

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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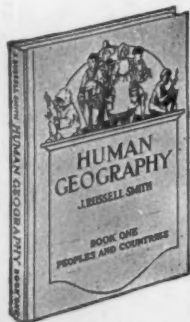
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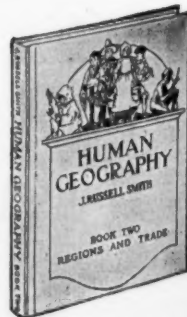
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FOR TEXTBOOKS



The Cincinnati Convention

J. W. SEARSON

Professor of English, University of Nebraska, Lincoln, Nebraska

BROADER AMERICANISM was the insistent general keynote of the convention. Out of the mystic mazes of breakfasts, luncheons, dinners, programs, conferences, exhibits, demonstrations, and lobby conversations, a few definite constructive accomplishments stand clearly to the credit of the mammoth Convention of American school supervisors and executives. Everywhere serviceable principles were brought into clearer recognition. Everywhere there was the tingling of new and broader life. Everywhere, the thrill of accomplishment and the inspiration of new dreams and visions seemed to increase the influence and the general good-fellowship of the meeting. Some of the most outstanding and constructive accomplishments and tendencies were the following:

1. *Simple definition of educational objectives*—There was an intelligent recognition of the simple objectives of education. Sanctioned by the code of the Educational Press Association of America and reiterated in variant forms in many conferences and programs, these objectives stood out clearly: "worthy home membership, sound health, mastery of the intellectual tools needed in daily life, vocational effectiveness, intelligent and active citizenship, wise use of leisure, and the development of ethical character."

2. *Substituting balanced scientific judgments for guesswork*—Everywhere there was the recognition of the insistent need to revise and to improve rating scales, to eliminate expensive ineffective amateur surveys in the interest of scientific studies of the whole program of bettering true educational supervision and instruction, which insure the substitution of balanced judgment for intolerable guesswork.

3. *Intelligent curriculum development*—The curriculum was more clearly recognized as a distinctively social product in need of constant pruning, wise and economical surgery, and the addition of such programs of procedure as might enable it to "grow up" with true

community needs. Definiteness of requirements in each subject for each grade and promotion by subjects were corollaries greatly increasing in favor.

4. *The social significance of school financing and budgeting*—Securing ad-



MEET Doctor Frank W. Ballou, superintendent of schools, Washington, D. C., recently elected president of the Department of Superintendence, whose efforts in behalf of a higher salary schedule, an enlarged building program, and other improvements in the schools of the National capital have won appreciation throughout the country.

equate school funds, fairly distributing them, and expending them under the most rigid safeguards were fully discussed in the light of total community needs and progress. The intimate relationship of schools and schoolmen to business and business men held an important place.

5. *Character and religious education*—Well conceived programs of character education were everywhere demanded and the insistence of the cry for coöperative programs of moral and religious instruction was easily recogniz-

able to the evident discomfiture of many who are still groping for a worthy solution of the problem of religious education in connection with programs for public education.

6. *Libraries and laboratories as true community centers*—Calls for wider community use of the library and of the laboratory have made these instrumentalities increasingly important in the program of community building. Relating the laboratory activities and library offerings to community needs was recognized as an urgent need in a radio-thinking world.

7. *Fine arts and civic service exhibits*—Extensive finely-selected and well-arranged art and civic service exhibits formed a conspicuous contribution to the educational output of the convention. The place of the fine arts in life and of civic service in citizenship building edged in as never before for a larger share of definite recognition.

8. *Exaltation of classroom skill and service*—Clear notes were sounded throughout the entire convention in recognition of the classroom teacher as the inspiring center of any effective program of instruction. The principles of equal pay for equal service and larger participation in building constructive programs of instruction, preparation, and skill considered, were finely recognized in many important sessions of the Convention. More than ever before school administrators recognized in their discussions the full force and significance of skill in classroom teaching and of the high character of the classroom teacher.

9. *Education as the builder of the community, the State, and the Nation*—On the part of discriminating and discerning leaders, there was clearly a resistless undercurrent of feeling in favor of definite National recognition of the place and importance of education in community, State, and Nation building. Such adequate National recognition should be extended in the form of a portfolio of education under conditions which should foster the finest of educational initiative in the States. To this end,

the necessity for the wise and effective organization of all forward-looking educational forces was generally assumed.

10. *Saner recognition of child rights*—There was a general recognition in fact, and not merely in maudlin sentiment, of the inalienable rights of the child. From better baby clinics, the safeguarding of motherhood through inspiring programs of health and physical well-being, of right recreation, and right development work, the child was recognized as the actual center of all true educational efforts. Discussion of child interests, child responses, and child development were stripped of empty sentiment and based upon facts gleaned through scientific observation and experimentation.

11. *Constructive educational publicity*—Persons that ten years ago condemned educational publicity as "un-ethical self-advertising" were, in this convention, open in their demand for an ever-increasing program of honest and fair educational publicity as the only adequate means of keeping citizens alert

to the needs, and anxious to support reasonably progressive programs of public education in a democracy.

12. *International understanding and goodwill*—The outlawry of war, a world federation of education, the exaltation of the spirit of world intelligence as suggested by international courts, tribunals, and leagues, were repeatedly urged as effective means of promoting international understanding and permanent goodwill. As never before, the discussions at every session urged the necessity to consider and interpret local problems in terms of world progress.

Notable for its undisturbed spirit of geniality and good fellowship, this convention may well be conceived as an effective forerunner of the coming summer conventions of the National Education Association and the World Federation of Education Associations, which already show unmistakable signs of making advanced contributions to American and international educational thinking and procedure.

President's Opening Address

LADIES and Gentlemen: Sixty years ago this association was launched in Harrisburg, bearing the name "The National Association of School Superintendents." During these two generations its emphasis has flitted from point to point, resting now here, now there, in the wide expanse of educational doctrine. We started in 1865 with a determination to have our business recognized as a profession. The West was always generous in this regard; it called every schoolman Professor. In time the colleges began to help and are now nobly making what the professors profess professional. Our association's record shows us stressing in 1866 the value of methods, chiefly those of Oswego and then of Quincy. Now, with Batavia plans, Dalton plans, Gary plans, every little village has a method of its own. In 1876 we began promoting the idea that manual training will add to our national wealth. The hand workers are now getting more than their teachers. In 1886 we claimed that money spent on schools would save expense of jails and courts. We spend more now on all three and Dr. Pritchett says it is too much. In 1896 we sang the claims of culture and adopted the alluring slogan: "Education for Leisure." We are now looking for the leisure. By 1906 the testers and

researchers had injected a suspicion that the training in our grammar, algebra, Latin, and other fads was valuable in no other field than that of grammar, algebra, Latin, or any other particular fad. In 1916 intelligence testers evolved the dismal doubt as to whether we can do much worth while with what the inheritance of glands and brain-cells has already determined for bad and all.

Like a golden thread running through the weaving of our sixty years is our declaration that the preponderating purpose of it all is the preservation and perfection of our social and political union. Horace Mann had stressed this—all Boston schoolmasters protesting—thirty years before we organized ourselves. Stevens, Clinton, Webster, arguing for schools at the expense of all the people, had promised, if the tax laws were passed, that a perpetual devotion of an educated people to a high and pure civic ideal would ensue. They were sixty years behind the makers of the nation who had listed civic virtue as the one great reason for converting education into a function of a self-governing republic. For 150 years since the Revolution its educational doctrine, schools for political progress, has been accepted, its direct application remaining appallingly in the background. Established for the

perfection of government, education has the melancholy record of seeing its alumni avoiding the simplest duties of politics. Proposed by the Father of his Country for the enlightenment of that public opinion upon which government by the people rests, the public school sees half of the populace shirking its civic duty and that half containing most of education's output.

Should the Fathers who harbored such high hopes of universal instruction as a government duty come back to earth as a Survey Committee and ask, "What have you devised to train the nation in its civic and moral duties as men and citizens"? "What are the exercises making up your students' days work under your guidance? What are the things most stressed in the preparation of your teachers? What are considered most important in the institutions harboring your youth of from fourteen to eighteen years of age when real thinking may begin? What is of most account in your state colleges and universities?" Should they see to what extent we have retained the contents of ancient schooling and neglected a whole-souled reconstruction of educational procedure for civic and political ends, I can imagine them remarking, "We statesmen had our Revolution in '76; when does the schoolmasters' revolution begin?"

This association, in spots, is coming around to see that the reason public schools are paid for, not by parents as such but by the whole community, is that public schools may devote themselves to teaching us our duties toward the community. This association has a commission of schoolmasters devoted to devising a course of study for American schools, a course devoted not to reading, writing, and arithmetic, for their own sakes, not to personal ornament, accomplishment, nor success of John and Mary, but to the general welfare. The men on that commission themselves illustrate the spirit of public service in that they are giving free what, if published by themselves in book form, would bring them respectable financial reward. They are entitled to enthusiastic approbation. On your behalf I hereby tender it.

"Only the spirit can teach. Only he can give who has. He only can create who is. He on whom the soul descends can teach. Courage, piety, love, wisdom can teach. But he who aims at books enable, as interest demands, only babbles; let him hush."—William McAndrew, Chicago, Illinois.

Why Is Superintendence?¹

JESSE H. NEWLON

Superintendent of Schools, Denver, Colorado, and President of the National Education Association

WHY is superintendence? At first blush, the need is so obvious that to spend thirty minutes in discussing the subject may seem like debating an axiom. But it is undoubtedly true that some of us would be better superintendents if we did not take our positions and our importance so much for granted. It is well to consider occasionally the reasons for our existence. A clearer conception of the need of leadership in educational affairs will enable us to understand more fully our functions in a democratic society and what the public expects of us as leaders in our own communities.

Viewed from the standpoint of objectives to be attained, many answers can be given to the question, "Why is superintendence?" In thirty minutes I can discuss only three of these reasons.

In any important enterprise such as a school system, direction and directing heads are necessary—First, I ask you to think for a moment of the developments of the past fifty years in the organization and procedure of school administration. You will recall that the tendency has been to substitute small boards for large boards, to substitute boards elected at large for appointive boards or for boards elected by wards; that boards of education have tended more and more to delegate administration to the superintendent and his associates and to restrict their own work to the determination of policies. Without question, that board of education renders the best service to its community that makes a clear-cut division between the determination of policies and administration and delegates the latter function to the administrative staff, while restricting itself entirely to the legislative function.

Strange as it may seem, there are still school systems in America that have the dual executive. There are still cities in which the business manager is coördinate with the superintendent. This violates a fundamental principle of administration. Two thousand years ago, ancient Rome demonstrated conclusively that the consulship was a failure. Two heads of a government are impossible. No one would think that Cincinnati

should have two mayors coördinate in authority, or that Ohio should have two governors. It would be ridiculous to suggest that we should have two presidents of the United States. The United States Steel or the General Electric or the Pennsylvania Railroad does not have two presidents. I do not recall any great university with a business manager on a par with the president.

Every business transaction that takes place in a school system has a direct bearing on the education of youth. Business and education cannot be separated. Every building that is erected, every purchase that is made must be considered in reference to education. It goes without saying, therefore, that the executive who directs the educational program must of necessity have oversight of the business affairs. Otherwise he is not in complete control of the educational program.

The people have seen the necessity of making every activity of a school subordinate to the process of education and that the direction of the professional work of teaching is a professional job. And for that reason we have the profession of superintendence.

It is obvious that in large systems the chief executive officer cannot personally perform all of the executive functions. It is for this reason that a large share of these duties is delegated to others who share with him the work of superintendence. This necessity explains the existence of assistant superintendents, directors, supervisors, and all who exercise the functions of superintendence.

The greatest danger that besets superintendents at the present time is that they will become merely business managers. Two conditions make for such a result. In the first place there are those holding executive positions who are lacking in the qualities that make for leadership, who are more concerned about the purchase of pencils and paper, about the employment of janitors and clerks, about mere business routine, than they are about the educative process that goes on in the schoolroom. Such individuals would make good bookkeepers. They are not executives. The other condition that tends to make merely a business manager of a superintendent is the tremendous size and complexity of

the administrative problems which he faces. In a period in which enrolment has grown by leaps and bounds and in which the educational program itself has rapidly expanded, the purely administrative and business problems have been so numerous, so complex, so difficult, that it has been very easy indeed for the superintendent to become immersed in purely administrative details or to devote his energy chiefly to the great task of securing adequate financial support of the schools, and thereby lose his interest and active participation in the development of the educational program itself. The first business of an administrative staff is to visualize clearly the educational objectives to be attained by the expenditure of funds.

There is general agreement that the business administration of schools should be subordinated to educational administration. How often does it happen, however, that the superintendent—either because he gets more pleasure out of management, or by force of circumstances—devotes most of his attention to mere management and thus subordinates the educational to business considerations. Society has created the public school system for the education of youth. Problems of education should therefore be the chief concern of superintendence.

Educational leadership is the chief function of superintendence—It is a truism to assert that human society is dynamic and not static. The most evident social phenomenon is that of change. Today we live in a period of kaleidoscopic change brought about chiefly by the great discoveries of science and by the marvelous inventions of the last century. This process has been enormously accelerated by the inventions and scientific discoveries of the last twenty-five years and by the upheaval of the World War.

No curriculum can remain a static thing. A course of study in the social sciences that was suitable in 1890 would be suitable only in part for 1925. Science courses are constantly out of date by reason of new discoveries. Many mathematical operations that were used in the daily life of the people a generation ago are obsolete today, but many mathematical skills and much mathematical information not needed then are indispensable to the general public today. The ability to read statistical tables and graphs is now essential to good citizenship, to say nothing of its necessity to efficiency in business. As the science of education develops, we

¹ An address before the Department of Superintendence, Cincinnati, Ohio, February 23, 1925.

constantly modify methods and procedure in the light of the latest research.

It is apparent, then, that one who would aspire to educational leadership must be a student of human nature and human relationship and of the social and economic changes that go on around him. There are still those among us who believe that the best college curriculum was the classical-scientific curriculum of a generation ago, but I submit that a training in the classics, in pure mathematics, or in pure science, while valuable in itself, does not fit for leadership in public education. Those who are charged with the responsibility of formulating and administering educational policies should be students of the social sciences, of all that is included in the fields of history, sociology, economics, psychology, political science. We cannot become experts in these fields, we cannot gain distinction as sociologists or historians, but we must draw constantly on the findings of historians, sociologists, biologists, and of all other students of biological and social phenomena. Nor will the information gained a quarter of a century ago in college classes, in the social sciences, suffice for present needs. The educational leader must be a reader and student. He must keep pace with modern thought in many fields of human activity. The charge has been made that public school executives are not readers. There is too much truth in the accusation. Too many school men cannot carry on an intelligent conversation outside their immediate concerns. Such men and women are not and never can be educational leaders.

We have witnessed in the past twenty-five years the development of a science of education. Our presence here denotes the fact that we are interested in the scientific aspects of our work. We are rapidly passing out of the age when a superintendent will be measured by his personal popularity brought about by his handshaking, backslapping propensities, by his ability as a raconteur, as an entertaining public speaker or as a wily politician. The superintendent of the future will be an educational engineer. He will approach his work as a great engineer approaches his problems, bringing to bear all of the technical knowledge at his command. Of vastly more importance, he will appreciate and employ the services of those who are experts in the numerous fields of education. The educational program formulated under his direction will meet the

acid test of public criticism because it will be founded on the bedrock of sound investigation and research and not because of the personal popularity or the political ability of the school administration.

There was a time when the chief mark of the captain of industry was his ability to exercise complete autocratic and dictatorial control over the policies



HENRY NOBLE SHERWOOD, newly appointed Superintendent of Public Instruction in Indiana, has been actively engaged as an educator in Indiana since 1906, holding important positions in teachers' colleges and in the University of Cincinnati, Indiana University, and Franklin College.

and methods of the organization under his management. That was in the period of the "public be damned." We are now in the period of the "public be pleased," and one of the outstanding tendencies of modern business has been the development of leaders instead of autocrats. Business management is becoming in a large measure the science of human relationship. The most successful manager is the one who obtains the most effective coöperation of every employee, who inspires, who knows the secret of morale. The same tendency has been marked in the field of public school administration. No longer may educational policies be dictated by any man or any group of men. Educational policies must be developed as a result of the thinking of all members of an educational staff.

I like to think of the teaching staff as a company of scholars engaged in the education of youth. The teacher should approach his work in the same spirit in which a scientist approaches his work. In the scientific world the individual who can make a discovery, however small, gets the credit due him. It is only infrequently that some higher authority exists that can repress or obstruct him. Teachers are compelled to work in large organizations. This situation presents many difficulties. In the schools too often the administration intentionally or otherwise represses initiative and discourages teachers who could make distinct contributions to the development of policies. The educational leader will regard every teacher as his associate. He will strive to create conditions that will make possible the participation of all in the study of educational problems and in the development of methods and procedures. To this end machinery is necessary. There must be committees and councils and organizations of one kind and another. But far more important are spirit and morale.

The approach to educational problems ought to be impersonal, but educational engineering does not mean that the human touch is to be taken out of the administration of schools. It means less of personal favoritism, less of the tendency to view matters from a purely personal standpoint and more of those human qualities that make for sympathy, inspiration, and friendship.

What I have said under this head does not mean that the superintendent need be a tool of the teachers, or of any group, or of any interest. It does not mean that the staff will be the superintendent. Leadership is more difficult than autocracy, and the leader as well as the autocrat must possess and must exercise authority commensurate with his responsibilities. Although it is somewhat a superficial view, superintendence may be described as the science and the art of finding the happy medium between chaos and dictation. It may be regarded as the science of coöperation. If the principles which I have advocated are applied, the results will be neither anarchy nor dictation but effective organization and procedure.

We have the profession of superintendence because courage in educational leadership is required—In enumerating some of the salient qualities that must be possessed by the leaders in our profession, I reserved that of courage for special treatment.

Any great enterprise must be conducted according to a system if it is to be conducted efficiently. Of course, there must be a minimum of red tape. System must never be allowed to get in the way of the ends to be achieved. System must be a means and not an end. System and machinery must be permeated by enthusiasm and the spirit of co-operation. We must choose between system and anarchy. It sometimes requires courage to cut the Gordian Knot of red tape, or, on the other hand, to insist on a reasonable amount of system. And it requires vision to keep clearly in view educational objectives and to subordinate all means to that end.

It is regrettable that there are a few members of our profession, superintendents, executives, who have never caught the vision of leadership. It is equally regrettable that there are a few members of our profession, sometimes organized groups of classroom teachers, who do not recognize that there must be system in any organization that is effective. Sometimes these individuals mistake the school as existing for themselves rather than for the children. They think on all school problems in terms of their own fancied self-interest, losing sight of the fact that they are the servants of the State. It sometimes requires fine courage to stand in the face of movements of this kind. The public schools exist for the education of youth for their places as citizens of a democratic state and not to provide jobs for superintendents and teachers.

One of the chief responsibilities of a superintendent is that of interpreting the schools and their needs to the public that pays the bills. It requires courage constantly to stand for that which is best for the children and for the State even though it may cost money and result in taxation, or even though such policies may cross the selfish interests of politicians or others who have personal ends to gain.

And we would as well admit first at last that the battle for public education has not been completely won in this country. There are those who do not believe in public education. There are those who believe only in a modicum of public education, who object to the cost of the schools and would greatly restrict the public school program. Again there are those who do not hesitate to use the schools for political purposes. In recent months we have had the spectacle of the governor of the great commonwealth of Kansas attempting to pay his political

debts and to strengthen his political fences by forcing appointees on the State University. This governor did not hesitate to use all the power of his great office to force the removal from the faculty of men of eminence when he thought they were standing in his way. But the University of Kansas has a great chancellor. Ernest H. Lindley stood staunchly against this wanton use of

one instance a powerful newspaper of notorious ethics headed the opposition. A favorite device of the enemies of public education is to seek to destroy its leaders. America has had no truer patriots than the educational leaders—men and women—who have stood boldly, regardless of personal cost, against such influences.

Society also expects of public school executives leadership in many humanitarian movements, especially humanitarian movements affecting childhood. A good example of the type of thing which I have in mind is found in the proposed Federal Child Labor Amendment. The opposition to this amendment is well organized. Some of the most powerful influences and individuals of the country are arrayed against it. The sincerity of many of the opponents of this measure cannot and must not be questioned. Others are actuated solely by their greed. In any case we have here a test of the courage of our leadership. Are we speaking out in our communities in favor of this amendment? Have we the courage of our convictions no matter how powerful and influential the opposition? This convention should go on record with a resounding resolution in favor of the amendment. In an unmistakable pronouncement we should join company with such men as Roosevelt, Beveridge, Walsh, Coolidge, and all others who had the courage to advocate the protection of childhood as of more importance than the fancied rights of the States or the pecuniary gains of those who are exploiting childhood in factories and shops.

Again, the support of the Education Bill sometimes requires courage. Every good cause is some time in some quarters unpopular. I wonder if there is any superintendent within the sound of my voice who has been afraid to lift his voice in behalf of a measure which he knows in his heart to be in the interest of the public schools? Those whose names are written indelibly in the history of education are those who have had courage. The United States is going to have a Department of Education with a Secretary in the President's Cabinet. Every principle contained in the Education Bill will be embodied in Federal legislation. The people of the country look on education as the chief function of a democracy. When the Education Bill has been enacted into a law will I be able to look back on the fight with the satisfaction that I stood courageously for the right or will I look

A Meditation

John Willis Weeks
Newark, New Jersey

I sat beside a fold of rock,
And tried to read its history.
I gazed into a wayside bloom,
And sought to know its mystery.
I looked up at the stars of night,
And thought of all the million
spheres
That blaze beyond my farthest
sight;
And then of all the countless
years
That God has swung those orbs in
space.

I felt so small, so very small,
A tiny speck; too mean to share
Attention of the Infinite;
Unworthy of His love and care.
But lo! His voice! 'Twas me He
named:
"It's all according to My plan."
And with the Psalmist I exclaimed,
Oh, God! What is there in mere
man
That Thou of him shouldst mindful
be?

great power. His fight was a long and hard one. The people did not know the true state of affairs. Finally the chancellor was sacrificed. He put principle above position. In this instance the new governor, Governor Paulen, on coming into office, quickly righted this glaring injustice and reinstated the chancellor. Chancellor Lindley has given a fine example of the courage which the cause of public education demands of its leaders today. Not always is the outcome of such a battle so happy. Frequently brave men and women go down in the struggle. All honor to them. It is the price we pay for the development of a profession of superintendence. It is the price we pay for the benefits of public education. It is the way of democracies.

In the last ten years, many a city superintendent has faced bitter and unscrupulous opposition to the public schools. Sometimes vicious political interests seek to control the schools. In

back with regret on the rôle of a faint heart?

Now may I speak a word as president of the National Education Association? Were the time at my disposal I should have chosen as a fourth point that of the relation of school executives, the official leaders in education, to our voluntary teachers organizations. The prime reason for the existence of these professional organizations is that the profession of teaching has a most important contribution to make in the improvement of American public schools that can be made only through organizations such as local, State, and National teachers associations. The Department of Superintendence already has a fine tradition of service. There is a tremendous need for this organization and for the National Education Association with all its great departments. Likewise there is a most vital work to be done by State and local associations. Those engaged in administrative and supervisory work have a grave responsibility in this matter of professional organization.

Are you discharging your responsibility in this respect? Are you active in the affairs of these associations? What is your attitude toward local teacher organizations? Is it constructive or destructive? Will your successor inherit a bad situation because of your weakness or mere obstruction? Are you a constructive worker in the ranks of the National Education Association or are you merely a critic? Have you examined the history of teachers' organizations in this country, and are you conversant with the tremendous contribution which these organizations have made in the development of our schools, in raising the standards of qualifications for teachers, in convincing the public of the need of paying better salaries, in securing better conditions of work, in improving instruction, in enlarging the program of the schools and their service to the State and to the Nation.

If you will read the history of the National Education Association you will find that every superintendent of the last sixty years whose name is remembered today as an outstanding leader was closely identified with the Association and with its departments, and was a leader in strictly professional organizations.

Today the National Education Association enrolls over 100,000 members. The demands upon it for service are far in excess of its ability to serve. There are 800,000 teachers in America. The

next five years should see at least half of them enrolled in the Association. There are 12,000 superintendents in the United States. Less than 3000 have paid the five dollar fee for membership in this Department. This is not as it should be. I make a plea for a recognition of

our responsibilities in the matter of professional organizations, and I point out to you that in the evolution of the profession of superintendence (spelled "ence"), one basis of selection has been that of professional interest manifested by activity in professional organizations.

The Business Manager

GEORGE D. STRAYER

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THE business manager of schools in a large city bought chairs for the kindergarten which were uncomfortable, unhygienic, and structurally unsatisfactory. When his attention was called to the fact that the superintendent of schools and the director of kindergartens preferred a better, more hygienic, more comfortable piece of furniture, he proposed that if those charged with the responsibility for developing the work of the kindergartens did not like the chairs which he purchased, the children could sit on the floor. The business manager in this school system was responsible only to the board of education. He felt that his success depended upon buying the cheapest article available. The physical well-being of kindergarten children did not enter into his calculations. But the adequate development of an educational program requires that all business activities, whether they have to do with the buying of furniture and supplies, the planning and construction of buildings, or the development of an adequate system of accounting and budgeting, be subordinated to the development of an efficient program of education.

It was an anomalous situation which permitted the independent business executive in an eastern city to develop the plans for a large school building without making any provision for a teachers' rest room. The same office, completely responsible for the planning of school buildings without review of the superintendent of schools and his staff, was satisfied with a building which was architecturally acceptable, but in which the daylighting of classrooms had been neglected.

In another city the separate business management was responsible for the construction of a school building in which ample space was provided for a medical suite, but which failed to make possible the usual distance for giving an eye test

because of the manner in which the partitions were arranged in this part of the building. The schedule of accommodations to be provided in school buildings and the standards which must be kept in mind can be determined only by those who are charged with the responsibility of developing a program of education in the buildings to be erected.

It is interesting to know that in the larger cities which have provided for the independent management of their business affairs the costs of education are as high as in those cities in which the business executive is responsible to the superintendent of schools. The only discoverable difference in cost is in the item of general control where the cost is somewhat greater in the cities which have organized the business office separate from that of the superintendent of schools.

