exerted for the common weal.

To align the curriculum with the common welfare involves free access to the basic forms of knowledge. *Differentiation or deficiency of curricula resulting in social disadvantage is inconsistent with democratic purpose*. To train only to be a producer would be to promote a definitely stratified society. To limit access to the training of culture similarly fails of general welfare. To withhold the basic knowledge functioning in economic and civic relations likewise is inequitable. The effective citizen must have adequate knowledge of production, distribution, and consumption. Efficient production, just distribution, and wise consumption are essential features of a democratic society.

The curriculum of the secondary school should accordingly present all three of these forms of knowledge. Certain schools have featured training for consumption or culture; others have been excessively identified with vocational or productional training. In view of the relative importance of the fundamental types of social experience, it is fair to say that in the high school a substantial part of the student's effort should be centered on instruction for production, another part on social, economic, and political studies, and the remaining portion be devoted to learning wise consumption.

The organization of a curriculum embodying the principles stated would necessitate a considerable addition of materials, especially in realistic economics. But there also would be indicated the overhauling of subject-matter designed for training in the uses of prosperity. Likewise in the field of production and vocation, much remains by way of giving access to the elements of wealth creation and laying the foundations for

¹ Author of *The Education of Tomorrow—The adaptation of school curricula to economic democracy*, originally published by The Sturgis-Walton Co., New York, and later taken over and now published by The Macmillan Co., New York City.

universal skill and creative interest. Much of the traditional subject-matter of the high school would need to be discarded as functionally inert for any vital relation; new materials would have to be added, and time-honored subjects taken apart and reclassified for logic of program.

It is a far cry from the curriculum for democracy of a century or more ago to a curriculum for democracy today. Then the requirement was ability to read. The person who could not read

was relatively helpless; he could be put upon, he suffered vocational handicap, he was a source of weakness in self-governing countries. Hence the early statesmen called for literacy and perhaps thought that little beyond reading ability would be required of popular education. *Today, however, the exigencies of democracy raise the educational problem far above the plane of mere literacy, and the issue becomes one of the selection of materials of critical significance for social equilibrium.*

Art Education for Citizenship

C. VALENTINE KIRBY

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ART EDUCATION aims to provide sense training and aid in the discovery of one's own particular aptitudes and interests. This is an important first step towards success and contentment. Moreover, art education aims to lead all to an appreciation of the finer and nobler things in life—that the quality of man's handiwork may be elevated, his recreation made more pleasurable, and beauty and happiness may enter into both man's work and recreation in a larger measure.

The emphasis on a more purposeful art education leads to an interest on the part of the individual in the more attractive home and grounds and to the support of all agencies working for civic beauty and pride generally. Art education aims to call attention to the wanton destruction and defacement of property and through developing regard for fine things to reduce tendencies towards vandalism.

The art instruction in our schools has developed into a valuable publicity agency for setting forth in a strikingly graphic manner the elements of civic and human welfare. Posters, cartoons, and various advertising cards are made by the children for the following purposes: HEALTH; GOOD ENGLISH; BETTER BOOKS; FIRE AND ACCIDENT PREVENTION; CONSERVATION OF LIFE AND PROPERTY; SAVING AND THRIFT; HUMANE TREATMENT OF ANIMALS; COURTESY AND KINDLINESS; "CLEAN UP" CAMPAIGNS; CIVIC BEAUTY AND GENERAL PUBLIC WELFARE.

Children are no longer spending their time in "drawing" classes, painting bananas or carrots, rather they are collecting illustrations of beautiful streets, parks, and lighting fixtures, and are mounting them in a booklet of their own with the title *Our City Beautiful*. They are actually applying their lessons

in color, design, and lettering to improved street signs, "Welcome" signs, lighting fixtures, fountains, and other municipal fixtures. I might add that there is growing up a citizenship that is reacting unfavorably to those advertisers who mar our streets and highways and generally disfigure beautiful scenery. Children are even designing and building model city plans in miniature. They have made beautiful posters, with this appealing message:

THIS IS MY CITY—and because I love it I try to make and to keep it beautiful. Since orderliness is essential to beauty, I will not throw *trash* upon the streets, nor in the parks, nor in any public places. And since health is essential to beauty, I will not *expectorate*, nor do anything to spread *disease germs* in any place where people congregate.

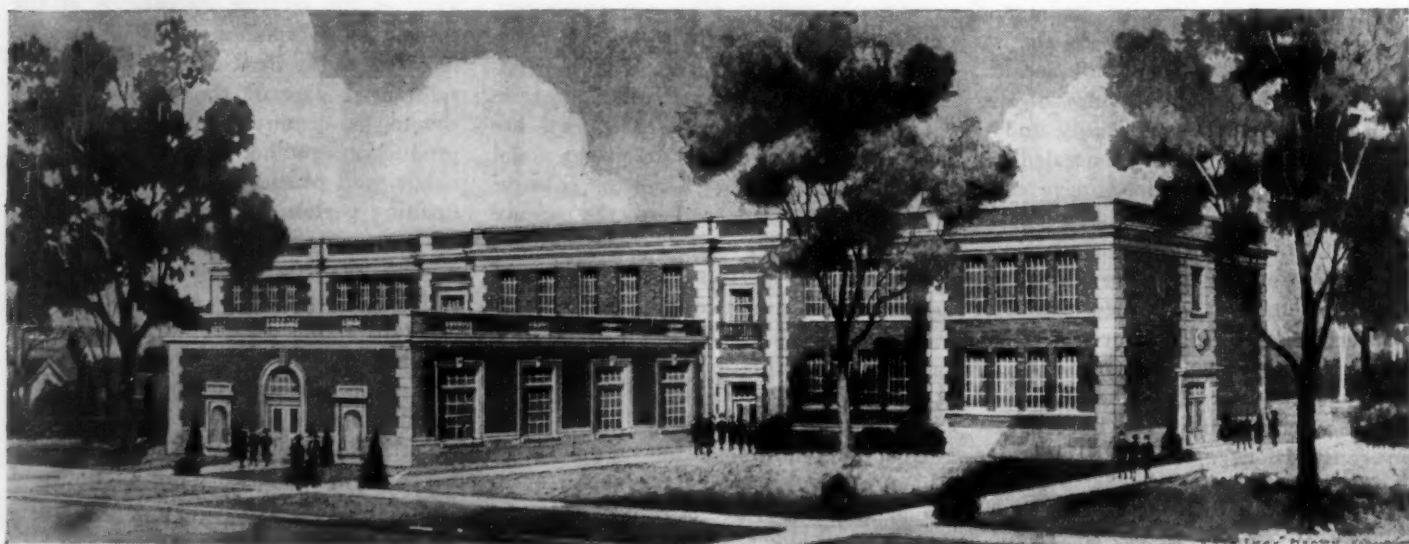
So shall my city be clean and wholesome.
So shall my city become the *City Beautiful*.

These have been effectively distributed in business places. As a part of the Athenian Oath, the youth of Athens subscribed to the following:

Thus, in all these ways, we will transmit the city, not only not less, but greater, better, and *more beautiful* than it was transmitted to us.

Sordidness and ugliness kill pride, invite a disregard for fine things generally, and drive to dissipating recreation.

Beauty should be the inalienable right to all—not claimed alone by the dilettante and a precious few. There is a veritable hunger for beauty. Beauty brings happiness and a spiritual uplift. Our Constitution provided for the pursuit of happiness. An investment in happiness pays big dividends.



THE NEW high school at Thomasville, Georgia, A. Ten Eyck Brown, of Atlanta, Georgia, architect.

Teaching English

DEAN WILLIAM R. INGE

EDUCATION is not the same thing as information. Education is not merely the stuffing of a receptacle with lumps of knowledge that is subsequently disgorged in the same state at the next examination. It is essential that the subjects of education should be made interesting to the pupil and not too remote from his daily life. Otherwise they will be dropped, perhaps with relief, at the earliest opportunity.

Of course, that was not the old idea of education. The old idea was that it should be made a hard grind; the more unpleasant, the better the discipline for the character. That system, which was carried on for many centuries, must have made teaching a fearful strain and learning mere drudgery. The old subjects of education, Greek and Latin grammar and Euclid, lent themselves well to this scheme. It is curious that the philological pedants should have made a strenuous, and almost successful, attempt to capture the teaching of English for their own methods. As I remember, in the scheme they drew up, the unfortunate students had to begin with Maeso-Gothic, Letto-Slavonic, and Icelandic. They were hardly allowed to get to English literature at all. Nearly all those who wished to study English were interested in literature and not in philology. The precursors of English, all these barbarous mediæval languages, ought to be a post-graduate study for those who like it; for ordinary students, English begins with Chaucer.

History of words—Although I would banish from my scheme of English study formal grammar and etymology, inasmuch as they are unnecessary either for reading English or for writing it, nevertheless, I would include the history of words, which is interesting, or may be made so. Such study throws numerous side lights on the history of our country. For example, there are many Latin words which had already passed into the language of our ancestors before they came over to England, such as *street*, *wine*, *butter*, *pepper*, *cheese*, *silk*, *inch*, *mile*, and *mint*. The Christian religion brought in other Latin words, such as *bishop*, *candle*, *creed*, *font*, and so on. There are hardly any British words in our language. The Danes and Northmen gave us words like *law*, *call*, *get*,

give, *hit*, *husband*, *knife*, *leg*, *sister*, *skin*, *scrape*, and *wrong*. Then came the Normans. *Beef*, *mutton*, *pork*, and *bacon* are all Norman words. They also brought words like *master*, *servant*, *butler*, *bottle*, *dinner*, and *supper*. Later in history the Italians taught us music and the fine arts. Most of our musical terms and many which have to do with painting come from Italy. The Dutch were also great painters. They gave us *landscape*, *sketch*, and *easel*. They were also our masters in nautical matters and from them we get many words like *aloof*, *avast*, *hull*, and *skipper*. Then came the Span-

tion conferred a great boon on the country by putting the English Bible into the hands of the people. For centuries, the Bible was carefully read and studied at home by the majority of people, and large portions were memorized. Now, alas! the Bible is comparatively little read purely from the literary point of view, a fact to be deplored. Quiller Couch, commenting on the beauty of the Bible, says it holds a unique place in literature, is a monument, an example, and, best of all, a well of English undefiled.

The value of the classics—I will not follow the history of the gradual emancipation of English. The rejoicings of many are tempered by the fear that the classics may be ousted altogether. They still have a remnant of social prestige, but their real strength lies in their intrinsic merit. We ought not to undervalue the advantages to the mind of a classic training. I have read a remarkable American book quite lately, a questionnaire to business men about the value of a classical education. They nearly all speak favorably of it; some very strongly. I insist that the training should not be purely linguistic, but much may be done by reading the classics in translation. The only way to save the classics is not to try to make it a compulsory subject for the majority, but to introduce translations from some of the Greek and Latin authors as a regular part of education. The classics can no longer be the staple of education.

The classics have acted as a class barrier, rather unfortunately. We must take care that the education that we give in the schools brings the classes together instead of putting them further apart. The study of English ought to bring all classes together. The old education tended to make two nations in the country instead of one. How much social alienation is also caused by differences in pronunciation! The school ought to correct this without killing all the good old dialects.

It seems strange that there should be any doubt about the necessity of teaching English. No doubt, we learn a kind of English at home, but what kind? If a boy is not taught good English, he learns bad. He never learns, if he does not have a good education, the greatest

EVERY teacher in our schools is, or should be, teaching English. This article abridged from the Foundation Oration delivered at Birbeck College, December, 1924, by the Very Reverend William Ralph Inge, Dean of St. Paul's, will be greeted with interest by every reader of The Journal.

ish influence, which brought us words like *ambuscade*, *desperado*, and *renegade*.

The conservatism of education is quite astonishing. The classical tradition comes from a time when Latin was the common tongue of the educated and of the official and religious world, and when Latin and Greek were beyond comparison the greatest literatures. But there is no excuse now for not recognizing that our own literature is as great as the Greek, and perhaps greater than any other.

A Cinderella—Somehow or other, English has always been rather a Cinderella. It was only as late as the fourteenth century that English displaced French in the grammar school. About the same time standard English was established. Standard English is more or less the dialect of the East Midland Counties; that being the dialect spoken at Court and at the Universities and also being the language of Chaucer, it became the standard language of the country. But although our poor boys were quit of French, they were by no means quit of Latin. They did not read the Latin authors much until the Renaissance, but they had to speak Latin. The Reforma-

part of our heritage—our language and literature. It is like a great river fed by tributaries from all sides, a rich and fertilizing current. It gives us a contact with great minds. It gives us a bond between the past and present.

Expression and thought—Those who cannot express themselves clearly can hardly think clearly. To find the right words for our thoughts clarifies them, enables us to impart them to others, and leads us on to further improvement. We ought to instil into all our pupils a pride in the English language—one of the finest vehicles of thought ever invented. Let me quote from John Galsworthy: "I often wonder, if I did not know English, what I should think of the sound of it well talked. I believe I should esteem it a soft speech, very pleasant to the ear, singularly free from guttural or metallic sounds, respectful, dignified, and friendly. I believe I would choose it, well spoken, before any language in the world as the medium of expression of which we should tire last. Blunt though it be, it has acquired a rich harmony of its own, a vigorous individuality. It is worthy of any destiny, however wide." Tennyson somewhere expresses the rather bold opinion that English is as euphonious and less monotonous than Italian.

World importance of English—The world importance of the English language is steadily growing. As long ago as the war between China and Japan the commanders of the two belligerents, when they had to confer with each other, talked to each other in English. Rabindranath Tagore told me that his works are read in India in English by a far greater number of people than in Bengali. It is most extraordinary, if you go to either Sweden or Norway, to find how everybody can speak English, and most of them uncommonly well. But how awful it is to hear that the German commercial traveler has been deliberately taught an exaggerated Cockney accent. Even in France, the most self-sufficing of countries, in which knowledge of foreign languages is, or was till lately, rare, a great deal of admirable work has recently been done on our literature. In Germany and Scandinavia, excellent works on English philology are produced almost every year.

The use of leisure—Would it be rash to say that the chief aim of education is to teach the proper use of leisure? The soul is dyed the color of its thoughts. Many people do not know how to spend an idle hour. They either go to sleep,

indulge in inane chatter, or read newspapers or light novels of the most vulgar type. The mark of a civilized man is the way he uses his leisure, so we want to make all our pupils love reading, and the right reading. Matthew Arnold says: "The importance of reading, not slight stuff to get through the time, but the best that has been written, forces itself upon me more and more every year I live. It is living in good company."

Just a word in favor of reading aloud. That can and should be taught in schools. Those who read a great deal tend to read too fast, and reading aloud forces one to read at just about the right pace. You

IT IS CHIEFLY through books that we enjoy intercourse with superior minds, and these invaluable means of communication are in the reach of all. In the best books great men talk to us, give us their most precious thoughts, and pour their souls into ours. God be thanked for books . . . No matter how poor I am—no matter though the prosperous of my own time will not enter my obscure dwelling—if the sacred writers will enter and take up their abode under my roof, if Milton will cross my threshold to sing to me of Paradise, and Shakespeare to open to me the worlds of imagination and the workings of the human heart, and Franklin to enrich me with his practical wisdom, I shall not pine for want of intellectual companionship. — William Ellery Channing.

cannot read aloud as fast as to yourself. That is an advantage if the book is good. Good literature, especially good poetry, was meant to be read aloud. Fancy enjoying music by reading the score without hearing the sound.

Dramatic reading in class, boys taking different parts, is very useful. The advantage of Shakespeare in education can hardly be exaggerated. Somehow or other, Shakespeare is the quintessential Englishman, and almost all boys, however stupid they may be in other ways, really enjoy Shakespeare.

Learning by heart—I believe in learning by heart. Some people think it a waste of time. I do not. What you learn by heart before the age of 14 is more or less a possession for life. I have tried in later life occasionally to learn a piece of poetry. I can learn it, but I cannot remember it! The poetry I learned as a schoolboy I still know.

Composition—Many attacks have been made on Greek and Latin composition. They say results are not good. That is

a mistake. The object of teaching boys to write is not to produce masterpieces, but to affect their whole manner of reading. They look for beauties of style to imitate; they look for correspondence of meaning between Greek and English idioms. All that is a valuable part of learning. Moreover, there is the joy of making and doing something, which is, perhaps, the greatest secret of education. What boys really like is making something for themselves, whether carpentry or drawing or painting. Give them something that they can be proud of, and they will be happy. If you only load their memories, they will not. There is pleasure in writing even poor verses in English, Latin, or Greek. I would certainly encourage the writing of English verses as part of the teaching of English.

Essays—As to essays, I know that opinions differ. Essays may perhaps be begun too early; they may, on the other hand, be put off till too late. Various experiments have been tried with success in essay writing, leaving the choice of subjects to the pupils or preparing the subject in advance and the essay being written in class. Sometimes the pupils are invited to criticize each other's work.

The study of English ought to be encouraged, because the language, like everything else, is subject to wear and tear. The effect of journalese and, I venture to say, of America is not altogether good for our language. Language needs care; so does pronunciation. The Poet Laureate, Bridges, said he would like to preach a sermon on "Do not *er*, my beloved brethren."

Our most precious inheritance, our English language and literature, will not quite take care of itself. It belongs to that class of spiritual values which is indefinitely increasable, and in which one man's gain is not another man's loss. The study of our great authors elevates the character, purifies the mind, and instils a love of one's country, and of all things good and beautiful and of good report. It is the most important thing in the whole of our education, and in the future it must and should be the staple of our teachings; build other things round it, if you like, but let English be the center. It will bring all classes together and will prevent that narrowness and vulgarity which is in every country far too prevalent. Therefore, whatever views we hold about education, however much we may value science or the classics or anything else, let us put nothing before the study of our own noble language and literature.

The Pedagogy of Better Homes

JAMES FORD

*Executive Director, Better Homes in America
Washington, D. C.*

A PRIMARY MOTIVE in the movement for better homes in America is to encourage instruction in home economics and home life in the public schools. From the inception of the better homes movement, the schools have played a prominent part. It is planned that this year this important rôle will be largely extended.

The whole-hearted coöperation of the public schools in better-homes demonstrations is clearly caused by a recognition on their part of their almost unique prerogative in educational extension for the raising of general standards of living.

One of our activities in connection with the schools at this time is the most extensive survey of the school practice house movement yet undertaken. This is being done by a specialist in the subject, Miss Blanche Halbert, under my direction.

In the thousand odd demonstrations of better homes conducted by local committees throughout the United States during the 1924 Better Homes Week, approximately one hundred school practice homes were opened to the public with appropriate lectures and demonstrations. In several hundred other communities, teachers coöperated in the program for better homes and pupils demonstrated the arts of cooking, table setting, bed-making, furnishing partially or

completely rooms in the demonstration home. One school which stood out prominently for the quality and comprehensiveness of its participation in the campaign was the Penn Normal Indus-

trials and Agricultural School of St. Helena Island, South Carolina.

The work was organized by teachers of the Penn School and it was intended from the first that the "better home" to be demonstrated would be used permanently after the demonstration as a school practice house for classes in home economics.

One of the boy pupils of the Penn School drew the plans for the house



BOYS of the Penn Normal Industrial and Agricultural School at work on house demonstrated by Better Homes Committee, St. Helena Island, South Carolina, 1924.

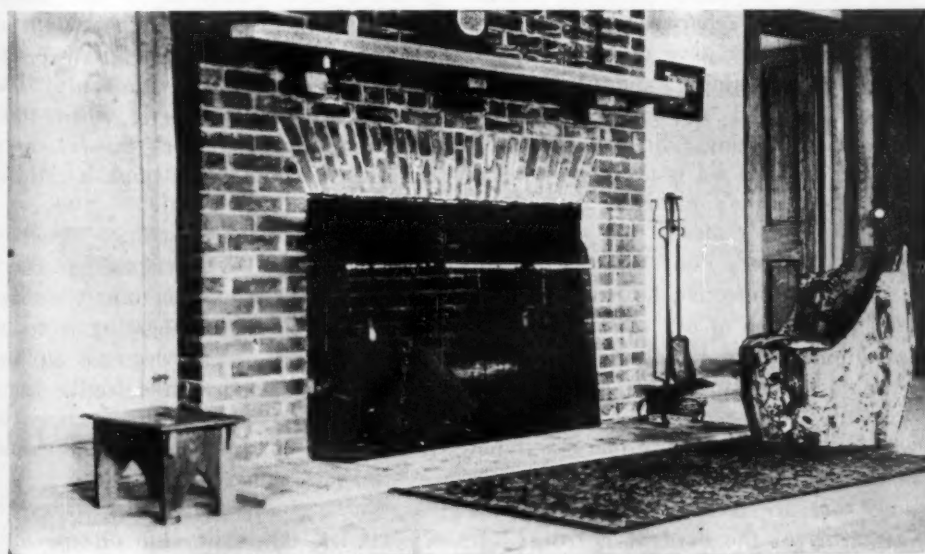
trials and Agricultural School of St. Helena Island, South Carolina.

This island, eighteen miles long and four miles wide, is situated off the coast a short distance, not far from Beaufort. It has a population of 5,500 negroes and only half a hundred whites. Most of the negro islanders are small farmers and own their homes. St. Helena Island won a prize in the 1923

These plans were inspected and corrected as to details by one of the teachers, and finally approved, with only minor technical changes, by a New York architect of high standing.

The plans called for a five-room, one-story cottage, suited to the needs of the average family of islanders. A careful estimate of the cost was made by the pupils of the school, the figures reached being \$1,520.70. Actually, the final cost was slightly above this—\$1582.68. The house consisted of a combined living and dining room, kitchen, bedroom, bathroom, nursery, and laundry. The house was built by boys in the industrial classes.

Erection and demonstration of the practice house aroused the most intense interest throughout the Island. The registered attendance at the demonstration during Better Homes Week, May 10-18, 1924, was 2207—nearly half of the population, some of whom had to travel many miles to be present. To all visitors, the cost of the house and how it might be financed and built were made clear. It was also demonstrated to visitors by the pupils and teachers of the school how easy it was to beautify a home at small expense. Much of the



THE FIREPLACE suggests comfort, meditation, and good cheer. Here is the center of the demonstration home, St. Helena Island, South Carolina.

furniture of the school practice house was the work of the pupils in the carpentry department of the school.

The better-homes campaign in St. Helena Island had other features, including lectures, contests, exhibits, and demonstration of various kinds, which were largely attended. A canvass was made of the Island to note what had been done to better homes in the year which had elapsed since the prize-winning 1923 demonstration, a prize being offered for the greatest improvement found in any home. The prize winner was a former pupil of the Penn School,

who had built and painted a five-room cottage, made and whitewashed the fence, made his own porch furniture, and planted twenty-five fruit trees in his yard. The second prize winner had remodeled his house, adding four rooms, beside planting a garden and trees and refurnishing the house.

There can be no question of the pedagogical value of a school activity of this sort, which coördinates the work of many school grades and departments in an absorbing and vital enterprise for the service of the school and the community.

How Is Your Hearing?

FRED DE LAND

IS YOUR sense of hearing poor, fair, good, or trained? What will an honest classification show? Don't try to cheat yourself. If your hearing is not good, confide at once in your family physician, or some day you may be sorry when it is "too late." A majority of cases of ear troubles are curable, if medical aid is sought in time.

The question is often asked: "What proportion of the population of our country have impaired hearing?" The writer believes that 25 per cent have impairment of hearing in one ear, if not in both ears. Unfortunately, there are no authoritative statistics covering the entire country that show just how many among all the people have a lessened acuity of hearing. There are census statistics enumerating the so-called "deaf-mutes"; but for each individual enumerated under that classification, there are more than a hundred hearing persons, who were taught only in schools for hearing children, yet whose hearing is now more or less defective.

A university professor is quoted as stating that 80 per cent of all the people have defective hearing in one ear, if not in both. The experience of one physician, combined with information received from colleagues and from professional literature, led him to state that 50 per cent of the total population of our country had defective hearing; another physician estimated that 30 per cent of all the people in all civilized countries were gradually losing their hearing, or had lost it. There are other published statements. But all are merely estimates. An explanation of the remarkable variation between the percentages

recorded in some of those estimates may possibly be that each estimate is based on the number of persons with impaired hearing in, possibly, one of the sections in which there are known to be a relatively larger number of persons with impaired hearing than in other sections.

After carefully analyzing estimates of the total number of persons with defective hearing, in which the percentages ranged from more than 25 per cent to more than 80 per cent of the total population of our country; and after studying all available information on the subject of the prime causes of impaired hearing, more especially where vanishing in adult life, the writer believes that at least 25 per cent of all the people in our country have an impairment of hearing in one ear, if not in both ears. In some there is a total loss of hearing; others are hard of hearing; while many have quite a remnant of hearing remaining, and could properly be classed as having a "fair" amount of hearing. Some are curable cases, if medical aid is promptly sought.

If the writer's estimate is substantially correct, it means that an average of one in every four persons in our country has defective hearing. As the total population of our country is about one hundred and twenty millions, this estimate also means that there are about thirty millions of people in our country with impaired hearing in one ear if not in both ears. Are you one of the millions that are on the way to join the vast army of the hard of hearing? If there is any doubt, seek medical assurance at once. Sooner or later many of

these thirty millions will wonder why they failed to perceive the wisdom of conserving the sense of hearing. Then they will realize that while a new set of teeth to replace a lost set may be purchased at a reasonable price, the contents of a diamond mine cannot buy a new sense of hearing, once hearing is definitely lost.

It is true that electrical and mechanical aids to hearing can be purchased, and that some are really helpful; and that one can learn to read the lips, which is really the most helpful of all forms of alleviation, provided a good efficiency is attained. But all these are merely forms of alleviation, serviceable as means and methods of alleviating a heavy handicap. Yet all are poor substitutes for good hearing.

An important point to remember is that there are now relatively far more persons with defective hearing than there were eighty years ago, and that should this increase continue in the same ratio during eighty years more, then it is probable that every other person will be hard of hearing. Can you imagine such a condition?

Forty years ago Alexander Graham Bell, who was a strong advocate of the conservation of hearing, told the teachers at a meeting of the National Education Association that "few teachers have any idea of the prevalence of imperfect hearing among their pupils, or in the community at large." Two years later in reply to the questions of a *Tribune* reporter, he told of some tests he had been making of the hearing of the pupils in the public schools in New York City, and stated that "there are probably 1400 children in the public schools of this city, who, on account of defective hearing, should be given special advantages." Dr. Bell also said: "The scholars know, of course, when their hearing is bad, but the teachers, as a rule, do not, and often think a child is dull when it is only deaf."

The remedy? Organize "conserve hearing" clubs or societies in every school and in every community. Explain that to conserve hearing is to be patriotic. For every decrease in the number of persons with defective hearing means a corresponding increase in the average efficiency of the individual units of our country.

THERE is a golf club on the hill, and every sunny day the toiling children in the mill can see the men at play.

The Proposed Child Labor Amendment¹

JOHN A. RYAN, D.D.

Professor of Moral Theology and Industrial Ethics at Catholic University of America, Washington, D. C.

IT INTERFERES with the family."—On the occasion of its refusal to ratify, the Senate of Georgia passed a resolution declaring that the Amendment "would destroy parental authority and responsibility throughout America, would give irrevocable support to rebellion of childhood which menaces our civilization, would give Congress not only parental authority but State authority over education It would place Congress in control in every home in the land between parent and child."

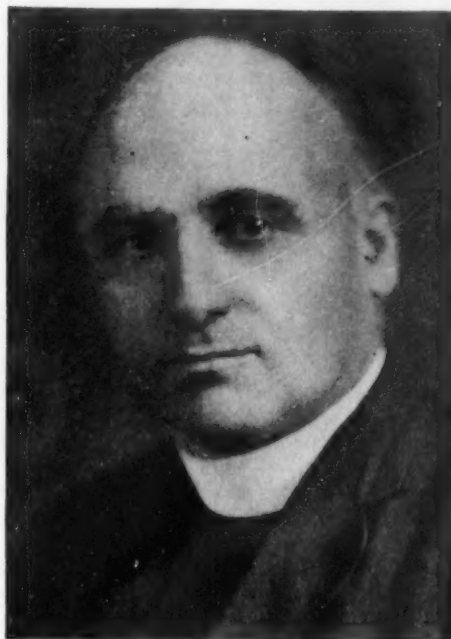
According to this amazing statement, the proposed amendment would give Congress powers over children which are not now possessed by any State. This is diametrically opposed to the truth and the facts. Every State in the Union at present enjoys all the authority that Congress would derive from the proposed Amendment. Whatever control Congress could exercise under the Amendment can be exercised now by Georgia, or Oregon, or Michigan, or any other State. No competent lawyer would dispute this proposition.

Hence, it is a gross perversion of fact to assert that "the proposed Amendment would enable Congress to take the control of children out of the home." The power vested in Congress by the Amendment would be subtracted, not from that of the parents, but from that of the States. Family control and authority would remain essentially and exactly what they are at present.

To be sure, laws passed by Congress under the amendment would interfere to some extent with parental control, but so do all the child labor statutes which have been enacted by the various States. So much is involved in any civil regulation of child labor, or of any other aspect of child welfare. Yet no one thinks of condemning such regulations when they proceed from a State legislature. If those who oppose the Amendment out of concern for parental control were logical, they would go a

step further and agitate for such amendments to all the State constitutions as would prevent the States from enacting child labor legislation. Only thus can they secure that kind of "protection for the home" which they seem to think necessary.

The Catholic doctrine is expressed by Pope Leo XIII, in the Encyclical on



FATHER JOHN A. RYAN, D. D.,
working as Director of the Department of Social Action of the National Catholic Welfare Council, was a member of the group that framed the Child Labor Amendment and urged its passage through Congress.

the *Condition of Labor*: "If within the walls of the household there occur grave disturbances of mutual rights, the public power must interfere to force each party to give the other what is due; for this is not to rob citizens of their rights, but justly and properly to safeguard and strengthen them." The rights and welfare of children are protected by State statutes, which, as a rule, do not exceed proper bounds in the attempt to attain their objects. There is no reason to suppose that Congressional legislation on the same subjects would be less just and moderate.

"It enables Congress to control education."—An article in a recent issue of a widely read Catholic weekly asserts that under the doctrine of "implied rights" the proposed Amendment would empower Congress to require children to be "raised in such federal institutions as Congress saw fit to establish, with or without such instruction as Congress might determine."

This assertion is astounding in its recklessness. After all, the doctrine of the "implied powers" of Congress is fairly well defined in the decisions of the Supreme Court. It does not authorize anything of the sort suggested in the sentence quoted above. It simply permits Congress to enact whatever legislation is necessary for the exercise of powers expressly conferred by the Constitution. For example, the Constitution gives Congress authority to establish post-offices and post roads; this grant of power has been construed to imply that the Post Office Department may own the buildings in which its work is carried on, the wagons in which mail is collected and delivered, etc. On the other hand, the implied powers of Congress have never been construed or extended to take in objects reserved to the States. Education is one of the matters thus reserved. It cannot, under the guise of powers implied in a child labor constitutional provision, come under the control of Congress. Only by a constitutional amendment specifically conferring such authority could Congress validly interfere with education in the manner feared by the objectors whom we are now considering.

"The eighteen-year age limit is too high."—The objection is urged that Congress should not be empowered to regulate child labor up to the age of eighteen years, when the best State laws keep within the limit of sixteen years. This is a surprisingly inaccurate statement. In forty-six of the forty-eight States certain kinds of child labor are prohibited up to the age of eighteen, and in several States even beyond this limit, for example, extrahazardous labor, night work, and work in excess of eight hours per day. Under the proposed

¹ No more forceful document has appeared in the campaign for the ratification of the Child Labor Amendment than Father Ryan's analysis of the objections to the measure, from which these abstracts are taken.

Amendment, Congress is properly given the power to make similar restrictions. Had the upper limit been placed at sixteen years, Congress would be unable to throw these necessary safeguards about children between the ages of sixteen and eighteen. On the other hand, it would have been impracticable to insert in a Constitutional Amendment a detailed enumeration of all the conditions under which Congress might regulate the labor of children above the age of sixteen. The only proper course was to give Congress complete power in this field, trusting that the power would not be misused.

"The proposed amendment gives Congress exclusive power over child labor."—This amazing assertion is found in a pamphlet written by the General Counsel of the National Association of Manufacturers, and issued from the office of the Secretary of that organization. Anyone who takes the trouble to read the proposed Amendment will find a direct contradiction of this charge in the language of the second section. It is there expressly stated that the power of the several States over child labor remains unimpaired except to the extent necessary to give effect to Congressional enactments. The only power taken away from the States by the proposed Amendment is that of maintaining less adequate laws than those which might be passed by Congress. State laws which agree with the Federal statutes or which set up higher standards, will continue to have force and validity. Industrial conditions are sufficiently similar throughout the country to justify a uniform and universal minimum of legislative standards. Children in all parts of the country are sufficiently alike to need a uniform minimum of protection. No one will seriously contend that the standards set up in the two Federal laws, which were declared unconstitutional, give too much protection to the children of any State.

"The regulation of child labor is a local, not a National matter."—Within certain limits, this statement is correct. Every State has ample power to protect the children within its borders from industrial oppression and injury; and for various reasons it is better that this duty should be performed by the State legislature than by Congress. But many of the States have pertinaciously and obdurately refused to provide adequate protection. This situation would seem to justify intervention by the Federal Government. At any rate, there is no sound principle, whether of politics or of

ethics, which forbids such intervention. To assert that Federal authority should never, no matter how evil the conditions, be invoked on behalf of a class

authorities are cruelly indifferent. It is a question of political expediency, not of political principle.

"The proposed amendment is socialistic."—This charge has a familiar sound. It has been used against almost every political and industrial reform that has been brought forward since the war. Owing to excessive injudicious use, its effectiveness has been largely discounted.

Concluding observations.—On what principle can any believer in democracy withhold from Congress the power to legislate on the subject of child labor? This subject differs radically and essentially from freedom of religion, of speech, or assemblage, and from all the other fundamental rights protected by the Constitution. All these are vital to human welfare, and they have been vindicated by centuries of experience and the substantially unanimous support of enlightened communities. It is not reasonable that Congress should have the power to abolish them through the simple process of a majority vote. Very properly these rights have been incorporated in the Constitution.

Child labor enjoys no such status, either in reason, in experience, or in public opinion. Its regulation by the Federal Government would jeopardize no individual right. Whether Congress should legislate on this subject is purely a question of political expediency. The man who refuses to give Congress discretionary power in this debatable field, this field of mere political prudence, is not a consistent democrat. He does not believe in majority rule. He accepts the principle of minority rule, inasmuch as he desires that a little more than one fourth of the States should prevent Congress from obtaining the power to determine a question which involves no fundamental rights.

This distrust of democracy recalls the attitude of men in other days who opposed the transfer of legislative power from the king to parliament. In those days, the anti-democrats put their trust in an autocratic monarch. Many of the opponents of Congressional power over child labor put their trust in the limitations of a Constitution which was framed by men who could not have foreseen the industrial conditions and needs of today. They believe in government by "the dead hand." Since they can no longer take refuge in the absolute power of a king, they have recourse to a Constitution which in some respects necessarily falls short of being adequate. It is an illogical philosophy and a lost cause.

TRUTHS AND HALF-TRUTHS ABOUT CHILD LABOR

The upper figures in the table below are being circulated by opponents of the Child-Labor Amendment as representing the whole truth about child labor in the United States. These upper figures show only the children 10 to 15 years of age (inclusive) employed in gainful occupations.

The lower figures are the REAL totals, the children 10 to 15 years of age (inclusive) employed in gainful occupations. Opponents of the Amendment would ignore our hundreds of thousands of 14- and 15-year-old workers.

Source for upper figures, Washington Service Bulletin (Nov. 15, 1924), published by the National Association of Manufacturers.

Source for lower figures, "Children in Gainful Occupations," 1920, published by the U. S. Bureau of the Census.

	Extraction of Minerals	Manufacturing and Mechanical Industries
Connecticut		210
		7,004
Georgia	9	560
	53	4,384
Illinois	41	609
	251	11,714
Indiana	16	213
	226	4,744
Maryland	1	147
	27	3,794
Massachusetts		366
	7	23,753
Missouri	17	256
	141	4,816
New Jersey	1	360
	15	15,630
New York	1	603
	20	17,842
North Carolina	5	520
	30	7,697
Ohio	25	291
	347	4,874
Pennsylvania	195	865
	3,392	27,821
Rhode Island		79
	2	6,979
South Carolina	3	272
	11	3,829
Virginia	25	309
	188	3,596
Wisconsin	2	88
	7	5,515
United States	647	9,473
	7,191	185,337

There are 1,060,858 child laborers in the United States (U. S. Census). This table covers two industries which account for 185,337 of these children, showing figures from sixteen States where large numbers of children are under exploitation. Common humanity demands that teachers use their influence with editors and legislators to see that the situation is understood and corrected.

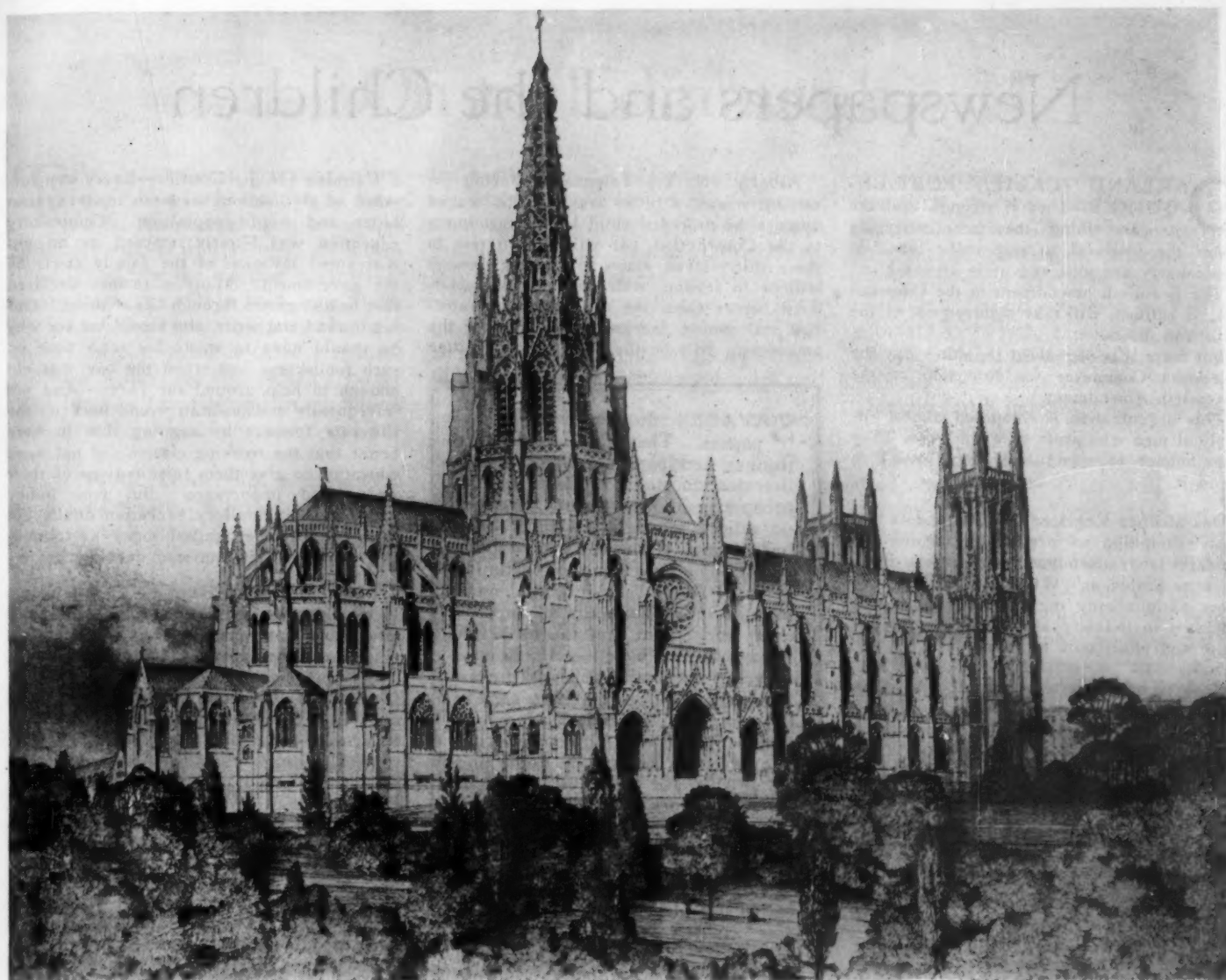
which is the victim of State indifference and negligence is to lay down a principle which is purely gratuitous and doctrinaire. After all, the exploited child workers in the negligent States are citizens of the United States. As such, they may reasonably ask that the Federal Government be empowered to safeguard their natural rights when the local

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Cram & Ferguson, Architects.

CATHEDRAL OF ST. JOHN THE DIVINE, New York City, as it is to appear when finished—magnificent in architecture, a treasury of art, a shrine of ideals that have been forged throughout the ages, a glorious monument to the sacred, the beautiful, and the true. On Morningside Heights near Columbia University it is within easy reach of a vast population. When completed it will seat ten thousand people or provide standing room for thirty thousand. The fifteen million dollars needed to finish the work are being gathered from lovers of finer things everywhere, regardless of creed, race, or residence, who feel it a privilege to contribute to an enterprise which will inspire untold millions for countless centuries.

Spirit of the Everlasting Boy

HENRY VAN DYKE

Avalon, Princeton, New Jersey

Not ancient halls and ivy-mantled towers,
Where dull traditions rule
With heavy hand youth's lightly springing
powers;
Not spacious pleasure courts,
And lofty temples of athletic fame,
Where devotees of sport
Mistake a pastime for life's highest aim;
Not fashion, nor renown
Of wealthy patronage and rich estate;
No, none of these can crown
A school with light and make it truly great.

But masters, strong and wise,
Who teach because they love the teacher's
task,
And find their richest prize
In eyes that open and in minds that ask;
And boys with hearts aglow
To try their youthful vigor on their work,
Eager to learn and grow,
And quick to hate a coward or a shirk:
These constitute a school,
A vital forge of weapons keen and bright,
Where living sword and tool
Are tempered for true toil or noble fight!

But let not wisdom scorn
The hours of pleasure in the playing fields:
There also strength is born,
And every manly game a virtue yields,
Fairness and self-control,
Good humor, pluck, and patience in the race
Will make a bad heart whole
To win with honor, lose without disgrace.
Ah, well for him who gains
In such a school apprenticeship for life;
With him the joy of youth remains
In later lessons and in larger strife!
—From Poems of Henry van Dyke; copyright
1911 and 1920 by Charles Scribner's Sons.
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lishers.

The Teacher

DOUGLAS MALLOCH

For half a century, and more,
The feet of boys forever wore
A pathway to the teacher's door.

For fifty years he took his stand,
A Latin grammar in his hand,
And taught the children of the land.

A general, a great divine,
Vea, men whose names with lustre shine,
Learned Latin at that simple shrine.

For often here the great began
To dream, to wish, to hope, to plan;
Today was born tomorrow's man.

And so the teacher grew to gray;
And fifty years have passed away
When someone happens on a day

To pause before the teacher's door,
The threshold that the children wore
A half a century or more,

And asks, as that good man appears:
"Are you not weary, tired to tears,
Of teaching Latin all the years?"

A simple answer he employs
To tell a teacher's holy joys:
"I don't teach Latin—I teach boys."

God bless the teacher who can look
Above, beyond, the open book,
The one who teaching undertook

Not merely for the Latin's sake
But for the holy chance to make
Tomorrow's man, a soul to wake;

Whom nothing wearies, naught annoys,
Who gladly all his life employs,
Not teaching Latin—teaching boys.

—From "Come on Home," George H. Doran
Company, New York, 1923.

Newspapers and the Children

OAKLAND (CALIF.) POST-ENQUIRER—Isn't it strange that the persons doing the most worrying about the proposal to stop child labor in this country are mill and mine owners?

The twentieth amendment to the Constitution, if ratified, will take children out of the mills and mines.

But there was organized the other day the "National Committee for Rejection of the Twentieth Amendment."

This organization is composed almost entirely of men who profit by child labor. They have money to spend, and they intend to spend it.

Des Moines Register—The persistent and costly campaign to prevent ratification of the child labor amendment is enough of itself to excite suspicion. What is so threatening about nationalizing the rules for child employment in industry as to warrant the expense and effort now to defeat it?

New York Herald-Tribune—A New England mill owner was recently building a mill in the South. Why was he doing it? Did he like child labor? His answer is instructive. It gives the whole of that "overwhelming necessity" which makes the passage of the child labor amendment inevitable. He said: "Of course I don't like child labor. It's a nasty business. But we have to live, and the mills of the North cannot live industrially in competition with the mills of the South. We are building mills in the South to make cheap goods with cheap labor. If we don't we are out of luck and out of a market." This is the ugly and candid truth of the mill rivalry between New England and the South. It portrays the central reason why child labor still exists in so many of the States and why it is next to impossible to better conditions by action of the several States.