The fetish of the efficiency of the business man has often operated to interfere with sound principles of administration. Not only in the administration of schools, but also in the administration of private enterprises, efficiency demands that there be a chief executive officer to whom all other executives are responsible. In our larger cities the superintendent of schools has been chosen for this office usually after a long period of successful experience as an executive in smaller cities or in subordinate executive positions in the larger city which he serves. Even though the superintendent of schools may not be entirely familiar with all of the details of accounting, purchasing, planning of buildings, letting of contracts, and the like, it seems only reasonable to suppose that he has sufficient executive ability to direct the activities of that part of the school organization having to do with these affairs. To set up a separate business organization with coordinate authority is to propose that the business affairs of the school system can be conducted without reference to the educational program.

Growth of Education Associations

States and other Units	Estimated number of teachers in State 1923	Membership in National Association					Membership in State Associations				
		Jan. 1, 1908	Jan. 1, 1924	Jan. 1, 1925	Per cent of teachers members	Relative rank Jan. 1, 1925	Jan. 1, 1908	Jan. 1, 1924	Jan. 1, 1925	Per cent of teachers members	Relative rank Jan. 1, 1925
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	734,820	4,982	133,566	138,856	18.90	.....	65,993	482,865	512,681	69.77	.....
Alabama.....	14,290	55	824	1,016	7.11	41	1,103	7,800	8,000E	55.98	35
Arizona.....	2,042	20	1,477	1,669	81.73	3	520	1,048	2,500	122.43	1
Arkansas.....	9,200	17	380	442	4.80	46	485	8,200E	6,700	72.83	25
California.....	22,132	249	14,491	15,213	68.74	5	2,700	20,000	23,186	104.76	7
Colorado.....	8,977	75	4,222	4,284	47.72	9	2,025	6,705	6,970	77.64	23
Connecticut.....	7,713	58	1,527	1,770	22.95	18	3,800	8,600	8,911	115.53	4
Delaware.....	1,279	9	511	752	58.80	7	.....	764	748	58.48	33
District of Columbia.....	2,224	47	745	1,949	87.63	2	.....	288	411	18.48	48
Florida.....	6,922	16	440	1,051	15.18	28	500	8,579	2,903	41.94	44
Georgia.....	16,087	50	362	459	2.85	50	240	3,000	5,000	31.08	46
Idaho.....	4,351	21	564	621	14.27	30	325	3,401E	2,280E	52.40	37
Illinois.....	39,590	420	9,332	8,961	22.63	19	1,294	29,232	31,164	78.72	20
Indiana.....	21,194	128	3,393	4,437	20.94	22	3,450	14,112	13,258	62.56	29
Iowa.....	23,832	93	5,501	3,536	14.84	29	1,549	16,750	16,240	68.14	26
Kansas.....	17,423	84	1,646	1,890	10.85	36	1,200	14,127	14,949	85.80	16
Kentucky.....	13,653	60	487	543	3.98	48	475	8,000	7,340	53.76	36
Louisiana.....	10,422	42	989	1,026	9.84	38	1,863	7,045	7,050	67.65	27
Maine.....	6,500	32	2,087	1,867	28.72	16	1,500	5,917	5,770	88.77	14
Maryland.....	7,338	55	858	1,567	21.35	21	400	2,000E	2,200E	29.98	47
Massachusetts.....	21,108	332	10,540	6,197	29.35	14	1,500	17,000E	17,000E	80.54	19
Michigan.....	25,755	139	8,234	8,977	34.86	12	4,800	20,923	24,800	96.29	11
Minnesota.....	20,476	145	2,802	2,704	13.21	34	2,000	11,800	13,000	63.49	28
Mississippi.....	12,106	16	167	273	2.26	49	1,200	4,976	5,441	44.94	42
Missouri.....	22,393	216	3,403	3,176	14.18	32	665	19,231	20,246	90.41	12
Montana.....	6,096	21	258	333	5.46	45	100	2,300	3,075	50.44	39
Nebraska.....	14,140	71	2,877	2,721	19.24	25	2,000	10,427	11,055	78.18	21
Nevada.....	733	4	485	562	76.67	4	222	750E	412	56.21	34
New Hampshire.....	2,682	30	619	557	20.77	23	1,100	1,900E	2,200E	82.03	17
New Jersey.....	18,218	198	3,715	4,269	23.43	17	4,157	19,000E	21,651	118.84	2
New Mexico.....	2,664	13	293	319	11.97	35	500	2,064	1,637	61.45	31
New York.....	57,935	948	11,194	9,973	17.21	26	2,367	22,451	30,000	51.78	38
North Carolina.....	19,808	23	337	430	2.17	51	750	9,000E	9,000E	45.44	41
North Dakota.....	8,243	42	620	584	7.08	42	425	4,238	3,680	44.64	43
Ohio.....	34,246	349	9,271	9,881	28.85	15	1,000	28,312	30,800	89.94	13
Oklahoma.....	17,233	23	1,611	1,477	8.57	40	615	13,743	14,000	81.24	18
Oregon.....	6,900	19	1,589	2,288	33.16	13	1,200	5,000	4,164	60.35	32
Pennsylvania.....	48,000	325	7,259	10,423	21.71	20	824	47,703	51,022	106.30	6
Rhode Island.....	3,013	32	254	322	10.69	37	1,790	3,235	3,527	117.06	3
South Carolina.....	10,814	22	120	484	4.48	47	300	800	4,051	37.46	45
South Dakota.....	7,765	40	874	1,066	13.73	33	500	6,006	7,740	99.68	10
Tennessee.....	15,167	31	746	869	5.73	44	165	1,051	1,127	7.43	49
Texas.....	32,137	48	1,593	2,049	6.38	43	500	13,516	15,008	10.46	40
Utah.....	3,997	30	1,651	1,678	41.98	10	1,400	4,300E	4,415	110.46	5
Vermont.....	2,700	30	374	432	16.00	27	1,139	2,314	2,324	86.07	15
Virginia.....	15,401	40	1,286	1,480	9.61	39	1,500	12,000	12,000	77.92	22
Washington.....	9,402	68	3,297	3,334	35.46	11	4,005	8,902	9,766	103.87	8
West Virginia.....	12,715	24	1,129	1,810	14.24	31	450	7,513	7,817	61.48	30
Wisconsin.....	17,672	160	3,442	3,428	19.40	24	5,000	13,000	13,693	77.48	24
Wyoming.....	2,362	12	1,363	1,198	50.72	8	390	2,246	2,450	103.73	9
Alaska.....	165E	.....	112	105	63.64	6	.....	.....	.....	.....	.....
Canal Zone.....	105E	.....	3	2	1.90	52	.....	.....	.....	.....	.....
Foreign.....	.....	.....	156	164	.....	.....	.....	.....	.....	.....	.....
Guam.....	.....	.....	1	0	.....	.....	.....	.....	.....	.....	.....
Hawaii.....	1,500E	.....	1,461	1,827	121.80	1	.....	1,596	.....	.....	.....
Philippine Islands.....	22,000E	.....	432	221	1.00	54	.....	.....	.....	.....	.....
Porto Rico.....	4,000E	.....	54	67	1.68	53	.....	.....	.....	.....	.....
Virgin Islands.....	.....	.....	108	123	.....	.....	.....	.....	.....	.....	.....

THIS TABLE shows the growth of professional organizations and indicates the relative standing of each of the States with respect to membership in both National and State Associations. The total membership in the National Education Association, exclusive of foreign members, was 4,982 on January 1, 1908; 48,814 on January 1, 1921; 82,322 on January 1, 1922; 118,032 on January 1, 1923; 133,566 on January 1, 1924, and 138,856 on January 1, 1925. Membership in the National Association reached the new total of 147,703 during 1924. The 8847 members who were dropped in December, 1924, will be replaced by new members during the early months of

1925. Comparison with the table published in THE JOURNAL a year ago shows 16.7 per cent of the teachers enrolled then as contrasted with 18.9 per cent enrolled in the National Association on January 1, 1925.

The figures for State associations for January 1, 1908, show a membership in these associations of 65,993. The figures for January 1, 1923, are 436,392; for January 1, 1924, they are 482,865, and for 1925, 512,681, which is 69.77 per cent of the 734,820 teachers in the United States, as compared with 65.7 per cent enrolled on January 1, 1924. Like the National Association, many State associations clear their books by dropping members in

December, so that the figures given do not show the peak of membership reached during the year. Other State associations enrol lay members as well as teachers, which accounts for the figures in excess of 100 per cent. Associations in Southern States are composed of white teachers only.

Figures showing the total number of teachers, although marked "Estimated," are in most cases based on reports from school officers in the various States. Figures for State associations are based on signed reports from the officers of those associations. The letter "E" indicates that the figure is an estimate.

Social Training for Our Boys

LILLIAN EWERTSEN

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CULTURE has a distinct commercial value in the business world, and the young man who enters the field without having to overcome the handicap of lack of cultural training has a big advantage over his less fortunate brother.

We are all more or less aware that, although the minds and muscles of our children are well trained during the years they spend in the public school, one phase of education—cultural training—is not completed there. It is expected that this part be done at home, and yet mothers know what a sorry task this sometimes proves to be, and sometimes a task which, we must own, is not well done. In some schools, etiquette is taught, and a limited number may profit from this instruction, but in the vast majority of our educational institutions no provision is made for such training, and boys and girls grow up sadly lacking in the small graces which, when they grow to maturity, would make sailing one's ship through life a so much easier task. It is essential to one who seeks to become superintendent or general manager of a concern to have this training, for men are seldom selected for responsible positions unless they have the all-round general knowledge, poise, and understanding of the social graces that enable them to meet the big men in their particular line of business.

How many boys and girls know how to shake hands properly, how to acknowledge an introduction pleasantly, how to sit down, or, sitting, how to rise without holding on to a piece of furniture or sprawling their feet all over the nearby surface of the floor? How much embarrassment and discomfort would be spared both boys and girls from twelve to sixteen years of age if they had at their command self-possession when meeting for the first time?

The "awkward age" is a misnomer. There is no need for any such age, or, at any rate, much of its awkwardness could be mitigated. This has come about simply through lack of proper education, and this lack is due not entirely to not knowing how to offset the difficulty, but because the time of teachers is so completely occupied with academic pursuits and training the mind that these things of so-called "lesser" importance are left out of the school curriculum,

being looked upon as part of the home training.

Yet, how many mothers, never having had the benefit of this particular phase of training in their own school lives, can instruct their children with any degree of accuracy? There are books to be had on the subject, but with so many other books of importance to be read on every other phase of good housekeeping, modern appliance, economic problems, health and sanitation of the home, cook books, and so on, I can see poor mother throw up her hands in despair at the mention of any more home reading to be crowded into her fifteen or eighteen hour day.

This is one of the problems to be worked out in line with many of our progressive educational moves. That it is occupying the attention of many of our foremost educators is proved by the increasing amount of consideration which is being given to the subject in courses of training under preparation. This is especially true of the private and boarding schools, where more time is available and where the close proximity of teacher and pupil makes such training possible. It is felt that where children are under the constant care and supervision of their instructors and are with them at meal times and during their recreation hours, as well as during their study hours, tangible results can be obtained.

An example of this was brought to my attention upon the occasion of a recent visit to Northwestern Military and Naval Academy, at Lake Geneva, Wisconsin. There I had opportunity to witness, and I must confess with considerable astonishment, the absolute absence of self-consciousness on the part of the cadets—all of them of the so-called "awkward age"—who were hosts to as many young ladies at one of their dancing parties. Although the majority of these young men had never before seen the young girls who were assembled there that afternoon, there was no evidence of self-consciousness on their part. Not one of the many mothers and fathers who attended the party could offer the slightest criticism of the actions of a single cadet present, although they ranged in age from thirteen to eighteen—the very time when the majority of boys, unless trained otherwise, seem to develop abnormal awkwardness.

Knowing that some of the lads at the Academy had been there but a few months, and wondering at the agility with which this coat of "polish" had been acquired, I took occasion to ask Mrs. Davidson, wife of the superintendent and the moving spirit of the institution, how it had been accomplished. She smiled naively, and said:

"In the first place, it is not the purpose of this school to take away anything of value without substituting something good for it. When a boy enters this school, he leaves behind him the admonitions of his mother, the good-natured raillery of his sister or sisters, if he has them, the well-intentioned taunts and remarks which follow in the wake of everyone of his misdemeanors, but which have a value in making him see his mistakes. To offset this loss, we introduce a thorough course in culture training, of which, however, the boys are happily unaware. For no definite time is set aside for this course, no lessons need to be prepared, the entire course is sandwiched in between all the other courses, and our instructors, who are educators of the highest type, know how to handle this delicate subject with the degree of dexterity which it requires. From the moment he enters the Academy, a boy is under the constant observation of all of the members of the faculty. He is introduced from time to time to all of the ladies (for the most part, wives of the faculty members) residing at the Academy. If he stumbles in his acknowledgment, he is corrected kindly by the one making the introduction, or, sweetly, by the one to whom he is introduced, for these ladies have long since learned to do their part in the cultural training of our cadets.

"If table manners are faulty, the faculty member who sits at the head of the table calls the attention of the offender to his mistakes, and among a group of boys, where all are likely to be taken to account for something or other at various times, such criticism does not rankle. It is casually called to the erring one's attention, the others hear and note the criticism, and they are liable to avoid making that same mistake. If an entire table of cadets are repeatedly negligent in the matter of observing table manners, that table is given a demerit, which detracts from the company standing, and the other members of that company are sure to see to it that these particular offenders walk the chalk line without further delay. And so it is in every phase of school life."

If, therefore, the mothers of our boys lay plans and dream dreams for their future success, it would be well for them to do their part toward this end by giving them the necessary cultural training. Failing that, to send them to a good school, where the training may be procured.

WE MUST forever realize that material rewards are limited, but that the development of character is unlimited, and is the only essential.—Calvin Coolidge.

The Day of the Diploma

KATHARINE KESTER

THROUGH the efforts of Principal D. D. Mayne, a novel Commencement plan has been developed at the University of Minnesota. He believes "the play's the thing." Hence the Commencement program takes the form of a series of demonstrations, often dramatic, at any rate practical and spectacular.

At the Commencement exercises last year, a dramatization of the McNary-Haugen bill was enacted by ten young men. For months this bill has been of vital interest to the farmer, who has understood it, because of the relief it offers for this period of agricultural depression. One of the ten participants acted as commentator, introducing the idea and explaining it. Part I of the dramatization presented the conference of the Commission Board, the discussion of the price of wheat in relation to that of other commodities, and the procedure towards notifying the President of the necessity of this ratio-price fixation and towards empowering him to act. Part II showed the actual working out of the plan. The farmer brought his wheat to the elevator, for which he was given \$1.58 a bushel, \$1.38 in cash, \$.20 in the form of government scrip, redeemable at the end of the year. The idea of the scrip was explained to him, and he left for home, satisfied with a fair price for his produce. The audience, composed largely of farmers, could not fail to grasp the significance

and the value of this bill as a relief measure.

"Planning the Household Budget" was demonstrated effectively by the use



of charts. The pretty little homemaker emphasized the importance of giving careful consideration to the larger items of expenditure—for instance, meat. Of really practical value was a chart which could be adjusted to indicate the price the consumer may expect to pay for any cut of meat, in relation to the market price of the animal.



"Beautifying the Farmstead" was illustrated by two models, one an exact reproduction of a certain farmstead in Minnesota, without form or comeliness; the other, an ideal model, with buildings placed so as to offer the greatest convenience, with plantings arranged so as to afford the greatest beauty.

"Utilization of Peat Soils for Crops"

presented the means of converting vast acres of this state, now worthless, into productive farm land. There were rolled upon the stage two great tractor wheels, equipped with spade and angle lugs, for breaking up the peat bogs. The speaker showed the methods of fertilization and presented by a comparison of charts and actual products the output of fertilized and unfertilized acres: wheat, potatoes, corn, and clover hay.

Preparation for this Commencement is intensive. The speakers are chosen early in the fall by vote of the Senior class. They select their subjects at once, and by experiment and research outside of their regular class hours they work throughout the year preparing their speeches and demonstrations.

There may be value in the old-style Commencement oration, for graduates of a purely "cultural" institution. But this is a vocational school which gives its students scientific training in agriculture and home economics. As their training has been, so is their Commencement—practical, vivid, dramatic—suitable for young men and women who are expected to go back to the land and lead their communities in better farming and better housekeeping.

Teacher Rating

NELL E. LAIN

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IN THESE PIONEER days in the educational world, there is no greater target for educational experiment than the classroom teacher—and rightly so, as she comes in direct and constant association with the youth of the land. Knowing that “the race moves forward on the feet of little children” and that the inspiration for a desirable forward movement depends largely upon the teacher, it was most natural that a comparative study should be made of teachers—thus evolved the question of “teacher rating” which has become an important factor in present-day progressive educational problems and which has grown more and more prominent in this first quarter of the twentieth century.

The comparative study of the relative merits of teachers is extremely valuable in determining the qualifications which should be a goal toward which teachers strive—these characteristics being carefully weighed, tested, and found to be fundamentally essential. Of course, it would be impossible to include all since these would be as numerous and as variable as the number of people rated each one possessing, to a greater or less degree, distinctive traits. In a survey of Teacher Rating in the United States made by a group of Minneapolis grade teachers in 1922-23, the 215 plans from forty-six States varied from two general topics to ten, and from nine sub-topics to sixty-eight. William Maddock compiled the rubrics from thirty-two scales after combining those whose meanings seemed to be identical, found the total number of different ones to be one hundred ninety-one.

Many of the cities in which the rating cards listed such extensive minor elements have abandoned them as unreliable, among which cities are New York, Detroit, and Duluth. Some of these cities later introduced a revised and more simplified system with a more general rating. Every professionally progressive and aspiring classroom teacher is eager to help ascertain the qualities that make for better teaching and the highest development of her pupils and will seek to attain them. Such a list of qualities should be placed in the hands of all teachers and firmly established in the minds of those who rate, but to force all to conform to a limited standard

would kill all initiative and originality and deaden the spring of enthusiastic endeavor. By providing an opportunity for noting exceptional service and specific weakness, the New York system fulfilled one of its chief objectives—namely, to recognize every important individual characteristic. It also tends to overcome the above noted objection. What method of administration will satisfactorily attain the desired objectives? is a question near the heart of every classroom teacher today—especially since rating schemes have almost universally resulted in unhappiness and discontent.

When Duluth abandoned its plan, it very specifically reasoned why; it was not ready for a rating system. Would this not also be true of most cities inasmuch as courses of study are constantly changing, different methods are being strongly emphasized at different times, and those who rate have not been especially trained to do so and are often less experienced and less efficient than those whom they rate.

Many systems have been and are inadequate as they do not properly recognize varying situations, such as different types of children, the variation in numbers of pupils, more or less extensive equipment, favorable and unfavorable surroundings, and the reflection of a teacher's physical, mental, or spiritual condition upon her work.

The visit of the rater might be so timed that the teacher's work would be far below or above her general ability. In a certain system there is a teacher who is directly responsible for six sixty-minute recitations each day; other teachers in the same system doing the same kind of work, teach five forty-five minute periods each day. Would it be possible to visit the last classes of these two and make an adequate rating?

The motive that permeates the supervision is a highly important factor for some supervision is *not* motivated with the vital purpose of improving instruction—it is merely fault finding.

Many times ratings are unfavorable because of economic reasons. When the treasury does not permit the paying of increased salaries, is it not better and more just to make such a statement frankly and to accord the teacher her

correct rating? Indeed, the majority of teachers respond readily to frankness, and react most unfavorably to injustice.

Another objection to the Duluth system was that it was not conducive to high standards of supervision or teaching. Superintendent Henry D. Hervey, of Auburn, New York, keenly conscious of this same deficiency said: “The proper function of supervision is subverted; if the supervisor has the power to determine the professional status of the teacher and to raise or lower her salary, a barrier is at once erected between the teacher and that supervisor.”

So arises the question as to who is the best person to make the rating. In one large city manual on this subject is this statement: “It is to be hoped that in the near future a merit system based wholly upon impersonal measurements and records may be devised, but for the present the superintendent is forced to depend upon personal opinions and judgments. It is therefore important that judgments be standardized.” Is this not a dangerous statement? Is it not an attempt to mold all teachers in the same fashion? Will it cause the individual teacher to develop the distinctive talents she may possess? When a limited merit system is further bound by dependent salary increases, the results are generally questionable. A most thoughtful and exceedingly well-trained principal in a city now struggling with undesirable features of a rating system expressed himself thus: “Any person who favors a system of marking or rating, as now applied in a complex situation, as a means to determine whether or not a teacher shall have a raise of salary or a promotion must disregard all principles of justice.”

To give a concrete example of such unjust conditions: A teacher who had been highly rated by her principal was visited for the first time by a supervisor who was a strong advocate of a modern progressive and most efficient method. The teacher also believed in this method and attempted to use it in most of her work and felt that she had the basic principles in mind in the lesson that she was conducting. The supervisor could not be convinced of this and with a sharp rebuke left, not having seen any other conditions that might have been favorably noticed. The supervisor had stayed less than thirty minutes, but the teacher did not receive the next salary increase to which she was eligible, and the intense feeling aroused will make future supervision almost impossible in

this instance, whereas the supervisor might have been an invaluable assistant in leading the teacher to put in practice more perfectly the method in which she so strongly believed.

Sometimes ratings are discredited for some such reason as that they do not conform to the curve. William Maddock in his thesis said: "Any attempt to insist upon the normal distribution of teachers in small groups when measured by a rating scale is wrong in theory, pernicious in practice, and of itself is condemnatory of the scale," but in some systems if the ratings for each building do not conform they are made to conform. Even though there might be a large number of excellent teachers, if the number exceeded that which was the quota for the building, it would have to be reduced; or even if there were no excellent teachers, some would have to be so marked. By adopting higher standards, some cities might have a more selected group of teachers and consequently a rating which absolutely adhered to the normal distribution, would be entirely unfair to these superior regulations.

That the teacher who has made every effort to improve professionally, who has coöperated in every way to further the interests of the children and of the school, and who has shown ability and skill should receive greater financial recompense seems wholly desirable. The principal of the school in which she is located may seek to do her justice; but since all principals over the city do not have the same conception of her ability and standing, will the general rating tend to place her in her just position and establish her relative standing? Even in the carefully devised New York City plan, the markings of the principals did not result in a uniform classification.

Doctor Gray, of the University of Chicago, suggested that the decline in interest in the ratings is due to rating scales being unreliable and indefinite and that they were used to rate teachers rather than to improve instruction. Ratings, he believes, become genuinely valuable when careful analysis reveals the causes of efficiency or inefficiency and suggests remedial measures. William A. Cook, of the University of South Dakota, promotes the same principle, "If ratings are worth anything, they are worth imparting to the teacher. Rating is more than an inspectorial device for measuring efficiency, it is a supervisory device for increasing efficiency." Can this be accomplished if the teacher is not in-

formed of her standing? To further mutual understanding and to work towards general improvement, must this not be a written statement?

Alexander Fichlander, principal of a Brooklyn school, believes that principals and superintendents are sometimes inclined to favor ratings because it gives



FIFTY-SEVEN years a school teacher. This is the extraordinary record of Miss Kate Marsh, of Mount Carmel, Illinois, believed to be without a parallel in the United States. She taught her first class in Gibson county, Indiana, in 1867, teaching in the Hoosier State until 1881, when she came to Mount Carmel, where she has been in charge of a school ever since. At the present time, she is principal of the Cherry Street school. She has taught more than 5000 pupils, scattered now in every State of the Union, all retaining an affectionate remembrance of her.

A year ago, she received a fractured collar bone in an automobile accident. She taught her classes as usual, carrying one arm in a sling. When her friends urged her to take a vacation until the bone knit, she replied that "she taught with her head and that the collar bone did not affect a good head at all." In possession of excellent health and all of her faculties, Miss Marsh has hopes of rounding out 75 years as a pedagog.—E. E. Pierson, Bloomington, Ill.

them a potent means of control and is frequently a means for compelling uniformity and subserviency. He further adds that when the principal comes to the conclusion that the teacher would

be aided by a special report, the thing that is needed is a detailed specific report on her services, and a general rating annual or semi-annual is superfluous. An informal expression of approval or disapproval is generally as effective as a rating recorded in official archives if not more so.

Since teacher rating deals with such nebulous qualities; since practical experience has proved that even the apparently most desirable systems have been discontinued because of the many unhappy and unjust situations arising; and since the question of teacher rating is now and may be for some time a debatable question, we cannot afford to be dogmatic with regard to any particular system and say it is all right or all wrong. Because it is essentially a problem of the classroom teacher, my plea is that the classroom teacher must be given an opportunity to work out her own salvation assisted by the most open-minded and thoughtful suggestions of the greatest educators and those most directly concerned; that the classroom teacher be given time for the moulding of such plans and be given the kind and patient treatment necessary to emerge from the throes of growing pains; and that then the classroom teacher will become a better and more efficient teacher.

TWO TEACHERS—Two teachers are working side by side, teaching the same grades, doing the same work and supposedly, getting the same results, but—

One has a strong and pleasing personality; the other is colorless.

One shakes hands with a firm, warm grip; the other drops her hand in yours like a wet codfish.

One is kindly sympathetic; the other indifferent.

One stands squarely on her own feet; the other needs crutches.

One inspires love of work; the other inspires indifference or downright hatred of work.

One is loyal to all that is best; the other not disloyal, but unloyal.

One teaches living souls; the other teaches facts.

One travels the sunlit heights; the other the narrow ravine.

One lives to teach; the other teaches to live.

One's chief pay is in the joy of accomplishment and in the growing souls of her children; the other's only pay is in a city check.—W. J. R., in *Everett, Mass. Bulletin*.

Professional Work of Local Organizations¹

THE PAST TEN YEARS have witnessed a remarkable development of the professional spirit and attitude among American teachers. This development has found expression in a variety of ways. Professional organizations of teachers have multiplied in number and expanded in membership; these organizations have also shown a distinct tendency toward integrated and concerted action," said Dr. William C. Bagley in an address before the National League of Teachers' Associations in Washington last July.

After calling attention to the remarkable growth of the National Education Association during this period, as well as the growth of State associations, Dr. Bagley continued: "On every side and from every quarter there is evidence of an increasing participation by teachers in the construction of the policies and programs that determine the work of the schools and the general development of American education."

An evidence of the growth of professionalism is the increasing number of problems that are being studied and investigated by local groups. According to a recent survey of seventy-five of the most active local associations throughout the country, the subjects covered are many and varied. The following indicates the scope of the study of professional problems:

1. *For improvement of profession*—Sabbatical leave, cumulative sick leave, exchange of teachers, participation in curriculum revision, better salary and living conditions for teachers, causes of absence of teachers, the scope and responsibility of teaching service, growth in service, retirement laws, tenure, rating, single salary schedule; value of professional organization, professional reading, code of ethics.

2. *For improvement of classroom instruction and teaching conditions*—Closer relations between community and schools, evaluation of classroom instruction, teaching load, mental tests, platoon school, teaching methods, consolidation of rural schools, playgrounds.

3. *For National improvement*—The Education Bill, Child Labor Amendment.

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

Among the significant achievements of teachers' organizations are:

Participation in curriculum revision—The Denver Classroom Teachers Association reports that about two years ago the work of curriculum revision was be-

The Des Moines Teacher's Creed

TO THIS TASK I dedicate myself as the knight gives himself to his quest, the physician to his work of healing, the pastor to his ministry.

I BELIEVE that mine is a joyous service, to which I strive to bring an open mind for all that is new and good in education; a body refreshed by healthful activities; a heart uplifted by communion with the Great Teacher.

I BELIEVE that my high purposes may be accomplished when I give my colleagues my sincere co-operation, showing my appreciation of their success, but refraining from any criticism unless it can be constructive.

I BELIEVE that my individual honor demands that I loyally keep in both letter and spirit any contract that I may sign.

I BELIEVE that in the classroom with my pupils and in my contact with their parents I shall need my most charming personality, my most lovable self; I will keep for them, therefore, my choicest English, my most cultured tone, my kindest manner, and my keenest sense of humor. I will be to them, in so far as this is possible for me, an example of patience, courage, and high living.

gun by committees of teachers, principals, and directors. Since that time, with the approval of the Board and by means of a special appropriation, it has continued. Committees have met on school time, substitute teachers taking the place of teachers serving on committees. Two local experts in curriculum making were engaged, and nationally known specialists were brought in to advise and criticize. The entire corps has helped, and the course of study resulting represents one of the greatest cooperative efforts ever worked out.

Cumulative sick leave—The Federated Teachers' Council of Portland, Oregon, representing all of the teachers' organizations of the city, has completed a study of this problem based on a survey of sixty-seven cities. The report was submitted to the Board of Education and adopted. It provides for ten days annual sick leave with salary. Any part unused will accumulate to the teacher's credit through a period of ten years, to be used in prolonged illness or disability.

Sabbatical leave—Leave of absence with one-half salary for one semester after ten years of service has been granted to the teachers of the Minneapolis schools through the efforts of the four teachers' organizations of the city. While the rules governing the leave adopted by the Board of Education are not so comprehensive as might be desired, nevertheless, the step taken by the Minneapolis Board represents progress. Other places in which the teachers have been working on this problem are: Kansas City, Mo., Los Angeles, Calif., New York City, and San Francisco.

Professional library—The Milwaukee Teachers' Association has established a professional library in one of the rooms of their downtown headquarters where the latest books on education and the best professional magazines may be read. The San Francisco Grade Teachers' Association has a comfortable reading room in which teachers have access to educational literature. This organization conducted a survey last year on the professional reading of teachers. The Berkeley, Calif., Teachers' Association has been given the use of a room at the superintendent's office for a professional library.

Code of ethics—A large number of organizations have committees at work on a workable professional code. Among those listing this activity are: Berkeley (Calif.) Teachers' Association, Evansville (Ind.) Federation of Public School Teachers, Oahu, Hawaii, Teachers Association, and Des Moines Teachers Federation.

Lecture courses—Perhaps no activity demonstrates more clearly the growing spirit of professionalism among teachers than the sponsoring of lecture courses by local organizations. Some courses are professional in type. Others are for entertainment.

Group Service

ARTHUR E. BOSTWICK

Librarian, Public Library, St. Louis, Missouri

HUMAN SERVICE may be rendered to individuals or groups. The difference is one of method rather than of result, but the group point of view is a new one in some respects and has its advantages.

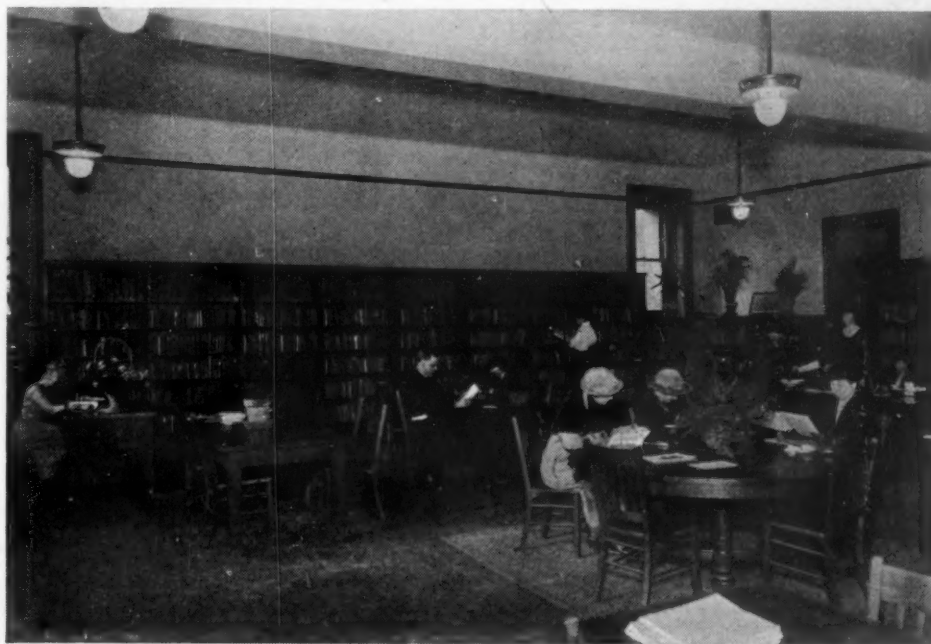
The teacher has long dealt with groups, although only those groups assembled for his special purposes; they are less familiar to the librarian, who is acquainted only with those especially assembled groups—the readers in his departmental rooms, including children, students of science, students of economics, and the like.

The number of groups in a community may be found to be very large indeed, numbered probably by thousands if we enumerate both organized and unorganized groups and if we take into account the various bonds of sympathy that connect human beings. Library service may be rendered to nearly all these groups. An interesting test of service is for the librarian to form a list of the groups in his community, or at least of the different types of groups contained in it, and to ask himself whether his service to each of these is satisfactory either to himself or to the group.

Everyone in the community is a mem-

ber, often involuntarily, of hundreds of groups based on various considerations—

a topographic group, he goes to a church and perhaps takes part in its activities, which makes him a member of a religious group; he belongs to several clubs and fraternal societies, which are themselves social groups and perhaps also welfare groups; he is a graduate of certain schools or colleges, which locates him in



A TEACHER'S USE of the library means a broader outlook for the children whose lives touch his. The Central Building of the St. Louis Public Library makes teachers comfortable in this special room, where may be found the books that will enrich their lives and their teaching.

he lives in a definite city, in a definite residential district, which places him in

as many educational groups; his occupation makes him a member of a business or vocational group; his politics determine his political group; his various interests, perhaps as a collector of porcelain, a lover of poetry, or a devotee of certain forms of sport, fix him in as many other assemblages of citizens.

Library service to a group includes in general: (1) Purchase of books; (2) Making them available; (3) Calling attention to them; (4) Information service; (5) Indirect service, such as furnishing meeting places; (6) Last, and possibly most important, the personal identification of the library staff with as many groups as possible.

A thorough group survey of a community and the adjustment of the library service to correspond with its results ought to make the librarian the person in his community who is in touch with the largest number of its groups, and his services, always of course related directly or indirectly to the use of books, will thus be more and more widely recognized as important to group existence and well-being.



TO BECOME a citizen legally is a matter of months; to remain a citizen culturally is a lifelong educational adventure, well symbolized by the library. This is a class in citizenship in the clubroom of the Central Building, St. Louis Public Library.

What You Should Know About Denver's Schools

First of a Series of Articles on Methods of Teaching and Curriculum; How Children Are Taught to Spell

In the last year Denver has stepped into a position of national prominence in the matter of one very important phase of human progress. Denver's school system is employing a department of curriculum revision which is admitted by the leading authorities in such matters as second to none in the United States. Education is a fluid process. It is dynamic. As human needs change and progress, so needs must methods and principles in education progress to meet those needs. Courses of study in Denver's public schools are being intelligently revised. Careful research is being resorted to in our own schools. Recommendations are being made, compiled into exhaustive outlines which are published in pamphlet form. The changes in the courses of study are followed out in the Denver schools as outlined in these pamphlets. And the school boards in the cities from Maine to California are buying these pamphlets and putting the practical suggestions outlined therein into effect in their own schools.

Denver is in the forefront in this business of education. What is being taught in our public schools is of paramount importance to every citizen. That Denver school children have the advantage of such a system is of local importance.

In what way this curriculum revision affects the courses of study in the public schools of Denver will be outlined in a series of articles, the first of which appears herewith. The articles will be continued in The Denver Times and The Sunday News.

SPELLING

BY GEORGE LOOMS
Author of "Spelling" and "Spelling-Book"
The old spelling book no longer stays in the public schools. Teachers of spelling in Denver do not attempt to find the best spelling; they try to eliminate bad spelling. Bad spelling is pathological, and

he is a good speller; he just is a good speller and that's all there is to it. The curriculum revision department of the Denver Public Schools is using the latest improved methods as developed by Dr. Ernest Horn of the University of Iowa, from whom there is no better spelling teacher. Made Harry of Language
He made a tremendous survey of

Denver Leads Every City in Modernizing Methods in Teaching

Taxpayers Are Saved Much by Crews of Experts Revising Studies to Keep Them Up to Date

This is the fourth of a series of articles on Denver schools. New phases of the subject will be covered in articles to be printed in The Times.

BY GEORGE LOOMS
If 10 per cent of a school teacher's time is wasted because of obsolete books or because of obsolete methods of teaching, it costs the taxpayers of a city like Denver a half million dollars a year.

You can train a animal but you cannot educate it. You cannot tell a person anything, but you can put material at his hand so that by the use of them he can learn himself. Education should teach the child

TOO MUCH UTILITY PUTS SCHOOLS ON FACTORY BASIS, SAYS HALLETT

President of Denver's Board of Education Says There Are Certain Other Values in Human Life Which Are of Equal Importance.

Educator Says Advocates of Efficiency Measure Benefits of Learning in Terms of Practical Production.

BY GEORGE LOOMS
"Utility is not the sole aim of education," says Louis P. Hallett, president of the Board of Education.

Hallett Headlights

The story of language, either in modern or classic, serves to enhance the broadened viewpoint.

A man who has worked with his hands can do better work with his brain.

Strict adherence to the old principles of behavior from on the command of the modern flogger. The first thing, it seems to me, is to try to understand how and the reason which made her.

Students Disciplined by Teaching Instead of by Old Floggings

Children Nowadays Are Schooled to Guide Selves by Developing Social Instinct, Judgment, Loyalty and Moral Stamina.

This is one of a series of articles on Denver Public Schools appearing in The Denver Times and Sunday News.

BY GEORGE LOOMS
The pedagogues of decades back were apt to consider conduct, character and mental on those intangibles which served to render his pupils docile to his discipline. A pupil who insisted on bowing the teacher's arbitrary rules, who made teaching difficult, who let "longhorn the teacher's

No More Floggings
It is understood that children are not flogged in the public schools any more. Now a new set of precepts set up before them with the implied command: "Do this" or "Don't do this." There is no sense of outward coercion as far as the teacher is concerned. This, there is, a sense of command.

Latin Study Changes in Denver so Students Now Understand it

No Longer Can Teacher's Pet Get Away With Nonintelligible Jargon of English Phrases in Translating

This is the second of a series of articles on Denver schools. The first appeared in The Sunday News. New phases of the subject will be covered in articles to be printed in The Times each day this week. Watch for them.

Child Gets Sciences by Simplest System of Helping Curiosity

Fanciful Names and Unnecessary Facts Are Ignored in New Methods of "Self Awakening"

This is the fifth of a series of articles on Denver schools. New phases of the subject will be covered in articles to be printed in The Times each day this week. Watch for them.

BY GEORGE LOOMS
They teach science differently in

"Why has the buffalo become practically extinct in the last sixty

PUPILS READ WORDS AS UNITS IN METHOD USED IN CITY SCHOOLS

Old Style of Chanting Aloud Dropped and Aim Is to Train Youngsters in Rapid and Silent Recognition

This is the seventh of a series of articles on Denver schools. New phases of the subject will be covered in articles to be printed in The Times and Sunday News. Watch for them.

BY GEORGE LOOMS
If the reader of this article is 20 years old or older he will recall that before he became an entered apprentice in the art of reading he had his "A B C's" hammered into his skull. Then he started in with such complex arrangements of letters as "cat"

with the printed form of each line. Some time later the various component phrases are subjected to this recognition process. "What is this?" says the teacher. "That, too," says the child. "What is this?" says the teacher. "Bee," says the child. "What kind of sheep?" says the

HISTORY IS REGARDED AS SOCIAL SCIENCE IN MODERN CITY SCHOOLS

Mere Dates and Names Are Ignored and Pupils, Instead, Study Cause and Effect of Turning Points in Civilization

This is the ninth of a series of articles on Denver schools. New phases of the subject will be covered in articles to be printed in The Times. Watch for them.

BY GEORGE LOOMS
Much has been said about the modern school pupil for his ignorance on practical current events, and for his ignorance about the significant facts of history. For a while it was good sport to plausibly mislead him with a dumbbell in his hand—twins symbols in a device. History used to be a drill in names and dates; English history involved

with regard to religion or art or commerce or exploration, or even conquest. You might regard the study of history as the viewing of a vast tapestry. You can start at one end and trace the workings of certain designs, the progress of certain figures in the fabric. The tapestry is too vast a thing for the eye to grasp in its entirety. It is not possible to start at

Students Learning Duties as Citizens in Denver Schools

Voting in Miniature Scholastic Governments Gives Youngsters Practical Concept of City, State and National Administrations.

This is one of a series of articles on Denver Public Schools appearing in The Denver Times and Sunday News.

BY GEORGE LOOMS
The way to teach a child to read is to have him read; to teach him to write, to have him write. Similarly, to teach people to be citizens, make them perform the physical acts of citizenship. Under the hand of extra-curricular activities, the Denver public school system endeavors to teach citizenship

of traffic are elected by the entire childhood offspring of the school. A week is given up to campaigning and speeches are made in the assembly rooms by the candidates for nomination. Lines of these speeches are scraps of effective child oratory. Campaign promises are made. There is no sign of postscript or postscripting as yet in orifice. The

Proper Home Making Now Taught in City's Up-to-Date Schools

Denver Boys and Girls Learn Budgeting of Family Finances and All Things Needed for Happy Living

This is the third of a series of articles on Denver schools. The first appeared in The Sunday News. New phases of the subject will be covered in articles to be printed in The Times each day this week. Watch for them.

Appreciation of Art and Beauty Taught in Schools of Denver

Talent of Pupils Finds Outlet in Numerous Directions and Many Fine and Original Things Are Produced.

This is the sixth of a series of articles on Denver schools. New phases of the subject will be covered in articles to be printed in The Times and Sunday News. Watch for them.

BY GEORGE LOOMS
There are some posters designed for Good Health Week hanging in the auditorium of the Metropolitan building, some striking posters in which

stand posters. They have an appearance of age and quaintness. Their composition is such as to catch the eye and their arrangement and selection are qualities that are important.

STUDY OF GEOGRAPHY NOW MADE FIRST STEP IN SOCIAL SCIENCE

This is the eighth of a series of articles on Denver schools. The next article will appear in The Denver Times tomorrow.

BY GEORGE LOOMS
Sometime in the general program of education there comes a time to direct children's thoughts to "people." Natural science has had a great stressing in our day and generation; social science is getting relatively more and more attention. Social science is now recognized as a part of the elementary and general equipment which every child should have. So, in the seventh, eighth and ninth grades all Denver public school children have some consecutive and planned instruction in the study of "people." Many children leave public school after the ninth grade and the course in social science, as well as the course in natural science, is planned to give the child some general notions, in order that his mind may be left open and curious for further information and not hermetically sealed as may be the case when he is discouraged to feel that such studies are only for

why Russia and China are great agricultural states, how their climates and unrestricted territories have been factors in the character and behavior of their people. You do have a visual picture of the shape of a country or state—or you should have—in the study of geography. But you have something else that is more than the mere "outline" image with arbitrary "man-made" boundaries. Tom Sawyer, in his definition of a balloon, did not think that

American History Approached From Many Angles Now

Old System of Going Thru Country's Past in One Wide Swath Abandoned; Subject Treated as Basis of Future Opinions.

This is the tenth of a series of articles on Denver schools. New phases of the subject will be covered in articles to be printed in The Times. Watch for them.

BY GEORGE LOOMS
There is perhaps no subject for study in the public schools of America which has been more a target for individual opinion than the study of American history. Pupils—grades

science study with the study of geography. American history follows in the eighth grade. He is then given a broad survey of the sweep of time in American life from 1600 to 1900. He is given more than that. He is

Native Born Taught Americanization in Schools Like Aliens

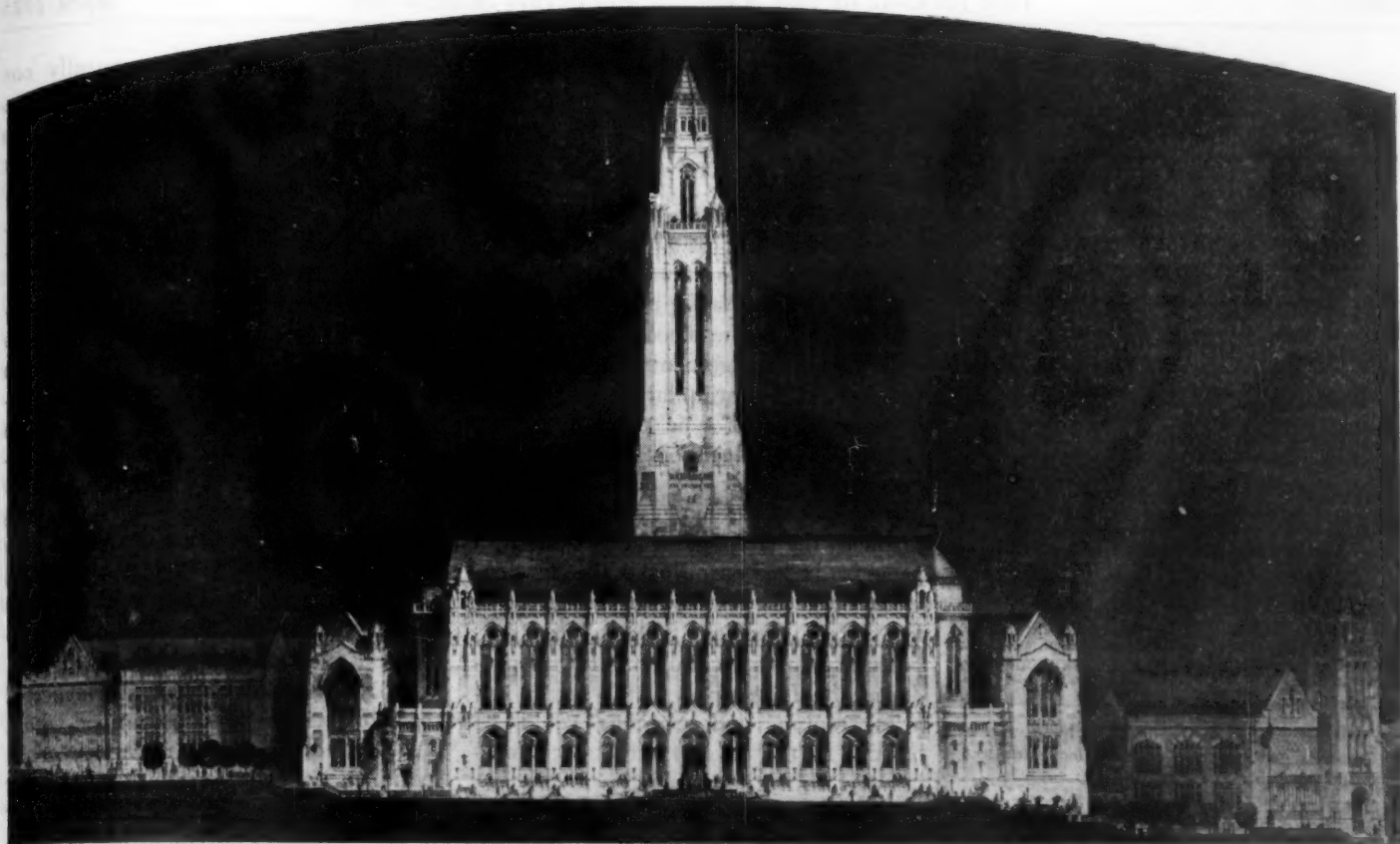
True Patriotism Is Learned by Every Child in Denver and Special Night Classes Are Maintained for Adults.

This is the last of a series of articles on Denver Public Schools appearing in The Denver Times and Sunday News.

BY GEORGE LOOMS
Americanization does not aim to make a man a mere flag-waver. It does it aim to foster a spirit in him that will cause him to carry a chip on his shoulder—a challenge to combat any person or group of persons who may have the temerity to differ with him in matters of state and economy. Americanization in the Denver

He expects to change as they are because he is getting the word of it in the school. He expects to study because he sees society on a barren, a headland, a source of inspiration to him at every turn. A process which served to draw such a man's energies as that he will with profit into the column of daily life, thereby giving him a new but value to society and making

H EADLINES from front-page articles which appeared for thirteen consecutive days in the Rocky Mountain News and the Denver Times are here shown. George Looms, special feature writer of the News-Times staff, has been unusually successful in stating educational problems and practices in terms that the man in the street can understand. Almost the only limit to the interesting news that may be built around the schools is the intelligence and skill of the reporter.



LIBRARIES are the memory of the race. They preserve for the present and future generations the worthwhile things that it has thought and done and dreamed of doing. They give it that background for intelligent action which is analogous to judgment in a mature man or woman. Dealing with the nobler aspects of human life, it is fitting that they should be magnificently housed. This architect's drawing for the library of the University of Washington, at Seattle, suggests a fitting center for the life of that great university, serving a section of the country which is rapidly developing.

Education

ARTHUR GUITERMAN

Mark Hopkins sat on one end of a log
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
And taught as an elder brother.
I don't care what Mark Hopkins taught,
If his Latin was small and his Greek was
naught,
For the farmer boy he thought, thought he,
All through lecture time and quiz,
'The kind of a man I want to be
Is the kind of a man Mark Hopkins is!'

Theology, languages, medicine, law,
Are peacock feathers to deck a daw,
If the boys who come from your splendid
schools
Are well-trained sharpers or flippant fools.
You may boast of your age and your ivied
walls,
Your great endowments, your marble halls,
And all your modern features—
Your vast curriculum's scope and reach,
The multifarious things you teach—
But what about your teachers?

Are they men who can stand in a father's
place,
Who are paid, best paid, by the ardent face
When boyhood gives, as boyhood can,
Its love and faith to a fine true man?

No printed word nor spoken plea
Can teach young hearts what men should be,
Not all the books on all the shelves,
But what the teachers are themselves.
For Education is making men!
So is it now, so was it when
Mark Hopkins sat on one end of a log,
And James Garfield sat on the other.

—From "The Light Guitar," copyright, 1923
by Harper & Bros. By permission of the
author and publisher.

Responsibility

BLYNN EDWIN DAVIS
Falmouth, Massachusetts

And what of those we teach?
Theirs be the task to learn and grow;
Theirs to reason why things are so;
Theirs to reach out, to seek, to find;
Theirs to evolve the potent mind;
Theirs to forsake the doubt, the strife;
Theirs to move out to larger life;
Be theirs to see each open door
To larger kingdom, strange no more;
No matter where they work and plod,
Theirs be to choose the things of God:
All this of those we teach!

And ours the task to show them how!
Yes, ours the task to show them how!

2

Wages

A. EVELYN NEWMAN
Greeley, Colorado

Lord, keep me dispossessed of things, I pray;
Leaven with love my wages for each day
Of toil that makes the soul sweat agony,
Straining upon its earth-bound leash
Toward all Infinity.

Life's system, with its many knotted mesh,
Strangles the spirit, leaving only flesh
To make a blatant cry
To earth and sky,
Until the veil of self is torn away
By disillusionment and acid strife,
Revealing love's immeasurable pay;
And Service scours clean the house of life.

In Life's Spring

EDITH E. MCGEE
Norwood, Ohio

God attires the year in loveliness
But Spring
He has dressed in youthful beauty
To her cling
Robes of fresh and tender green
Trimmed in sunshine's golden sheen
Flowers of Maytime crown her queen,
Sweet, young spring.

Fleeting years of happy childhood
Form life's spring
'Tis the time of nature's great
Awakening.
Time for stalwart, sturdy growing
Like a tree with new sap flowing
Radiant health and vigor showing
In the spring.

Budding souls begin to blossom
In life's spring.
Each day sees new miracles
Of flowering.
Even till the year grows old
Character is wont to hold
Form and color which unfold
In the spring.

Great All Father, grant the promises
Of spring
Be fulfilled in summer's golden
Harvesting.
May no boisterous storm wind chill,
May no stealthy hoarfrost kill,
Breath of drouth or blight of ill
Touch the spring.

The Journal of the National Education Association

Published monthly, except July and August, by the
National Education Association of the United States

President, Jesse H. Newlon

Secretary, J. W. Crabtree

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

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

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

Subscription to non-members is \$2.00 per year; single copies, twenty-five cents. Advertising rates on application.

Members are kindly requested to report at once any change of address, giving old as well as new address.

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Joy Elmer Morgan
Managing Editor

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Business Manager

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The Education Bill

THE MEETINGS of the Legislative Commission of the National Education Association held during the Cincinnati Convention struck a new note. There is to be a forward movement on behalf of a Department of Education with a Secretary in the President's Cabinet. Since March, 1921, the friends of this movement have waited patiently for action on the reorganization program. The plan of Chairman Brown of the Joint Committee on the Reorganization of the Executive Departments was submitted to the country shortly before the meeting of the Department of Superintendence in Cleveland in 1923. After open hearings and modifications it was presented to Congress in the form of a Bill, H. R. 9629, June 3, 1924. That Bill provided for a Department of Education and Relief. The 68th Congress adjourned without being able to obtain action upon it, although the measure was on the Union Calendar. What the Congress that meets in December next will do is still in the future. Perhaps it can be induced to bring into the reorganization program a straight Department of Education, rather than a Department of Education and Relief; perhaps it will leave this problem to be dealt with in a separate bill. In either case the friends of education have now an unusual opportunity to obtain the rec-

ognition they have so long worked for. All shoulders to the wheel!