Tulsa (Okla.) Tribune—The brewers and distillers have generously financed the professional fight against prohibition, and there is every reason to believe that there is a money taint on the "committee" which now supports the fight against the child labor amendment. It is true that there are sound arguments which can be urged against the amendment, but the unctuous concern which the "committee" displays over the welfare of boys and girls seems blatantly hypocritical.

Washington (D. C.) Herald—This evil calls for immediate national action because its industrial blight extends from coast to coast, wherever its cheap, child-made products compete with the products of American wages; because it penalizes every State that has been humane enough to stop this awful economic sin.

Mt. Vernon (Ohio) Banner—If the child labor amendment should fail of ratification it would be quite as much through ignorance of persons who profess to be children's friends as through the outright opposition of selfish interests willing to exploit childhood for gain.

Albany (N. Y.) Telegram—During the coming winter a bitter war will be waged against the proposed child labor amendment to the Constitution. It will be bitterest in those thirty-seven states whose legislatures will be in session, with the federal amendment before them for ratification or rejection. Directing the campaign against the amendment will be the "national committee

SAVAGES do not read newspapers. They do not buy the things newspapers advertise. Illiterates do not contribute to the prosperity of newspapers. Neither do adults whose lives have been broken and blighted by premature toil and educational opportunity denied. Sheer self-interest must prompt the newspapers to support every movement that means better homes, more efficient schools, and churches of genuine spiritual power. It is by these things that society lives and grows richer. It is to them we owe our prosperity. Whatever strikes at the home and a fair start for the child strikes at the very roots of our entire well-being. The newspaper is a business, and it properly considers all of these things. It is also a public institution capable of appreciating spiritual and human values regardless of the cash register. It is gratifying therefore to read the clippings which show that editors are not always fooled by the persistent and shrewd propaganda against the Child Labor Amendment put out by manufacturers masking under names suggesting patriotism and loyalty to the Republic.

for the rejection of the twentieth amendment," with an executive committee composed of six manufacturers and one lawyer.

Punxsutawney (Pa.) Spirit—Discussing the proposed child labor amendment to the Constitution, a publication opposing it says: "The rearing and care of children is not committed to the State, but to the parents by the law of God. The training of children to industry from their earliest years without oppression is of the first importance to the Nation, the family and the individual. Nothing could be more perilous to the rising generation than for them to feel that the State protected them from work and that idleness was their right."

One cannot help feeling that such an argument, honestly presented, is based on a complete misapprehension of what the child labor amendment is for and what the child labor conditions in this country are. The trouble with child labor as found in mills, factories, sweat shops, canneries, sugar beet and cotton fields is that it is not "without oppression."

Camden (N. J.) Courier—Every step forward of civilization has been made against bitter and stupid opposition. Compulsory education was bitterly opposed as an unwarranted invasion of the family circle by the government. Many a farmer declared that he had gotten through life without learning to read and write, and he did not see why he should have to waste his son's time on such foolishness just when the boy was old enough to help around the farm. And not infrequently a schoolman would back up the illiterate farmers by arguing that it were better that the working classes did not have education to give them false notions of their worth and importance. But free public schools and compulsory education finally did come, and are recognized today as foundation stones of our National development.

Louisville (Ky.) Herald—The plain fact is that certain interested people find child labor docile and profitable. Certain classes of manufacturers have hitherto done well under such conditions and resent any interference. We do not say that they have been oppressing the children. We will not charge they have been exploiting this labor. We are content to urge that, well-treated or ill-treated, the child of tender age should be elsewhere than in the factory and engaged in making a living for itself and, it may be, for others. That, surely, is to write with studied moderation.

Tonopah (Nev.) Times—Refusal of many Southern States to adopt adequate child labor laws is the chief cause for seeking National control of the problem. The cotton manufactures in the South have been instrumental in bringing about the defeat of child labor laws and probably will be powerful enough to defeat the amendment in most Southern States. Adoption of the amendment would give the Government power to put an end to child labor in the cotton mills and elsewhere.

Topeka (Kans.) Capital—It is the sweeping terms of the power that the opponents of the amendment emphasize, but they do not tell the public that this power today exists in every State. Kansas has power to do anything with regard to the labor of minors that Congress could have under the amendment, yet there is no complaint here or in any State that regulation of children or persons under 18 or under 21 is too drastic. The trouble is that in some of the States of the South it is not careful of the rights of children who are exploited for greed. The amendment simply permits of uniform regulation in all States. The regulation by Congress would no doubt be conservative, but it would at least be uniform and it would consider the rights of children to protection.

Portland Oregonian—Everybody who looks at the subject of child labor with due regard for the welfare of the Nation, of which the people are the most precious resource, knows that continuous, monotonous work in a factory is destructive of childhood, physically and mentally, and produces an ignorant, physically degenerated population.

On to Edinburgh

THE approaching biennial meeting of the World Federation of Education Associations will be an important event in the history of education. Plans for the meeting are rapidly taking form. It will be held July 20-28, 1925, in Edinburgh, Scotland. Perhaps no city in the world is more attractive for such a meeting and presents larger opportunities for pilgrimages to places sacred in the field of literature and history.

The World Conference on Education at San Francisco, as a pioneer, charted the way and made it possible for educators in the different countries to visualize an organization of this kind. The necessity for a common ground upon which the nations could get together was plainly evident to the peoples of the world following the great war. It was impossible to get the nations together on political, economic, or financial grounds. It seemed impossible to get them together on matters of religion. It is fortunate that it is possible to get people together on the common ground of education.

It is interesting to note how an organization of this sort can establish a series of contacts in all nations, consisting of ministers of education, educational organizations, prominent educators, leading educational institutions, the diplomatic service and many institutions which have for their field the development of the highest aims of the human race. These contacts have been established and invitations, announcements, and letters have been forwarded to all of them. Returns which come in are exceedingly gratifying.

The Federation meets in Edinburgh at the invitation of the Educational Institute of Scotland, coöperating with the British Teachers' Union. The Institute has established a special committee with Mr. George C. Pringle as secretary, and a keen interest is aroused. Committees have been appointed covering the various needs and no detail for the pleasure and comfort of the delegates is being neglected.

We have arranged with the Travel Department of the American Express Company to handle the bulk of the trans-Atlantic movement. Circulars have been prepared setting forth arrangements and giving suggestions in regard to European itineraries at the close of

the Conference. The Conference schedule includes meetings of the Executive Committee, the Delegate Assembly, open groups of special educational interests, plenary sessions and general meetings at which interesting and profitable programs will be provided, while one day is given over to sight-seeing and tours. On Sunday, July, 26, the delegates will

Can You Afford Not to Go?

THIS QUESTION is raised by the attractive program and travel rates provided in connection with the meeting of the World Federation of Education Associations. It will be a memorable occasion—more significant than the remarkable Conference at San Francisco, because it will begin where that left off. Much water has passed over the dam since then, but the world is still seeking ways to manage its affairs without fighting over them—a game in which even the winners lose. Education is the way out. Elevate truth above prejudice, outlaw war as individual murder and the duel have been outlawed, emphasize among all the children the great ideals and obligations that all humanity has in common, and the beginnings of a better world order will have been achieved. The road to coöperation is the slow and indirect road of wisely directed universal education. The World Federation is at work on this problem. On this page President Thomas describes the plans for the great Edinburgh meeting and tells where to write for detailed information.

have opportunity to attend the various churches of the city, including St. Giles, St. George's U. F. Church, St. Mary's Cathedral, and Broughton Place Roman Catholic Cathedral. Sunday evening will be given over to public addresses and to a sacred concert in Cynod Hall.

The schedule of group meetings will include (a) the pre-school and kindergarten age, (b) elementary schools, (c) secondary schools, (d) colleges, and (e) teacher training. These various groups will have agenda made up particularly suitable to their form of education and susceptible of international unity with

local variations and color. There will also be group formations on health conditions of the world's children, character and moral education, illiteracy, the world university idea, international relations, and coöperation with various organizations which touch the field of human welfare internationally. There will also be reports of progress on the program set in motion by the San Francisco Conference.

From present indications, several hundred American teachers will attend. Arrangements have been made for all interested persons who attend to participate in the meetings, but only regularly constituted delegates properly appointed by membership organizations can vote in the Delegate Assembly and on matters affecting the constitution and general policy of the organization. However, all persons may take part in the group conferences, may sit in the plenary sessions and have voice and have all the rights and benefits of discussion and complete participation. It is the idea of the Federation to enlist the sympathy of educators in every land.

It is expected that many teachers will want to attend our own National Education Association meeting before going to Scotland. It has seemed best, therefore, to arrange a sailing date around the 10th of July, which will give time for arrival in Edinburgh and for getting located before the opening of the Conference. The Conference will close on the 28th of July, which will give persons who desire to do so the opportunity to visit points of interest or to take one of the various itineraries set up in the Federation circulars. Itineraries have been arranged, together with costs, for Northern, Central, and Southern Europe, and also an English tour including the Irish extension. The cost of trans-Atlantic passage, round trip, will range from \$165 to \$270 on one-cabin boats. Interested persons should write either to the Secretary, Mr. C. W. Williams, of Columbia, Missouri, or the President, Augustus O. Thomas, Augusta, Maine. Special information, however, may be secured through the members of the Committee on Coöperation of the National Education Association. Reservations for boat service may be made through the Travel Division of the American Express Company, New York City.

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

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

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The Education Bill

THE EDUCATION BILL is more alive today than at any time since the Association's Legislative Commission began its work in 1919. The measure has the support of a great mass of public sentiment represented by a growing list of such groups as the National Education Association, the General Federation of Women's Clubs, and the American Federation of Labor. It has progressed more rapidly than movements for the establishment of other Government departments. The administration's reorganization program, which would create a Department of Education and Relief and which may be adopted by this session of Congress, is a long step in the direction of the Education Bill. A Department of Education and Relief would eventually develop into a uni-functional Department of Education.

While the tax situation in the several States has been somewhat relieved by the twenty-five per cent reduction in the Federal income tax, the need for Federal aid for the objects specified in the Education Bill becomes increasingly apparent. Every dollar of wealth, wherever it exists, should bear its just share of educating the Nation's children, no matter where they live.

Perspectives

THE PROGRESS of civilization is measured by the increasing value it places on human life and personality. Democratic government and democratic ways of thinking and organizing all our relationships are an outgrowth of the larger idea—the worth of the individual regardless of age, station, creed, or sex. This idea lies at the very heart of the teachings of Jesus Christ. Seen in this light, many of the movements and problems that perplex us are but phases of a larger cycle of upward striving.

So long as the individual man did not count, war remained the sport of kings. Now aggressive war is soon to be put into the category of the duel and the family feud—things that civilized peoples have outgrown. The movement for the outlawry of war is fast gaining ground.

So long as the finer elements of personality were unappreciated, women struggled as best they could against the unequal handicaps of a traditional order. Now women vote, which is but one evidence of the sweeping change that has taken place in the popular attitude. The real change is the deeper one which causes society to wish to bring out the best in every woman in every relation of life.

So long as life was held of little worth and our mechanical arrangements did not demand much personal efficiency of the masses, society remained willing that men should freely poison themselves with intoxicating drinks. Society now seeks to protect life from this scourge.

One does not go far back in social history before he comes to a time when society left in the hands of the parents even the very lives of their children. Murder and infanticide were mere incidents in the domestic life not to be disturbed by neighbors or the State. Even as late as 1837, the writings of Charles Dickens were needed to expose widespread abuses of child life. A society progressively more appreciative of the value of human life demands that parents shall not murder their children, rear them in total ignorance, or subject them in the name of financial gain to labor which would rob them of health, morals, or education.

To exalt human life and personality is the first and last aim of education. As the full meaning of this glorious task comes to be better understood, society as a whole will demand for all the people regardless of race, age, sex, or wealth,

conditions which make for nobility in thought and action—for maximum development in body, mind, and service. Managers and leaders of men will easily get the intelligent and efficient coöperation which sheer physical force or appeals to fear can never compel. The supreme opportunity of society is to organize its homes, its schools, its industries, and its government around the idea that human life is the most precious thing in the world.

TWO POINTS of college credit for every year of service between the sixth and the twentieth inclusive is asked by the Boston Teachers Club and has the indorsement of the Board of Directors of the Massachusetts Federation, according to a petition to the Boston Board of Superintendents published in *Common Ground* for December.

THE DEPARTMENT OF CLASSROOM TEACHERS is urging that some professional study be done by every teacher each year and expresses a belief that proper recognition of this study should be given by school authorities. It is gratifying to see teachers themselves leading in such a movement. As the reasons for training in service come to be better understood, such training will yield larger and larger returns.



MRS. CALVIN COOLIDGE,
first lady of the land, a teacher
in Vermont before her marriage, recently
honored with the degree Doctor of Laws
by Boston University, exemplifies the
best in American womanhood.

Benefit Services of Local Associations¹

LOOKING after the welfare of their members is an outstanding activity of most local teachers' organizations today. To assist teachers during sickness or disability is the motive underlying the organization of teachers' mutual benefit and relief associations, hospital insurance plans, group insurance plans, and hospital committees. These activities are often carried on as a part of the regular program of teachers' organizations but in some cities by separate benefit associations. Benefits established along this line by teachers are similar to those found in modern business and industrial concerns. A brief summary of a number of plans that are in effect throughout the country follows:

Mutual Benefit and Insurance Plans—Cedar Rapids (Iowa) Grade Teachers' Association Insurance Department—The object as set forth in the articles of incorporation is "to aid and benefit members of the Association who are sick or disabled from performing their usual duties, and this Association shall have and may exercise all the powers conferred upon corporations not for pecuniary profit by the laws of Iowa and the statutes hereafter enacted."

The annual dues are three dollars. Any member of the Association who is totally incapacitated from pursuing the duties of teaching for a period longer than one week and not to exceed seven weeks shall be entitled to receive from the Association a benefit of \$2.50 for every school day's illness after the first week.

Chicago Teachers' Relief Society—All teachers, supervisors, and superintendents in actual employment of the Board of Education of Chicago are eligible for membership. The dues are four dollars annually and the benefits paid are \$2 per school day or \$10 per week for a period not exceeding six weeks.

Dallas (Texas) Teachers' Coöperative Sick Benefit Association is open to all white teachers of the City of Dallas. The dues are one dollar per scholastic month, the funds so accumulated being administered through a trust fund. The Board of Trustees has authority to pay

to every member out of the funds the sum of eight dollars per day for every day of his enforced or continuous absence from school on account of sickness, accident, or other cause of physical or mental incapacity to render the service imposed by contract with the Board of Education with certain well-defined provisions.

Minneapolis Classroom Teachers' Association Hospital Insurance Department—Annual dues \$4. Hospital benefit \$21 per week to the amount of \$125 per year. Home benefit \$7.50 per week, except during vacation, to the amount of \$75 per year. This activity is in charge of a hospital committee whose duty it is to look after the details concerning benefits and arrange for a systematic visitation of sick members. The *Minneapolis Teachers' League* has a benefit plan similar to the one just described. Other organizations which list mutual benefit work as one of their activities are: Milwaukee Teachers' Association and Erie (Pa.) Teachers' Association. *Seattle Teachers' Association* is a mutual benefit organization separate and distinct from the other teachers' organizations of the city.

Group Insurance—Cincinnati Teachers' Association was the first teachers' organization to work out an effective group insurance plan. The Association entered into contract with a reliable life and casualty company, securing a master policy for the Association and certificates of insurance for the individual members. The proviso was that 75 per cent of the members of the organization should insure with the company to secure the exceedingly low rate. Up to the present time, more than 900 teachers of the Cincinnati public schools have taken out this insurance and the company has paid indemnities amounting to more than \$13,000. A representative of the Association acts as an adjuster of claims and has charge of the entire insurance arrangement for which service he receives compensation. Experience has shown that a readjustment is sometimes necessary as new conditions develop.

Cleveland Teachers' Federation—To protect the Cleveland teachers from financial embarrassment and distress which often accompany accident or extended illness is the object of the group insurance plan of this organization.

Early in 1923, a plan was negotiated with a well-established insurance company for a form of insurance that would best meet the situation. At the opening of school in September, 1923, the Federation was ready to offer all members of the Educational Department of the Cleveland Schools health and accident insurance of standard type at greatly reduced rates. Those insured under this policy are protected the year round.

Pittsburgh Teachers' Association—The group insurance plan of the Pittsburgh teachers is in the experimental stage, for it was initiated only last June.

Hospital Aid—Philadelphia Teachers' Association maintains two hospital rooms in two Philadelphia hospitals. Teachers using the rooms are given free surgical, medical, and nursing attendance, and they invariably report that they receive the best care and attention. Besides the free rooms, one additional room has been placed at the disposal of the teachers at the rate of \$3.50 per day, including all hospital service. The funds needed for this activity were obtained by means of a campaign among the members of the Association, the amount needed being worked out on a *pro rata* basis according to the salary of the teacher. Funds for an additional room have been raised by the Teachers Council.

Cedar Rapids Grade Teachers' Association has endowed a room in a local hospital for the use of teachers unable to pay hospital expenses.

Lincoln Teachers' Association has furnished a room in the city hospital at a cost of \$450.

Grand Rapids Teachers' Club through its hospital committee has made loans to sick and needy teachers.

Omaha School Forum Welfare Committee strives to have an acceptable place to care for teachers with contagious diseases of such nature as shall bar them from the regular hospitals.

Boston Teachers' Club has had an active hospital committee for the past eleven years whose duties have been many and varied. The aid given through this committee is summed up as follows: (1) Secured reduced rates at private hospitals for needy teachers and in some cases has helped to meet expenses; (2) Investigated the advisability of founding a bed in a hospital; (3) Furnished a day and night nurse in a number of cases; (4) Sent cheerful greetings to sick members and has met many individual needs. The work is now financed through a fund of two hundred dollars set aside by the Club for this purpose.

¹ This is the third of a series of articles on the activities of local organizations of teachers prepared by Agnes Winn, Division of Classroom Service.

Teachers' Salaries and National Progress

Fundamental Considerations Regarding Teachers' Salaries

THE CHILD'S—not the teacher's—welfare is primarily at issue in any consideration of teachers' salaries. A school board member, in voting for a revision of the salary schedule in his school system, casts a wiser vote when he keeps the welfare of the children of his community in mind than when he merely considers "justice" to teachers. The child not the teacher should be considered when fixing salary schedules. The chart at the left on this page faces us with the question: Is every child receiving an equal educational opportunity?

When a school board member casts a vote for a salary schedule he votes for poorly trained, partially trained, or well trained children. He cannot get away from the facts; they are too plain. The salaries which a community pays its teachers determine the quality of teachers who draw them.

Five reasons for adequate salary schedules—1. The teachers' salary, in the long run, more than any other factor determines the quality of people attracted to the teaching profession. While the privilege of service is the dominating influence in the lives of the best teachers, society should not rely entirely upon missionary zeal and the appeal to service to maintain its system of education. Large numbers of capable people can be induced to train for any service only when a reasonable degree of economic independence can be guaranteed them.

2. The teachers' salary schedule, more than any other factor determines the quality of preparation of teachers. Teachers may be "born," but the birth-rate at present is far below the demand. Most teachers have to be trained after they are born. Furthermore, even the "born teacher" is a better teacher when trained. Training is an investment. Prospective teachers cannot be expected to invest in from two to four years' training beyond high school unless they have some guarantee that the salary which they will receive is sufficient to justify it.

3. The teachers' salary schedule determines the quality of human material that continues in the profession. A review of *Who's Who in America* shows that a large percentage of the people whose names are listed formerly taught in our public schools. Now they are engaged in other activities. Through their innate ability and persevering labor they have acquired distinction. America lists them as her most honored citizens. One cannot but ponder this question: Isn't this the very kind of innate capacity and endeavor that should be in our classroom moulding our children's outlook on life? For in the last analysis when we buy teaching services we buy the interpretation of life which is daily taught to our children.

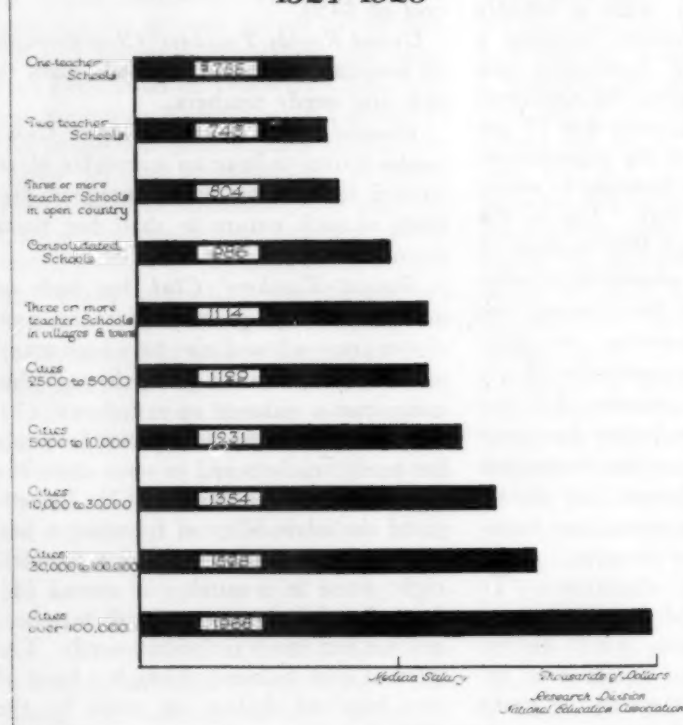
4. The teachers' salary schedule for a particular city largely determines that city's chance in the competitive market when buy-

ing teaching services. When one school board fixes the minimum salary for high school teachers at \$1500 and another board sets its minimum at \$1000, the superintendent of schools in the first city has a better chance in the competitive market of buying better trained and more competent teaching services for the boys and girls of his community, and hence, of making better citizens.