Building the Profession

THOSE WHO are building the profession of education are making life richer and better for every teacher. To exalt the teacher is the best way to serve the children in the schools. Fine buildings and fine equipment can never take the place of the stimulating guidance of noble teachers. For nearly seventy years the National Education Association has been working for the elevation of the profession of teaching. It has commanded the respect of the American people. It has encouraged the development of a science of education, of the fine art of teaching, and of larger opportunity for all children. It has produced the facts upon which better salaries, tenure, and pensions could be based. In the days of the Association's infancy, a mere handful of members carried forward this common service for the profession, then a few hundred, then a few thousand, then ten thousand, finally forty, eighty, and a hundred thousand. This is good but it is not enough. Today fewer than one teacher in five is carrying his share of the common services for the seven hundred thousand teachers of the Nation. The others have not yet caught the vision of what the Association is doing for them and the children. Let every member endeavor to obtain one new member by showing how the Association is helping through research, publications, conventions, and legislation to lift education to a higher place in our life. Every one hundred per cent school shows a community of interest in a better profession—a loyalty to education that is a solid foundation upon which to build better schools.

Unifying Our Profession

THE WELFARE of the child demands unity and proportion in the development of his mental life even as in the unfoldment of his physical life. In their efforts to handle large numbers of children effectively the schools must use the utmost care to safeguard the needs of the individual child and to insure him a well-rounded mental and spiritual growth.

A mere analysis of the situation suggests the danger. For example, experiences that in actual life are mixed and interwoven we divide into compartments called branches of study. The span of

years that should grow naturally one from the other we divide into segments—elementary, secondary, higher—with breaks so abrupt that they often uproot the growing human plant almost entirely from the soil of its earlier experiences. The tendency to segment and compartmentalize leads to specialization.

Whatever one may think of specialization in industry, before one can be a great specialist in dealing with human problems, he must first be a great humanist, loving and understanding life in all its varied phases. It is for this reason that teachers need to train broadly and to live abundantly. It is for this reason that wherever specialization may carry them, they need contact with the one organization in America that stands for the whole of education—The National Education Association.

Our Association is living evidence of the fact that education is a unified whole. Teacher, administrator, research worker, specialist are all working toward the same great end—the right development of our human resources through education.

It is gratifying, therefore, to note the continuing efforts of educational workers to unify the profession in the National Association. In 1870 it drew to itself the American Normal School Association and the National Association of School Superintendents which had grown up separately. In 1920 adjustments were made which enabled the Department of Superintendence to function more vitally with its own secretary, and the Department of Elementary School Principals was organized. During 1924 a Committee of the Reorganization of Departments began the work of further coordination, which is still under way. At the recent meeting in Cincinnati the American Association of Teachers Colleges and the National Association of Secondary School Principals voted to become departments of the National Education Association.

SCHOOL BUILDERS are Nation builders. Sound education today means security and prosperity tomorrow. There is vast encouragement in the fact that tens of thousands of students are struggling to discover better educational principles and methods. Every teacher is becoming a student, foreshadowing a time when every citizen will face each task of his daily life in the spirit of the scientist and the educator. To that spirit modern civilization owes its great progress.

Marion LeRoy Burton¹

TYPICAL of the best leadership our State universities have produced is Marion LeRoy Burton, president of the University of Michigan. Doctor Burton was chosen by President Coolidge to pronounce the words of nomination which would in large measure determine the spirit of the campaign. The noted university leader rose to the occasion with a dignity and a force that must have stirred the heart of everyone who believes in the power of popular education, for it is a far journey from the energetic newsboy who sold papers on the streets of Minneapolis in the eighties to the stalwart orator who stood on the platform at Cleveland and thrilled a nation with his words as they flowed through radio channels to its remotest borders. In making that journey, President Burton proved that the door of opportunity is open in America and that popular education pays.

Marion LeRoy Burton was born in that fertile area which Meredith Nicholson describes as "the valley of democracy"—in Brooklyn, Iowa, August 30, 1874. His early education was received in the public schools of Minneapolis. By 1900, Mr. Burton had earned his bachelor's degree from Carleton College, Northfield, Minnesota. He received his Ph. D. degree from Yale University, in 1907, and has since been honored with degrees by various other colleges. He graduated with honor from Yale Divinity School in 1906. His teaching experience includes a year as teacher of Greek in Carleton Academy, three years as principal of Windom Institute at Montevideo, Minnesota, and one year as assistant professor in Yale University, after which he became the pastor of the Church of the Pilgrims, Brooklyn, New York.

From this pastorate he was called in 1910 to the presidency of Smith College, Northampton, Massachusetts, where the friendship between himself and Calvin Coolidge was to grow. During his seven years as president of this great women's college, he established the national reputation for clear thinking and wise administration which led to his being called to the presidency of the growing University of Minnesota in 1917. It must have been with peculiar satisfaction that he came to this exalted position in

the city where in earlier days he had contributed to popular intelligence by selling newspapers.

The years during Doctor Burton's presidency at the University of Minnesota were years of growth and extension so that in 1920 when the University of Michigan sought a president, after the



***DR. MARION LEROY BURTON**, nominator of President Coolidge last fall and president of the University of Michigan from 1920 until his death on February 18, 1925.*

most thorough investigation, it called to its leadership the man who had demonstrated his worth in many other connections.

On the occasion of his inauguration, October 14, 1920, Doctor Burton delivered an address on the function of a State university that every young person who contemplated a higher education might well ponder upon. He asserted that "the function of the State University is to serve the state and through the state to serve the nation and the world."

He described the State and the University, and the forms of service rendered. He referred to the vast material wealth of Michigan, her institutions, and her polyglot population gathered from the corners of the earth. Then said he, our real greatness "will be found rather in the ideals and hopes which have animated us from the beginning. . . . The very essence of Americanism is the

supreme value which we place upon the individual. When we talk about freedom, equality, and opportunity, this is what we really mean. We are attempting actually to say that every man, woman, and child is infinitely valuable. . . . Coupled with this reverence for personality is the ideal that work is noble . . . Every citizen is expected to do something. To be idle is unthinkable for a sane and healthy American."

Doctor Burton then spoke of the University itself—its campus, its buildings, its laboratories, its libraries; its students from every State in the Union and thirty foreign countries; its great body of more than fifty thousand alumni sown like seed to the four winds; its noted teaching and investigating staff; its pressing problems; its fascinating and challenging student world; its mighty undertone of university ideals and love of truth; its war-proved assurance that mind is the master of mankind; its unique position of leadership and responsibility for the standards of a rapidly changing civilization.

Passing on to the service which the University must render, Doctor Burton expressed his conviction that "we must aim consciously and deliberately to assume our share of responsibility for the new American civilization which inevitably must develop in this period of readjustment." He suggested four definite things for the university to do. First, it is to unify its courses and methods of work so as to build into the lives of students, perspective, responsibility, backbone, and moral fibre. Second, it is to direct its work toward community needs. Engineering and law and medicine must face our gigantic problems of industrial management, road building, statesmanship, and sanitation. Fourth, the university must become the research center of the State, coordinating the forces of discovery, invention, and philosophy upon the problems of government, sociology, economics, art, and education.

Finally, the university must permeate the State with knowledge—which is to reach not only every boy and girl, but also every adult citizen, with all the training—physical, mental, moral, literary, technical, and scientific—of which he is capable.

In that memorable address as in his speech on Coolidge at Cleveland, Doctor

¹ From an article written by Joy Elmer Morgan for the *Child Welfare Magazine*.

Burton summarized the lessons of a lifetime; he wrote an autobiography more precious and revealing than all the tables of degrees earned, or jobs held, or books written; he suggested the eternal vigor of mind and soul that lie everywhere about us. Lives like that of Doctor Burton—and they are many in free America—prove the soundness of our belief

in democracy and our faith in human nature. Poor boy, earnest student, loyal son, faithful over a few things, leader in many things! One such life—from the hundred millions—suggests what human life will do when it is given a chance. To insure that chance is the whole meaning of education—in school, out of school, creative, lifelong!

The Cincinnati Resolutions

Unanimously adopted February 26, 1925

UNUSUALLY brief and to the point are the resolutions unanimously adopted by the Department of Superintendence at its recent meeting in Cincinnati. Thanks to Cincinnati; Education in the Nation's Capital; Moral Education; Decency; Our Women; Child Labor Amendment; School Financing; National Relations of Public Education; War; and Civic Service are the topics considered. The Committee on Resolutions included Milton C. Potter, Milwaukee, Wis., *Chairman*; Charles B. Glenn, Birmingham, Ala., George D. Strayer, New York City; Mrs. Susan M. Dorsey, Los Angeles, Calif., and Theodore Saam, Council Bluffs, Iowa.

THANKS TO CINCINNATI— We record our grateful and hearty appreciation of the splendid hospitality of the citizens of Cincinnati, of the untiring efforts of the local committee and the splendid cooperation of the public press. We are especially grateful to the members of the Board of Education, the Superintendent of Schools, and his staff, and to the teachers and children of the public schools who have helped to make this convention a success.

Education in the Nation's capital— Inasmuch as the Federal Government has in but one city the opportunity of setting up a model school plant and organization, the Department of Superintendence rejoices that much needed legislation for the schools of the Nation's capital has been passed, including the Teachers' Salary Act, the Compulsory School Attendance and School Census Law, and the Five-Year School Building program authorizing an expenditure of \$19,000,000 for school buildings and grounds in the city of Washington. The Department expresses its thanks to Congress and the President of the United States for this substantial contribution to the welfare of the children of Washington.

Moral education—We applaud the increased emphasis being placed upon character training in the schools of our country. The systematic effort so to organize the school as to make of it a civic and moral workshop is a forward step and merits encouragement of school authorities.

Decency—We commend the constructive efforts being made in many communities to encourage clean drama and condemn licentiousness. We deplore the elaboration of the details of crime, on the stage and in motion pictures, books, and newspapers. In spite of the danger inherent in censorship we commend and will support the people in legislature assembled enacting measures for the preservation of common decency.

Our women—The Department of Superintendence recognizes with satisfaction the tendency of the American press to cease a traditional and stupid practice of ridiculing by cartoons and by alleged humorous paragraphs the fine women who constitute a large majority of the teaching corps of America. No decent allegiance to American ideals, as expressed by its best statesmen who have called education the hope of the country, can be maintained if public prints, while claiming to respect education, continue to throw disrespect upon the women who to a large degree are the educators.

Child Labor Amendment—We believe in the necessity for a proper conservation of childhood and to that end pledge our unfaltering support to the proposed Child Labor Amendment. We respectfully urge its adoption by the various State legislatures.

School financing—We realize the necessity for effecting economies in present costs through efficient organization and management. We strongly urge the adoption of a budget system of estimating the annual school needs and ap-

portioning the annual school revenues in every community. We reaffirm our position that it is of paramount importance for the successful administration of public education that all school boards shall have independent and complete control of their finances.

National relations of public education—We have carefully noted and confidently rely on the declarations of President Coolidge before the National Education Association in Washington last July with reference to proposed legislation recognizing education as of vital National concern.

National welfare demands for each person that measure and kind of education which is basal to effective participation in our democratic life. The Federal Government has contributed to the realization of this ideal by grants of land and of money to the States. This principle, long acknowledged, and this practice, long established, should—without interfering with the control of education by the several States—be maintained and extended.

The present diverse and scattered educational activities of the Federal Government should at once, in the interest of efficiency as well as of economy, be unified in a Department of Education with a Secretary in the President's Cabinet.

To the foregoing principles we again pledge our unswerving faith and active support.

War—We reaffirm our faith in education as a potent means for international understanding. We urge the cooperation of government and school throughout the world toward this end.

With faith in the mission of the school to bring to mankind life, and this more abundantly, we pledge ourselves to educate public opinion that offensive warfare may be outlawed.

To this end we favor the codification of international law on the principle that all nations great or small shall be given equal right and justice.

We favor setting up an international court with affirmative jurisdiction under this code.

Civic service—A principle which has been proclaimed by the Association from the beginning, that the chief aim of public education is the training of the citizen to live up to American civic, political, and moral ideals, we reaffirm together with our resolve to direct the daily exercises of our schools predominantly toward this end.

The Child Labor Amendment

SOME PEOPLE have the impression that the Child Labor Amendment has been defeated. Not so. It was submitted to the States by much more than a two thirds majority of both houses of Congress and will remain before the States for consideration until ratified by three fourths of them or deserted by its friends.

The makers of the Constitution having set up the difficult requirements that an Amendment should have a two thirds vote in both houses of Congress representing the most diverse interests, followed by a favorable vote in three fourths of the States, did not see fit to provide any short cuts by which special interests could stir up sudden opposition in even one body of the legislature in each of the thirteen States and thus defeat further consideration.

In the history of Constitutional amendments, States have many times voted to reject, later to reconsider and ratify. They will do so in this case, as the real issue becomes clear in the light of increasing discussion.

Many issues have been dragged in to confuse the general public and hide the fundamental problem, which is this: Shall the Nation protect its children from exploitation in mine, mill, and factory, which interferes with their health, morals, and education? Mere statistical quibbles as to whether there are a million child slaves or a hundred thousand are beside the point. Even if one takes the figures of the opponents of ratification, it is apparent that there are great numbers of children being denied their fundamental rights in free America. The injury that is being done these children cannot be confined within State borders, but will flow over into other States in the form of ignorance, inefficiency, and crime.

As the case now stands in the States, ratification has failed or there has been a vote of rejection in more than thirteen, several have ratified, and the measure is on the calendar in others. This is essentially what the friends of ratification expected when they realized the forces that had been mobilized in opposition.

It is no secret that this opposition was a surprise. It grew out of the serious situation in the textile industry. Cotton mills in New England ran at about fifty per cent capacity during 1924, and in other sections of the country at eighty per cent capacity. Under these circumstances one could not expect the mill owners to think with prismatic clearness on an issue involving the sacredness of human life and personality. They seemed to be fighting for their very lives. It was natural for them to seek a way out, a method of restoring dividends and preventing the failure of their companies.

Just as the farmers are recovering somewhat from the difficulties of depression in agriculture, the cotton industry will have its turn. The labor situation will adjust itself, and mill owners will no longer be under intense pressure to find a cheaper labor supply. Their efforts will diminish or cease entirely. Meantime, the efforts of an aroused public in behalf of ratification and justice for the children will increase.

Editorial from the New York Herald-Tribune, Thursday, January 29, 1925

"Shall the Children Pay?"

The child labor amendment has not failed. To be sure, more than a quarter of the states have taken action either to reject or to refuse to ratify. But the precedent established by the Civil War amendments makes it clear that rejection does not prevent a state from ratifying later on, and there is no limit to the time within which the present amendment may be declared in force. Those who believe in adequate protection to the children should redouble their efforts to secure ratification in the remaining states. It is incredible that some of the legislatures which have voted rejection in the midst of a wave of popular reaction will not reconsider later on.

states are reaching into the home by their legislation. That Congress is any more foolish or any worse than state legislatures has never been demonstrated. To the contrary, it has a better all-around record of economy and sense. There is a further false analogy with the Eighteenth Amendment. That amendment laid down a clear and definite prohibition and Congress had no option in enforcing it. The twentieth amendment orders nothing it is merely a grant of power, which may be used as Congress sees fit.

The grant of power is made broad only to enable Congress to take care of certain special contingencies. It has been found entirely wise and necessary to prohibit certain particular forms of labor to children up to eighteen years of age.

Washington Herald

The President Favors Child-Labor Amendment

THE President seldom speaks for quotation. Visitors to the White House are not permitted to state the subject of their conferences with him, or to publish his views, unless he authorizes it to be done. That precaution is necessary, because in the light of further information on the subjects discussed, the President might come to a sincere change of mind.

But the unwritten agreement of privacy, or silence, affords an opportunity for a misrepresentation of his views by the careless, the thoughtless and, at times, the schemers bold in the belief that he will never catch up with the misrepresentations or that he would not go to the trouble of denying them.

President Roosevelt experienced that embarrassment frequently and out of it grew the Ananias Club, into which he boldly put the great as well as the near-great. President Coolidge is going through the same experience, and, because of his patient nature, is dealing with the present-day Ananias less drastically than Roosevelt did. But the occasions have been so numerous that he has at times found it necessary to strike out from the shoulder.

He publicly rebuked the New England railroad man who misstated his views on the railroad situation. He has shown a growing leniency with the newspapermen who

insinuate that he favors cancellation of the foreign debt. And to recent White House visitors he has indicated very plainly that he resents the frequent misrepresentation of his views on the child-labor amendment.

President Coolidge favors ratification of the amendment to abolish child-slavery. He urged the last Congress to adopt the amendment. And, to prevent further misrepresentation of his attitude by those interests who are circulating stories in the State Legislatures soon to set upon the amendment, he declares that he stands firmly for the amendment as stated by him in his speech of acceptance. In that speech, the President said on child-labor:

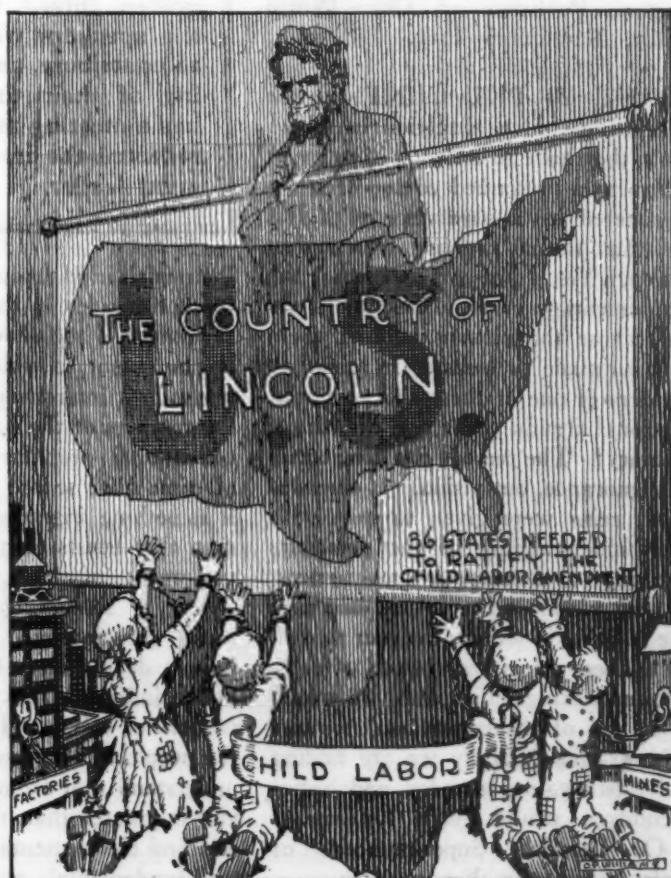
"Our different States have had different standards, or no standards at all, for child labor."

"The Congress should have authority to provide a uniform law applicable to the whole Nation which will protect childhood."

"Our country cannot 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 to-morrow may reach a higher state of existence, and the Nation a higher standard of citizenship."

THE APPEAL

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Abstracts of Addresses Given Before the General Sessions at Cincinnati

THE SCHOOL, especially in the junior and senior high schools where controversial questions can best be considered, is the place set apart for education. It covers the period of youth when the mind is alert and open, ready to receive facts without prejudice. Doesn't it, therefore, bring into conjunction both the place and the time for a real education in citizenship, for acquiring a real understanding of the world? So the school faces both the obligation of service to the public and the opportunity of service. It is equipped to train men and women to preserve American ideals and to carry them forward in progressive development better than any other agency. Through its open windows can come the things to think about and on the basis of these things will come the ability to think. Right thinking will result in education's ultimate goal, sound character. There need be no fear of consequences from parents or school boards or the public. They welcome the school that meets with a stout heart and an honest mind its obligation to serve the public.—Herbert Houston, Publisher of Our World Weekly, New York City.

ABOUT 20 PER CENT of the children fail to function in school because they have to lockstep in order to conform to a prescribed course of study administered by a supervisor with less vision than the 20 per cent who fail to function. Yes, I am convinced that the large percentage of blind alley jobs are held because the persons holding them have been made to lockstep in school to the orders of one of these short-visioned educational frauds. Yet, we call this a democracy! The remedy for deficiencies is not ignorance, but vision. If the educational reins were given to men with a real understanding of the principles underlying a democratic government, men with vision of the future essentials of the training in schools in order to conform to these principles, instead of petty politicians seeking selfish ends, we would soon be out of the educational tommyrot, hit-or-miss calamity we are finding ourselves struggling in today, and justice for children would reign supreme.—H. O. Dietrich, Superintendent of Schools, Norristown, Pennsylvania.

THERE IS NO doubt of the deep and lasting devotion of the American people to the American public school. They show their faith in it by the laws which they enact in state and nation. They show their faith in it by the millions they appropriate for it. They show

THE CINCINNATI meetings were significant in the crowds that attended them, in the generous hospitality of people of the city shown in a thousand ways, but most of all in the clear note of education for service that was everywhere apparent. President William McAndrew's firm conviction that the schools exist to serve all the people and that every activity of the schoolroom must be subjected to the acid test of this purpose was apparent in the printed program—in the patriotic sentiments of great and wise men which ran like a golden thread throughout, in the speakers who were asked to contribute, and in the wording of their themes. Rarely has a meeting more thoroughly reflected the master spirit of a great leader.

their faith in it through the service their teachers render in the classrooms of the republic. They show their faith in it by the extent to which they entrust the minds and interests of their children to the teachers of their schools. The great educational prophets and reformers of all time have sensed the fact that there is something ingrained in the nature of man that insists on the growth and development of body, mind, and soul. There is something ingrained in our social consciousness that tells us that human development is not only a right of the individual but a safeguard of the welfare of society. He who would lead the people to progress in education must understand that from him no other service is greater than that he should seek and find the elemental needs of children, the fundamental requirements of the

state, and reflect in his teaching and in his direction the finest and best ideals of the constituency he represents.—Payson Smith, State Commissioner of Education, Boston, Massachusetts.

TESTS AND SCALES have been enormously revealing. It was distinctly worthwhile to find them a place in schools and to refine their technique. When all this is done, however, the task of real reform is still ahead of us. In the consummation of this larger undertaking we shall profit greatly by the possibility of checking and measuring each step of progress. Tests and scales will always be of us but they will not in themselves solve education's problems.

They are as indispensable as the engineer's calipers and logarithm tables are to the planning of a great engineering enterprise. But calipers will not plan bridges or tunnel mountains. There must be behind the measuring instruments a driving aggressive intelligence full of initiative and resources if the world is to be transformed.—Charles H. Judd, Director, School of Education, University of Chicago, Chicago, Illinois.

BUT WHILE we are being supported well or poorly might we not by better organization and the larger operation of schools give more to the children for the dollars of the people. Short daily hours for five sevenths of the week are no longer necessary for the welfare of the child under conditions of enriched modern education. Long vacations of demoralizing idleness are injurious to pupils and a handicap to the schools, and often a source of embarrassment to teachers.

The expensive school plant, which is probably unused the greater part of the time, is an irritation to the people. A curriculum radically revised and enriched for more than twice as many hours per year of active schoolroom work would while conserving and building health carry the children on to a higher goal of moral, physical, and intellectual efficiency as citizens. We could thereby give more to the children and society for the dollars of the people.—Carleton B. Gibson, Superintendent of Schools, Savannah, Georgia.

INDIVIDUAL PUPIL accounting indicates that a large number of pupils leave school because the classroom instruction fails to interest them and seems of little practical value compared with the everyday affairs of life. The lack of reference and supplementary books and other educational material in the average schoolroom tends to make the study and recitation period superficial, inconsequential, and barren. Unless the teacher has unusual mental equipment and interest in her work, she will resort to mass instruction where every pupil recites from the same text, and the pupils of the class will all be expected to memorize the facts outlined in the textbook.—Henry C. Johnson, Superintendent of Schools, San Diego, California.

PUBLIC EDUCATION is a monopolistic enterprise. It has no rivals. Love of quietude and reluctance to fight vigorously are very potent factors in the lives of all of us. Those human impulses may be indulged in education, and they may not in industry. Management in industry is compelled to deliver the goods; superintendence in education may get by without delivering the goods. It would do its job better if everyone associated in it had a next-door neighbor eager for his position and equipped to discharge its obligations as well or better than he.

Management in industry maintains an effective experimental laboratory which constantly tests and improves its processes and its products. Superintendence does too little of its own testing and improving. It leaves that important activity too exclusively to the wealth endowed experimental schools and research bureaus. Factory management does that job because it must, and superintendence neglects it because it may.—Charles S. Meek, Superintendent of Schools, Toledo, Ohio.

SINCE LAST SEPTEMBER Evansville has been at work on a plan of citizenship rating for the schools, desired to increase the feeling of responsibility that the individual pupil should have for all his acts, both in and out of school. This rating system, not yet completed, will include, in addition to the usual ranking for percentages of daily attendance, truancy, and tardiness, a check-up on law observance, as shown by the records of the City Police Court and the Juvenile Court; the use of the Public Library, to include the number of users and the number of students who in any

manner hinder by their conduct at any of the nineteen branches of the Library; the number of pupils enrolled in some school of religious instruction; Boy Scout membership and hours of social service; regular depositors in the city school savings bank; damage to school buildings and school property; age-grade progress; standard tests in various subjects; and membership of parents in the Parent-Teacher Associations. These are all matters in which accurate data may be had, and the grading is in percentages, according to enrolments, so that it will be fair regardless of the size of the school.—John O. Chewning, Superintendent of Schools, Evansville, Indiana.

NO OTHER NATION cherishes so unwavering a faith in education as do we Americans. No other nation has shown itself so willing to pour its money and its energy into all sorts of educational experiments. We believe that the strength of the nation is measured not by armies and navies and fortifications, but by schools—schools for all the children of all the people, adapted not to one type of mentality but various enough to meet the needs of all.