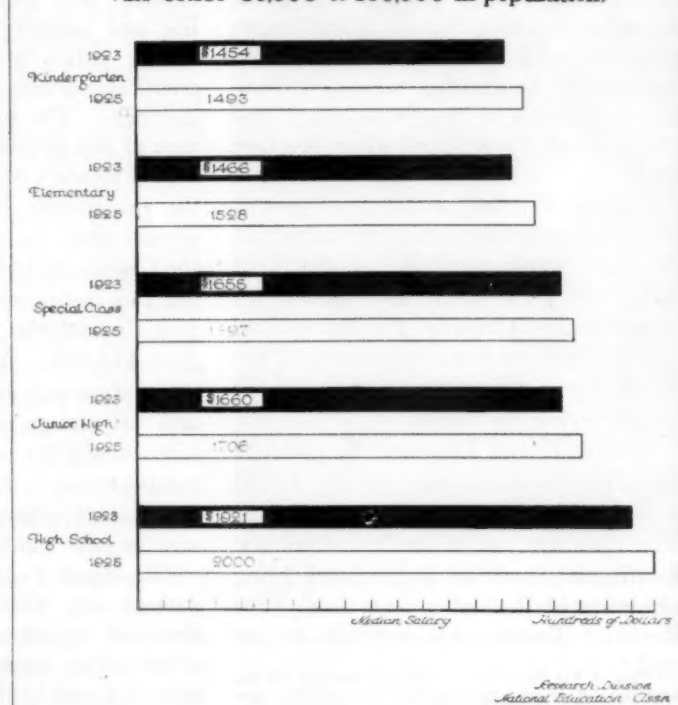
5. The teachers' salary schedule in many instances has not kept pace with the increase in the cost of living. A "nineteen hundred and thirteen" dollar is today worth approximately 58 cents, since the increase in the cost of living is about 72 per cent above the pre-war level. The real value of a wage is not the amount of money received stated in dollars and cents, but its purchasing power. Has there been a "real" increase in the salary schedule for your city in the past ten years?

The chart at the right on this page shows the increase in dollars of the median salary for the various groups of teachers in 158 cities 30,000 to 100,000 in population. These five groups include 46,674 teachers. The increase in the 1925 median salary for every group, as compared with 1923, shows that in cities of this size, teaching services have been given a higher place in the public's scheme of values.—From *Research Bulletin*, Vol. III, Nos. 1 and 2, School Salaries paid in 1924 and 1925.

MEDIAN SALARIES PAID ELEMENTARY TEACHERS IN RURAL and URBAN SECTIONS of the UNITED STATES 1924-1925



MEDIAN SALARIES PAID TEACHERS in 1923 COMPARED WITH THOSE PAID in 1925 (In Cities 30,000 to 100,000 in population)



SALARIES PAID ELEMENTARY TEACHERS 1924-1925
CITIES OVER 100,000 POPULATION

CITIES OVER 100,000 POPULATION

Cities	1920 population	Median salaries		Salary schedule			Number teachers reported	Below \$700	Distribution of salaries																														
		1923	1925	Min- imum	Max- imum	Number increments			700	800	900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300	2400	2500	2600	2700	2800	2900	3000	Over						
		1	2	3	4	5			6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		
United States		1875	1924	5	6	7	7502	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34						
Alabama		1227	1278	1000	2000*	6	770	54	64	78	18	80	85	45	47	105	80	67	32	53	1	1	1	1	1	1	1	1	1	1	1	1	1	1					
Birmingham	178005	1227	1278	1000	2000*	6	770	54	64	78	18	80	85	45	47	105	80	67	32	53	1	1	1	1	1	1	1	1	1	1	1	1	1	1					
California	1923	1227	1278	1000	2000*	6	770	54	64	78	18	80	85	45	47	105	80	67	32	53	1	1	1	1	1	1	1	1	1	1	1	1	1	1					
Los Angeles	567573	1227	1278	1000	2000*	6	770	54	64	78	18	80	85	45	47	105	80	67	32	53	1	1	1	1	1	1	1	1	1	1	1	1	1	1					
Oakland	215251	1227	1278	1000	2000*	6	770	54	64	78	18	80	85	45	47	105	80	67	32	53	1	1	1	1	1	1	1	1	1	1	1	1	1	1					
San Francisco	506776	1227	1278	1000	2000*	6	770	54	64	78	18	80	85	45	47	105	80	67	32	53	1	1	1	1	1	1	1	1	1	1	1	1	1	1					
Colorado		1500	1524	1200	2520	1	760	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114					
Denver	256491	1500	1524	1200	2520	1	760	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114	114					
Connecticut		1500	1576	1000	1800	8	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4					
Bridgeport	143555	1500	1576	1000	1800	8	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4					
New Haven	162527	1500	1576	1000	1800	8	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4					
Delaware		1556	1776	1000	1800	8	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4					
Wilmington	110148	1556	1776	1000	1800	8	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4	5-4					
Illinois		2500	2587	1800	2500	9	769	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Chicago	2701705	2500	2587	1800	2500	9	769	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Indiana		1904	1930	1800	2000	8	769	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Indianapolis	213434	1904	1930	1800	2000	8	769	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Iowa		1817	1817	1200	2210	1	816	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Des Moines	126468	1817	1817	1200	2210	1	816	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Kansas		1694	1694	1200	1768	8	349	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Kansas City	101177	1694	1694	1200	1768	8	349	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Kentucky		1300	1300	1200	1768	8	799	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Louisville	240648	1300	1300	1200	1768	8	799	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Louisiana		1621	1621	1200	2150	1	1220	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
New Orleans	557219	1621	1621	1200	2150	1	1220	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Massachusetts		1769	1769	1100	1700	6	1676	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Pall River	120485	1769	1769	1100	1700	6	1676	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Lowell	111759	1769	1769	1100	1700	6	1676	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Springfield	139614	1769	1769	1100	1700	6	1676	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Worcester	177554	1769	1769	1100	1700	6	1676	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Michigan		1922	1922	1200	2000	5	2002	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Detroit	936786	1922	1922	1200	2000	5	2002	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Grand Rapids	137834	1922	1922	1200	2000	5	2002	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Minnesota		1696	1696	1200	2500	1	1164	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Minneapolis	300582	1696	1696	1200	2500	1	1164	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
St. Paul	236690	1696	1696	1200	2500	1	1164	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Missouri		1871	1871	1100	1700	10	797	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Kansas City	254410	1871	1871	1100	1700	10	797	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
St. Louis	1941	1757	1757	1800	2200*	10	1070	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Nebraska		1787	1787	1200	2100*	6	729	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
Omaha	191601	1787	1787	1200	2100*	6	729	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					
New Jersey		1802	1802	1300	2000	7	463	100	100																														

Explanation of Table

Column 1. Cities reporting are arranged alphabetically by State

Column 1. Cities Reporting are arranged alphabetically by State
Column 2. Gives population of city by 1920 Census.

Column 3. Medians given are based on 1922-1923 Salary Study. See Teachers' Salaries and Salary Trends, 1923, National Education Association, Washington, D. C. When no median is given, city did not report in

1923. The State and National medians are based on data from cities reporting in 1923.

Column 4. Medians given are based on the 1924-1925 Salary Study, see Research Bulletin, Volume III, Nos. 1 and 2. The State and National medians are given in Column 5 and 6. When states have adopted Salary Schedules for this group of school officers, the minimum and maximum suggested for 1924-1925 are given in Column 7.

Column 5 and 6. When cities have adopted Salary Schedules for this group of school officers, the maximum and minimum reported for 1924-1925 are given.

Column 8. Gives number of elementary teachers reported in 1924-1925. The number given for the States is the total for the cities that reported. The number of elementary teachers given for the United States is

Column 8. Gives number of elementary teachers reported in 1924-1925. The number given for 0 is the total of the State figures. Column 8 is in every case the total of Columns 2-

the total of the State figures. Column 1 is in every case the total of Columns 2-24.

Columns 2-24. Gives distribution of salaries reported paid elementary teachers in 1924-1925.

Schedule 7-2A. Gives distribution of wages by grade and sex for each district. The median wage in each district is given in Column 6. **Statistical Methods Applied.** Boston, Woughton, Jiffine Co. 1917 p.130. In cases where the use of this method name indicates the median larger than the actual maximum reported, the maximum, rather than a computed median is given. The medians in Column 5, when necessary, have been revised to conform with this practice.

Side Salary Schedules. Many Single Salary Schedules were difficult to interpret because they did not indicate the exact amount of training required for kindergarten, elementary, and secondary teachers. In such cases, it was assumed that normal school graduation or the equivalent was required for kindergarten and elementary teachers and college graduation for Junior high school and senior high school teachers.

*Super Maximum

1. Single Salary Schedule

2. The distribution of salaries shows that 467 elementary teachers receive over \$1300, which is quoted as the "maximum" on the questionnaire. The computed median would therefore be \$1344.

3. Single Salary Schedule up to grade school maximum.

4. The salary quoted is that for first or Head Assistant

5. Super maximum salary is for Heads of Departments. The regular maximum is \$2500 with an additional \$200 for critic work.

4. Super maximum salary quoted is for Manual Arts and Home Economics teachers. The regular maximum is \$1750.

6. Super maximum salary quoted is for Manual Arts and Home Economics teachers. The regular maximum is \$1750.

Research Division
National Education Assn

Department of Immigrant Education¹

THE ANNUAL sessions of the Department of Immigrant Education were held in the Oak Room of the Raleigh Hotel in Washington, D. C., on July 1 and 3, with about 125 in attendance. This department was established in 1921 at the Des Moines meeting of the Association. Charles M. Herlihy, of the Massachusetts State Department of Education, president, opened the meeting with the following statement concerning the aims and activities of the department:

The Department of Immigrant Education is the youngest department in the National Association. The first meeting was held in Boston in 1922. Subsequent meetings have been held in Cleveland, San Francisco, and Chicago. Reporting professionally on the work of our department since the San Francisco meeting in 1923, I am glad to be able to state that there have been two outstanding developments: (1) Official recognition of our work by the Department of Superintendence this year, on the program of the Chicago convention in February; (2) The membership campaign which resulted in securing approximately 200 paid-up members from six or seven States in the Union. This number is a good beginning, but next year we should be able to enrol at least 500 of the several thousand teachers engaged in Americanization work.

The enrolment of adult immigrants in public school classes this year is estimated at 200,000. Wherever State education leadership has been provided, one finds a flourishing program. Twelve States have organized Americanization divisions in the State Department of Education. Obviously the imperative need of the hour is for similar action in every State having an adult population, native or foreign, needing school help in learning to speak, read, and write English and in preparing for citizenship. The success of the programs of immigrant education that have been conducted during the past several years justifies the immediate expansion of such work under Federal, State, and local school departments.

The outlook for immigrant education from the standpoint of the U. S. Bureau of Education was ably discussed by John J. Tigert, U. S. Commissioner of Education, Washington, D. C. He said in part:

Public education is not a matter of age, sex, or race. The education of immigrants who reside in this country in compliance with laws is the duty of the States of the Union for precisely the same reasons and in precisely the same manner as the education of those whose ancestors came here generations ago from Europe, Asia, and Africa.

The problem which must be solved, therefore, is to provide education in some degree for nearly five million adults.

In speaking of the types of important racial information which the teachers of Americanization should possess, Albert E. Jenks, of the National Research Council, Washington, D. C., said:

It must be remembered that persons from these many groups of immigrants are not soulless pawns to be picked up at will and placed here and there. Each comes from a vital group of people, which, perhaps, for thousands of years, has had its own physical and cultural personality. Each of these old-world groups has developed its own physical type. Each has developed an economic process and a government, to provide its needed food and protection. Each has developed its philosophies, sciences, arts, and education to feed its ravenous mind. Also, each has developed its system of morals and religion in an attempt to satisfy its hungry soul. Each group has made, and is still making in its home nest, an important and necessary contribution to world civilization. The task of the Americanization worker is to assist the immigrant peoples to help America make her important and needed contribution.

Dr. Julius Draschler, of the College of the City of New York, New York City, expressed the belief that every teacher should have a sympathetic knowledge of the background of his pupils. He told of a study that the teachers at Columbia University had made of their adult pupils from the point of view of their American background. Much information was obtained from a questionnaire showing the immigrant's preferences for some of his own customs and pointing out the best on both sides of the Atlantic with benefit to both the immigrant and to the teachers.

Other speakers were Harry M. Shafer, assistant superintendent of schools, Los Angeles, California, who told of his experiences in enlisting the interest of the community in Americanization class work; and Mrs. Isabelle MacLean, city supervisor of Americanization, Lynn, Massachusetts. We quote as follows:

When an organization numbers in its membership racial leaders speaking more than twenty languages; when it brings together in friendly discussion for common good, both Jew and Gentile; when scholar and illiterate sit down together to plan an educational program; and when prejudice and misunderstanding are superseded by friendliness and loyalty to American ideals

and institutions, then we may feel that we are reaching a solution of the great problem of Americanization. With humble pride we claim that the Patriotic Education League of Lynn has done all this.

On Thursday afternoon, Mrs. Elizabeth Woodward, supervisor of immigrant education, State Department of Education, Albany, New York, spoke on *Subject Matter Most Vital for the Adjustment of the Non-English-Speaking Woman to American Life*, emphasizing in particular the attention that should be given to classes for foreign-born women in homes. Lesson materials in reading and writing for the foreign-born illiterates were outlined by Harriet Ahlers, director of Women's Work, Hartford, Connecticut. Lillian P. Clark, of the Bureau of Naturalization, Washington, D. C., traced the development of the citizenship course for naturalization classes in the Bureau and told of the many problems that are involved in the instruction of our future citizens.

The closing speaker was John W. Lewis, director of Americanization, Baltimore, Maryland, who discussed the subject, *Score Cards for Texts in Adult Immigrant Classes*. He presented an outline as a tentative standard for the content of an elementary textbook, making it clear that the content can be gradually enlarged to include needs not so immediate though none the less vital to the immigrant.

At the business session which followed W. C. Smith, for the resolutions committee, announced the approval of the National Education Association of the change of name of the department to Department of Adult Education. The Committee on Research and Teaching Problems was authorized to continue its work through the coming year. The following officers were reelected: *President*, Charles M. Herlihy, State supervisor of adult alien education, Department of Education, Boston, Massachusetts; *vice-president*, Flora D. Smith, professor of educational sociology, University of Kansas, Lawrence, Kansas; *secretary*, Robert C. Deming, director of Americanization, Department of Education, Hartford, Connecticut; *treasurer*, Ella Thorngate, supervisor of Americanization, Omaha, Nebraska.—*Agnes Winn.*

¹ Now the Department of Adult Education.

Department of School Health and Physical Education

ORGANIZING the educational and community forces into an integral whole for improved school health and physical education is the primary object of the new department, "School Health and Physical Education." This Department was created at the Washington meeting last July as the result of the merging of the two departments, Child Health and Physical and Health Education. Both of these groups have had an interesting history, the department of Child Health having been admitted to the association in 1894, and the Department of Physical Education in 1895.

The two departments met in separate session, Tuesday afternoon, July 1. On Thursday afternoon, July 3, they met in joint business session, adopted the report of the committee on consolidation of the two departments, and completed the merger by the adoption of a constitution and by-laws. The election of officers resulted in the following: *president*, Charles H. Keene, director, Health Education, State Department of Public Instruction, Harrisburg, Pa.; *vice-president*, Melville Stewart, State supervisor of Physical Education, Charleston, W. Va.; and *secretary-treasurer*, Katharine H. K. Wolfe, director of School Health, Board of Education, Lincoln, Nebr. To effect a more permanent organization, an Executive Committee was elected consisting of Ethel Perrin, Walter F. Cobb, F. N. Maxfield, and William A. Howe.

At the joint session Thursday afternoon the importance of mental hygiene in the school program was discussed by Francis N. Maxfield, director, Bureau of Special Education, Pennsylvania State Department of Public Instruction, Harrisburg. We quote in part:

It is well-known that the health education program of the well-organized school system is the foundation on which a program of mental health must be built. Moreover, many of its organized activities in games and athletic sports not only lay the foundation for mental hygiene work, but themselves may teach directly such desirable qualities of character and personality as self-control, a spirit of fairness, team-work, and qualities of leadership which make for successful social adaptation during the school period and in later life. Not only is health a primary consideration in a mental hygiene

program but, conversely, good mental hygiene is promotive of health.

The physical surroundings of pupils must also receive consideration. Not only such matters as lighting, heating, ventilation, adjustment of desks, sanitary conveniences, etc., but the presence of sunlight, the cheerful effect of properly tinted walls, pictures on the walls, and plants and flowers in the windows all play a part in creating a



CHARLES H. KEENE, *president of The Department of School Health and Physical Education and director of the Bureau of Health Education, Department of Public Instruction, Harrisburg, Pennsylvania.*

desirable schoolroom atmosphere. Some schoolrooms are cheerful or even exhilarating, while others are unpleasant or even depressing.

What We Need for Better School Medical Inspection and Health Service was the subject of an address by William A. Howe, M. D., State Medical Inspector of Schools, Albany, New York. He summarized the needs as follows:

(1) Deeper appreciation and support by school authorities of the value of the work. (2) Better medical service and more appreciation of its importance. (3) Teachers better trained in personal health and in child health. (4) Better school housing conditions. (5) Better understanding and more sympathetic coöperation by parents. (6) Simple practical health instruction and direc-

tion for every child. (7) Better educated and better trained nurses and hygienists to assist in the work. (8) Better coöperation among ourselves and with others. (9) Better administration in most systems of school medical inspection and health service. (10) Better financial support for the work. (11) Legislation in keeping with the present ideas of school medical inspection and health service. (12) More of the right kind of publicity regarding the work. (13) Establishment and maintenance of a moderate school day, with a moderate amount of work for children. (14) More generalization and less specialization.

School athletics was the topic discussed by the Department of Physical and Health Education on Tuesday afternoon, July 1. In discussing this subject from the standpoint of the rural schools, Nicholas Orem, superintendent of Prince Georges County Schools, Upper Marlboro, Md., said:

The properly conducted and supervised playground is the classroom of the social virtues. Here children unconsciously learn how to get on with their neighbors. They learn patience and self-restraint, to await their turn, to be fair and honest, to lose with good grace. They learn that results are best attained by combined effort, by "team play." They learn to obey, to follow a leader, to subordinate their individual to the team good. Here they prepare for the serious responsibilities of life.

Athletics and Their Value for Citizenship was the subject of an address by William Miles Maloy, Public Service Commission, Baltimore, Md. After tracing the growth of the State-wide athletic work in Maryland during the past twenty-five years, he said in part:

Participation in contests where good sportsmanship is demanded, where a good loser and magnanimous victor are counted worthy, is a great help in elevating the standard of citizenship, but the end and aim which I have had in mind, aside from the good to the individual boy, is to promote a feeling of loyalty and to remove as largely as possible from the next generation of Marylanders the antagonism between the country and the city which I have frequently seen manifested.

Ethel Perrin, associate director, American Child Health Association, New York City, spoke on programs of athletics for girls; and Samuel M. North, State Superintendent of High Schools, Baltimore, Maryland, discussed the physical, social, and moral value of athletics in high schools.—*Agnes Winn.*



In the Educational Field



ROCHESTER CONCERNS PRAISED FOR EDUCATIONAL WORK

**Associated Industries Report
Emphasizes Value of Education
in Life of Industrial Workers**

THE Committee on Education of the Associated Industries of New York State, Inc., has made its first annual report, representing the first united effort on the part of the 2,500 corporations and firms that make up the Associated Industries to take an active

**Zornow First
Principal to
Head Teachers**

The election of Theodore A. Zornow, principal of Madison Junior High School, as president of the State Teachers' Association in the first instance in at least twenty years when a school principal has been elected to this office—the highest

**School Pupils
Given Quiz in
Scholarship**

Some interesting facts have been developed through a scholarship questionnaire conducted by Miss Edna Louise Parker, of the faculty of the University at Buffalo, at East High School. The questionnaire was presented to each of the

**Banking Race
Now Under Way
at Jefferson**

Last October a chairman was selected from the faculty at Jefferson Junior High and instructed to present with the development of the school's program. This chairman is W. Raymond Wright. He has just made a very interesting re-

**Cash Value of College Course
\$72,000, High School, \$33,000,
Boston Educator Estimates**

THE cash value of a college education to its possessor is \$72,000, according to a report made public by Dean Everett W. Lord, of the Boston University College of Education, says an Associated Press report. The report is based on a lengthy study of the earn-

BIG CHANGES IN EDUCATIONAL METHODS IN GENERATION

**School of Other Days Extinct,
Says Principal of City Normal;
Pupils; Teachers Different, Too**

IT is a matter of frequent comment that children like to go to school to-day better than did their parents of a generation ago," said Edward J. Bennett, principal of the City Normal School, discussing some of the revelations of Know Your School Week.

"Those who attended the demonstrations of modern school discipline and methods Tuesday night, December 2nd, at the City Normal School, saw why pupils like to go to school, and their

**Self-Governmental
Training Valuable,
Educator Asserts**

"The other day," says Ernest B. Clark, head of the English department at East High School, in a letter to Herbert B. West, superintendent of schools, "I took a class of second year pupils and sent the regular teacher to observe some particularly good work which Miss Murphy was doing. I found that the class was prepared that morning to negotiate as a deliberative group for the purpose of carrying on their own work on their own initiative. I discovered immediately an interest in self-government which

**Christmas Recess
Begins on Friday**

Day schools close Friday afternoon for the Christmas holidays. They resume Monday, January 3rd. Celebration school closes Saturday. Night schools close Thursday night, and resume January 3rd, as does the City Normal School.

**School Registration
Days Near at Hand**

**Jefferson Has Long
Semester Honor Roll**

The Honor Roll for this semester at Jefferson Junior High School, Ray K. Hansen, principal, includes: Robert Hansen, Charles Gilman, James Lauritzen, Harry Wey, Justine Cuccia, William Schneider, Arthur Marjole, Tony Bell, Joseph Johnson, Curtis Miller, Kenneth Money, Donald Frost, James Caruoch, John Quinter, Elwyn Van Houten, Francis Ballard, James Davis, Oscar Hall, Frank Warren, Anthony Korman, Earl Holster, Guido Palma, Wilfred Norrish, Joseph Campbell, John Reiter, Louis Curren, John Black, Robert Louis, Wilford Hall.

**Changes in Study of History
in Past Decade Give Students
Greater Grasp of Evolution**

REMEMBER how history was crammed into you when you were a school boy or girl ten, twenty, thirty or forty years ago? Remember when the teacher gave you pages of a text book in history to learn, and when you failed to repeat the lesson, parrot-like, in the very words of the author, you were invited to stay after school?

children will have school with an accurate understanding that civilization is continuous and evolutionary, and not a

**School Library at Washington
Junior Popular with Youngsters**

Is there any secret? How does it look about the library at Washington Junior High School? The answer is: "All out!" And then at 4:08 o'clock, comes the first call "All out!"

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A COOKING CLASS AT WORK AT CARTHAGE SCHOOL NO. 8



Notes from the Schools

CITY NORMAL SCHOOL.
The "Twilight of the Gods," which will be presented at the City Normal School on Thursday and Friday, November 29th and 30th, is a festival play based on the Norse myth which tells of the death of Balder, god of youth and springtime. Actors in the short story center it has

**Monroe Junior
Music Students
Hard at Work**

Monroe Junior High School's music department is busy preparing for the annual concert which will be given on Thursday, December 1st, at 8 o'clock in the gymnasium.

MANY FOREIGN BORN WOMEN BEING TAUGHT ENGLISH



**Washington Junior
Raises Money for
Financing Soccer**

"It is for Washington Junior" is a play which is being presented at the Washington Junior High School on Thursday and Friday, November 29th and 30th. The play is a comedy which is being presented for the purpose of raising money for the financing of a soccer team.

**Columbus Day Play
Staged by Students
at Monroe Junior**

The 1924 class at Monroe Junior High School put on a Columbus Day play at assembly on Wednesday morning. There was a march by the band, and the school, under the direction of the band, a brief talk, and an address by William E. Hawley, principal, judge to the flag, and the singing of the "Star Spangled Banner." The

**Graves Unable
to Attend Meet
of Teachers'**

State Education Commissioner Frank P. Graves will be unable to be present at the convention of the Western district of the New York State Teachers' Association here this week, he has notified the Executive Committee in charge of the meeting. Dr. Graves is the only one of a long list of members who will be unable to attend the convention.

**Representatives of Building
Trades Seek Compulsory Night
School Study for Apprentices**

THE result of the conference between representatives of employers and unions in the building trades and educators at Utica recently may lead to the establishment of compulsory apprentice courses in the night schools, with the trades unions and the employers enforcing attendance. The conference was brought about through a request of the unions and the employers who found themselves faced to face with a serious problem—a great demand for skilled workers and no young men coming into the trades to fill them.

Most of the men now in these trades are at least middle-aged, and many of them are elderly men, it was said.

Apprentices have not been in training in the trades for some time, and the shortage of skilled men in the trades is being felt more and more.

There are a few men, it was pointed out at the conference, in the building trades who are "green," that is, they were unskilled workers, or craftsmen with little training, who succeeded in getting into the trades during the heavy demand for workers, and through working hard and under good conditions succeeded in getting enough of the trade to get under the command of skilled workers.

**Charlotte High
Boy Wins Legion
Prize for Essay**

A committee of the American Legion consisting of Earl Horne, commander of Monroe at Post, Charles McCune, of the executive committee and Thomas B. Gault, of the American Legion Committee, have awarded the Legion prize for the best essay on the subject of "The Importance of the World Trade" to a student of Charlotte High School on Friday, October 23rd, and presented Philip Gault, the state medal for Monroe county and a cash prize from the legion, for his successful composition on the subject.

The importance of George Washington as First President of the United States is the subject of the essay. The subject for the next contest was announced as: "Should all men have money and medals in times of emergency?"

How the Rochester Democrat and Chronicle presents education as a dynamic activity that touches every phase of community life is shown in these clippings from its pages. Miss Julia M. Traver, school editor of the Democrat and Chronicle, writes that her purpose is to interpret the schools to the public, to interest the children, and to deepen mutual appreciation of their common problems and services on the part of both teachers and parents.

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**Notes on This Week's Program
of the Philharmonic Orchestra**

Prepared by the Democrat and Chronicle in Co-operation with the Eastern School of Music.

Thursday, Afternoon, November 13th.

Eugene Goossens has included on the program of his last concert of the season with the Rochester Philharmonic Orchestra, Howard Hanson's symphonic poem, "North and West." This is of distinctive interest, since Mr. Hanson, director of the Eastern School of Music, is recognized as one of the foremost of American composers, and because this poem was the work which he came from Rome last spring in contact with the New York Symphony Orchestra, which in New York gave Mr. Hanson's "North and West" its first American performance, just as the Rochester Philharmonic gave, under Mr. Hanson's direction a short time later, the first

American performance of his "Hercules." "North and West" Mr. Hanson chooses to call a "symphonic poem," because in his mind was occupying under the general notion of thought about the influence on character exerted by heredity and environment. His thought centered for a long time on this idea because, being himself of heritage of a stock coming from the Scandinavian peninsula, he is a native American and his parents, too, were born in America. It was this in a way pondering over the making out of American character through the combination and conflict of heredity and environment, that gave Mr. Hanson his in-

terest in the subject of a whole. He understands that in order to keep the large modern school functioning properly and smoothly the most to be able of the work outside the classroom.

The modern teacher does more than teach a subject or grade. She is interested in the student as a whole. He understands that in order to keep the large modern school functioning properly and smoothly the most to be able of the work outside the classroom.

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Supervision and the Classroom Teacher¹

THE SUCCESS of America's great experiment in public education will be determined to a large extent by the attitude of the classroom teacher towards supervision. The problem of supervision can be solved only when the teaching body and administrative staff are willing to meet on a common ground for a study of the issues involved," according to Jesse H. Newlon, president of the National Education Association. Superintendent Hunter, of Oakland, California, believes that the highest and most professional aim of expert supervision is to minister to the three most vital needs in the progress of a teacher: (1) skilful technique of instruction, (2) inspiration to professional growth, and (3) a creative participation in the curriculum development of the school system.

No subject pertaining to the teaching profession is receiving more intensive study from every angle today than that of supervision. It is one of the most frequently discussed problems at educational conventions and in books on education.

To ascertain the attitude of the classroom teacher toward the management of the school system of which she is a part, to conserve the experience of teachers as it relates to teaching conditions, and to develop a scientific basis for bettering those conditions was the purpose underlying the appointment of the Committee of One Hundred on Classroom Teachers' Problems last year. The work was carried on in THE JOURNAL through its feature "Fresh from the Classroom," which brought many responses by letter, and through a questionnaire prepared by the chairman, Mrs. Mary C. C. Bradford. A report covering the replies has been prepared.

One of the questions asked was, "How would you effect a pleasanter co-operation between supervisors and classroom teachers?" The answer indicated that classroom teachers do not show any marked disinclination toward supervision if it is helpful and constructive. Out of the six hundred who replied to the questionnaire more than one hundred stated that in the places they were now teaching the coöperation was pleasant, sympathetic, and mutually helpful.

To the question, "Do you find that supervisors demand too much time for their special subjects," over sixty per cent of the replies were "no." A few comments from the questionnaires will show the trend of the answers:

"Too much required for allotted time."

"I sincerely believe each supervisor means well. Each is an artist in his special subject. Were they to trade places with the



JOHN J. MADDOX, superintendent of schools, St. Louis, Missouri, upon whose recommendation the Board of Education adopted the salary schedule printed on page 78 of this Journal. A superintendent can render no greater service than thus to lead his community to appreciate the importance of higher salaries for better teachers.

classroom teacher for awhile, they could gauge their work better."

"Not too much time but too much emphasis and energy on their particular subject."

"Often they fail to visualize the child's all-round development."

Many of the replies, however, indicated a feeling on the part of the teachers that supervision could be more helpful and more constructive than it is at the present time. Some expressed the belief that there was too much supervision while others advocated that the number of supervisors be increased. In almost all cases the objection is not to the supervision but to the method used by the supervisor. This may be due to

failure on the part of the superintendent to recognize that a certain type of personality can never exercise a type of supervision that will be both efficient and harmonious. A large variety of suggestions for bringing about a more sympathetic relationship were given. These have been grouped under several heads, each one of which is followed by quotations from the replies.

1. *More actual classroom experience by supervisors*—"Supervisors as a rule have been out of contact with actual classroom conditions so long that they lose the teacher's point of view. Actual classroom work at given intervals would change the supervisor's attitude."

"Have the supervisor go back to classroom work for six months every two years."

"Have the supervisors more thoroughly trained and equipped in their special subjects and capable of being real leaders in their field."

2. *More constructive criticism, more sympathetic understanding, more practical suggestions, and less theory by supervisors*—"A kindly and helpful attitude with constructive criticism on the part of the supervisor."

"Supervisors should not be critic teachers to mark teachers, but advisers and helpers. They should see results more than methods."

"First, I would suggest as supervisors, persons with approachable personality. Too many are drivers; too many use destructive criticism only."

3. *More definite directions by supervisors*—"By having the supervisors outline their work so definitely that the classroom teachers will know what they are expected to do and also what the supervisor will do."

"By a clearer statement of aims, desirable methods and procedure by the supervisor."

4. *Appreciation by each supervisor that there are other subjects of equal importance demanding attention*—"Frequently remind the supervisor: (1) That he should realize the numerous duties of the teacher. (2) That he recognize the demands of other departments. (3) That the teacher is not and cannot be a specialist."

5. *More frequent visits and longer ones by supervisors*—"Supervisors should make their visits at the appointed time. If unable to do so, the teachers should be notified and an outline of new work should be sent them. Supervisors should not make short, hurried visits."

"Make it possible for supervisors to visit more frequently and thus become better acquainted with each classroom teacher."

6. *More actual teaching or demonstration work by supervisors*—"Supervisors should do more teaching and hold conferences with teachers alone or in a group."

"More demonstration work given by the supervisors or their assistants. More helpful and immediate and tactful, constructive criticism at the time of their visits."

"For the sake of efficiency, if for no other reason, I think that each supervisor should teach the class that she comes to visit. I

¹ This is the first of a series of articles summarizing the information obtained by the Committee of One Hundred on Classroom Teachers' Problems, compiled by Agnes Winn, Director, Division of Classroom Service.

get many helpful suggestions from observing a lesson taught, but none from watching a silent listener out of the corner of my eye."

7. *The teacher should be given an estimate of her work by the supervisor*—"I would suggest a definite opinion given by supervisors to teachers in order that the teacher may know where she stands."

8. *Reports by teachers on supervisors*—"A teacher should have some way of reporting on each visit made by supervisor."

"If each teacher were required to report on the supervisor's visits, an estimate could then be made of the 'pleasant and efficient coöperation.'"

9. *Giving the teachers a part in the making of courses of study*—"More interviews in which the superintendent will consider suggestions from teachers."

"Coöperative planning of course of study and more teaching by supervisor."

10. *Encouraging initiative on the part of teachers*—"Have the supervisors be more explicit and then allow the teacher free rein in the development of lessons. There seems to be no set method for all pupils."

11. *More opportunity for discussion in teachers' meetings*—"There should be meetings in which the problems of both are discussed frankly and freely."

12. *Frequent conferences between teacher and supervisor to talk over problems*—"By coöperation of aims through regular conferences between supervisors and classroom teachers. Supervisors should have a more direct contact with actual classroom problems."

"Discussion of aims and work with a small group of teachers to get their ideas as to time allotments and exhibits of representative work rather than unusual work."

"By frequent consultations on questions of matter and method. By leaving all possible freedom in minor matters to the classroom teacher, and by making important decisions only after ascertaining their opinions."

13. *Mutual appreciation of one another's problems and duties, and respect for each other's viewpoint. Better training*—"If the supervisor and teacher, through discussion of each other's details and standards of achievement and methods, could reach a common ground of desirable procedure and attainment, more interest and coöperation would be effected."

"Better educated teachers. I mean teachers who could and would accept something new and supervisors who know psychology and how to apply it to child life."

"By realizing that the progress of our work is our common aim—personalities should be omitted from our relationship."

14. *More correlation of subjects*—"One expert supervisor for all primary subjects, or else by having various supervisors so correlate their work that history and geography and nature study shall become one subject, varied as season or circumstances shall permit."

15. *Less subject matter and more time to cultivate helpful relationships*—"I think the supervisors feel just as the rest of us do; that we have too much to do, to do it well. By the time we have made our best endeavor to do that, time and physical limitations do not give the opportunity for the many nice things we would each like to do.

Less of a rush would give us the closer touch and consequently a better understanding. Supervisors get the broader view and see even more than we the needs we cannot meet."

In response to the page "Fresh from the Classroom," approximately three hundred letters were received. Some of the questions answered were: Are you rendering maximum service? If not, what are some of the difficulties preventing you from doing so? What are some of your most difficult problems? What suggestions would you offer for the improvement of the schools? Supervision was one of the problems discussed in many of the letters. The suggestions given were helpful and constructive. They indicated as did those from the questionnaire that teachers desire even more supervision than is given at the present time if it is carried out in a spirit of helpfulness and understanding. A few excerpts will serve to show the attitude of the teachers:

"The problem is not to have less supervision but better. Give us supervisors who bring inspiration and a broader outlook, who give teachers strength and courage to go on and who make them see the great importance of their work, building the foundations upon which the whole educational structure rests. Too often supervisors leave teachers humiliated and discouraged with a feeling that in teaching there is nothing worth while."

"Faulty, inadequate supervision is worse than no supervision at all. A supervisor possessing a deep knowledge of the work he is to supervise, together with the proper methods of supervision, a keen sense of justice, a sense of humor, a blameless, irreproachable character, ability to understand the conditions under which the teacher works, ability to detect imperfections of a teacher and then firmly and tactfully to suggest improvement—this is the supervisor that will be of real help to the teacher and the means of uplifting the high standards of the school."

"The thing that interferes most with a teacher's doing the very best that lies in her power is supervision—positive and negative. Lack of supervision is bad for a teacher. She fails to do the very best she can if there is no one to expect and encourage her to do her best. A lazy supervisor is worse than none. I taught one year in a city school where the fate of a teacher is in the hands of the primary supervisor. For the first six months this supervisor did not come into my room. When she did come she sat on the edge of her chair for ten minutes, and then left. I lost my position at the end of the year. I had taught for twelve years and had gone from good to better positions until I took this position in one of the best systems in the South. Yet this woman, not an ignorant woman, but rather a brilliant Columbia graduate, presumed to pass judgment upon my ability as a teacher in one ten-minute visit. This unjust treatment and snap judgment inspired

fear and constraint in the hearts of other teachers in the same system."

"Efficient supervision is helpful to the classroom teacher. The special subjects such as music, penmanship, drawing, and physical training are taught under the direction of a supervisor whose duty it is to plan the work taught by the classroom teachers. The major subjects are unsupervised and as a result there are almost as many methods of teaching reading as there are teachers. My plea is efficient supervision in the major subjects throughout the eight grades."

THE TEACHER and her summer—Replying to the article written by Julia Jackson in the January, 1925, issue of your magazine entitled *Another Phase of the Salary Question*, points six and seven appeal to me as unreasonable.

Point six states, "Every teacher should be required by law to attend summer school, each summer, excepting every third summer." Point seven states, "Every third summer should be taken off for extension travel and for which equal credit should be given."

These two points mean that every summer a teacher would be under expense that few salary schedules permit. When, pray, shall a teacher begin to save for old age? Physically and mentally most of them would be benefited by three months of absolute change from schoolroom environment. Certainly he should have two summers out of three to do with as he pleases. Some are fortunate enough to have relatives who would enjoy seeing them. Teachers decidedly need to know some one besides teachers. In our desire for professional advancement let us not plan the entire lives of our teachers. One summer school out of three summers should keep a teacher alert. How many doctors or lawyers go away every year to study for six weeks? They could better afford it. Is not a teacher keeping up daily as well as they? Summer schools are filled with people who would be more efficient if they went to school less and enjoyed life more. The knowledge that he was well dressed and had a small amount saved would do many a teacher more good than a summer course.

Another point which Miss Jackson did not mention was merit or ability to impart knowledge. Degrees alone do not make teachers. We want teachers of good personal appearance, well-groomed and confident, with courtesy, self-control, vitality, enthusiasm, cheerfulness, sympathy, and humor as well as scholarship. The joy of living should be theirs. These teachers are not to be made by a cut and dried law, mind you. "Thou shalt go to summer school for two summers, and on the third go forth and travel extensively." Can't you see her on this third summer taking notes for her credits and envying the carefree ones who still can dance after dinner at the hotel, or who are out just for fun, and wondering with a pang why she's a teacher. Let a teacher be a free agent, or the sort of teachers who bring joy to the schoolrooms will disappear, to the sorrow of the children. Advancement yes, but not one-sidedness, not advancement which means suppression of personality, natural impulses, and freedom.—From an interested teacher.

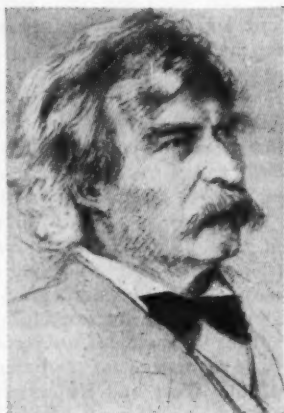
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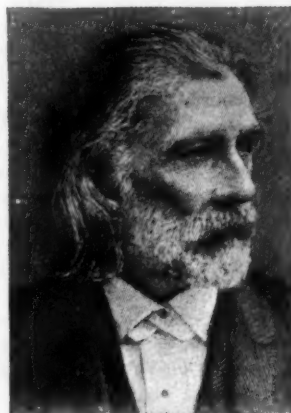
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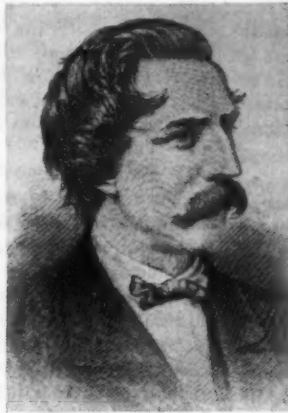
American Humorists



SAMUEL LANGHORNE CLEMENS (MARK TWAIN), Florida, Missouri; November 30, 1835—April 21, 1910.



HENRY W. SHAW (JOSH BILLINGS), Lanesborough, Massachusetts; April 21, 1818—October 14, 1885.



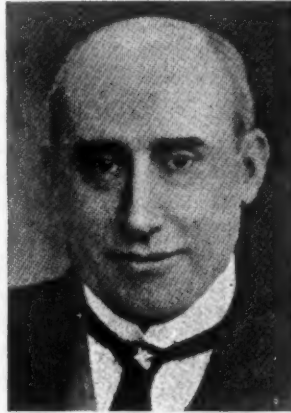
CHARLES FARRAR BROWNE (ARTEMUS WARD), Waterford, Maine; April 26, 1834—March 6, 1867.



EDGAR WILSON NYE (BILL NYE), Shirley, Maine; August 25, 1850—February 22, 1896.



FINLEY PETER DUNNE (MR. DOOLEY), Chicago, Illinois; July 10, 1867—



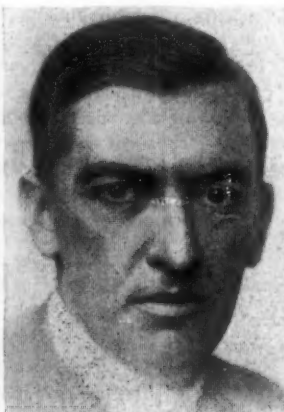
JOHN KENDRICK BANGS, Yonkers, New York; May 27, 1862—January 21, 1922.



STEPHEN BUTLER LEA-COCK, Swanmoor, Hants; December 30, 1869—



IRVIN S. COBB, Paducah, Kentucky; June 23, 1876—



GEORGE ADE, Kentland, Indiana; February 9, 1866—



ELLIS PARKER BUTLER, Muscatine, Iowa, December 5, 1869—



WILL ROGERS, Claremore, Oklahoma; 1880—



WALT MASON, Columbus, Ontario; May 4, 1862—

American Humorists

MARK TWAIN is still regarded as our greatest humorist. His classics of boyhood life in a Mississippi River town—"Tom Sawyer" and its sequel "The Adventures of Huckleberry Finn"—are known to every schoolboy in this country and in foreign lands as well. His popularity with grownups depends on his sympathetic study of *Joan of Arc*, his *Pudd'nhead Wilson*, *The Innocents Abroad*, and *Roughing It*, the latter "not an autobiography but a rollicking distortion of fact."

JOSH BILLINGS (Henry W. Shaw) began writing for the public after he was 45 years old. He once declared, "If I could have my way, there would be a smile continually on the face of every human being on God's footstool, and this smile should ever and anon widen into a broad grin." And those who heard him lecture left in this happy frame of mind. The titles of some of his lectures were: *Milk*; *What I know about Hotels*; *The Pensive Cockroach*; and *The Probabilities of Life*. The following illustrates his proverbs:

It is better to kno less, than to kno so much that ain't so.

There ain't nothing that will sho the virtues and vices of a man in so vivid a light as profuse prosperity.

ARTEMUS WARD, one of the early humorists, might be called a traveling columnist. His roving disposition took him from place to place until he reached Cleveland, where for three years he worked on the "dailies." His first humorous lecture was in New York City in 1861. In 1864, he gave lectures on his overland trip to California and Utah. Two years later, he went to Europe for his health and died there the following year.

The conclusion of his description of *The Census* shows his style: "But it didn't work. I got into a row at the first house I stopt at, with some old maids. Disbelievin' the answers they give in regard to their ages I endeavored to open their mouths and look at their teeth, same as they do with horses, but they floo into a violent rage and tackled me with brooms and sich. Takin' the sences requieres experience, like as any other bizness."

BILL NYE, like Artemus Ward, was born in Maine. He, too, was a journalist for a few years. He got his start on a paper called *The Laramie Boomerang*; later he wrote weekly letters for *The New York World* and other papers. His humor is unrefined and shows how little education he had, but it is intensely wholesome and funny. Unlike Artemus Ward and Josh Billings he did not take liberties with the dictionary and grammar in putting his fun over. The following taken from "The English Joke" shows how he proceeded from the sublime to the ridiculous: "The average English joke has its peculiarities. A sort of mellow distance, a kind of chastened reluctance, a coy and timid, yet trusting, though evanescent intangibility which softly lingers in the troubled air, and lulls the tired senses to

dreamy rest, like the subdued murmur of a hoarse jackass about nine miles up the gulch."

FINLEY PETER DUNNE, better known as the author of Mr. Dooley, has drawn miniature portraits of the men of his own time. We admit that the humor of a particular generation has its own flavor, but surely there is enough of merit in his characterizations to insure their author lasting fame.

We quote from "Avarice and Generosity" as reported by Mr. Dooley. "I don't blame a man fr bein' stingy anny more thin I blame him fr havin' a bad leg. Ye know th' doctors say that if ye dont use wan iv ye'er limbs fr a year or so ye can niver use it again. So it is with gin'rosity.

"A man starts arly in life not bein' gen-rous. He says to himself, 'I worruked fr this thing an' if I give it away I lose it.' He ties up his gen'rosity in bandages so that th' blood cant circylate in it. It gets to be a superstition with him that he'll have bad luck if he iver does annything fr annybody."

JOHN KENDRICK BANGS' first stories dealt with apparitions—not ghost stories designed to make the reader shudder but to make him laugh. "The House Boat on the Styx," a masterpiece of American humor, met with instant popularity either because of the novelty of the subject, or the fanciful juxtaposition of historical figures. Although Mr. Bangs has written some sixty books, his fame rests on this one book.