If America means anything, it means that the individual shall have secured to him his inalienable right to development through education of whatever talent he may have been endowed with, regardless of the quality or the quantity of the endowment. There can be no other meaning to education in a democracy. Any kind of aristocracy, even an intellectual aristocracy, meaning the selection for higher training of a certain type of mental ability, is snobbish and un-American.—Frank D. Boynton, Superintendent of Schools, Ithaca, New York.

IN THE ART of teaching, we were satisfied to blunder along for generations by rule of thumb, or by following the doctrines of an a-priori philosophy. Within the last fifteen or twenty years, however, we have begun to study facts and to analyze critically practices which had become traditional in our schools. For example: A careful analysis of writing needs, the experimental determination of method, and the scientific measurements of results have revolutionized courses of study and methods in spelling. Courses and methods in reading were also greatly modified by the discovery and recognition of the fact that ninety-five per cent of the need of adults in reading is to peruse silently the printed page. Similar research in the fields of

other subjects has likewise demonstrated the inadequacy of much of our prescribed courses of study and the futility of some of our time-honored methods of teaching. Educational research is yet in its infancy, but it has demonstrated its efficiency sufficiently to convince all reasonable educators that the only safe basis of educational practice is science based on research.—Edwin C. Broome, Superintendent of Schools, Philadelphia, Pennsylvania.

THAT CHILD is best taught whose health habits and emotions are trained as well as the intellect. It is as important to guide the child to prevent illness as it is to treat his illnesses when they come. The best routine which can be imparted is the routine of health. It is as essential to keep a health score card on the pupil as it is his report averages. Of the twenty-two million school children in the United States it is estimated that over six and a half million are so far below par in body weight that they must be looked upon as illy nourished. It has been computed that nearly a million children are suffering from diseased adenoids and tonsils, that about four million have errors of vision that should be corrected and that something like fifteen million have dental defects that need attention. Herbert Hoover computing the loss to industry by illness in adults in this country, estimated that it was close to a billion dollars, which could be saved by attention to education in health matters and supervision of the well in order to beget good health. How much more urgently necessary is it to detect incipient diseases in childhood.—William D. Haggard, M. D., Professor of Surgery, Vanderbilt University, Nashville, Tennessee.

IF, AS WE believe, the schools should furnish the ammunition to destroy those powerful enemies of the State, ignorance, greed, and political corruption, it is the duty of every superintendent to examine the output of the schools under his direction to discover whether or not they are functioning in accordance with the ideals of the founders of the Nation. It is the duty of the superintendent to eliminate through his leadership the waste which results from slavish adherence to highly artificial culture and worn-out traditions, in order that time may be found for the teaching of citizenship, the object for which the schools were founded.—William J. Bogan, Assistant Superintendent, Chicago.

Children First

Isaac Newton Evrard

Dean, Missouri Valley College, Marshall, Missouri

The children are here by the millions. They wait,
Each one asking alms, at the Beautiful Gate,
The gate of the temple, the temple of living,
The temple where life may be had by your giving,
The life that is good and true.

Will you pay them a penny and pass on your way?
Will you cast them a dole as the wage of a day?
Or give them the best that you have in your soul,
That will turn their desires to the ultimate goal?
Well, what will they get from you?

Retarded from birth, they are dwarfed, they are blind,
They are stunted by labor's most deadening grind.
And they're asking for alms! Will you give them your hand
And lift them to life that is worthy the land
And the cause that our fathers have died for?

Upon them, O powers of our country, there rest
The hopes of the future, whatever is best
In the visions provoked by the Master of men.
We shall suffer the children to come to us when
We can feel what the ages have cried for.

THE WORK of curriculum revision involves both the preservation of that which is best from the contributions of the past, and the selection and organization of the most important values of the present day. In one sense, the public school curriculum is a reflection of the life and progress of society. Its revision, therefore, will occur as often as progress occurs. A static school is not possible in a dynamic civilization. The present-day developments, for example, in science, art, industry, etc., are sufficient to give new life and color to curriculum from kindergarten through high school.

Certain definite factors enter into the solution of this problem, such as: (1) the work of the local school system; (2) the work of individual specialists; (3) contributions of individual school systems; (4) provision for effective co-operation; and (5) certain techniques for carrying out a coöperative plan.—Zenos E. Scott, Superintendent of Schools, Springfield, Massachusetts.

THE PUPILS ARE entitled to proper teaching by the teachers; the teachers are entitled to proper supervision by the principal; the principals are entitled to proper leadership from the superintendent; the superintendent is entitled to proper coöperation from the school board; and the school board is entitled to proper support from the com-

munity and the State. If we add that the State is entitled to the loyalty and fidelity of the pupils, both in the present and in the future, we have completed the cycle and epitomized American educational theory and policy.

Whatever, then, impairs adequate teaching for pupils, adequate supervision for teachers, adequate leadership for principals, adequate coöperation for superintendents, or adequate support for school boards, is an attack on all, an attack on American childhood, an attack on America.—Arthur C. Perry, Jr., District Superintendent of Schools, New York City.

THREE FACTORS must be considered in studying a teacher-in-his-work unit—namely, the teacher's capacities, the teacher's interests, and the opportunities presented by the work. One's capacities include a great variety of intangible personal characteristics and concrete abilities, all of which do or do not make for success in any given kind of work. "Interest has to do with one's volitional life. . . . Capacities and interests must be in harmony for the highest efficiency and happiness of the individual." Finally, the requirements and the opportunities of each position require expert job-analysis. Opportunities include (1) a chance for the worker to exercise his special capacities; (2) a

chance to satisfy his special interests; (3) a chance to advance, and (4) a chance for self-expression.—E. E. Lewis, Superintendent of Schools, Flint, Michigan.

RURAL SCHOOLS are always in imminent danger of accepting the shell for the substance. There is always danger of mistaking buildings and equipment for educational program. The mere obtaining of funds for buildings and equipment sometimes satisfies the demand for educational opportunity. Architectural monstrosities in the way of schoolhouses to be found in practically every section of the country are mute but convincing evidence of this fact. We are also in danger of practicing extravagance in the purchase of equipment, not so much as to quantity as to kind. We must learn lessons in our responsibility for the care and upkeep of school plants. Unkept and untidy yards, dilapidated and defaced toilets, broken window lights, floor stratified with alternate layers of mud and oil, leaking roofs, and basements running over with discarded furniture everywhere challenge us who would provide rural youth with educational opportunity equal to the best.—A. F. Harman, Superintendent of Montgomery County Schools, Montgomery, Alabama.

IN BUILDING UP a School Boy Patrol force you are building up a better class of citizens, and to use the Boy Scout term you are "investing in 'boy preferred' stock." Our force of 5,000 boys in the Chicago schools have a direct influence on the half-million school children who are enrolled in our Chicago schools, and their influence is felt by at least one million adults in the homes of these children. The school children see these boys in action, they have to obey them and will gradually absorb ideas of safety that they cannot acquire in any other way. Think what an effect it is going to have on the accident situation of the future if we can get every child of school age thinking of safety, train them to cross the street properly, not to play in the streets, and do all the other foolish things that so help to add to this tremendous accident record each year. Accident prevention ideas absorbed with "reading, writing and arithmetic" will last all through life. We can build a nation of traffic safety students.—Zach C. Elkin, Head of the Accident Prevention Department of the Chicago Motor Club, Chicago, Illinois.

Teacher Training and Tangible Tributes

I WANT their minds developed; I want them to know how to think; I want them to desire knowledge, to have self-confidence; and I trust they're getting all that in the school." Thus a parent recently wrote concerning his children. Never before have the demands made upon the public school been so many and so vital. *Better trained teachers* is the challenge which these enlarged demands make upon the public school. Money cannot buy the valuable traits which every thinking parent wants

for his child, but it can buy the services of skilled and capable teachers, who implant ideals, develop skills, and encourage those traits which make desirable citizens.

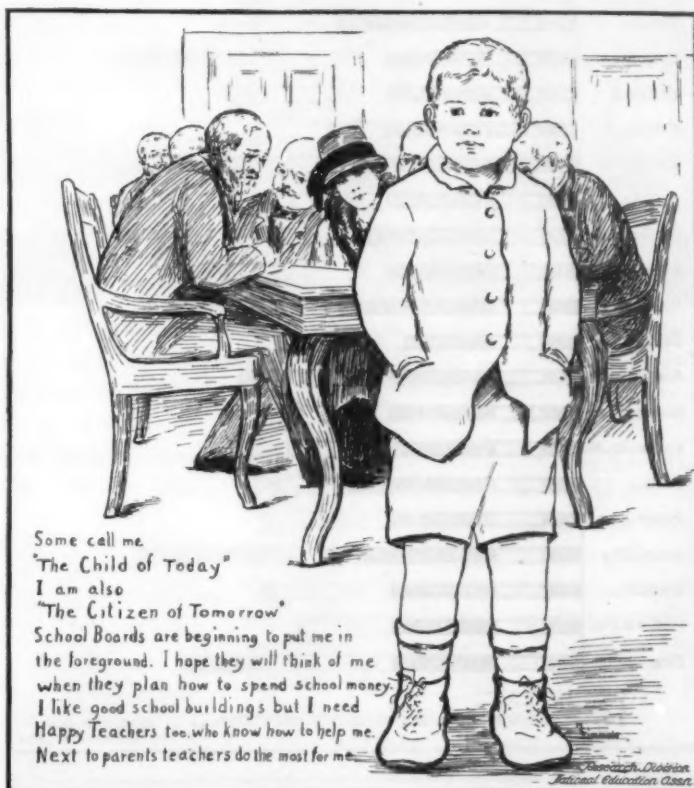
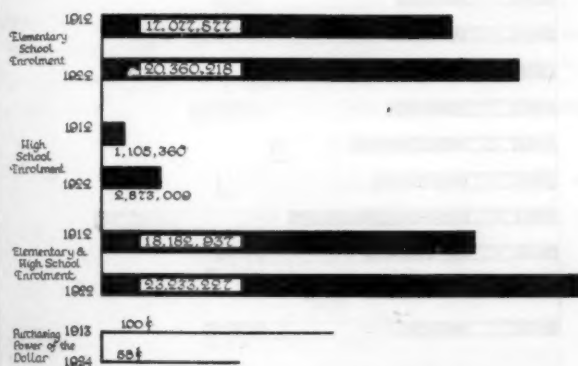
The average housewife would not think of taking a servant into her kitchen without first seeking "references" as to ability, health, training, and character. Yet that same housewife often sends her children to school where their outlook upon life is determined without even questioning who the

teacher is or whether the school board is paying her an adequate salary.

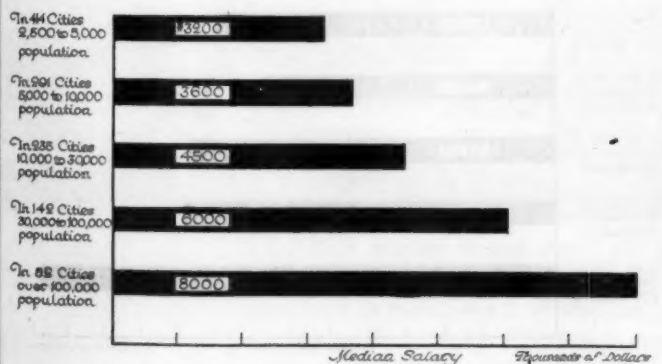
When parents analyze school problems in the light of their children's well-being, they recognize the educational significance of teachers' training and teachers' salaries. Teacher training determines whether or not children have life interpreted for them by one of large vision, who uses time-saving and sound pedagogical methods, who is alive to present-day needs, and who seeks to lead child life into life more abundant.

THIS YEAR'S salaries for several hundred thousand teachers, administrators, and school employees are summarized in tabular and graphic form in the March Research Bulletin of the National Education Association. These charts illustrate the type of data presented. Special salary distribution tables are also available at the nominal cost of reproducing them.

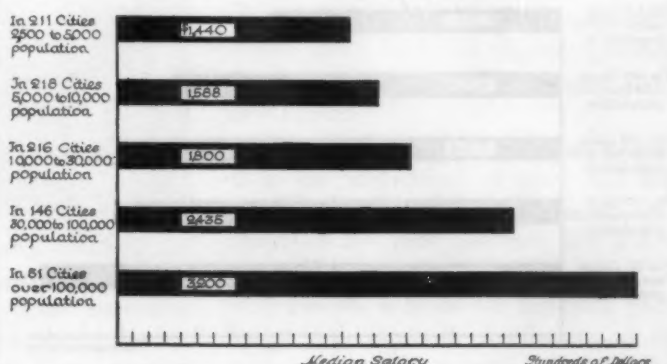
WHY SCHOOL COSTS HAVE INCREASED



MEDIAN SALARIES PAID SUPERINTENDENTS OF SCHOOLS IN 1134 CITIES



MEDIAN SALARIES PAID SUPERVISORS OF MUSIC IN 842 CITIES



Salaries determine largely: (1) The caliber of the people attracted to the teaching profession, (2) the preparation and training of the teachers secured, (3) the kind of teachers retained, (4) the morale of the teaching staff, and (5) the place of teachers in the life of the community.

Teaching is an art and should not be made a stepping-stone to something else.

When it is the latter, it is our children who are stepped on.

The public school is civilization's life insurance. The "premium" which every far-sighted community pays is a school tax sufficient to provide salaries which attract competent and well-trained teachers to that community.

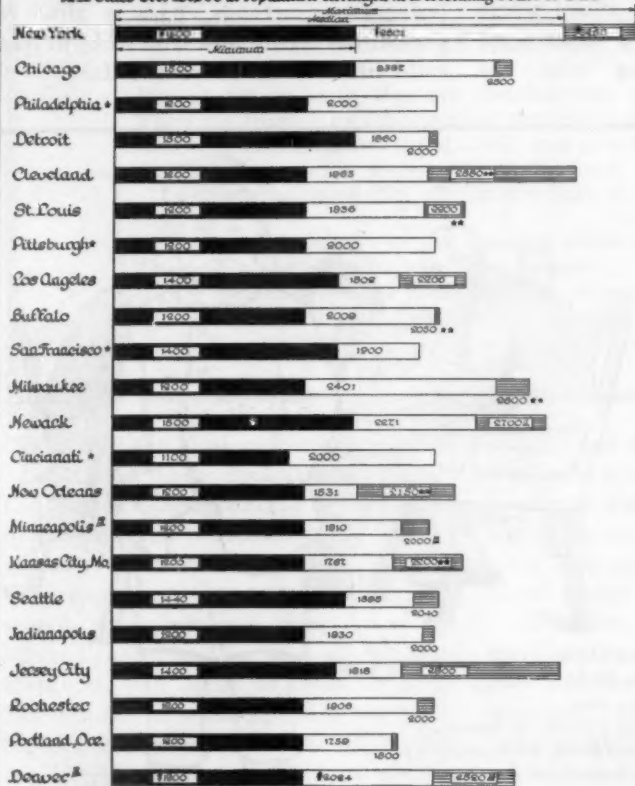
As education rises in our scheme of values, we recognize that teachers must

be so trained that they will pass on to youth all that has been found best in the past, and that which is most useful to present individual and National life.

Salaries must be raised to the amount that will not only attract the best of the Nation's youth to the teaching profession, but also give adequate tangible tribute for service rendered.—Margaret M. Alltucker.

MINIMUM, MEDIAN, AND MAXIMUM SALARIES PAID ELEMENTARY TEACHERS IN 1925

In 92 Cities Over 250,000 in Population Arranged in Descending Order of Size

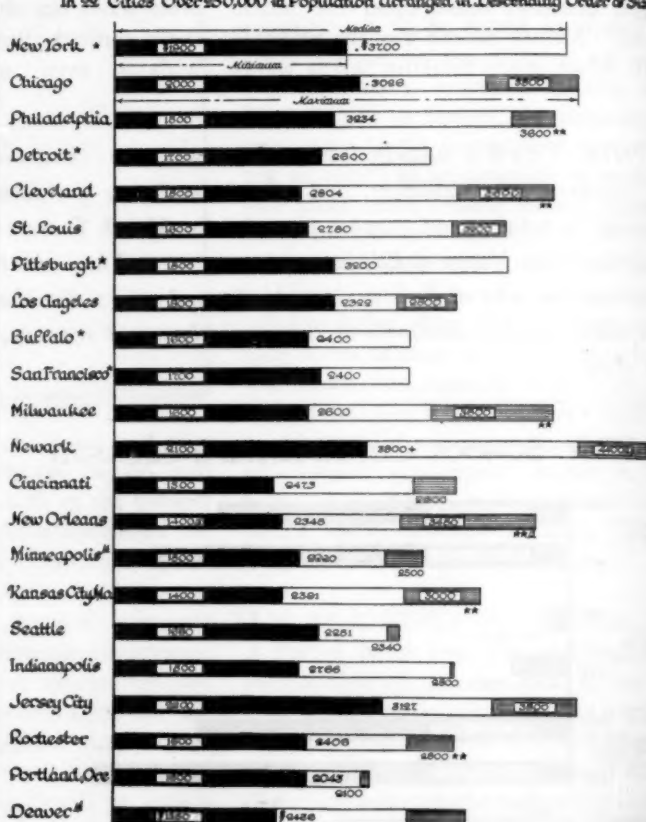


*Median and maximum are the same.
*Minimum for first year teachers.
*Minimum for first year teachers.
*Minimum for first year teachers.

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National Education Assn.

MINIMUM, MEDIAN, AND MAXIMUM SALARIES PAID HIGH SCHOOL TEACHERS IN 1925

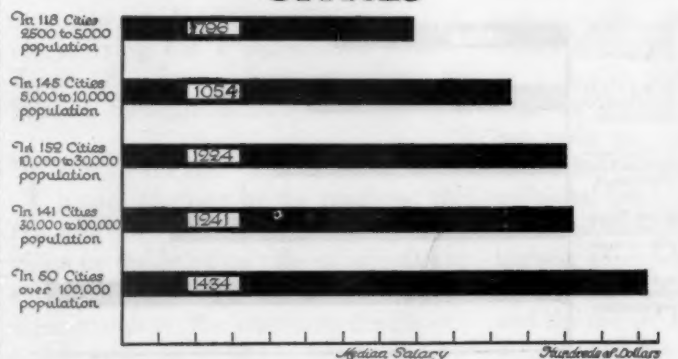
In 92 Cities Over 250,000 in Population Arranged in Descending Order of Size



*Median and maximum are the same.
*Minimum for first year teachers.
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*Minimum for first year teachers.

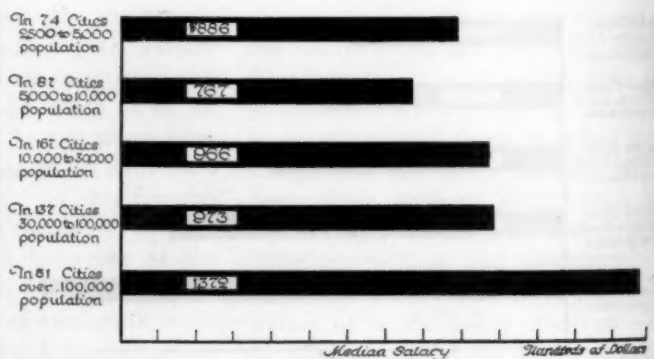
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MEDIAN SALARIES PAID CLERKS IN ADMINISTRATIVE AND SUPERVISORY OFFICES



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MEDIAN SALARIES PAID SCHOOL CLERKS IN PRINCIPALS' OFFICES



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School Men Turn Carpenters

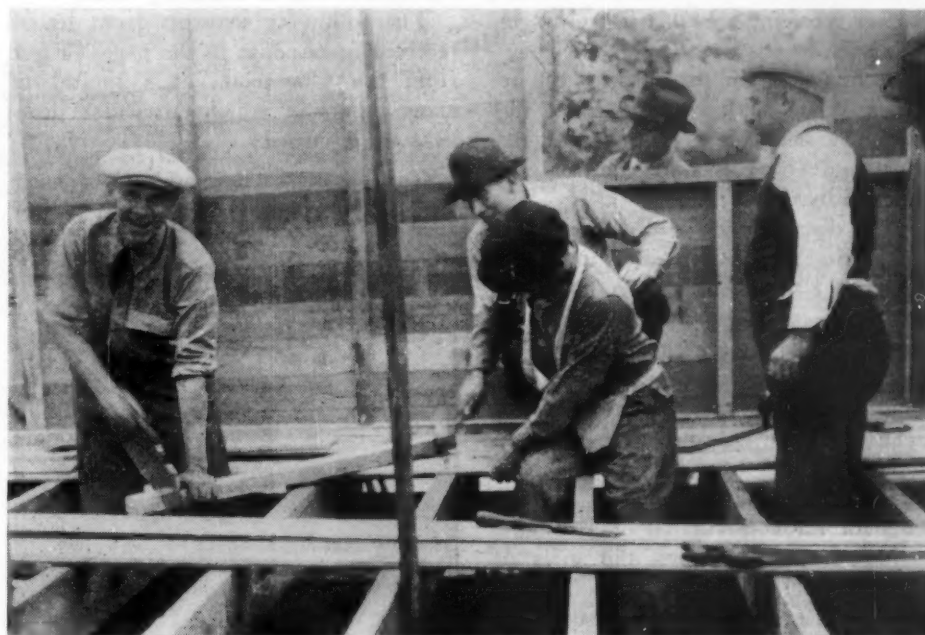
Why Springfield Teachers Built a Cabin

ON PROVIN MOUNTAIN, near Springfield, Massachusetts, a substantial cabin sprang up in a day, last autumn. It was the work of the Educational Club of Springfield. This club is composed of school teachers who believe that education is something more than mere instruction and that teaching is one form of nation building. From building the nation to building a cabin was a more direct step than is at first apparent.

It came because the boys wanted a hike terminus. These Springfield teachers have encouraged their pupils in all sorts of outdoor activity, and particularly hiking and camping trips having as their object nature study and woodcraft. They felt that the best way to combat the over-emphasis on athletics prevalent among high school boys was to supply healthy interests in the open. As part of their program, they organized Boy Scout troops, and 26 teachers are now serving as scout leaders.

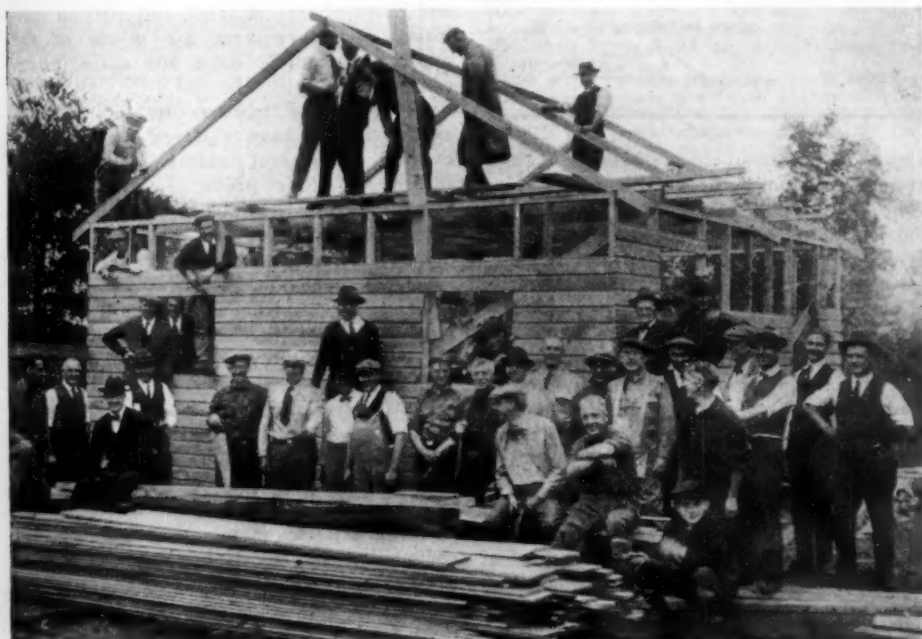
The scouts discovered that they urgently needed a building not only for a hike terminus but also for a storage place for tents and equipment. A wise teacher saw an opportunity here to draw

boys and teachers closer together and suggested a plan that was carried out.



DO YOU recognize in the genial workman at the left the dignified superintendent of schools in Springfield, Massachusetts, Dr. Zenos E. Scott? Major Burton A. Adams, supervisor of manual arts in Springfield, is in the foreground.

The Educational Club assumed entire responsibility for the boys' cabin.



THE BOY SCOUT CABIN erected in one day! Its plans and building material were all arranged for by the Educational Club, which footed expenses. In the front row, reading from left to right, are J. Hamilton Lewis, scout executive; John A. Parker, city attendance officer; John B. Ahearn, music supervisor; George A. Burrige, principal, Vocational School (with saw); Franklin J. Gray, physical director and president of the Educational Club.

Twenty-six of the teachers contributed the small funds necessary to purchase materials. As far as possible, the various parts of the building were constructed by the boys themselves in the woodworking shops of the schools.

When all was ready, an advance party

went out and laid the concrete foundations. Then, on a mild Saturday in October a big camp reunion was held, the feature of which was the erection of the cabin. Principals, teachers, attendance officers, and scouts, clad in overalls, hammered and sawed all through the autumn day. When twilight fell, a substantial cabin stood in place.

The building is twenty feet square with four windows, two doors and a pitch roof. The feature of the building is to be the stone fireplace, which will be erected later. This will be a memorial to the late teachers in the Springfield schools. The work of the day was concluded by games, and a huge campfire round which boys and teachers gathered together in happy comradeship of songs and stories.

The value in this cabin is far greater than the investment of time and material. It has given the boys not only gratitude for their teachers, but a new sense of companionship with them. It will provide a place for informal gatherings free from the restrictions of the schoolroom, and it will foster friendships.

Curricular Problems¹

CURRICULAR REVISION to meet present-day demands is the dominant interest of the educational world today. The two factors that are receiving the greatest consideration in the reconstruction of the elementary school curriculum are (a) the regrading of all subject-matter to fit (1) individual needs and (2) community needs; and (b) the elimination of non-essentials in all subjects.

State departments, educational associations, and a large number of independent cities throughout the country are conducting investigations of courses of study by bringing together the best co-operative thought of their teachers and administrators. The Department of Superintendence through its special Commission appointed in 1923 has been making an intensive study of the elements for the construction of a suitable curriculum for the boys and girls of American public schools.

The replies to the questionnaire sent out last year by the chairman of the Committee of One Hundred on Classroom Teachers' Problems and the letters received indicate that teachers strongly feel the multiplicity of extraneous interests that have crept into the modern school besides the legitimate extra-curricular activities. The consensus of opinion is that no one can teach thoroughly the regular school subjects in the allotted time unless there is a curb on the so-called "interruptions" in the classroom as well as a more discriminating selection of subject-matter.