STEPHEN LEACOCK, head of the Department of Political Economy at McGill University in Montreal, is a Canadian humorist greatly appreciated in the States by many readers who admire his faculty of parody. His wit is the result of deep sincerity and hard sense. As a master satirist who discloses the eccentricities of modern fiction, he mimics the styles of present-day writers.

Professor Leacock graduated from the University of Toronto in 1891. He tells it well: "In other words, I was what is called a distinguished graduate, and as such, I took to school teaching as the only trade I could find that needed neither experience nor intellect. I spent my time from 1891 to 1899 on the staff of the upper Canada College, an experience which has left me with a profound sympathy for the many gifted and brilliant men who are compelled to spend their lives in the most dreary, the most thankless, and the worst paid profession in the world."

IRVIN S. COBB is one of America's most sympathetic, broad-souled humorists. He says that the man who aspires to be known as a humorist must constantly be saying, not, "What fools those mortals be" but "What fools all mortals be—myself prominently included." And Cobb has this knack of sharing the foibles of humankind. There is a universal appeal in what he writes. When "Speaking of Operations" first appeared in *The Saturday Evening Post* people read it

with appreciation, for in it was reflected their own experience. Later in book form, 300,000 copies were sold in five years, and some 25,000 copies a year ever since. English critics say Cobb is America's best short-story writer. Cobb says himself, "A man may write serious fiction for ten years or do straight reportorial work for ten years, but let him turn out one piece of foolery that tickles the public in its short-ribs and, from that hour, he is branded as a humorist."

GEORGE ADE as a playwright has made many an American audience laugh. *The College Widow* and *Father and The Boys* were very popular but his fame as a humorist rests on his fables in slang. In these short, offhand, and pithy stories, he attacks the traits of his fellowmen, revealing with a rare combination of naturalness, sympathy, and railleury their many shortcomings. He doesn't ridicule or tolerate his subjects; he likes them. As a native of Indiana, he knows the Middle West and its citizens as well as Tarkington and Lewis, but to their advantage he can take off these "Main Street" folks without any waste of words.

LLIS PARKER BUTLER attributes his love for writing to a maiden aunt with whom he lived when a boy. She not only criticised his early poetical efforts but instilled in him an admiration of literature and music. In regard to writing *Pigs is Pigs*, Mr. Butler declares it "was an accident and not the result of a studied effort." He adds that "The Jack Kniefed Man" is the best thing I have done. . . . Things like my *Goat Feathers*, *Swatty*, and *In Pawn* are great sources of pride."

WILL ROGERS, "the Aristophanes of the comic stage" of today, probably stands next to Mr. Dooley as a commentator on politics. As a humorist, he will be remembered long after his endeavors as a comedian have been forgotten. Future annals of the stage will record how this premier joker "made" the Follies by his drawling comments on topics of the day, which habitually included sarcastic mention of Congress and its doings. He says his best line is, "America never lost a war—and she never won a conference." His skill with lariat and chewing gum—both genuinely American accomplishments—were acquired on his father's ranch at Claremore, Oklahoma. Today his beautiful home at Beverly Hills, near Hollywood, is one of the show places, for Will has made money as well as fame by his talent on stage and screen, as editorial writer and after-dinner speaker. Those who know him well tell of his big heart and cite many examples of his silent generosity.

WALT MASON is more of an American than a Canadian. He worked on the *Atchinson Globe*, the Lincoln (Nebraska) newspapers, was editorial paragrapher for the *Washington (D. C.) News*, and now as a magazine and syndicate writer has his prose poems published in over two hundred newspapers in Canada and the United States. His home is at La Jolla, California.—*Jessie M. Robbins.*

Getting Ready for Indianapolis

THE ANNOUNCEMENT that the sixty-third annual meeting of the National Education Association is to be held at Indianapolis, Sunday, June 28, to Friday, July 3, will be received with glad acclaim by teachers who have been eager for a meeting in what Meredith Nicholson calls the "valley of democracy." Two years ago the Association met on the Pacific Coast, and last July on the Eastern Seaboard. It will now meet in the heart of the Continent, within the reach of many teachers who have not been able to attend other meetings. Every indication points to a large attendance. Indianapolis will appeal to thousands of teachers in Indiana and surrounding States, who will welcome this opportunity to attend the sessions of the National Education Association and participate in the rich programs of its departments and allied organizations.

The program will open with a general session on Sunday evening, June 28, and will continue through Friday, July 3. The first regular business session of the Representative Assembly will occur on Tuesday, June 30. The officers will this year be nominated and elected under the amendment to the constitution adopted by the Representative Assembly in Washington on July 3, 1924. Under this amendment, nominations will be made from the floor on roll call at the first business session of the Representative Assembly, and the election will be by ballot on the fourth day of the annual meeting, Thursday, July 1, 1925.

President Newlon is hard at work on the program for the meeting and promises some pleasant surprises. A general theme will be "The interpretation of the schools to the public."

Each year the work of committees and departments grows more vital as new tasks are undertaken and old committees and departments which have finished their work are discontinued. Reports of important committees will come before the Representative Assembly for action.

The committees at work during the present year are:

- Committee of One Hundred on Classroom Teachers' Problems, Mrs. Mary C. C. Bradford, Chairman, State Superintendent Public Instruction, Denver, Colo.
- Committee of One Hundred on Rural Teachers' Problems, Harold W. Foght, Chairman, President, Northern Normal & Industrial School, Aberdeen, S. D.
- Committee of One Hundred on the Problem of Retirement Allowances, Philip E.

Carlson, Chairman, 2547 10th Avenue, Minneapolis, Minn.

Committee of One Hundred on the Problem of Tenure, Fred M. Hunter, Chairman, Superintendent of Schools, Oakland, Calif.

Committee on Visual Education, Thomas E. Finegan, Chairman, 350 Madison Avenue, Suite 2002, New York City.

Illiteracy Commission, Cora Wilson Stewart, Chairman, Frankfort, Kentucky.

Legislative Commission, George D. Strayer, Chairman, Teachers College, Columbia University, New York City.

Committee on Educational Nomenclature, John W. Withers, Chairman, Dean, School of Education, New York University, New York City.

Joint Committee on Health Problems in Education, Thomas D. Wood, Chairman, Columbia University, New York City.

Editorial Council, William C. Bagley, Chairman, Teachers College, Columbia University, New York City.

Committee on Character Education, Milton Bennion, Chairman, Dean School of Education, University of Utah, Salt Lake City, Utah.

Committee on Thrift, Arthur H. Chamberlain, Chairman, 933 Phelan Building, San Francisco, Calif.

Committee on English, J. W. Searson, Chairman, University of Nebraska, Lincoln, Nebraska.

Committee on Arithmetic Revision, Guy M. Wilson, Chairman, Boston University, Boston, Massachusetts.

Committee for the Revision of the Departments of the National Education Association, James H. Kelley, Secretary, Pa. State Education Assn., 10 South Market Square, Harrisburg, Pa.

Committee on the Classification of Educational Material, Thomas H. Briggs, Chairman, Professor of Education, Teachers College, Columbia University, New York City.

Committee to Coöperate with the American Citizenship League, Mrs. Fannie Fern Andrews, Chairman, 405 Marlborough Street, Boston 17, Mass.

Research Advisory Committee, J. A. C. Chandler, Chairman, President, College of William and Mary, Williamsburg, Va.

Committee on Racial Well-Being, Helen C. Putnam, Chairman, 312 Laurel Avenue, Providence, R. I.

Committee on Coöperation with the World Federation of National Education Associations, Augustus O. Thomas, Chairman, State Commissioner of Education, State House, Augusta, Me.

Committee on the American School Program, William B. Owen, Chairman, President, Chicago Normal College, Chicago, Ill.

Committee on Ethics of the Profession, Sara T. Muir, Chairman, 1801 South 17th Street, Lincoln, Nebraska.

Committee on the Relationships of Departments and Committees, Olive M. Jones, Chairman, 310 West 97th Street, New York City.

Committee on Standards, Requirements, and Credits for Teachers in the Service, Joseph

Rosier, Chairman, President, State Teachers College, Fairmont, W. Va.

Committee on a Co-Inclusive Membership Plan, Thomas J. Walker, Chairman, 800 Conley St., Columbia, Mo.

Committee on Community Relations, George Carrothers, Chairman, Ohio University, Athens, Ohio.

Committee on the Teaching of Democracy, J. O. Engleman, Chairman, superintendent of schools, Terre Haute, Indiana.

Committee of One Thousand on Child Labor, John F. Sims, Chairman, President, State Normal School, Stevens Point, Wisconsin.

Committee on American Education Week to Coöperate with the American Legion and Bureau of Education, T. E. Johnson, Chairman, State Superintendent of Public Instruction, Lansing, Mich.

The departments which will hold meetings at Indianapolis include:

National Council of Education, J. M. Gwinn, President, Superintendent of Schools, San Francisco, Calif.

Adult Education, Charles M. Herlihy, President, Supervisor of Adult Alien Education, State Department of Education, Boston, Mass.

Business Education, L. L. Jones, President, Vocational Counselor, West High, Cleveland, Ohio.

Classroom Teachers, Julia A. Spooner, President, Portland, Ore.

Educational Publications, J. W. Searson, President, University of Nebraska, Lincoln, Nebr.

Elementary School Principals, Mrs. Jessie M. Fink, President, Principal, Palmer School, Grand Rapids, Mich.

Kindergarten Education, Edna Dean Baker, President, President, National Kindergarten and Elementary College, Chicago, Ill.

Music Education, President to be appointed. Normal Schools and Teachers Colleges, George W. Frasier, President, President, Colorado State Teachers College, Greeley, Colo.

Rural Education, Macy Campbell, President, State Teachers College, Cedar Falls, Iowa. School Health and Physical Education, Charles H. Keene, President, Director, Health Education, State Department of Public Instruction, Harrisburg, Pa.

Secondary School Principals, L. W. Brooks, President, Principal, Wichita High School, Wichita, Kans.

Visual Instruction, Ernest L. Crandall, President, Director of Lectures, Public Schools, New York City.

Vocational Education, John N. Greer, President, Assistant Superintendent of Schools, Minneapolis, Minn.

Headquarters of the National Education Association, including exhibits and registration and the Secretary's office, will be located in the Shortridge High School. Headquarters of State delegations will be distributed among the leading hotels of the city, including the Claypool, Severin, Washington, Lincoln, Spink-Arms, Dennison, and English.

MORAL CODE
FOR
SCHOOL CHILDREN

IN GOD WE TRUST

If I want to be a happy, useful citizen I must have:

COURAGE AND HOPE

I must be brave—This means I must be brave enough and strong enough to control what I think, and what I say and what I do, and I must always be hopeful because hope is power for improvement

WISDOM

I must act wisely—In school, at home, playing, working, reading or talking, I must learn how to choose the good, and how to avoid the bad.

INDUSTRY AND GOOD HABITS

I must make my character strong—My character is what I am, if not in the eyes of others, then in the eyes of my own conscience. Good thoughts in my mind will keep out bad thoughts. When I am busy doing good I shall have no time to do evil. I can build my character by training myself in good habits.

KNOWLEDGE AND USEFULNESS

I must make my mind strong—The better I know myself, my fellows and the world about me, the happier and more useful I shall be. I must always welcome useful knowledge in school, at home, everywhere.

TRUTH AND HONESTY

I must be truthful and honest—I must know what is true in order to do what is right. I must tell the truth without fear. I must be honest in all my dealings and in all my thoughts. Unless I am honest I cannot have self-respect.

HEALTHFULNESS AND CLEANLINESS

I must make my body strong—My eyes, my teeth, my heart, my whole body must be healthful so that my mind can work properly. I must keep physically and morally clean.

HELPFULNESS AND UNSELFISHNESS

I must use my strength to help others who need help—If I am strong I can help others. I can be kind, I can forgive those who hurt me and I can help and protect the weak, the suffering, the young and the old, and dumb animals.

CHARITY

I must love—I must love God, who created not only this earth but also all men of all races, nations and creeds, who are my brothers. I must love my parents, my home, my neighbors, my country, and be loyal to all these.

HUMILITY AND REVERENCE

I must know that there are always more things to learn—What I may know is small compared to what can be known. I must respect all who have more wisdom than I, and have reverence for all that is good. And I must know how and whom to obey.

FAITH AND RESPONSIBILITY

I must do all these things because I am accountable to God and to humanity for how I live and how I can help my fellows, and for the extent to which my fellows may trust and depend upon me.

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ONE THOUSAND DOLLAR CONTEST FOR TEACHERS—"Collier's, The National Weekly," offers ten life memberships in the National Education Association, valued at one hundred dollars each, to the ten teachers who submit the best essays describing methods of using in the classroom the Moral Code compiled and published by them and reproduced herewith. The Code is the result of suggestions from thousands of leading educators, professional workers, and business men and women. The conditions of the contest are: (1) That participation shall be restricted to those actively engaged in teaching primary grades, grammar grades, high schools, rural schools, and teacher-training schools; (2) That all manuscripts shall be typewritten; (3) That no manuscript shall exceed five hundred words; (4) That the contest shall close on April 15; (5) That the award of the judges shall be final. The judges are Mrs. A. H. Reeve, President of the National Congress of Parents and Teachers; Mr. Milton Bennion, of the University of Utah, Chairman of the Committee on Character Education of the National Education Association; and the Editor of "Collier's, The National Weekly."

GUIDE TO BOOKS

Free Material

A booklet on the prevention of pneumonia may be had free by writing to the Metropolitan Life Insurance Company of New York City.

Child Labor

That the ratification of the Child Labor Amendment is a subject of widespread debate in schools is indicated by the many requests for material received by the National Education Association and other organizations working on the problem. A Debater's Handbook on Child Labor, fresh from the presses of the H. W. Wilson Company, 958 University Avenue, New York City (430 pages, \$2.40), contains a wealth of material including a brief bibliography and reprints of the best material on the various phases of the question.

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.

- ✓ *Department of Superintendence Third Year-book; Research in constructing the elementary school curriculum.* 424p. Single copies, \$2. Has been mailed to members of the Department of Superintendence.
- ✓ *Bulletin of the Department of Elementary School Principals, Volume IV, Number 2, January, 1925.* 64p. 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.
- ✓ *RESEARCH BULLETIN, Vol. III, Nos. 1 and 2, January and March, 1925. Public school salaries in 1924-1925.* 64p. Has been mailed to \$5 members.

Bureau of Education Publications

The publications listed below may be had from the U. S. 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. 18. *Introduction of algebra into American schools in the eighteenth century.* 80p. Paper, 15c.
- ✓ COMMERCIAL EDUCATION LEAFLET, No. 9, 1924. *Commercial occupations, Report of the*

fourth commercial education conference held under the joint auspices of the U. S. Bureau of Education and the Vocational Education Association of the Middle West, St. Louis, January 16, 1924. 9p. Paper, 5c.

What Shall I Read?

Suggestions for Grade 7, first semester

"Come, Choose Your Road and Away"

Adams—Red caps and lilies
Baldwin—Story of Roland
Bennett—Master Skylark
Birkhead—Heroes of modern Europe
Birkhead—Story of the French revolution
Cather—Boyhood stories of famous men
Cervantes—Don Quixote retold by Judge Parry
Colum—Adventures of Odysseus
Dickens—Tale of two cities
Dix—Merrylips
DuBois—White fire
French—Lance of Kanana
Hawthorne—Strange adventures of a pebble
Hudson—Little boy lost
Kipling—Puck of Pook's Hill
Lang—Story of Captain Cook
Lang—Story of Lord Clive
Maeterlinck—Children's life of the bee
Major—Little king
Marryat—Masterman Ready
Marshall—Island story
Mathews—Livingstone the pathfinder
Miall—William the Silent
Mukerji—Kari the elephant
Munchausen—Children's Munchausen
Olcott—Bible stories to read and tell
Paine—Joshua Barney
Parkman—Conquests of invention
Pyle—Men of iron
Scott—Children's poets edition
Scott—Ivanhoe
Seaman—Jacqueline of the carrier pigeons
Sienkiewicz—In desert and wilderness
Snell—Garibaldi and his red-shirts
Stedman—Story of Florence Nightingale
Stephens—Irish fairy tales
Stevenson—Treasure island
Wiggin—Rebecca of Sunnybrook Farm
Wilde—Happy prince
Yonge—Little duke

Young People's Department
The Public Library
Washington, D. C.

✓ HEALTH EDUCATION, No. 17, 1924. *Helps for the rural school nurse.* 54p. Paper, 10c.
HIGHER EDUCATION CIRCULAR, No. 29, 1924. *The Rhodes Scholarships; memorandum.* 1925. 3p. Paper, 5c.

✓ LIBRARY LEAFLET, No. 28, 1924. *List of references on higher education.* 31p. Paper, 5c.

✓ LIBRARY LEAFLET, No. 29, 1924. *List of references on play and playgrounds.* 13p. Paper, 5c.

✓ RURAL SCHOOL LEAFLET, No. 33, 1924. *Preparation of rural teachers in high schools; a summary of present practice.* 27p. Paper, 5c.

Administration

- ✓ BOWMAN, CLYDE A. *Graphic aids in occupational analysis for guidance and teaching.* Milwaukee, Wis., Bruce Pub. Co., 1924. 104p. \$3.75.
- ✓ CALLAHAN, JOHN. *Equalizing educational opportunity in Wisconsin.* Madison, Wis., Department of Public Instruction, 1924. 62p.
- ✓ HUNT, CHARLES W. *The cost and support of secondary schools in the State of New York.* N. Y., Macmillan, 1924. 108p.
- ✓ INDIANA DEPARTMENT OF PUBLIC INSTRUCTION. *Suggestions on schoolhouse planning.* Indianapolis, Ind., W. B. Burford, 1924. 24p. Apply.
- ✓ KELLER, FRANKLIN J. *Day schools for young workers; the organization and management of part-time and continuation schools.* N. Y., Century, 1924. 600p. \$2.60.
- ✓ LEWIS, ERVIN EUGENE. *Personnel problems of the teaching staff; a study of some of the outstanding personnel management problems that arise in the administration and supervision of a public school system.* N. Y., Century, 1924. 460p. \$2.25.
- ✓ RUCH, G. M. *The improvement of the written examination.* Chicago, Scott, Foresman, 1924. 193p. \$1.80.
- ✓ WILLIAMS, J. HAROLD. *Graphic methods in education.* Boston, Houghton Mifflin, 1924. 319p. \$2.

Geography, History, Agriculture

- ✓ BERRY, JAMES B. *Teaching agriculture; an analysis of the teaching activity in its relation to the learning process.* Yonkers, N. Y., World Bk. Co., 1924. 230p. \$2.
- ✓ CHAMBERLAIN, JAMES FRANKLIN. *Geography, physical, economic, regional; rev. ed.* Phila., Pa., Lippincott, 1924. 527p. \$2.50.
- ✓ HUNTINGTON, ELLSWORTH, and CUSHING, SUMNER W. *Modern business geography.* Yonkers, N. Y., World Book Co., 1925. 352p. \$2.
- ✓ MAHAN, BRUCE E. *State and local history in the high school.* Iowa City, Iowa State Hist. Soc., 1924. 7p. Paper, apply.

- ✓ PRICE, OLIVE M. *Short plays from American history and literature, for classroom use.* N. Y., S. French. 258p. \$1.75.

Health and Physical Education

- ✓ BERRY, ELMER. *Exercises in physiology for normal schools and students of physical education; a laboratory manual.* N. Y., A. S. Barnes & Co., 1924. 147p. Paper, \$2.
- ✓ NEWMAYER, S. W. *Medical and sanitary inspection of schools.* Phila., Pa., Lea & Febiger, 1924. 462p. \$4.
- ✓ SHARP, WILLIAM BARNARD. *The foundation of health; a manual of personal hygiene for students.* Phila., Pa., Lea & Febiger. 262p. \$2.50.
- ✓ WALTERS, FRANCIS MARION. *Physiology and hygiene for secondary schools; rev. ed.* Boston, D. C. Heath & Co., 1924. 439p. \$1.72.

Reading, English, Grammar

- ✓ BALTIMORE DEPARTMENT OF EDUCATION. *English course of study for junior and senior high schools.* Baltimore Md., Author, 1924. 252p. Paper.
- ✓ JESPERSON, OTTO. *The philosophy of grammar.* N. Y., Holt, 1924. 359p. \$4.
- ✓ KLAPPER, PAUL. *Teaching English in elementary and junior high schools; a manual of method.* N. Y., Appleton, 1925. 355p.
- ✓ STEVENS, MARION PAINE. *Teaching what to read and how to read it.* Boston, D. C. Heath & Co., 1924. \$1.28.

Teaching, Ethics, Psychology

- ✓ ADAMS, HENRY FOSTER. *The ways of the mind; the study and use of psychology.* N. Y., Scribner's, 1925. 336p. \$1.80.
- ✓ DEMING, ALHAMBRA GEORGIA. *Devices and diversions for vitalizing teaching in intermediate and grammar grades; a handy hand-book for teachers.* Chicago, Beckley-Cardy Co., 1924. 215p. \$1.20.
- ✓ GUILER, WALTER SCRIBNER. *Teaching arithmetic through games and other pupil activities.* Ann Arbor, Michigan, Edwards Brothers, 1924. 65p. Paper, \$1.15.
- ✓ HART, JOSEPH KINMONT. *The discovery of intelligence.* N. Y., Century, 1924. 431p. \$4.
- ✓ KROPOTKIN, PETR ALEKSIEEVICH. *Ethics: origin and development.* N. Y., Dial Press. 365p. \$4.
- ✓ MILLIS, WILLIAM A., and HARRIETT H. *The teaching of high school subjects.* N. Y., Century, 1925. 477p. \$2.25.
- ✓ SHERMAN, IRENE CASE. *The suggestibility of normal and mentally defective children.* Baltimore, Md., Williams & Wilkins, 1924. 34p. Paper, apply.
- ✓ SMITH, ALICE W., and BASSETT, LAURA W. *Helpful hints for the rural teacher and teachers of all lower grades.* Valley City, N. Dak., Smith & Bassett. 130p. Bds., \$1.50; paper, \$1.
- ✓ STORMZAND, MARTIN J. *Progressive methods of teaching.* Boston, Houghton Mifflin, 1924. 374p. \$2.

Other Books on Education

- ✓ BELL, J. CARLETON. *Contributions to education; Vol I.* Yonkers, N. Y., World Book Co., 1924. 364p. \$2.

- ✓ BOAL, BELLE. *Art in the school.* Garden City, N. Y., Doubleday, Page, 1924. 128p.
- ✓ BUGBEE, WILLIS NEWTON. *Catchy programs, games and stunts for school and community.* Syracuse, N. Y., W. N. Bugbee Co., 1924. 60p. Apply.

What Shall I Read?

Suggestions for Grade 7, second semester

"Near the Friendly Hearth to Read"

Atkinson—Greyfriars Bobby
Austin—Trail book
Bennett—Barnaby Lee
Bennett—Camp Ken-jockey
Bunyan—Pilgrim's progress
Chaucer—Tales of the Canterbury pilgrims
Colum—Children of Odin
Cooper—Last of the Mohicans
Dickens—David Copperfield
DuChailu—Stories of the gorilla country
Fabre—Insect adventures
Ford—Janice Meredith
Franklin—Autobiography
Gilbert—More than conquerors
Goodwin—Dolly Madison
Hawes—Mutineers
Herrick—Children's poets edition
Hillyer—Child's history of the world
Hull—Boy's Cuchulain
Hutchins—Sword of liberty
Laing—Hero of the Longhouse
La Motte-Fouqué—Undine
Longfellow—Courtship of Miles Standish
Mackenzie—African adventures
Marshall—Cedric the forester
Marshall—Scotland's story
Masfield—Jim Davis
Meader—Down the big river
Meigs—New moon
Muir—Stickeen
Nordhoff—Pearl lagoon
Pyle—King Arthur and his knights
Schultz—Lone Bull's mistake
Scott—Talisman
Shakespeare—Julius Caesar
Stockton—Buccaneers and pirates of our coast
Thompson—Lives of the hunted
White—Daniel Boone
Whitham—Shepherd of the ocean
Wilmot-Buxton—Stories from old French romance

Young People's Department
The Public Library
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- ✓ FRANKLIN, EDWARD EARLE. *The permanence of the vocational interests of junior high school pupils.* Baltimore, Md., Johns Hopkins Press, 1924. 70p. Apply.
- ✓ GLASS, JAMES M. *Curriculum practice in the junior high school and grades five and six.* Chicago, Univ. of Chicago Press, 1924. 191p. Paper, \$1.75.
- ✓ HAMAIDE, AMÉLIE. *The Decroly class; a contribution to elementary education.* N. Y., Dutton, 1924. 318p. \$2.

- ✓ MCCREADY, SAMUEL BROADFOOT. *The school and country life.* Boston, Heath, 1924. 321p. \$1.12.

- ✓ MYERS, HARRY T., comp. *College and private school directory of the United States, Vol. 14, 1923-24.* Chicago, Educ. Aid Society, 1924. 544p. \$5; paper, \$2.

- ✓ RILEY, EUGENE B. *Economics for secondary schools.* Boston, Houghton Mifflin, 1924. 318p.

- ✓ SCHULER, ALBERT A. *Electric wiring; a textbook of applied electricity for vocational and trade schools.* N. Y., McGraw-Hill. 361p. \$2.50.

- ✓ WALTERS, RAYMOND. *Educational jottings abroad.* Lancaster, Pa., The Science Press.

Among Books Received

- ✓ BARKER, JAMES L. *Effective French for beginners.* N. Y., Scribner's, 1925. 374p. \$1.56.
- ✓ DOHERTY, MARIAN A. *Literature in the schools; how to present poetry and make book lovers.* Boston, Little, Brown, 1925. 172p.
- ✓ GREER, CARLOTTA C., and BENNETT, J. CORA. *Chemistry for boys and girls.* N. Y., Allyn & Bacon, 1925. 776p. \$1.80.
- ✓ GRIMBALL, ELIZABETH B., and WELLS, RHEA. *Costuming a play; inter-theatre arts hand-book.* N. Y., Century, 1925. 133p. \$3.
- ✓ IVINS, LESTER S., and WINSHIP, A. E. *Fifty famous farmers.* N. Y., Macmillan, 1924. 407p.
- ✓ JOHNSON, JULIA E., comp. *Selected articles on child labor.* (The Handbook Series) N. Y., H. W. Wilson Company, 1925. 371p. \$2.40.
- ✓ KNEELAND, NATALIE. *Cases in retail salesmanship.* Chicago, A. W. Shaw Co., 1924. 189p. \$1.50.
- ✓ MORGAN, JAMES. *Our Presidents; brief biographies of our chief magistrates; school edition.* N. Y., Macmillan, 1924. 326p. \$2.50.
- ✓ MORRIS, G. W., and WOOD, L. S. *The English-speaking nations; a study in the development of the commonwealth ideal.* N. Y., Oxford Univ. Press, 1924. 396p. \$1.20.

ONLY THOSE BOOKS come down which deserve to last. All the gilt edges, vellum and morocco, all the presentation-copies to all the libraries will not preserve a book in circulation beyond its intrinsic date. . . . Blackmore, Kotzebue, or Pollok may endure for a night, but Moses and Homer stand forever. There are not in the world at any one time more than a dozen persons who read and understand Plato:—never enough to pay for an edition of his works; yet to every generation these come duly down, for the sake of those few persons, as if God brought them in his hand. "No book," said Bentley, "was ever written down by any but itself." The permanence of all books is fixed by no effort, friendly or hostile, but by their own specific gravity, or the intrinsic importance of their contents to the constant mind of man. "Do not trouble yourself too much about the light on your statue," said Michael Angelo to the young sculptor; "the light of the public square will test its value."—Ralph Waldo Emerson in *Spiritual Laws*.

Problems for Teachers' Meetings

THE PRESIDENT of a large local organization of teachers writes, "I wish to tell you that more and more teachers are reading THE JOURNAL. At our meetings I call especial attention to pages or articles dealing with problems in which we are particularly interested. In that way, I am hoping to create a real interest in THE JOURNAL." The following problems are based on this issue:

Study 1. The curriculum—Have you followed the present "curriculum revision" as described in the previous issues of THE JOURNAL? What are some of the phases of education that are being emphasized today in the making of a progressive curriculum? Read the article The Curriculum and Democracy on page 81. What three fundamental types of knowledge must be recognized in curriculum revision if the schools are going to make their contribution to modern democracy? What is the basic difference between the curriculum of a century ago and that of today?

Study 2. Teaching English—The article on page 83 gives the English point of view in the teaching of English. Read it and see if you agree with the views expressed. What does the writer say concerning the world importance of English? Has this always been true? How does a thorough knowledge of the English language influence a man's entire life? Do you feel that you are placing the proper emphasis on the teaching of English in your classroom? Give some ways in which it can be correlated with every other subject so that it becomes the center around which the other subjects are built.

Study 3. Our National Association, page 77—In what year was our Association organized? Do you know in what city the first meeting was held? What were some of the "recent movements and improvements" mentioned in the presidential address of 1863? How many of these steps have been realized? If you desired to know more about the history of the Association to what source would you go? How many meetings of the Association have you attended? When was it reorganized on a delegate basis?

Study 4. Professional improvement—Give several reasons why a teacher should "refresh" herself during the summer vacation. Why is attendance at summer school one of the best means of doing this? How can you make it a real vacation as well as a time for study? Give several of the opportunities it affords. Why is it advisable to make your plans early? Read *Adding Refreshment to Our Pails* on page 79. If you are going to attend school this summer, have you made the necessary arrangements? Look over the table on page 80. What university had the largest summer school enrollment? What per cent belonged to the teaching pro-

fession? Is this percentage about the same in the other schools listed?

Study 5. Local associations—What are some of the outstanding activities of teachers' organizations? Are you following the series of articles in THE JOURNAL describing some of these activities? Did you read the article last month on Loan and Relief Funds? The one this month deals with mutual benefit plans and hospital aid. (See page 93.) What is your organization doing along this line? How is the problem of illness or dis-

Suggestions for Using the March Journal

Important Topics Suitable for Discussion Found in this Number

The Summer for Inspiration—79
Present-day Needs in Teaching—81
Teaching English—83
Prevalence of Deafness—86
Children's Rights—87, 90
Mutual Benefits in Local Associations—93
Teachers' Views in Supervision—99

For Reading and Information

Editorials—92
Salary Schedules—78, 94, 95
Better Homes—85
World Federation at Edinburgh—91
N. E. A. Convention at Indianapolis—103
What Shall I Read?—105

ability taken care of in modern industrial houses? If you know of a plan which differs from those described, send it to the Division of Classroom Service.

Study 6. Better homes—What is meant by the "better homes" movement? How have the schools cooperated in it? How did one community carry out a "better homes" project? (See page 85.)

Study 7. Child labor—What position is taken by Father John A. Ryan on the problem of child labor legislation? (See page 87.) Read his replies to the arguments that are being used by those opposed to the Child Labor Amendment. What large association is leading the opposition? Why would the interests of an organization of this kind naturally be biased? How are the rights of children now protected? Why is it necessary to have National legislation to protect them? Has your State legislative body considered the Amendment? Has your State and your local education association taken an active stand for it? Name several large National organizations that are actively promoting it. Read press comments on page 90.

What attitude has your local press taken on this question? What views have President Coolidge and the late President Roosevelt expressed on Child Labor. (See page 78.)

Study 8. American humorists—America's humorists have played a large part in her history. Are you familiar with the writings of those featured on pages 101 and 102? Had space permitted, others could have been added to this list. Name several whom you would include.

Study 9. Salary schedules—THE JOURNAL is publishing a number of schedules that show marked progress in salary making. What cities have the highest schedules? Can you name several that have a single salary schedule based on experience, training, and success applicable to all grades from kindergarten through high school? St. Louis has just adopted a new scale which not only provides for marked increases but wipes out the differential between men and women teachers. Study the scale on page 78 and discuss its merits at your next faculty or organization meeting. Also see pages 94 and 95.

Study 10. Education for citizenship—In the article on page 82 what does the author give as one of the first steps toward success and contentment? What should be the aim of art education? How can art be made purposeful? Tell how it has been worked out in one school system. What effect do sordidness and ugliness have on a person's attitude toward life? Does the art program as carried out in your schools inspire in the children a love of the beautiful? Does it give them an opportunity to make practical application of their knowledge of art?

Study 11. Addresses and Proceedings for 1924—The volume covers the annual meeting held in Washington last summer. There are 39 pages devoted to the Department of Classroom Teachers. Have you read them? There are many subjects discussed that are of interest to all teachers. The pages covering the sessions of the Department of Elementary School Principals are interesting reading also. There are timely discussions of every phase of education in the volume. Select one suitable for discussion at a teachers' meeting.

Study 12. Educational Publicity in Rochester—You will be interested in looking over page 98 to see how one city is handling its schools news. Note what a wide variety of subjects are covered. Do any of your local papers have a school editor? Can you think of ways and means of getting more educational news in the papers? What topics of local interest might be featured in your papers?

Study 13. On to Edinburgh—When was the World Federation of Education Associations organized? In what city? How often does it meet? Where and when is its next meeting to be held? What are some of the subjects to be discussed? To whom should you write for detailed information concerning the trip? (See page 91.)

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NOTES and ANNOUNCEMENTS

THE FIGHT for the ratification of the Child Labor Amendment has just begun. The textile makers recognize this and expect a long struggle, although announcements are made that the battle is over. When an Amendment to the Constitution has won sufficient support to pass both houses of Congress by a two-thirds vote, it is before the people until it is ratified by thirty-six States or deserted by its friends. The Constitution does not provide for rejection of an Amendment. States may reject and later reconsider and ratify as they have done many times in the past and as they will eventually do in this great issue of the children versus selfish business interests. Human life and personality are sacred things and no issue involving them is ever settled until it is settled right. Let us accept the challenge and recognize the opportunity to define the rights of children more clearly in the minds of the people.

DELEGATES TO REPRESENTATIVE ASSEMBLY—Reports from the officers of State and local associations indicate an increasing policy on the part of these associations of paying the expenses of delegates to the meeting of the Representative Assembly of the National Education Association. Owing to deficit in the Association's funds, the experiment of paying a portion of the expenses from the treasury of the National Education Association was not continued by the Assembly at its meeting in Washington in July.

PRESIDENT NEWLON, on learning of the dismissal of President Lindley, of the State University of Kansas, sent a formal request to the president of the State Teachers Association for an investigation and a statement of the facts concerning the dismissal for the consideration of the executive committee and the Association. Although President Lindley was reinstated before the machinery of the State Association could be put into operation, expressions of appreciation of Mr. Newlon's action have been received from officers of the Association, from many friends of the University, and from various organizations in the State. This action on the part of President Newlon is taken to mean that the Association is aggressively interested in tenure for teachers from the bottom to the top.

TWO AWARDS of \$500 each will be given in June, 1926 to teachers in any one of the subjects, history, civics, biologic sciences, psychology, home economics, who present satisfactory studies on racial well-being: the educational ideal by groups of at least ten pupils. The study must not exceed 7000 words; must bear pen name, with sealed envelope having it and containing address of sender. Four copies must reach clerk of Committee before April 15, 1926—Ida P. Greenman, 1022 Hospital Trust Building, Providence, Rhode Island.

Successful studies become the property of the Committee, and may be published. Judges will rate as follows: Experimentation 40, research 20, accuracy, definiteness, co-operation of departments, mechanical appearance each 10.

The first report of successful studies is published in Proceedings of the National Education Association 1922, page 562. Earlier volumes contain Reports of Progress. Committee on Racial Well-being of National Council of Education, National Education Association; Helen C. Putnam, Susan M. Dorsey, Carroll G. Pearse.

MISS GRACE BRIDGES, president of the Portland Grade Teachers' Association, reports that the Portland School Board has established a department of research and guidance under the direction of B. W. Debusk, of the School of Education of the University of Oregon. It provides for accumulative leave through a period of consecutive service not exceeding ten years. The annual minimum leave of ten days may accumulate up to a maximum not to exceed one hundred days in any year. Teachers throughout the country will join the officers of the Association in congratulating forward-looking Portland.

THE EXECUTIVE COMMITTEE of the Department of Classroom Teachers has held the following regional conferences this year:

Canyon City, Tex.—September 5, 1924
Walla Walla, Wash.—October 27, 1924
Seattle, Wash.—November 1, 1924
Kansas City, Mo.—November 15, 1924
San Antonio, Tex.—November 29, 1924
Portland, Ore.—December 31, 1924

The purpose of these conferences is to stimulate interest in the work of the National Education Association and of the Department.

INFORMATION on the Child Labor Amendment may be had by writing to the Organizations Associated for the Ratification of the Child Labor Amendment, 532 Seventeenth Street Northwest, Washington, D. C., or to the National Child Labor Committee, 215 Fourth Avenue, New York City.

HAWAII has for the past two years had an enviable record in percentage of teachers enrolled in Education Associations. Last year 97.4 per cent of the teachers of Hawaii were enrolled in the N. E. A. The closest approach to this record made by any State was 25.2 per cent below. However, Hawaii will not be content with 97.4 per cent; it must have 100 per cent not only in the N. E. A. but in the Hawaii Education Association and local associations as well.—From *The Barometer* of the Hilo Teachers' Union.

FIFTY-THREE YEARS of service in the schools of Richmond, Virginia, is the record of Miss Cornelia Storrs Taylor, who died recently at the age of seventy-seven, according to a note received from her niece, Miss Cornelia

Adair, who has efficiently served the National Education Association as treasurer for several years.

THE CORDIAL FRIENDSHIP between the teachers of Florida and those of the Republic of Cuba which was established a year ago when a delegation of Florida teachers visited Havana and were royally entertained by the Cuban Board of Education, was most happily renewed this year when a delegation of Cubans attended the annual meeting of the Florida Education Association, December 27, 1924 to January 1, 1925. The contacts thus gained through these interchanges of courtesies will firmly cement a loyal and friendly relationship between the two people and will serve to bring the two to a better understanding and consideration of each other. Through this friendliness and understanding of each other's problems the people are doing in a small way what the World Federation of Education Associations is trying to do in a large way.

SIXTY PER CENT of the teachers of Pinellas County, Florida, attended the annual meeting of the Florida Education Association at Daytona, Florida, taking with them a banner which they proudly displayed, bearing the following: "Peerless Pinellas, 100 per cent enrolled in the F. E. A. and 100 per cent enrolled in the N. E. A.; 150 in attendance at Daytona."

AMERICAN HOME ECONOMICS ASSOCIATION offers a \$50 prize for a suitable emblem. Any interested person is eligible. Further particulars may be had by addressing Miss Helen W. Atwater, editor, *Journal of Economics*, Washington, D. C.

INTERNATIONAL KINDERGARTEN UNION will hold its annual convention in Los Angeles, California, July 8-11. Further information can be had by writing Miss Ruth Sterry, 404 International Building, 116 Temple St., Los Angeles.

THE CAPPER-ZIHLMAN compulsory school attendance law is awaiting the President's signature. It provides that children of the District of Columbia from 7 to 16 years of age shall attend school.

E. C. GLASS recently celebrated his forty-sixth anniversary as superintendent of the Lynchburg, Virginia, Schools.

THE COLLEGE of Education, Ohio State University, will hold its Fifth Annual Educational Conference at Columbus, Ohio, on April 2, 3, and 4. Three general programs and 26 sectional meetings, all focusing on the Conference keynote, "Democracy and Education," will be held during the three-day gathering.

THE JULIUS-ROSA SACHS ENDOWMENT FUND of \$20,000 has been established at Teachers College, Columbia University, to promote secondary education progress. Further particulars may be had from the Dean of Teachers College, 525 West 120 St., New York City.

HAWAII is making an extensive campaign to have the National Education Association Convention in Honolulu in 1927. Hawaii has already over 97 per cent of its teachers in the National Education Association.

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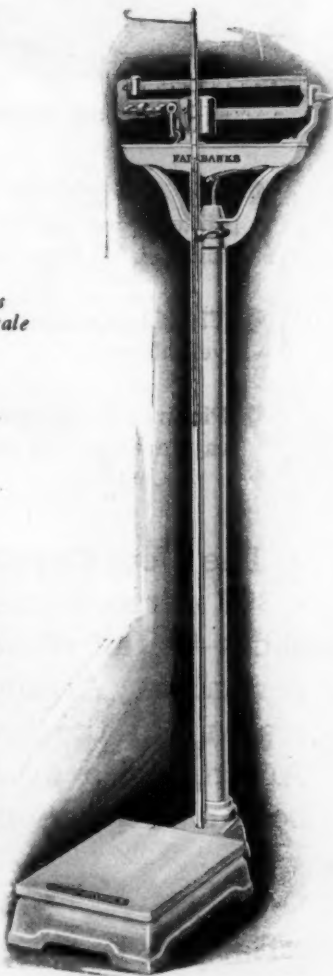
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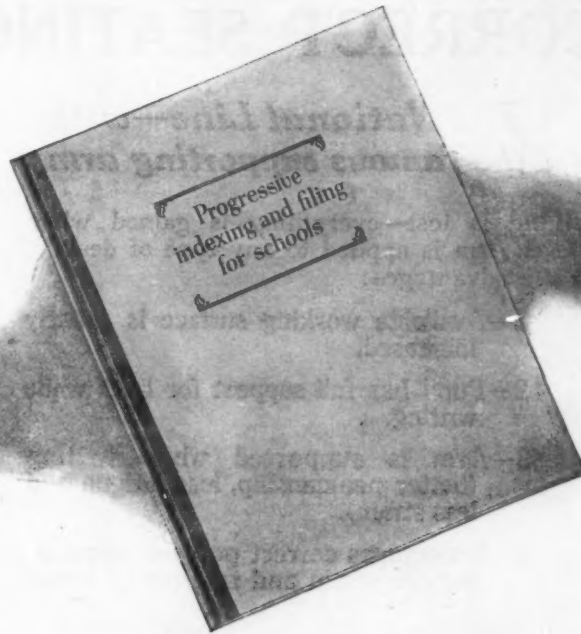
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 BURLINGTON, WYO., *Burlington Public School*, Nanna E. Newlander, Principal.
 CASPER, WYO., *Washington School*, Minnie L. Eddleman, Principal.
 CHERRYVALE, KANS., *Cherryvale Public Schools*, John P. Sheffield, Superintendent; *Central School*, J. A. Stillwaugh, Principal; *Junior High School*, J. A. Stillwaugh, Principal; *McKinley School*, Emma Schiller, Principal; *Senior High School*, V. H. Simmons, Principal.
 CHEYENNE, WYO., *Corlett School*, Jesse L. Goins, Principal.
 CLAIRBORNE PARISH, LA., *Alabama Line School*, Mrs. E. R. Aycock, Principal; *Arizona School*, Georgia Pryor, Principal; *Aycock School*, J. C. McCann, Principal; *Colquitt School*, Mrs. M. L. Matthews, Principal; *Cross Roads School*, Mrs. W. L. Tarpley, Principal; *Grunner School*, Mrs. J. B. Moreland, Principal; *Harris High School*, V. M. Robert, Principal; *Haynesville High School*, J. E. Thompson, Principal; *High School*, R. B. Prestridge, Principal; *Homer High School*, P. C. Rogers, Principal; *Hurricane School*, B. B. Finlay, Principal; *Lisbon High School*, E. R. Hester, Principal; *Millerton School*, H. G. Robinson, Principal; *Mineral Springs School*, Mrs. W. G. Edwards, Principal; *Oil Field School*, L. R. Tanner, Principal; *Relief School*, J. A. Jones, Principal; *Ruple High School*, L. L. Kilgore, Principal; *Sharon School*, Mrs. W. W. Bennett, Principal; *Summerfield High School*, A. A. Smith, Principal; *Thurman School*, Eunice Holloway, Principal; *Union School*, Mrs. G. C. Gantt, Principal; *Weldon High School*, S. A. Youree, Principal; *Worley-Dykesville School*, J. D. Russell, Principal.
 COLUMBUS, OHIO, *Shepard School*, W. T. Heilman, Principal.
 CRIPPLE CREEK, COLO., *Golden School*, W. W. Black, Principal; *High School*, R. B. Hollingshead, Principal.
 DADE COUNTY, FLA., *High School*.
 DANVILLE, CALIF., *High School*, Paul C. Bickel, Principal.
 DELPHOS, OHIO, *Delphos High School*, D. M. King, Principal.
 DENVER, COLO., *Garfield School*, H. Richardson, Principal; *Logan School*, Eliza McGrew, Principal; *South High School*, John J. Cory, Principal.
 DETROIT, MICH., *Grandmont School*, Lingemann School, John Merrill, Principal.
 EAST HARTFORD, CONN., *Second North School*, Margaret M. O'Connell, Principal; *Union School*, Ruth M. Morse, Principal.
 EAST LANSING, MICH., *East Lansing Public Schools*, R. E. Lamb, Superintendent; *Central School*, Fred Van Zandt, Principal; *Liberty Hyde Bailey School*, Mrs. Marie Taylor, Principal.
 EAST MAUCH CHUNK, PA., *East Mauch Chunk Public Schools*, Lewis N. Snyder, Supervising-Principal.
 EASTON, PA., *Easton Branch, Pennsylvania State Education Association*, Paul S. Gavman, Secretary; *Centennial School*, Aelfric James, Principal; *Cottinham School*, C. S. Felmlee, Principal; *Franklin School*, Hobart D. Heisler, Principal; *High School*, Elton E. Stone, Principal; *Lehigh School*, Mrs. Margaret Hughes, Principal; *March School*, Orion H. Reeves, Principal; *McCartney School*, A. I. Rockefeller, Principal; *Packer School*, W. A. Simons, Principal; *Porter School*, Elizabeth Kane, Principal; *Stevens School*, Stanley W. Bender, Principal; *Taylor School*, Charles