To the question, "Do you think you have too many subjects to teach?", 221 answered "yes" and 382 answered "no." Some replied that there were not too many subjects but too much subject-matter. To another question, "What was your most difficult problem last year?", the answers were varied, but the following were given many times—crowded curriculum, too many interruptions, making the curriculum fit pupils of varying mentalities, and lack of time for individual help. To correct these problems is the purpose underlying the present movement in curriculum revision. The investigations, discussions, and deliberations which this movement in-

volves, however, should not emphasize the local and the transitory but should deal with materials that have a broad significance and an enduring value.

The following excerpts from letters received in response to the page, "Fresh from the Classroom," are typical of many others in which curricular problems are discussed:

"The present curriculum is too far advanced for the mental capacity of the children and too voluminous for the teachers to

"The greatest problem I met last year was lack of opportunity for individual instruction. The varied program of today leaves the average child in need of special help. Whether the many incidentals we are asked to provide time for are more important than the course of study adopted by the State, I am not prepared to say, but am earnestly trying to determine."

"I venture to suggest that we are too much bound by our courses of study, too much time being given to non-essential reports and detail work, rather than to the establishing of a close relationship with the child."

"Can the classroom teacher ever have the privilege of decision in the matter of new or extra work the class shall take up? For example, essays and contests. If these matters are vital why should they not be incorporated in the course of study?"

"I would like to see curricula made to fit the intelligence of the child, particularly the child of somewhat lower intelligence than the average, who is often considered dull when the subject-matter is beyond his ability to comprehend. We in our building are trying in a small way to remedy this condition. We are cutting down the course in our seventh and eighth grades to fit our subnormals and these children are in the hands of one teacher."

"The modern tendency to conduct all civic and community enterprises and to disseminate propaganda through the schools seems to me to be the greatest hindrance to their efficiency. While these enterprises may be worthy ones, to expect these things to be added to the already crowded program of the school day without destroying continuity and thoroughness of work and without confusing and overtaxing the minds of the pupils is becoming more and more unreasonable."

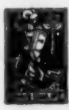
"A group of teachers in our building would like to have children classified according to mental ability with suitable courses of study provided; more definite courses of study, minimized, with sufficient supplementary material to meet the demands; fewer grades and numbers in each room."

"Another problem, and a most inimical one, is the ever increasing number of things to be taught and activities to be pursued. This has led to shortened recitation and study intervals with the result that a child is not much more than well started on a task when time is called."

"The difficulties that keep me from rendering one hundred per cent service in my teaching are due mainly to excess in civic, community, and social activities. I seldom ever cover the work outlined for a semester because of these activities and the interruptions due to them are so numerous every day that I am scarcely ever able to hold to any program."

"When teachers are not harassed by so many interruptions, it will be possible for them to use their own initiative, for through the use of that initiative will come the joy of tasks well done, and inspiration to do still better."

THE TEACHERS WORLD
MONTAGUE HOUSE
RUSSELL SQUARE
LONDON
W.C.1



Mr. Joy Elmer Morgan,
The Journal of the National Education
1201 16th St., N.W.
Washington, D.C.

16th,
Dec.,
1924.
Assn.,

Dear Mr. Morgan:

I presume by now you have seen a copy of THE TEACHERS WORLD containing Dr. Thomas's address which you kindly allowed us to print. We would have printed it much earlier, as we realized how eloquent and attractive it is, but for lack of space.

May I congratulate you on the current Number of the Journal, which seems to improve month by month and which is certainly a very great credit to the teaching profession of the States.

Yours faithfully,

Challen

REA/CS

handle. The classroom teachers would appreciate skeleton outlines which would indicate the ground necessary to cover in a school term. Then, we could enjoy enriching and amplifying them from our own experiences and reading."

"The classroom teacher is greatly handicapped by the fact that she has too many subjects to teach. It would be most helpful to have special teachers in drawing and music who would take one or two long periods each week for their work. The regular teacher could use this period in planning work or helping the backward child."

"The greatest cause of inefficiency in my classroom is due to the crowded curriculum. We are becoming a nursery rather than a school, and in trying to do everything for the children, we do nothing."

"The greatest problems that we have to meet with are the overcrowded classes, short recitation periods, and little time for supervised study. With classes averaging from forty to fifty pupils in a class, a twenty-five or thirty-minute recitation period and about two thirty-minute periods for supervised study, the time is too short to do justice to any pupil whether bright or dull."

¹ This is the second 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.

The Capital of Indiana¹

CHRISTOPHER B. COLEMAN

*Secretary of the Indiana Historical Commission
Indianapolis, Indiana*

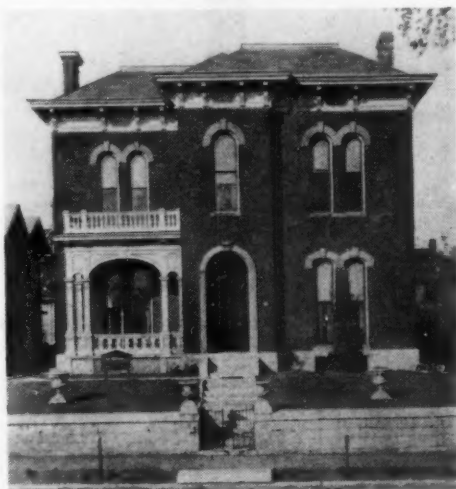
RILEY, JAMES WHITCOMB, poet, h. 528 Lockerbie St." So, until the poet passed away in July, 1916, read the lines of the city directory. But the poet himself has given us his address in less prosaic words. (See stanzas under the view of the Riley home on this page.)

Here you have two angles from which one may look at Indianapolis. A complete directory would show a city of broad streets laid out mostly in squares, on level land; a population of 314,194 according to the census of 1920, sustained by commerce and manufacturing; a great railroad and interurban center. But the spirit of poetry is there; a literary tradition goes back at least to 1831, the beginning of the long residence of Sarah T. Bolton, and continues today in colleges, publishing houses, Meredith Nicholson, and Booth Tarkington.

Religious and political lights have not been wanting. Henry Ward Beecher in 1839 was called from Lawrenceburg to the pastorate of the Second Presbyterian Church, a New School offshoot from the First, and remained until 1847, leaving, by the way, on the first railroad train that ever ran out of Indianapolis. During his pastorate, the church increased from a membership of 32 to 275. The church building stood at the corner of Market Street and the Circle, the western part of the present English Hotel.

Benjamin Harrison, President of the United States, came to Indianapolis from law school in 1854 and that city remained his home throughout the remainder of his long and honorable life. There he died March 13, 1901. His house is now 1230 North Delaware Street. Vice President Charles Warren Fairbanks moved to Indianapolis from Ohio in 1874. He built the large residence on the southwest corner of Meridian and Thirteenth Streets. Vice President Thomas R. Marshall has made Indianapolis his home save when in Washington, since he served as governor of Indiana (1909-13).

Indianapolis is one of the comparatively few cities in the United States which might be described as made to order. When Indiana was admitted to the Union in 1816, the Federal Government gave the State a grant of four sections of land to be chosen and set apart for a State capitol. In 1820 a commission presided over by John Tipton, one of the leaders in public life and in Indian



Such a dear little street it is, nestled away
From the noise of the city and heat of the day,
In cool shady coverts of whispering trees,
With their leaves lifted up to shake hands with
the breeze
Which in all its wide wanderings never may meet
With a resting-place fairer than Lockerbie Street!

There is such a relief, from the clangor and din
Of the heart of the town, to go loitering in
Through the dim, narrow walks, with the shelter-
ing shade
Of the trees waving over the long promenade,
And littering lightly the ways of our feet
With the gold of the sunshine of Lockerbie Street.

fighting in the early days of the century, located the grant where Fall Creek flows into White River. The first permanent settler is supposed to have been John McCormick (February, 1820). The site of his cabin, near the Washington Street bridge over White River, is now marked by a bronze tablet. The next year the city of Indianapolis was laid out.

The plan of the city was undoubtedly suggested by that of the city of Washington. Alexander Ralston, who drew it up, had assisted Major L'Enfant in the survey upon which that city was laid out. The central Circle, which later became the site of the Governor's house and eventually of the Soldiers' Monument,

was surrounded by square city blocks unbroken within the central mile save for the diagonal streets beginning at the corners of the four squares in which the Circle is located.

The location on the whole proved to be a wise one, though the full advantages were not realized until the middle of the century. At first, there was a great deal of fever, and the sickness was ascribed to portions of low-lying ground. Efforts also to develop navigation along White River proved unsuccessful. The National road, however, which within the city is Washington Street, eventually gave communication with the East, and the old Madison road with the South and the Ohio River.

In the great era of canal building in the thirties a canal was laid out through Indianapolis, but that part of the system failed in the general collapse of the internal improvement scheme of the State. The coming of railroads (1847) and the importance of the city for transportation purposes during the Civil War gave it an impetus which has made it in recent years the largest inland city in the United States.

The present State House, occupying the two blocks between the east and west streets of Washington and Ohio and the north and south streets of Capitol Avenue and Senate Avenue, was begun in 1878 and completed almost exactly ten years later. It is the proud boast of Indians that the State House is one of the few public buildings in the United States the cost of which—\$1,980,000—was less than the original estimate and appropriation.

Besides the State House and the agencies of Government connected with it, the State of Indiana maintains at Indianapolis the Indiana School for the Blind, the State School for the Deaf, the Central Hospital for Insane, the Indiana Woman's Prison, the Robert W. Long Hospital and the James Whitcomb Riley Hospital for Children (both connected with Indiana University), and Soldiers' Monument in the Circle.

The State, in conjunction with Marion County is, at present, engaged in clearing four squares between Meridian and Pennsylvania, and Vermont and

¹ The attention of the teachers of the United States will be focussed next July on this historic city where the sixty-third annual convention of the National Education Association will be held.

St. Clair Streets, for an imposing World War Memorial Plaza. A model of the proposed memorial buildings is on exhibition in the offices of the commission in charge, and is well worth a visit.

The population of Indianapolis has been drawn in almost equal proportion from the southern and the northern portion of the eastern United States. Until about 1850, immigration was chiefly from the southern part of the State and beyond; after that time the northern element increased rapidly.

The revolution of 1848 in Germany accelerated an important immigration of Germans settling in Indianapolis. In 1851 began the organization of German clubs, which have had a great influence upon the city, especially in music and in social life. Important German newspapers have been published in Indianapolis since 1850. In this connection it is interesting to note that a German edition of the 1852 revised statutes of the State of Indiana was published at Indianapolis by authority of the State.

In common with most other cities, Indianapolis of recent years has drawn the largest proportion of its foreign immigrants from southern and eastern Europe, and more especially from the Balkans. Many of these are employed in the packing plants and an Immigrant's Aid Association, begun before the World War, has developed into a thriving and influential Americanization settlement house.

There were a few negroes in Indianapolis from the very beginning of its settlement. There was at least one instance of slaves set free by legal action while in the city in transit to other parts. After the war, the negro population of Indianapolis developed rapidly, reaching 2931 in 1870; in 1900, 15,931 and in 1920, 35,000.

During the Civil War, Indianapolis was a busy center. As many as 12,000 troops were in training there at one time. Lincoln, on his way to be inaugurated, passed through the city February 12, making a significant address at the railroad, part of which is inscribed on the bronze tablet on the south wall of the Claypool Hotel (the old Bates House). Slightly more than four years later (April 30, 1865) Lincoln's body, during the long funeral procession to Springfield, Illinois, lay for a while in the State House, where it was viewed by almost the entire population of the city.

Indianapolis as a center of facilities for transportation has been, though per-

haps not the inventor, yet among the pioneers in two respects: the Belt Railroad and the Traction Terminal. As railroad after railroad came into the city (the last one the Indianapolis Southern, incorporated in 1899 and consolidated with the Illinois Central in 1906), the objection to railroads going through the downtown streets became common. In 1876 and 1877, largely through the public spirit, far-sightedness, and energy of Mayor John Caven, the Union Railroad Transfer and Stock Yards Com-



THE SOLDIERS AND SAILORS MONUMENT is at the Circle in Indianapolis, the center of the original city plan. It commemorates those who fell in the Civil War and in the Spanish American War.

pany, with the aid of the use of the city's credit for \$500,000, built the Belt Railroad, which runs around the city except on the north, at a distance of from two to four miles from its center, and furnishes means for transfer of cars and for freight to go around the city instead of through the center. Stock Yards were developed in connection with the Belt Railroad. In 1882, the Belt Railroad was leased to the Indianapolis Union Railway Company for a term of 999 years. It is a pleasure to record that the enterprise has been profitable to investors as well as beneficial to the city.

Between Indianapolis and neighboring cities some of the first interurban electric car lines of the country were built. The first of them, the Indianapolis, Greenwood and Franklin, was completed to Greenwood and formally

opened January 1, 1900. By 1909, there were twelve lines, which carried during that year nearly five million passengers and more than 8000 freight carloads. In 1902 a Traction and Terminal Company was organized which soon after built one of the first and among the largest and best appointed traction terminal stations in the country.

With the development of the automobile bus and interurban bus lines, has come a demand for a bus terminal station. Steps have been taken to supply the demand, and there is every prospect of the erection in the near future, at the intersection of Kentucky, Maryland, and Capitol Avenues, of one of the first union bus terminal buildings in the United States.

In the matter of public utilities, Indianapolis has had about the same experience as other American cities; it has been neither original, nor progressive nor yet backward. Gas was first furnished by a private company for consumption in 1852. Natural gas was brought in 1888, both by the older company and by the new Consumers Gas Trust whose franchise provided for a self-perpetuating board of trustees and a restriction of profits to 8 per cent, thus making it almost impossible for a rival company to buy it out. While natural gas lasted, it is estimated that the Consumers' Trust Company saved the people of Indianapolis \$1,000,000 a year. After the natural gas supply failed in 1903, its mains were eventually acquired by the Citizens Gas Company which likewise is controlled by self-perpetuating trustees and is limited to 10 per cent profit. This company began furnishing gas at 60 cents per 1000 feet in 1909, and some years later absorbed its old rival.

The Street Railroad system and the two electric light companies are also privately owned, one of the two latter now being the only important privately owned public utility controlled by Indianapolis capitalists. Apropos of electric street lighting, Wabash, Indiana was probably the first city in the world in which this was tried (Mar. 1880).

Within the last twenty years Indianapolis has awakened to the ideal of the "city beautiful." Parks have been laid out north, south, east, and west. The banks of her streams have been boulevarded. Over the entrance to the city hall is inscribed the quotation from the Apostle Paul which President Harrison made the motto of all aspiring dwellers in the convention city, "I am a citizen of no mean city."

GUIDE TO BOOKS

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.

Department of Superintendence. Official report of the Cincinnati meeting. 160p. Single copies, \$1. Has been mailed to members of the Department of Superintendence.

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. 28. *Fiscal support of state universities and state colleges.* 164p. Paper, 20c.

BULLETIN, 1924, No. 29. *Legislation on the junior high school.* 42p. Paper, 10c.

BULLETIN, 1924, No. 32. *A study of 260 school consolidations.* 39p. Paper, 10c.

BULLETIN, 1924, No. 36. *A manual of educational legislation for the guidance of committees on education in the state legislatures.* 51p. Paper, 10c.

BULLETIN, 1925, No. 1. *Educational directory, 1925.* 201p. Paper, 25c.

CITY SCHOOL LEAFLET, No. 18, 1925. *Samples of teacher self-rating cards.* 15p. Paper, 5c.

HEALTH EDUCATION, No. 18, 1924. *What every teacher should know about the physical condition of her pupils.* 23p. Paper, 5c.

Health education publications, November, 1924. 8p. Paper, free.

HOME EDUCATION CIRCULAR, No. 6, 1925. *Coöperation in adult education.* 34p. Paper, 5c.

RURAL SCHOOL LEAFLET, No. 35, 1924. *Improvement in teaching reading in rural schools.* 7p. Paper, 5c.

SCHOOL HEALTH STUDIES, No. 7, 1924. *Recognition of health as an objective; report of conference at Boston, October, 1923.* 27p. Paper, 5c.

Ethics, Psychology, Religion

ATHEARN, WALTER S. *Measurements and standards in religious education.* N. Y., Doran, 1924. 532p. \$5.

BERNARD, L. L. *Instinct: a study in social psychology.* N. Y., Holt, 1924. 550p. \$3.60.

BURNHAM, W. H. *The normal mind.* N. Y., Appleton, 1924. 702p.

CASE, ADELAIDE T. *Liberal Christianity and religious education; a study of objectives in religious education.* N. Y., Macmillan, 1924. 194p.

COE, GEORGE A. *What ails our youth?* N. Y., Scribner's, 1924. 97p. \$1.25.

CRUM, MASON. *The project method in religious education.* Nashville, Tenn., Cokesbury Press, 1924. 162p. \$1.50.

GESELL, ARNOLD. *The mental growth of the pre-school child.* N. Y., Macmillan, 1925. 447p.

KOFFKA, KURT. *The growth of the mind; an introduction to child-psychology.* N. Y., Harcourt, 1924. 398p. \$4.50.

PLYLE, WILLIAM H. *Psychological principles applied to teaching; a manual for teachers.* Baltimore, Md., Warwick & York, 1924. 203p. \$1.50.

THOMSON, GODFREY HILTON. *Instinct, intelligence, and character: an educational psychology.* N. Y., Longmans, Green, 1925. 281p. \$3.50.

Administration and Supervision

BURRIS, BENJAMIN J. *The county school system; how organized and administered.* Indianapolis, Ind., State Department of Public Instruction, 1924. 56p.

EDMONSON, JAMES BARTLETT. *Problems in the administration of a school system.* Bloomington, Ill., Public School Pub. Co., 1924. 94p. Apply.

HALL-QUEST, ALFRED LAWRENCE. *Supervised study in the elementary school.* N. Y., Macmillan, 1924. 474p.

HENZLIK, FRANK E. *Rights and liabilities of public school boards under capital outlay contracts.* N. Y., Teachers College, Columbia University, 1924. 118p.

KYTE, GEORGE C. *Reorganization and administration of an elementary school to meet the needs of a community.* Berkeley, Calif., Univ. of Calif. Press, 1925. Paper, \$1.25.

MOORE, ANNIE E. *The primary school; the improvement of its organization and instruction.* Boston, Houghton Mifflin, 1925. 352p. \$2.

WHIPPLE, G. M. *Problems of a high school teaching staff.* Bloomington, Ill., Public School Pub. Co., 1924. 67p. Apply.

Other Books on Education

BRYCE, CATHERINE T. *Language training in the primary grades.* N. Y., Newson & Co., 1924. 245p.

CALMERTON, GAIL. *Practical projects, plays and games; for primary teachers.* Chicago, Beckley-Cardy Co., 1924. 192p. \$1.20.

DENTON, MRS. CLARA J. F. *The graduates' gayety book.* Dayton, Ohio, Paine Pub. Co., 1924. 143p. Apply.

— *Merry dialogues for country schools.* Dayton, Ohio, Paine Pub. Co., 1924. 159p. Apply.

GARDINER, SARA L., comp. *Educational corporations of New York State.* Albany, N. Y., Univ. of the State of N. Y., 1924. 134p. Apply.

GEORGE, H. B. *The relations of geography and history.* N. Y., Oxford Univ. Press, 1924. 330p. \$1.70.

MARYLAND STATE DEPARTMENT OF EDUCATION. *The teaching of the social studies; a manual for high school teachers.* (Md. Sch. Bull., Vol. VI, No. 4, December, 1924) Baltimore, Md., Author, 1924. 291p. Paper.

PEARSON, HENRY C., and KIRCHMEY, MARY F. *Teacher's manual, essentials of English, lower grades.* N. Y., American Book Co., 1924. 63p. Apply.

SEWARD, C. S. *Games, contests and relays.* N. Y., A. S. Barnes & Co., 1924. 354p. \$3.

WILSON, WOODROW. *College and state; educational, literary, and political papers, 1875-1913; two volumes.* N. Y., Harper, 541p. 532p. \$7.

Among Books Received

BROWN, CHARLES REYNOLDS. *Ten short stories from the Bible.* N. Y., Century, 1925. 225p. \$1.75.

HARMAN, R. V., TUCKER, H. R., and WRENCH, J. E. *American citizenship practice.* Lincoln, Nebr., University Pub. Co., 1924. 566p.

HODGSON, JAMES G., comp. *Recognition of Soviet Russia.* (Reference Shelf, Vol. 2, No. 10) N. Y., H. W. Wilson Co., 1925. 111p. 90c.

INQUIRY, THE. *And who is my neighbor? an outline for the study of race relations in America; part 1.* 347 Madison Ave., N. Y., Association Press, 1924. 231p. \$1.

KING, WILLFORD ISBELL. *The wealth and income of the people of the United States.* N. Y., Macmillan, 1922. 278p.

LYMAN, ROLLO L., and HILL, HOWARD C. *Literature and living; book one.* N. Y., Scribner's, 1925. 687p. \$1.48.

SPENCER, ANNA GARLIN. *Woman's share in social culture.* Philadelphia, Pa., Lippincott, 1925. 413p. \$2.50.

THOMAS, JOHN M., and ESPENSHADE, A. HOWRY. *Bible readings for schools and colleges.* N. Y., Macmillan, 1925. 288p.

TURKINGTON, GRACE A. *Helps for the study of our Constitution.* Boston, Ginn & Co., 1925. 153p. 40c.

WHEELER, WILLIAM H., and HOLMES, BURTON, ed. *Burton Holmes travel stories; Egypt and the Suez Canal.* Chicago, Wheeler Pub. Co., 1924. 404p.

Books on School Subjects

DIRECTORS of course of study revision in Denver, Minneapolis, Trenton, Baltimore County, Baltimore City, Saginaw (East Side), and Los Angeles were asked to send a list of ten books which their committee members had found most helpful in the revision of each of the subject courses of the elementary curriculum. The following lists compiled from these seven lists by the Research Division of the National Education Association include no book not mentioned by at least two of the seven groups.

Arithmetic

- BROWN and COFFMAN, L. *How to teach arithmetic*. Chicago, Row, Peterson & Co., 1914. 373p. \$1.25.
- KLAPPER, P. *Teaching of arithmetic*. N. Y., Appleton & Co., 1916. 387p. \$1.45.
- LENNES, N. J. *Teaching of arithmetic*. N. Y., Macmillan, 1923. 486p. \$2.
- McLAUGHLIN, K. L. and TROXELL, E. *Number projects for beginners*. Philadelphia, Lippincott Co., 1923. 110p. \$1.60.
- MOORE, E. C. *Minimum course of study*. N. Y., Macmillan, 1922. 402p. \$1.88.
- NATIONAL SOCIETY FOR STUDY OF EDUCATION. *Fourteenth Yearbook, Part I*. Bloomington, Ill. Public School Publishing Co., 1919. 162p. \$75.
- OVERMAN, G. *Principles and methods of teaching arithmetic*. Chicago, Lyons and Carnahan, 1920. 340p. \$1.60.
- SMITH, D. E. *The progress of arithmetic in the last quarter of a century*. Boston, Ginn & Co., 1923. 93p. \$73.
- *The teaching of arithmetic*. Boston, Ginn & Co., 1923. 196p. \$1.
- STONE, J. C. *How to teach primary number*. Chicago, Sanborn & Co., 1922. 174p. \$1.32.
- THORNDIKE, E. L. *New methods in arithmetic*. Chicago, Rand McNally, 1921. 260p. \$1.50.
- *Psychology of arithmetic*. N. Y., Macmillan, 1922. 314p. \$2.
- WILSON, G. M. *Survey of social and business usage of arithmetic*. N. Y., Teachers College, Columbia University, 1919. 62p. \$1.30.

Reading

- BUSWELL, G. F. *Fundamental reading habits*. Chicago, University of Chicago Press, 1922. 150p. \$1.50.
- GERMANE, C. E. *Silent reading*. Chicago, Row, Peterson & Co., 1922. 383p. \$1.60.
- GRAY, W. S. *Principles of method in teaching reading*, Part 11, Eighteenth Yearbook, National Society for the Study of Education. Bloomington, Ill., Public School Publishing Co., 1919. 123p. \$1.10.
- HUEY, E. B. *Psychology and pedagogy of reading*. N. Y., Macmillan, 1908. 469p. \$1.80.
- NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Report of the Society's Committee on Silent Reading*. Part 11, The Twentieth Yearbook. Bloomington, Ill., Public School Publishing Co., 1921. 172p. \$1.10.
- O'BRIEN, J. A. *Silent reading*. N. Y., Macmillan, 1921. 289p. \$1.72.

- PARKER, S. C. *Types of elementary teaching and learning* (Chapters 5 and 6). Boston, Ginn & Co., 1923. 585p. \$2.
- PENNEL, M. E. and CUSACK, A. M. *How to teach reading*. Boston, Houghton Mifflin, 1923. 298p. \$1.80.
- STONE, C. R. *Silent and oral reading*. Boston, Houghton Mifflin, 1922. 306p. \$2.
- WATKINS, E. *How to teach silent reading to beginners*. Philadelphia, Lippincott, 1922. 133p. \$1.80.
- WHEAT, H. G. *The teaching of reading*. Boston, Ginn & Co., 1923. 346p. \$1.60.

Language and Composition

- BOLENIUS, E. M. *Teaching literature in the grammar schools*. Boston, Houghton Mifflin, 1915. 337p. \$1.25.
- DRIGGS, H. R. *Our living language: How to teach it and how to use it*. Lincoln, Nebr., University Publishing Co., 1920. 302p. \$1.60.
- HOSIC, J. F. *Chicago course of study—English in the elementary schools*. Chicago, Chicago Public Schools.
- LEONARD, S. A. *Essential principles of teaching reading and literature in the intermediate grades and in high school*. Philadelphia, Lippincott & Co., 1922. 460p. \$2.
- *English composition as a social problem*. Boston, Houghton Mifflin, 1917. 201p. \$2.
- MAHONEY, J. J. *Standards in English*. Yonkers, N. Y., World Bk. Co., 1919. 198p. \$99.
- PARKER, S. C. *Types of elementary teaching and learning*. Boston, Ginn & Co., 1923. 585p. \$2.
- RAPEER, L. W. *Teaching elementary school subjects*. N. Y., Scribner's Sons, 1917. 576p. \$2.
- SHERIDAN, B. *Speaking and writing English*. Lawrence, Mass., B. Sheridan, 1916. 162p. \$75.
- SMITH, C. A. *What can literature do for me?* Garden City, L. I., Doubleday, Page Co., 1924. 220p. \$1.