F. Stecker, Principal; *Trall Green School*, Helen A. Bauman, Principal; *Vanderveer School*, Alice Lerch, Principal; *Washington School*, Anna M. Henrie, Principal; *Webster School*, W. G. Wilson, Principal.
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(Continued on page A-69, column 1)

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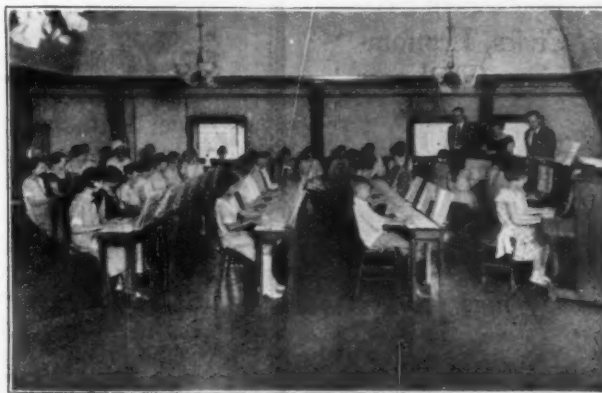


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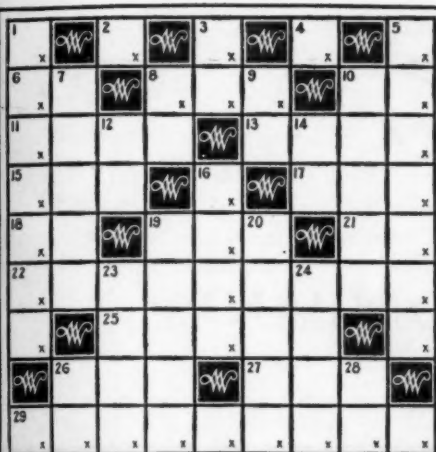
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Horizontal

- 2, 3, 4 Procure—go out and buy
- 6 Printer's measure
- 8 Article
- 10 Tellurium (symbol)
- 11 A deep, loud cry
- 13 Part of a fishhook
- 15 A Japanese coin
- 17 Possesses
- 18 Exists
- 19 A thing (Latin)
- 21 Pronoun
- 22 To affirm (obs.)
- 25 Made of oat grain
- 26 A portion of a curved line
- 27 Letter of Greek alphabet
- 29 What Webster's New International Dictionary is

Vertical

- 1 The oldest firm of dictionary publishers in the United States
- 3 An expression of inquiry
- 5 The greatest American lexicographer (surname)
- 7 Not dry
- 8 Initials of an American president
- 9 Erbium (symbol)
- 10 A characteristic
- 12 Article
- 14 Exclamation
- 16 Most excellent
- 19 Extend
- 20 Guide
- 23 A wrongful act in civil law
- 24 A person opposed to anything
- 26 Gold (symbol)
- 28 Preposition

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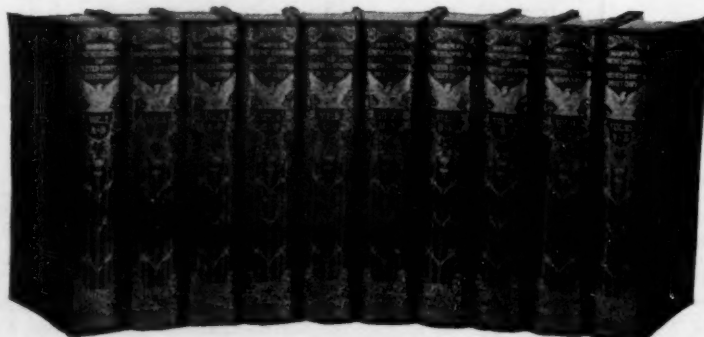
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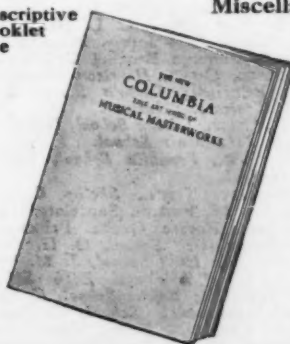
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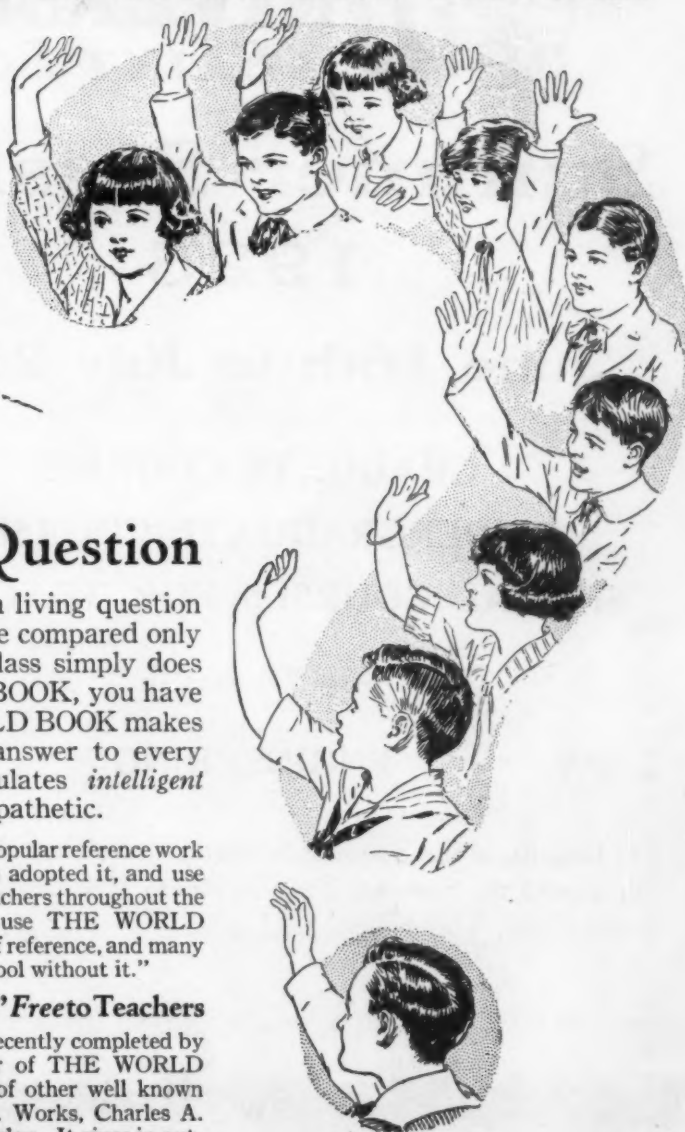
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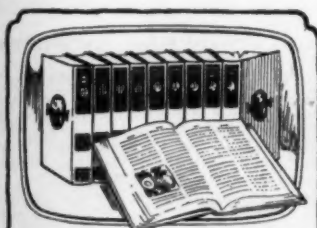
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(Continued from page A-70, column 3)

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- ELYRIA, OHIO, *Elyria Public Schools*, R. C. Maston, Superintendent; *Ely School*, Nellie Mantle, Principal; *Franklin School*, Hittie McCloy, Principal; *Garford School*, J. D. Funk, Principal; *Gates School*, Leanna Moore, Principal; *Hamilton School*, Elizabeth Freese, Principal; *High School*, C. P. Shively, Principal; *Jefferson School*, Myrtle Halliwell, Principal; *McKinley School*, Lizzie Hahn, Principal; *Roosevelt School*, Bessie Downing, Principal; *School for Crippled Children*, Caroline Foley, Principal; *Washington School*, Mae Lyman, Principal.
KALAMAZOO, MICH., *Western State Normal School*, D. B. Waldo, President.

- PUEBLO, COLO., (District 20) *Carlisle School*, Inez J. Chase, Principal; *Central School*, Blanche Swinehart, Principal; *Columbian School*, Norma E. Palmer, Principal; *Corona School*, Myrtle Eyre, Principal; *Danforth School*, Caroline Strack, Principal; *Lincoln School*, Lulu Graham, Principal.
WINNETKA, ILL., *Winnetka Public Schools*, C. W. Washburne, Superintendent; *Greeley School*, Mrs. Ruth Martin, Principal; *Horace Mann School*, Hazel M. Hartwell, Principal; *Skokie School*, Willard W. Beatty, Principal; *Hubbard Woods School*, Mrs. Mildred Hughes, Principal.

FIVE YEARS

- BERKELEY, CALIF., *Le Conte School*, Miss A. F. Keefer, Principal; *Longfellow School*, Annie Woodall, Principal.
BURLINGTON, VT., *Adams School*, Emma J. Chapman, Principal.
FAIRBURY, ILL., *Fairbury Township High School*, E. G. Stevens, Principal.
KANSAS CITY, MO., *Saint Joseph School*, Dora E. Hoffman, Principal.
LINCOLN, NEBR., *Bancroft School*, Winifred Jackson, Principal; *Capitol School*, Clare McPhee, Principal; *Everett School*, Mrs. Emma Goodrich, Principal; *Hawthorne School*, Mrs. Sadie McCrystal, Principal; *Hayward School*, Annie M. T. Cogil, Principal; *Park School*, Mary O'Connor, Principal; *Whittier Junior High School*, C. L. Culler, Principal; *Willard School*, Annette Abbott, Principal.
MOLINE, ILL., *Willard School*, Mary Tague, Principal.
OMAHA, NEBR., *Highland School*, Elsie M. Smith, Principal.
SIOUX CITY, IOWA, *Everett School*, H. H. Foster, Principal.

FOUR YEARS

- BATTLE CREEK, MICH., *School Number Two*, Francis K. Martin, Principal; *School Number Three*, Margaret Ross, Principal; *School Number Four*, Ida Raine, Principal; *School Number Five*, Pearl Payette, Principal; *School Number Six*, Emma Hubbard, Principal; *School Number Nine*, Agnes Ross, Principal; *School Number Ten*, School Number Thirteen, Eleanor Vester, Principal.
BERKELEY, CALIF., *Cragmont School*, Annie L. Raymond, Principal; *Hawthorne School*, Mrs. Beatrice Wilmans, Principal; *Jefferson School*, Mary O'Bannon, Principal; *McKinley School*, A. L. Barker, Principal; *Oxford School*, Mrs. Clara M. Partridge, Principal.
BINGHAM CANYON, UTAH, *Bingham High School*, H. R. Atkin, Principal.
BURNSIDE, CONN., *Burnside School*, Mabel I. Moore, Principal.
CORY, PA., *Washington School*, Glennie Grant, Principal.
DENTER, MAINE, *Pleasant Street School*, Grace E. Pooler, Principal.
ELGIN, ILL., *Abby C. Wing School*, Mrs. Matie H. Walls, Principal.
FRESNO, CALIF., *Winchell School*, Nellie G. Borden, Principal.
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(Continued on page A-74, column 1)

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DETROIT, MICH., *White School*, Erma L. Engel, Principal.

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(Continued on page A-77, column 1)



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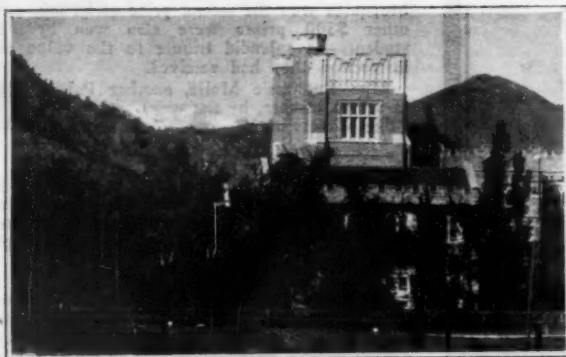


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(Continued on page A-79, column 1)

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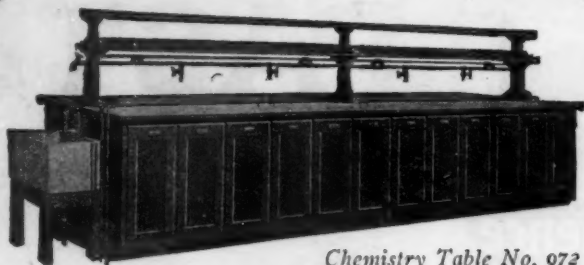
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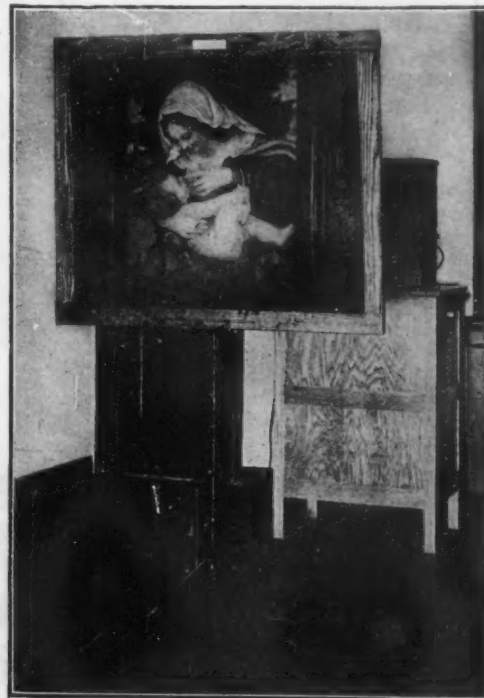
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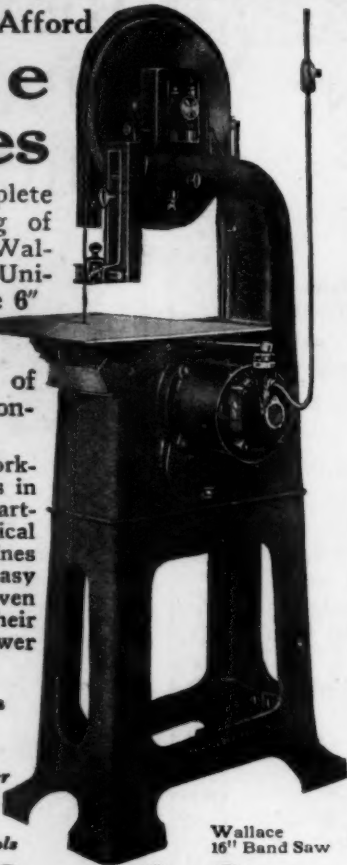
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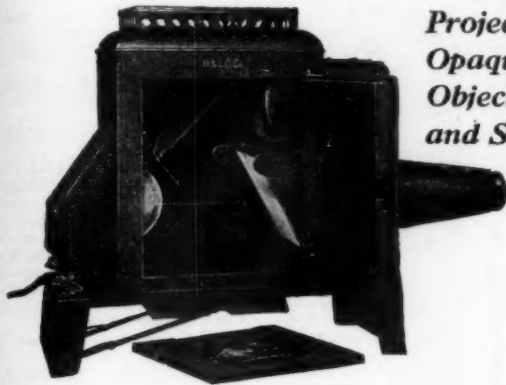
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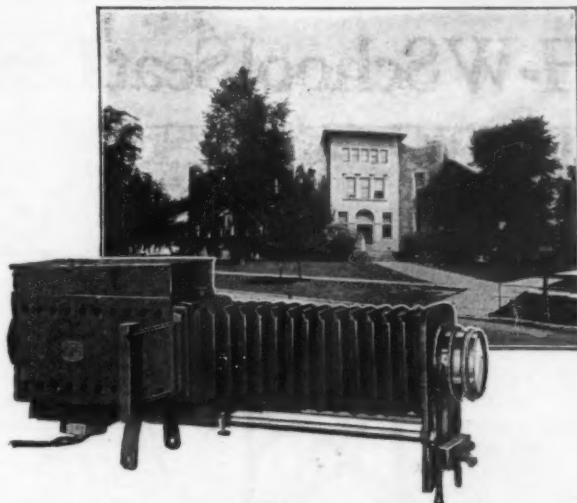
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BOISE, IDAHO, Longfellow School, W. C. Marshall, Principal.
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BOYNE CITY, MICH., Boyne City Public Schools, William L. Fuehrer, Superintendent; First Ward School, Ruth Cornell, Principal; Fourth Ward School, Ida McEldowney, Principal; High School, Thelma McIntire, Principal; Junior High School, Nelle Maddaugh, Principal; Second Ward School, Celia Niver, Principal; Third Ward School, Sadie Miller, Principal.
BRAintree, MASS., Penniman School, James H. Butler, Principal.
BRATTLEBORO, VT., District Number Two, Florence M. Wellman, Superintendent.
BRENTWOOD, CALIF., Brentwood School, Ellen Warfield, Principal.
BURLINGTON, MASS., Union Junior High School, Helen M. Stone, Principal.
BURREL, CALIF., Burrel Grammar School, Catharine E. Servaty, Principal.
BUNTON, OREGON, Bunton School, John Huston,

(Continued on page A-82, column 3)

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(Continued from page A-81, column 3)

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CANTON, S. D., Canton Public Schools, C. S. Torrend, Superintendent.
CASPER, WYO., Grant School, Emma Lou Abbott, Principal; Wilson School, Emma Lou Abbott, Principal.
CENTRAL CITY, COLO., Gilpin County High School, Raymond C. Travis, Principal.
CENTERTOWN, MD., Centerville School, Gertrude Morgan, Principal; High School, J. Willard Davis, Principal.
CHAMPAIGN, ILL., Avenue School, Ellen Schane, Principal; Central School, M. C. Turrell, Principal; Columbia School, Etta Neblock, Principal; Doctor Howard School, Ella D. Thompson, Principal; Lincoln School, Marquerite Dodd, Principal; Marquette School, Mattie Baker, Principal; South Side School, Alma Ewbank, Principal.
CHEROKEE, IOWA, Webster School, Elsie Nolting, Principal.
COOS COUNTY, OREGON, District Number 2, Broad-bent School, Wanda Wilcox, Principal; District Number 3, Arago School, F. F. Cooper, Principal; District Number 5, Twin Oaks School, Madge E. Hawley, Principal; District Number 6, Empire School, Mrs. Olive Barber, Principal; District Number 10, Cunningham School, Mrs. Esther C. Wilson, Principal; District Number 11, Parkersburg School, Roy A. Giles, Principal; District Number 12, Catching Inlet School, Dorris Lathby, Principal; District Number 13, North Bend School, M. S. Taylor, Superintendent; High School, Carroll Athinson, Principal; Porter Hill School, C. L. Van Wormer, Principal; Central School, Ida Gamble, Principal; Westside School, Mrs. Frances Clark, Principal; North End School, Geraldine Rundell, Principal; District Number 18, Flagstaff School, Mrs. Florence C. Richards, Principal; District Number 19, Fat Elk School, Mrs. H. E. Main, Principal; District Number 21, Randolph School, Olga Christensen, Principal; District Number 22, Riverside School, Charlotte Bingham, Principal; District Number 25, Fairview School, Mrs. Ethel Wright, Principal; District Number 26, Haynes Slough School, Isabella Austin, Principal; District Number 27, McKinley School, Elvina Flury, Principal; District Number 29, Two Mile School, Jessie Lancaster, Principal; District Number 30, Summer School, Eula Moore, Principal; District Number 32, Dora School, Edythe Weekly, Principal; District Number 36, Coos River Consolidated School, H. K. Shirk, Principal; District Number 41, Myrtle Point School, Albert McFarland, Principal; District Number 43, Norway School, Mrs. Helen Gillespie, Principal; District Number 44, Roy School, George O. Henry, Principal; District Number 48, Shiloh School, Eula Mayse, Principal; District Number 49, Eastside-Cooston School, Laura C. Brandon, Principal; District Number 50, Remote School, Mrs. Minnie Hermann, Principal; District Number 51, Merchant School, Nellie Shepherd, Principal; District Number 52, Bancroft School, Elvin Olson, Principal; District Number 55, Willamette School, Velma Austin, Principal; District 51, South Slough School, H. D. Kelly, Principal; District Number 60, Prosper School, E. Laura Morgan, Principal; District Number 61, Beach View School, Mrs. Mary E. Johnson, Principal; District Number 65, Sitkum School, Lelah T. Parks, Principal; District Number 62, Pear Creek School, Edith Scott, Principal; District Number 66, Lakeside School, Charles F. Romig, Principal; District Number 68, Larson Inlet School, Elva Emerson, Principal; District Number 69, Beaver Hill School, Mildred R. Perkins, Principal; District Number 71, Alder Crest School, Susan Cole, Principal; District Number 72, Coaledo School, Verna Hermann, Principal; District Number 73, Pleasant View School, Verla Johnston, Principal; District Number 81, Laurel Lake School, Robert F. Schneider, Principal; District Number 83, Lake View School, Margaret V. Thomas, Principal; District Number 85, Bunker Hill School, J. F. Burkhart, Principal; District Number 86, Upper Two Mile School, Clara Heller, Principal; District Number 87, West Allegany School, Ruth Sparlin, Principal; District Number 88, Bose Hill School, Marion Minogue, Principal; District Number 89, Davis Slough School, Audrey Schaffer, Principal; District Number 90, Haynes Inlet School, Mrs. Anna F. Todd, Principal; District Number 91, Beach View School, Mrs. Lillian Hines, Principal; District No. 2, North Lake School, Paloma Randleman, Principal.

NOTE—The remainder of this list will appear in the JOURNAL for April. The officers of the Association appreciate the hearty cooperation of teachers and principals throughout the country. The list 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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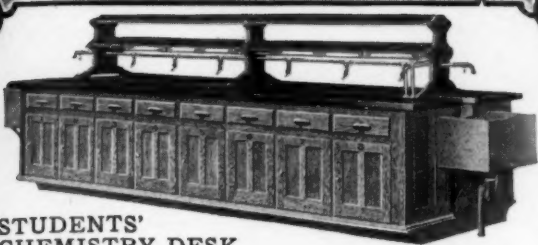
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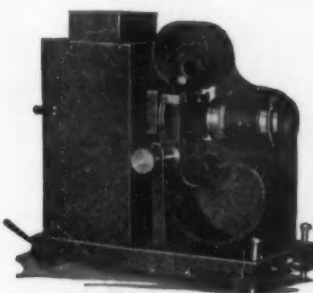
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