History

- BEARD, C. A. *A first book in American history*. N. Y., Macmillan, 1920. 460p. \$1.
- BURNHAM, S. *Our beginnings in Europe and America*. Philadelphia, John C. Winston Co., 1918. 375p. \$84.
- *Hero tales from history*. Philadelphia, John C. Winston Co., 1922. 377p. \$1.50.
- DOPP, K. E. *The early cave men*. Chicago, Rand McNally, 1904. 483p. \$45.
- GORDY, W. F. *American beginnings in Europe*. N. Y., Scribner's Sons, 1922. 364p. \$1.12.
- *Stories of later American history*. N. Y., Scribner's Sons, 1923. 367p. \$1.00.
- GUITEAU, W. B. *Our United States*. Newark, N. J., Silver, Burdett & Co., 1923. 645p. \$1.68.
- HALL, J. *Our ancestors in Europe*. Newark, N. J., Silver, Burdett & Co., 1916. 428p. \$75.
- McMURRY, C. A. *Pioneers on land and sea*. N. Y., Macmillan, 1904. 261p. \$88.
- RUGG, H. O. *The social studies in the elementary and secondary schools*. Part 11, The Twenty-Second Yearbook, National Society for the Study of Education. Bloomington, Ill., Public School Pub. Co., 1923. 344p. \$1.50.

- SOUTHWORTH, G. B. *Builders of our country*. N. Y., D. Appleton & Co., 1906. 2 volumes. Vol. 1, \$88—Vol. 2, \$92.

Geography

- BRANON, M. *The teaching of geography*. Boston, Ginn & Co., 1921. 292p. \$1.48.
- BRIGHAM and MCFARLANE. *Essentials of geography*. N. Y., American Book Co., 1921. 198p. \$72.
- DODGE, R. E. and KIRCHWEY, C. B. *The teaching of geography in elementary schools*. Chicago, Rand McNally, 1913. 248p. \$1.
- KENDALL and NURICK. *How to teach the special subjects*. Boston, Houghton Mifflin, 1918. 310p. \$1.60.
- McMURRY, C. A. *Principles for making and judging curricula in geography or organizing the curriculum*. N. Y., Teachers College, Columbia University, Teachers College Record, September, 1915.
- PARKER, E. *Evaluating tests in geography*. Mankato, Minnesota, Journal of Geography (State Teachers College), A. J. Nystrom, Editor.
- PARKER, S. C. *Types of elementary teaching and learning*. Boston, Ginn & Co., 1923. 585p. \$2.
- SMITH, E. C. *Teaching geography by problems*. Garden City, L. I., Doubleday, Page & Co., 1921. 300p. \$1.50.

Elementary Science

- CHARTERS, W. W. *Curriculum construction*. N. Y., Macmillan, 1923. 352p. \$2.
- COMSTOCK, A. B. *Handbook of nature study for teachers and parents*. N. Y., Comstock (W. T.), 1911. 938p. \$3.25.
- NATURE MAGAZINE. *Nature study reviews*. Washington, D. C. Monthly.
- TRAFTON, G. H. *The teaching of science in the elementary schools*. Boston, Houghton Mifflin, 1918. 293p. \$1.30.

Music

- CLARK, F. *Music appreciation with the Victrola for little children*. Camden, New Jersey, Victor Talking Machine Co., 1923. 288p. \$1.50.
- STONE, K. E. *Music appreciation taught by means of the phonograph*. Chicago, Scott, Foresman & Co., 1922. 175p. \$1.25.

Industrial Arts

- BONSER, F. G. and MOSSMAN, L. C. *Industrial arts for elementary schools*. N. Y., Macmillan, 1923. 491p. \$2.40.

Handwriting

- FREEMAN, F. N. and DOUGHERTY, M. L. *How to teach handwriting*. Boston, Houghton Mifflin, 1923. 305p. \$1.80.

Home Economics

- BONSER, F. G. *The elementary school curriculum*. N. Y., Macmillan, 1920. 466p. \$2.20.
- COOLEY, A. M. *Teaching home economics*. N. Y., Macmillan, 1919. 555p. \$1.80.
- HANNA, A. K. *Home economics in the elementary and secondary schools*. Boston, Whitcomb & Barrows, 1922. 327p. \$2.50.

ENROLMENT and AFFILIATION

An all inclusive membership in National, State, and local associations and every teacher at work on the problems of the profession. The Representative Assembly of the National Education Association is composed of delegates from State and local organizations. An increasing list of schools with one hundred per cent enrolment indicates the growth of professional spirit and the new energy with which teachers are facing the problem of improving all the conditions under which they work.

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

HAVANA, ILL., *Teachers Association of Mason County*, Julia Force, Secretary.
ROYAL OAK, MICH., *Hazel Park Teachers Club*, Mrs. C. Fern Roberts, Secretary.
SAN ANTONIO, TEXAS, *Elementary Principals Association*, Mary Belle McKenzie, Corresponding-Secretary.

THE following schools have completed their reports for one hundred per cent membership enrolment in the National Education Association for 1924-25, since the list was published in the March JOURNAL.

FIVE YEARS

AMESBURY, MASS., *Junior High School*, Mabel E. Lunt, Principal.
BINGHAM CANYON, UTAH, *Highland Boy School*, D. C. Watkins, Principal.
COLORADO SPRINGS, COLO., *Longfellow School*, Guy Fox, Principal.
STRATFORD, CONN., *Honeyspot School*, Mrs. Huldah H. Brown, Principal.

FOUR YEARS

BROOKLINE, MASS., *John D. Runkle School*, E. E. Wright, Principal.
CHICAGO, ILL., *Pullman School*, Daniel R. Martin, Principal.
LARK, UTAH, *Lark School*, D. Frank Griffiths, Principal.
NILES, MICH., *Eagle Street School*; *Ferry Street School*; *Fourth Ward School*; *Junior High School*, Vest Davis, Principal; *Lacey School*; *North Primary School*; *Senior High School*, Walter Zabel, Principal; *Third Ward School*.
PITTSBURG, KANS., *Eugene Field School*, Verna Kelley, Principal.
SAULT SAINT MARIE, MICH., *Washington School*, Myrtle A. Elliott, Principal.
STONEHAM, MASS., *South School*, L. B. Sweetser, Principal.
WAUKEGAN, ILL., *Waukegan Township High School*, John W. Thalman, Superintendent.

THREE YEARS

BINGHAM CANYON, UTAH, *Bingham Central School*, H. R. Atkins, Principal.
BLUEFIELD, W. VA., *Fairview School*, Cassandra Laird, Principal.
DRAPER, UTAH, *Draper School*, Reid Beck, Principal.
GLOUCESTER, MASS., *Rogers School*, Gertrude F. Broad, Principal.
MIDVALE, UTAH, *Midvale School*, E. E. Greenwood, Principal.
MOUNT CLEMENS, MICH., *Mount Clemens Public Schools*, L. W. Fast, Superintendent; *Clemens School*, Frances Grandjean, Principal; *Dickinson School*, Lillian E. Broome, Principal; *A. T. Donaldson School*, Loa Green, Principal; *Grant School*, Lucille Holmgren, Principal; *High School*, Philip C. Lovejoy, Principal; *Lincoln School*, Ira E. Huffman, Principal; *Woodrow Wilson School*, Blanche Cathcart, Principal.
OMAHA, NEBR., *Benson-Central School*, June N. Slocum, Principal; *Benson-West School*, June N. Slocum, Principal.
RIVERTON, UTAH, *Herriman School*, A. J. Rees, Principal; *Riverton School*, W. R. Stevens, Principal.
SAINT JOSEPH, MO., *Benton High School*, Fred E. Vandersloot, Principal.
SANDY, UTAH, *South Jordan School*, E. L. Crawford, Principal; *Union School*, Bennett Cash, Principal; *West Jordan School*, W. W. Malstrom, Principal.

TWO YEARS

ABERDEEN, S. DAK., *Washington School*, Mr. Io Goddard, Principal.
ANN ARBOR, MICH., *Eberach School*, Minnie Staeb, Principal.
CALIENTE, NEVADA, *Caliente School*, K. O. Knudson, Principal.
CHARLESTON, W. VA., *Lincoln Junior High School*, Gertrude M. Reynolds, Principal.
HASTINGS, MICH., *Hastings Public Schools*, D. A. Van Buskirk, Superintendent; *Junior High School*, Catherine Clark, Principal.
HOPEDALE, MASS., *Park Street School*, Antoinette F. Batchelor, Principal.

JEROME, ARIZ., *High School*, C. B. Schrepel, Principal; *Primary School*, Melba Thomas, Principal; *Walnut Gulch School*, Irene Bennett, Principal.
OAKLAND, CALIF., *Manzanita School*, Ida Hammond, Principal.
OIL CITY, PA., *Hoffman Avenue School*, Isabel Kuhna, Principal.
RIVERTON, UTAH, *Bluffdale School*, A. C. Olson, Principal.

LOCAL STATE AND NATIONAL ASSOCIATIONS	A STABILIZED ALL-INCLUSIVE MEMBERSHIP AND			ASSOCIATIONS SOLIDIFIED
	COMPLETE	ENLISTMENT	TEACHERS	
	40	100	90	
	PROFESSIONAL	ONE HUNDRED PER CENT	SPIRIT	
LOCAL STATE AND NATIONAL ASSOCIATIONS	140	100	90	ASSOCIATIONS SOLIDIFIED
	ENROLMENT	ASSOCIATION	PERFECT	
	120	20	100	

THE ENTIRE PROFESSION AT WORK ON ITS PROBLEMS.

THE MAGIC GOAL—Add numbers horizontally, then vertically, and then diagonally. The additions in each direction should give the same magic sum. Read the words horizontally, vertically, and diagonally. Each of the eight statements should give the same inspiration. The real thrill comes in a complete realization of the one-hundred-per-cent-score, the center of the magic goal.

SANDY, UTAH, *Granite School*, P. M. Mickelson, Principal.
SOUTH PORTLAND, MAINE, *Old Orchard Public Schools*, F. H. B. Heald, Superintendent; *Old Orchard High School*, Frank H. Jewett, Principal.
SPRINGFIELD, MASS., *Brightwood School*, Gertrude E. Richardson, Principal.
TACOMA, WASH., *Central School*, Charles M. Sherman, Principal; *Franklin School*, Leroy A. Rogers, Principal; *Mary Lyon School*, Johanna Johnson, Principal; *Madison School*; *Point Defiance School*, Mrs. Jennie M. French, Principal; *Sherman School*, May Hall, Principal; *Washington School*, E. H. Butler, Principal.
WILMINGTON, DEL., *Public School Number Thirteen*, Ellen Samworth, Principal.

CURRENT YEAR

ALPENA, MICH., *Lockwood School*, Alberta Dutton, Principal.
ALVIN, ILL., *Alvin Township High School*, Chester A. Rumble, Principal.
AMHERST, OHIO, *Amherst High School*, Marion Steele, Principal.
AUBURN, IND., *Harrison School*, Dellah R. Maggins, Principal.
BERNARDSVILLE, N. J., *Basking Ridge School*, Harry W. Katerman, Principal.
BEVERLEY, MASS., *Prospect School*, Evelyn A. Greenlaw, Principal.
BIRDSBORO, PA., *Birdsboro Public Schools*, C. E. Cole, Supervising-Principal.

BIRMINGHAM, ALA., *Powell School*, Rosa V. Strickland, Principal.
BISBEE, ARIZ., *Warren School*, Josephine Lorenz, Principal.
BLOOMINGTON, IND., *Central School*, Edith Cottingham, Principal.
BLUEFIELD, W. VA., *Bluefield Public Schools*, Edwin C. Wade, Superintendent; *Fairview School*, Cassandra Laird, Principal; *Northside School*; *Preston School*, Margaret Easley, Principal; *Ramsay School*, Mrs. C. H. Hatcher, Principal; *Wade School*, Mrs. J. N. England, Principal.
BLUE ISLAND, ILL., *Blue Island Public Schools*, J. E. Lemon, Superintendent; *Greenwood School*, June Rolandson, Principal; *Sanders School*, Margaret Raymond, Principal.
BRAZIL, IND., *Junior High School*, Benjamin C. Rush, Principal.
BUCKEYE, ARIZ., *Buckeye Public Schools*, H. Kincaid, Principal.
BURNSVILLE, W. VA., *Burnsville Public Schools*, James A. Rogers, Superintendent.
CASPER, WYO., *Jefferson School*, Adella Stinson, Principal.
CHARLESTON, W. VA., *Elk School*, Mary F. Shaffer, Principal; *Lincoln School*, Mattie A. Rust, Principal.
CHEROKEE, S. C., *Green Point School*, Miss Jimmie McNinch, Principal.
CHERRYDALE, VA., *Cherrydale School*, Mrs. Elsie B. Ellis, Principal.
CHERRY GROVE, OREGON, *Cherry Grove School*, Mrs. Mary Hill, Principal.
CHICAGO, ILL., *Newberry School*, Mary E. Fellows, Principal; *Parker Practice School*, Christine Bednar, Principal.
CHURCH HILL, MD., *Church Hill School*, Ethel M. Roe, Principal; *High School*, E. Clyde Walls, Principal.
CINCINNATI, OHIO, *Kirby Road School*, W. S. Stickland, Principal.
CLAREMONT, N. H., *West Claremont School*, Gladys E. Humphrey, Principal; *West Terrace School*, Gertrude M. Hart, Principal.
CLARKSBURG, W. VA., *Pierpont School*, C. E. Williams, Principal.
CLEARFIELD, PA., *Fourth Ward School*, Ruth Williamson, Principal.
CLEVELAND, OHIO, *Chesterfield School*, E. Leone Beck, Principal; *Detroit Elementary School*, Samuel S. Dickey, Principal; *Garfield High School*, Nelson Campbell, Principal.
CLINTON, S. C., *Clinton Public Schools*, J. Harvey Weatherspoon, Superintendent.
COLORADO SPRINGS, COLO., *Midland School*, Augusta Kneip, Principal.
CORNELIUS, OREGON, *Cornelius School*, J. W. Peabody, Principal.
CRUMPTON, MD., *Crumpton School*, Edith Harrison, Principal.
DARIEN, CONN., *Darien Public Schools*, Edward H. Fuller, Superintendent; *Baker School*, Helen B. Morehouse, Principal; *Fifth School*, Jessie B. Lomax, Principal; *Hindley Junior High School*, John H. King, Principal; *Holmes School*, May P. Anderson, Principal; *Royle School*, Vincent E. King, Principal.
DAYTON, OREGON, *Dayton High School*, William Rutherford, Superintendent.
DEEP CREEK, WASH., *Deep Creek Consolidated School*, B. L. Martin, Principal.
DELAVER, WIS., *Delavan High School*, E. G. Lange, Principal.
DELMAR, DEL., *Delmar Public Schools*, J. Emory Chipman, Superintendent.
DELTA, COLO., *Central School*; *High School*, V. M. Rogers, Principal; *Lincoln School*.
DENVER, COLO., *Maria Mitchell School*, Margaret M. Smith, Principal; *Webster School*, Lillian Noce, Principal.
DES MOINES, IOWA, *Webster School*, Minnie W. Rozelle, Principal.
DETROIT, MICH., *Dickinson School*, Belle Stuart, Principal; *Priest School*, Burton A. Barna, Principal; *Strathmoor South School*, Loren Bow, Principal; *Thomas School*, Adella G. Richardson, Principal.
DEXTER, MAINE, *Spring Street School*, E. Alice Bradford, Principal.
DILLEY, OREGON, *Dilley School*, Mrs. Clara Beck, Principal.
DULUTH, MINN., *Park Point School*, Anna B. Nelson, Principal.

(Continued on page A-105)

Problems for Professional Study

STUDY 1. Cincinnati convention—See resolutions page 126. What is the attitude of the Department of Superintendence toward the Child Labor Amendment? What legislation was commended? Who was elected president of the Department? Page 109. Who presided over the convention? Page 114. Give two problems around which much of the discussion centered at this meeting.

Study 2. Summer meeting—Where is the annual meeting of the Association to be held? On what dates? See March JOURNAL. How are delegates to the Representative Assembly chosen? Have you ever been a delegate? What should be a delegate's responsibilities? Urge your local association to send its full quota.

Study 3. The relation of salaries to the teaching profession—Read the article on page 13. Why is the public constantly demanding better trained teachers? How can this challenge be met? What five things do salaries determine? What is the great responsibility of the teacher training institutions of today? Why have school costs increased during the past decade? What is the highest minimum salary paid? What cities pay it? The highest maximum? Is there any relation between the size of the city and the salary paid? What salary schedules have been featured in THE JOURNAL this year? The March Bulletin of the Research Division is an exhaustive study of the salary question. Has your library a copy?

Study 4. Teacher rating—No problem has been so widely studied during the past year by teachers' organizations as has the subject of rating. Every professional progressive teacher is eager to ascertain the qualities that make for better teaching and the highest development of her pupils, but no scheme for rating these qualities should result in unhappiness or discontent. Read the article on page 118. The author is a classroom teacher. What facts were discovered through the survey that was made by a group of Minneapolis teachers? What are the chief conditions that should be considered in any estimate of a teacher's work? What danger is there in allowing rating to determine fully salary increases? When does rating become valuable, according to Dean Gray, of the University of Chicago? Is there any value in marking a teacher's strong and weak points and not conferring with her about them? How should any system be worked out before it is adopted?

Study 5. School publicity—How are the schools of Denver being interpreted to the public? See page 122. Do you know of any other cities that are handling their school publicity in this way? Have the school people of your community succeeded in getting the support of the local press? Think of some phase of your local school system in which everyone would be interested. Collect the facts and enlist the help of the paper in getting them to the public.

Study 6. Professional work of local organizations—What are the principal professional problems that are now being studied by local groups of teachers? See page 120. What ones has your organization under-

taken? Have you read the other articles in the preceding issues of THE JOURNAL on activities of teachers' organizations? Has your local or State association adopted a creed or code of ethics? Read the Des Moines Teacher's Creed.

Study 7. Why is superintendence—An address delivered at Cincinnati by Jesse H. Newlon, superintendent of schools, Denver, Colo., and president of the National Education Association. Every teacher should read this speech in its entirety. Page 116. What are Mr. Newlon's views concerning leadership by administrators? What does he consider one of the chief responsibilities of the superintendent? What is his attitude toward voluntary organization of teachers? What should be the relation between the Department of Superintendence and the National Education Association of which it is a part?

BALANCING the Association's Budget—The budget adopted at the Washington meeting set up an expected income, and stated the amount of money which may be expended for every object of the Association. This budget is based on the actual receipts of last year. To determine what amount should be appropriated to each division of the National Education Association service, the head of each division was asked to submit an estimate of money needed to operate his division. From these reports, the Executive Committee determined the expenditure side of the budget.

The receipts of last year were \$286,612.13. The estimated amount for needed service was \$299,290.97. This last amount was cut to \$281,565.97, not only to make ends meet but to provide funds with which to help decrease the debt of the previous year.

We opened the fiscal year, June 1, 1924, with a debt of \$38,568.58. There was also asked an amount of \$17,725.00 in excess of last year's revenues to meet the service expected for the current year. This meant a total demand of \$51,247.42 more revenue than last year if the Association continued its standard of service and paid off its debt.

The Executive Committee was authorized at the July meeting to take three years in which to wipe out this \$51,247.42. It was ordered that operating expenses should be reduced this current year to the amount of one third. The balance was to be met by a loan to be paid off in the next two years by a saving reduction in operating expenses.

To save interest charges the Executive Committee have decided not to borrow this money until the necessity arises. Last year's debt has been paid from revenue which came in early in this fiscal year. This will leave unpaid bills at the end of the year unless we can greatly increase our revenues.

Why does the National Education Association have this debt? Because the membership and their needs grew faster than the organization could finance the service being rendered. The service was kept to standard in the belief that future increases in membership would meet the past additional expenditure.

At the Cincinnati meeting the Executive Committee carefully reviewed the year's sit-

uation to date. The headquarters staff are making strenuous efforts to balance the budget. Secretary Crabtree and his assistants are to be commended for an increase in membership and for the economies being affected. It is necessary to continue to practice rigid economy to the end of the year that expenditures be kept within the authorized amount. There is one exception to this statement.

It is not possible to continue an aggressive campaign for membership without an additional expenditure for this purpose. It is believed that the entire membership desire that all new members possible be secured not only to increase revenue, but also to increase the influence and effectiveness of the National Education Association. The Executive Committee decided to have the membership campaign continued and authorized a minimum of necessary expense for this purpose.

The revenues for the fiscal year to February first exceed those of last year to the same date. If we can continue the increase for the remainder of the year we will have sufficient money in hand to pay all the year's operating expenses and to discharge all indebtedness.

Increase in revenues will not result in an increase in this year's expenses, for it is held that the Executive Committee is required to keep the expenditures within the amounts set by the Board of Directors and the Representative Assembly. Increases in revenue beyond last year will create a fund with which to pay indebtedness.

If every member will get one new member we can more than accomplish these objects. This statement is made on the request of the Executive Committee.—W. R. Siders, Chairman of Budget Committee.

THE World Conference on Education—Where and when will it be held? At Edinburgh, Scotland, from July 20-28, 1925.

By whom will it be held? The World Federation of Education Association. Who is invited to attend? Teachers from all countries of the world. Who is in charge of local arrangements? George Pringle, secretary of the Scottish Institute.

What nations will participate? Forty-three nations took part in the first World Conference at San Francisco. Indications point to a larger attendance here.

Have special arrangements been made for transportation for the teachers of the United States? Yes, the Canopic carrying five hundred passengers, has been reserved.

When will this boat sail? From New York on July 8. It will land at Glasgow, Scotland, from where trains will take the visiting teachers direct to Edinburgh.

With whom should teachers make reservations and arrangements concerning passports and visas? C. L. Babcock, American Express Co., 65 Broadway, New York City.

What will the trip cost? From \$400 to \$550 depending upon steamship accommodations. From whom can further information be had? A. O. Thomas, State Capitol, Augusta, Maine, President of the World Federation, and from C. H. Williams, secretary, World Federation, University of Missouri, Columbia, Missouri.

Will time be allowed for tours in Scotland, England, and on the Continent? Yes.

The Crusades

carried light into darkness, brought to Europe the knowledge of the music of the older civilization, solo or accompanying instruments, inspired the orders of the Troubadours, Trouvères, Minstrels, and Minnesingers, which led to the birth of Modern Music.



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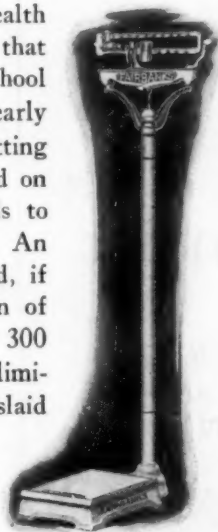
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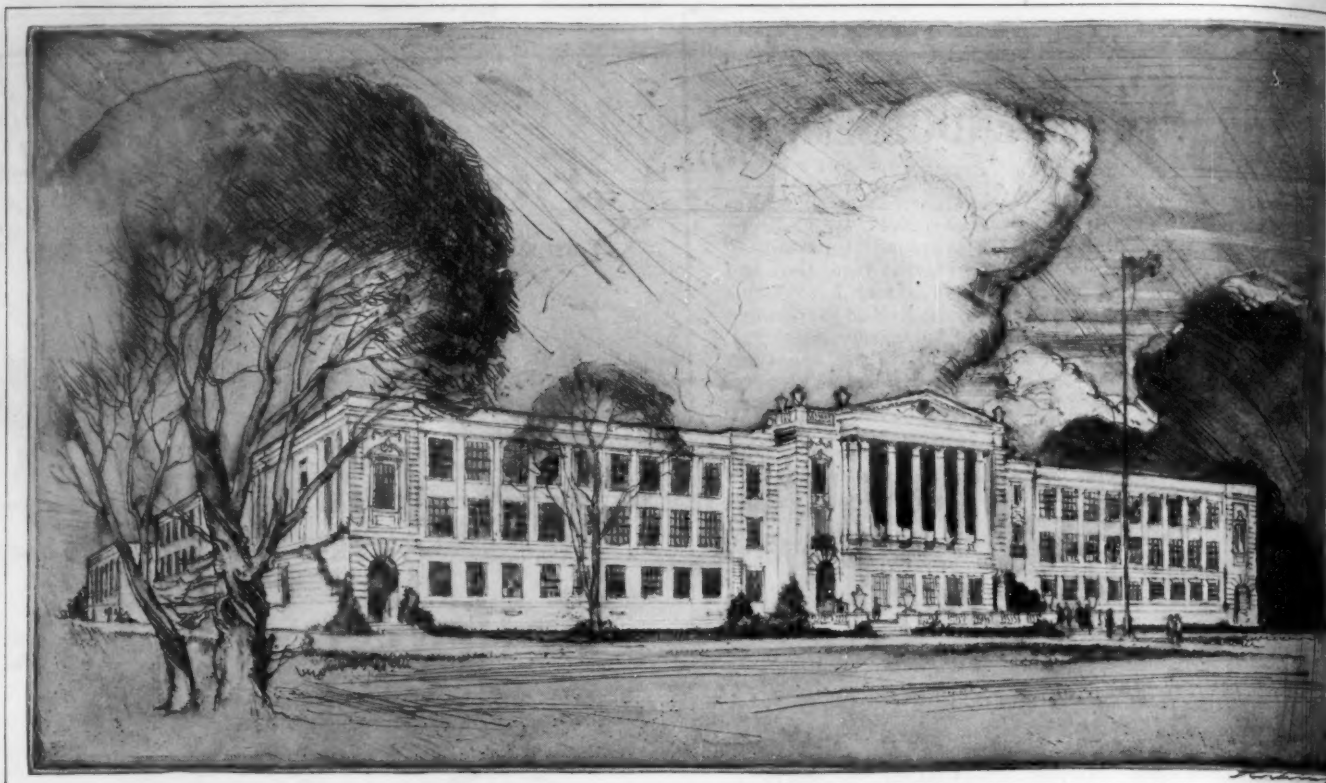
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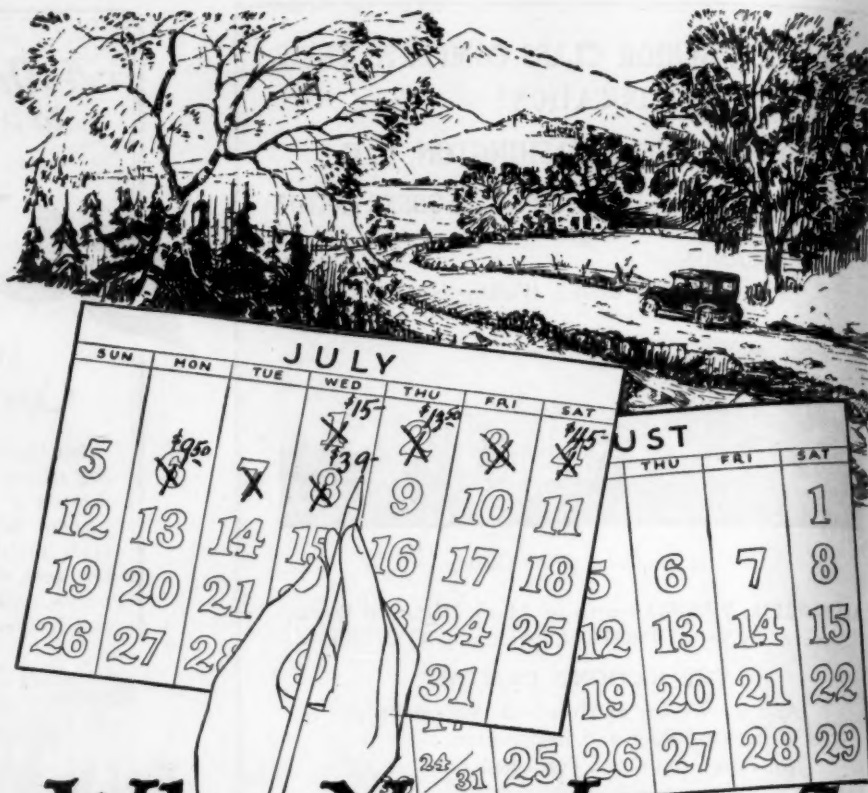
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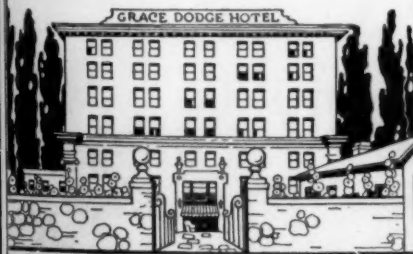
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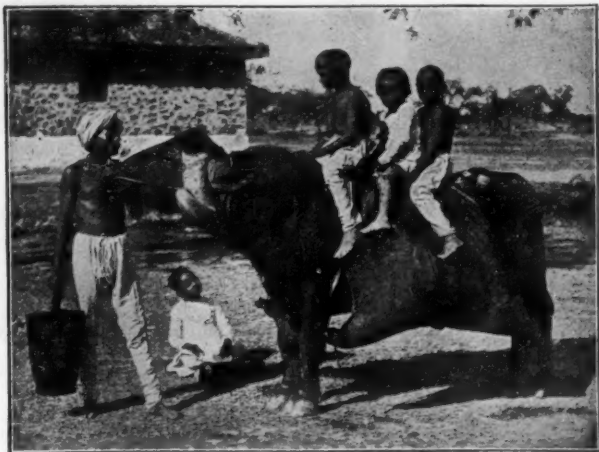
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NOTES and ANNOUNCEMENTS

ADVANCE REPORTS indicate a large attendance at the sixty-third annual convention of the Association at Indianapolis, Indiana, June 28-July 4. The location appeals to many teachers in the Central States who have never before attended a meeting of the Association, while the usual number of delegates and members may be expected to come from a distance. President Newlon is building the main programs around the general theme of Interpreting Education, or Twenty-five Years of Educational Progress. No teacher who can afford to attend should remain away.

A NOTABLE COMPANY of American educators will travel to the Biennial Conference of the World Federation of Education Associations, at Edinburgh, Scotland, July 20-28, 1925. American teachers who are planning some time to visit Europe may well do so this summer in order to make this great Conference a feature of their trip. Dr. Augustus O. Thomas, State commissioner of education, Augusta, Maine, is president of the World Federation, and is planning a program even more significant than that of the San Francisco meeting in 1923. The chairman of the

American delegation is Dr. William F. Russell, associate director of the International Institute of Education, Teachers College, Columbia University.

THE OFFICERS of the Department of Superintendence for 1925-26 as elected at the recent meeting at Cincinnati are: *President*, Frank W. Ballou, superintendent of schools, Washington, D. C.; *second vice-president*, E. E. Lewis, superintendent of schools, Flint, Michigan; for member of the Executive Committee, Norman R. Crozier, superintendent of schools, Dallas, Texas. The retiring President, William McAndrew, superintendent of schools, Chicago, Illinois, automatically becomes *first vice-president*. Superintendent C. B. Glenn, of Birmingham, Alabama, was elected by the Executive Committee of the Department to fill the place on that Committee left vacant by the elevation of Doctor Ballou to the presidency. Mr. S. D. Shankland is the full-time executive secretary.

THE PROPOSAL for a home for retired teachers which former President Olive M. Jones presented before the Department of Superintendence at Cincinnati was received

with unusual favor. Persons who are interested in this project may address Miss Olive M. Jones, care Public School No. 120, New York City.

NATIONAL CONGRESS OF PARENTS AND TEACHERS will meet in annual convention at Austin, Texas, April 27 to May 2, 1925. Among the speakers at the banquet on Monday night will be Miss Olive M. Jones, former president of the National Education Association, Dr. F. D. Slutz, principal, Moraine Park School, Dayton, Ohio, Mrs. Cora Wilson Stewart, Dr. Henry Neumann, Dr. Helen T. Woolley, and Mr. Willis A. Sutton. The general topic for the convention is The Home and School in Education.

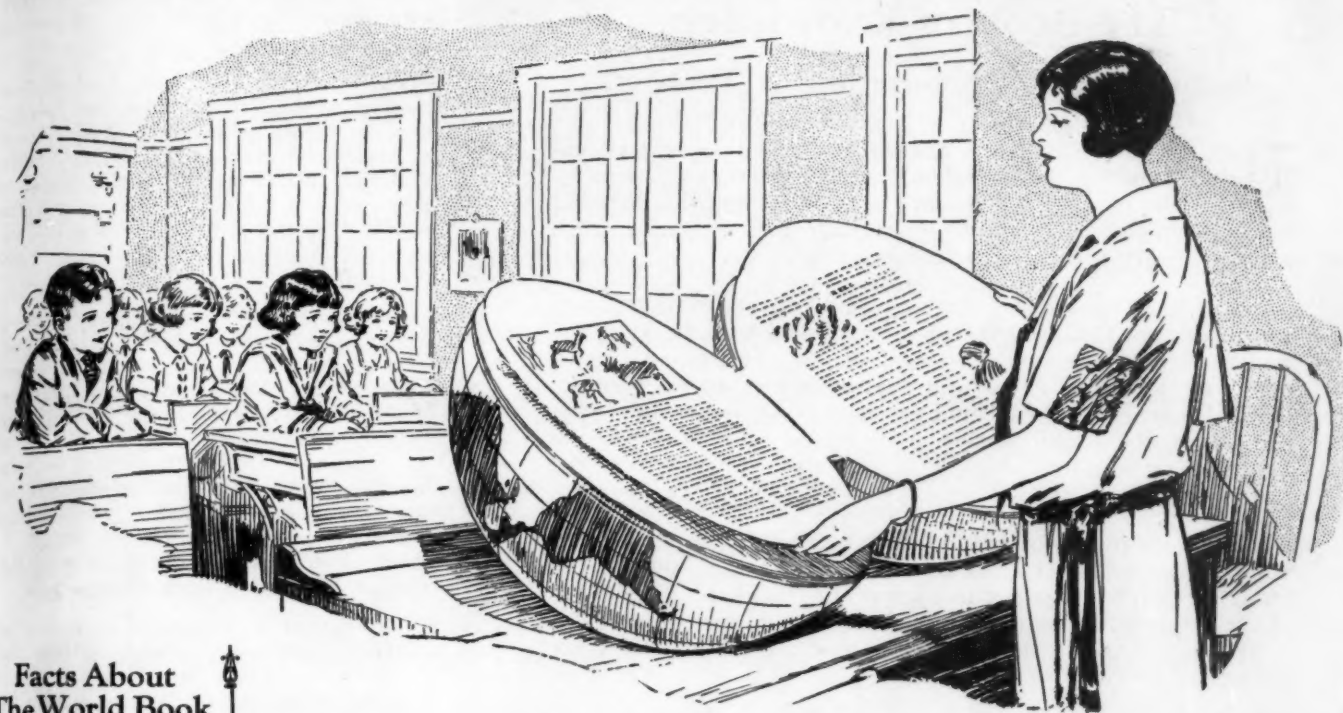
THE HEALTH EDUCATION DIVISION of the American Child Health Association offers to the American Association of Teachers Colleges \$1000 for a traveling fellowship, through the interest of the Metropolitan Life Insurance Company in Health Education. This fellowship is to be used to send a person to the Health Education Section of the International Conference on Education, held in Edinburgh next July under the auspices of the World Conference on Health Education.

THE STATE DEPARTMENT OF EDUCATION of Alabama will accept a thesis descriptive of educative experiences on a tour of at least fifteen days this summer which shall include at least three days' attendance upon the annual convention of the National Education

(Continued on page A-104)

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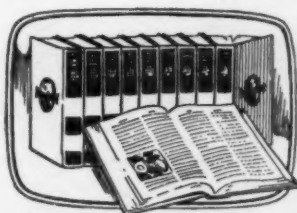
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(Continued from page A-102)

Association in Indianapolis in lieu of reading-circle work, or six weeks of summer travel for the continuance or extension of Alabama teachers' certificates. "Through the operation of this plan," writes N. E. A. State Director P. W. Hodges, "it is our hope to have an even larger attendance than at Washington last summer. We hope to run one or more special trains."

THE DES MOINES TEACHER'S CREED on page 120 is the work of a committee appointed by the president of the Des Moines Teachers' Federation consisting of Miss Charlene E. Speery and Miss Minnie W. Rozelle. The work of this committee was presented to the Federation and adopted.

PRESIDENT HOMER H. SEERLEY, of the Iowa State Teachers College, Cedar Falls, Iowa, was born in the country in what is now the city of Indianapolis. He plans to attend the

meeting in Indianapolis this summer, which will be the fiftieth anniversary of the first meeting of the Association which he attended. He is one of the small band of the earlier workers who are still with us. Hats off to them all!

THE U. S. BUREAU OF EDUCATION is planning to organize a new service in the Bureau to assist as a research agency and clearing-house for educators interested in secondary education.

DENVER SCHOOLS have been requested to organize a class for parents in the preschool training of children. Plans are now under way to meet this need.

AMERICAN SCHOOL CITIZENSHIP LEAGUE announces its 1925 World Essay Contest, closing July 1. As usual, two sets of prizes are offered. Full particulars may be had by addressing Mrs. Fannie Fern Andrews,

secretary of the League, 405 Marlborough St., Boston 17, Mass.

NATIONAL MUSIC WEEK will be observed May 3-9, 1925. An attractive Guide for the Organization of Local Music Weeks may be had free by teachers who write to the National Music Week Committee, 45 West 45th Street, New York City, mentioning THE JOURNAL.

THE FOLLOWING back numbers of the Proceedings of the National Education Association are needed to complete official sets at Headquarters: 1871, 1872, 1877, 1882, 1883, 1885, and 1887. Anyone having copies of these volumes for sale should communicate with the Director of the Division of Publications, 1201 Sixteenth Street Northwest, Washington, D. C.

A TWO-REEL FILM entitled *The Story of Our National Parks*, depicts the scenic wonders of the Yellowstone, Yosemite, Grand Canyon, and Rocky Mountain National Parks. Copies of this film will be distributed free of rental charge by the Bureau of Mines of the Interior Department to technical societies, schools, and commercial, industrial, educational, social, and religious organizations. Write direct to Mr. R. A. Wood, Pittsburgh Experiment Station, Bureau of Mines, Pittsburgh, Pennsylvania.

THE NATIONAL UNIVERSITY Federation of America, with seven western colleges and universities as charter members, has organized for the purpose of fostering student cooperation, encouraging student travel by providing scholarships for Americans to study abroad and promoting international goodwill.

UNIVERSITY OF ROCHESTER will unite with the Washington Junior High School in combining the theory of the classroom with organized observation in the schoolroom during the coming summer. The regular activities of the school will be carried on. A large registration for the course has already been received.

MASSACHUSETTS, according to State Circular of Information on Legislation No. 1, has 2376 teachers with less than two years of training in normal school or college. The State is seeking to establish a minimum of two years of training beyond high school for all teachers after September 1, 1928.

THE *Readers' Guide to Periodical Literature*, which indexes all the leading American periodicals, includes the following in the educational field: *Educational Review*, *Education*, *Elementary School Journal*, *Industrial Arts Magazine*, *Industrial Education Magazine*, *Journal of Home Economics*, *Library Journal*, *Journal of the National Education Association*, *Proceedings of the National Education Association*, *Playground*, *Public Libraries*, *Quarterly Journal of Speech Education*, *School and Society*, *School Arts Magazine*, *School Life*, and the *School Review*.

THE COMMISSION on the Library and Adult Education, which is studying that problem for the American Library Association, has approved the following outline for study. Items relating to adult education:

(Continued on page A-114)

ONE HUNDRED PER CENT SCHOOLS

(Continued from page 139, Column 3)

EAST BRUNSWICK, N. J., *East Brunswick Township School*, Laura M. Himmler, Principal.

EASTON, ILL., *Easton Community High School*, A. J. Henderson, Principal.

ELGIN, ILL., *Lincoln School*, Hattie M. Griffin, Principal; *G. P. Lord School*, Ethelyn Mitchell, Principal; *McKinley School*, Wilerdean Gilliland, Principal; *Washington School*, Mrs. Winifred M. Tobin, Principal.

ENGLEWOOD, COLO., *Hawthorne School*, Mrs. E. A. Sybolt, Principal; *North Englewood School*, Mrs. Armanda Button, Principal.

ENGLEWOOD, N. J., *Franklin and Intermediate Schools*, F. D. Mabrey, Principal.

ERIE, COLO., *Erie Consolidated School District Number One*, William R. Ross, Superintendent.

EVANSTON, ILL., *Crawdon School*, Frances Webster, Principal.

EVERETT, MASS., *Edward Everett Hale School*, Millista E. Elder, Principal.

EXETER, N. H., *Winter Street School*, Mrs. Alice E. Foss, Principal.

FAIR HAVEN, N. J., *Fiske Street School*, Horace J. Booker, Principal; *Willow Street School*, Roland Fennimore, Principal.

FLAGSTAFF, ARIZ., *Emerson School*, Bertha S. Kennedy, Principal; *Flagstaff High School*, J. Q. Thomas, Principal.

FLAT RIVER, MO., *North Ward School*, C. T. Collier, Principal.

FOREST GROVE, OREGON, *Aloha-Huber School*, Pearl Cooke, Principal; *Forest Grove School*, J. A. Dopp, Superintendent; *Watts School*, Elizabeth Bennett, Principal.

FORT MORGAN, COLO., *Junior High School*, R. R. Brourink, Principal.

FORT WAYNE, IND., *Hamilton School*, Mary B. Seaton, Principal; *Hanna School*, Burton Q. Adams, Principal; *South Side Grade School*, Charles E. Agnew, Principal.

FOWLER, IND., *Center Township Schools*, C. W. Steele, Principal.

FREDERICK, S. DAK., *Frederick Public Schools*, E. C. Peterson, Superintendent; *Grade School*; *High School*, E. C. Peterson, Principal.

FROSTBURG, MD., *State Normal School Faculty*, Mary Louise Siler.

GALES CREEK, OREGON, *Gales Creek School*, Eugene Loving, Principal.

GASTON, OREGON, *Hill School*, W. H. Campbell, Principal.

GLOUCESTER, MASS., *Riggs School*, Mary O. Dewman, Principal.

GLOUCESTER CITY, N. J., *Brown Street School*, Margaret Anderson, Principal; *Hunter Street School*, Susan Mc. I. Norcross, Principal.

GONZALES, CALIF., *Gonzales High School*, Bert M. Carner, Principal.

GRAFTON, MASS., *North Grafton School*, Mary C. McDermott, Principal.

GRAND RAPIDS, MICH., *Coit School*, Marguerite Knooihuizen, Principal; *Coldbrook School*, Clara E. Gay, Principal; *Plainfield School*, Mrs. Anna P. Weatherwax, Principal.

GRASONVILLE, MD., *Grasonville School*, Natalie Walters, Principal.

GREENFIELD, MASS., *Davis School*, Harriett A. Strong, Principal.

GREENVILLE, PA., *West Side School*, Sarah E. Wiant, Principal.

GREENWOOD, MISS., *North Greenwood School*, Mrs. Thomas A. Turner, Principal.

HAMMOND, IND., *Franklin School*, W. E. Lewis, Principal; *Lincoln School*, Lula Symmes, Principal.

HANOVER, PA., *Hanover Street School*, Juliet Hostetter, Principal; *High School*, G. W. Pfeffer, Principal; *High Street School*, Mary Dushman, Principal; *Walnut Street School*, Mary V. Kump, Principal.

HAVANA, ILL., *Central School*, Mary Jane Wright, Principal; *Oak Grove School*, Lois W. Thomas, Principal; *Riverview School*, Lola Estep, Principal; *Rockwell School*, Edith Boring, Principal.

HICKVILLE, N. Y., *Island Tree School*, Jesse E. Johnson, Principal.

HILLSBORO, OREGON, *Hillsboro Public Schools*, M. B. Signs, Superintendent; *Helvetia School*, Marie Trachel, Principal; *Mountainside School*, Mrs. Kathleen Eckes, Principal; *Rock Creek School*, Mrs. Mabel Payton, Principal.

HOEHNE, COLO., *Hoehne Public School*, George A. McMurdo, Principal.

HONAKAA, HAWAII, *Honakaa Junior High School*.

HONOLULU, HAWAII, *August Ahrens School*, Mrs. Maude L. Tucker, Principal; *Fern School*, Mrs. Eva Hendry, Principal; *Kahuku School*, H. S. Simpson, Principal; *Parke Lane School*, Gus H. Webling, Principal; *Pearl City Fruit Company School*, Mrs. Agnes E. Dickson, Principal; *Maialua Scott School*, T. J. Martin, Principal; *Waialua School*, Mrs. M. A. Churchill, Principal.

INDIANAPOLIS, IND., *School Number Fifteen*, Anna Rohe, Principal; *School Number Fifty-three*, Mrs. Jeanette B. Knowles, Principal; *School Number*

Seventy-eight, Bertha Holle, Principal; *Wallace Foster School*, Lizzie J. Stearns, Principal.

IRONWOOD, MICH., *Ashtland School*, Hildur Larson, Principal; *Norrie School*, L. W. Van Slyck, Principal.

JACKSON, MICH., *West Intermediate School*, O. H. Epperson, Principal.

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JORDAN SCHOOL DISTRICT, UTAH, *Jordan School District Public Schools*, D. C. Jensen, Superintendent; *Jordan District Teachers Association*, John M. Petersen, Secretary; *Bingham Central School*, H. R. Atkin, Principal; *Bluffdale School*, A. C. Olson, Principal; *Draper School*, Reid Beck, Principal; *Granite School*, P. M. Mickelson, Principal; *Herriman School*, A. J. Rees, Principal; *Highland Boy School*, D. C. Watkins, Principal; *Lark School*, D. Frank Griffiths, Principal; *Midvale School*, E. E. Greenwood, Principal; *Riverton School*, W. R. Stevens, Principal; *South Jordan School*, E. L. Crawford, Principal; *Union School*, Bennett Cash, Principal; *West Jordan School*, W. W. Malstrom, Principal.

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J. F. Wellemeyer, Principal; *Lincoln School*, Lewis B. Spears, Principal; *Longfellow School*, Grace Roberts, Principal; *Lowell School*, Margaret Small, Principal; *Maccochaque School*, Maud E. Clavin, Principal; *Horace Mann School*, Lucy F. McCoy, Principal; *Morrison School*, Bertha McKinley, Principal; *Northeast Junior High School*; *Northwest Junior High School*, A. W. Allen, Principal; *Park School*, Ella M. Mahaffie, Principal; *Parker School*, George W. Phillips, Principal; *Phillips School*, Lottie Brown, Principal; *Noble Prentiss School*, W. W. Thomas, Principal; *Riverview School*, Mabel McConnell, Principal; *Rosedale High School*, Lewis D. Kruger, Principal; *Snow School*, Ella Travis, Principal; *Stanley School*, Eva H. Wolf, Principal; *Stowe School*, S. W. James, Principal; *Mark Twain School*, Vada Bosley, Principal; *Booker T. Washington School*, Flossie L. Bass, Principal; *Whitmore School*, Ruth Porter, Principal; *Whittier School*, Ethel Litchfield, Principal.

KANSAS CITY, MO., *Attucks School*, W. H. Harrison, Principal; *Blue Valley School*, Geneva B. Phoenix, Principal; *Bruce School*, Reuben Brown, Principal; *Douglass School*, F. Leslie Clark, Principal; *Gladstone School*, Genevieve M. Turk, Principal; *Mark Twain School*, Elizabeth Dolan, Principal; *Penn School*, A. M. Wilson, Principal; *Wendell Phillips School*, Henley L. Cos, Principal; *Booker T. Washington School*, Russell Johnson, Principal; *W. W. Yates School*, Joe E. Herriord, Principal.

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LAKEVIEW, OREGON, *Lakeview Public Schools*, J. Carl Bowman, Superintendent; *Grade School*, Kenneth Wall, Principal; *High School*, J. C. Bowman, Principal.

LANCASTER, PA., *Special School*, Ada M. Forry, Principal.

LAUREL, MD., *Upper Laurel School*, Emma E. Burton, Principal.

LAWRENCE, KANS., *New York School*, Susan Todd, Principal.

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LOS ANGELES, CALIF., *Amestoy School*, Emma C. Anderson, Principal.

LOS GATOS, CALIF., *Los Gatos Grammar School*, Mrs. Madge C. Zeller, Principal.

LUALATIN, OREGON, *Lualatin School*, C. H. Zevely, Principal.

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MANISTEE, MICH., *McKinley School*, Mamie A. Peterson, Principal.

MANSFIELD, OHIO, *Bunker Hill Grammar School*, J. F. Burkhart, Principal; *Webster Avenue School*, G. W. Harmony, Principal.

MARION, OHIO, *Greenwood School*, Mrs. Nellie Ireby, Principal; *Olney Avenue School*, Luella Scholl, Principal; *Pearl Street School*, Elma Howser, Principal.

MARSHFIELD, OREGON, *Bunker Hill Grammar School*, J. F. Burkhart, Principal; *Central School*, Anna Clinkinbeard, Principal.

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MCMECHEN, W. VA., *McMechen Public Schools*, J. T. King, Superintendent.

MEMPHIS, TENN., *Norris Avenue School*, Minnie Harvard, Principal.

MICHIGAN CITY, IND., *Canada School*; *Eastport School*, Elizabeth Kachur, Principal; *Elston School*, Otillia Hansen, Principal; *Garfield School*, Elizabeth Wagner, Principal; *Jefferson School*; *Park School*, Mary Lamb, Principal.

(Continued on page A-106, Column 1)

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ONE HUNDRED PER CENT SCHOOLS

(Continued from page A-105, Column 3)

MIDWEST, WYO., *Midwest School*, Mrs. A. D. Olson, Principal.
MILLERS FALLS, MASS., *Highland School*, Mrs. Martha Stebbins, Principal.
MILWAUKEE, WIS., *Kosciusko Junior High School*, Burl L. Dougherty, Principal.
MINNEAPOLIS, MINN., *Hamilton School*, G. K. Sutton, Principal; *Irving School*, Jennie F. Holtz, Principal; *Longfellow School*, Helen B. Shove, Principal; *William Penn School*, Prudence Cutright, Principal.
MOBRIDGE, S. DAK., *East Ward School*, Annette I. Davis, Principal; *North School*, T. J. Laughlin, Principal; *West School*, Myrtle Coultts, Principal.
MOLINE, ILL., *Moline Public Schools*, Lewis A. Mahoney, Superintendent; *William Carr School*, Florence Donahay, Principal; *Central Grammar School*, G. J. Bugbee, Principal; *Ericsson School*, M. Josephine Holland, Principal; *Garfield School*, Alice H. Wheelock, Principal; *Grant School*, Anna Wright, Principal; *Grennell School*, Mary Penney, Principal; *High School*, Edwin P. Nutting, Principal; *Irving School*, M. Josephine Holland, Principal; *Lincoln School*, Hattie A. Moore, Principal;

Logan School, Grace Putnam, Principal; *Manual Arts School*, H. F. Riechers, Principal; *McKinley School*, L. R. Holt, Principal; *Roosevelt School*, Grace Putnam, Principal; *Washington School*, Mabel E. Fuhrman, Principal; *Willard School*, Mary Tague, Principal.
MONROVIA, CALIF., *Wild Rose School*, A. Katharine Collins, Principal.
MONTAGUE CENTER, MASS., *Montague Center Public School*, Eva L. Tower, Principal.
MONTAGUE CITY, MASS., *Montague City Public School*, Elizabeth Ramage, Principal.
MORGANTOWN, W. VA., *Morgantown Public Schools*, Roy C. Smith, Superintendent; *Central School*, F. J. Pyle, Principal; *First Ward School*, L. F. Morrison, Principal; *High School*, J. T. West, Principal; *Marilla School*, Mrs. Estella Smith, Principal; *Second Ward School*, L. F. Morrison, Principal; *Seneca School*, F. W. Gandy, Principal; *Westover School*, Cecil R. Gates, Principal; *Wiles Hill School*, Lillian Bailey, Principal; *Woodburn School*, Joseph Reed, Principal.
MOSCA, COLO., *Mosca Consolidated School Number One*, D. M. Proudfoot, Principal.
MOUNT UNION, PA., *Mount Union Teachers Club*, H. W. Slothower.
MOUNT VERNON, ILL., *Booker T. Washington School*, Major T. Singleton, Principal.
NANTICOKE, PA., *Nanticoke Public Schools*, A. P.

Diffendafer, Superintendent; *Centennial School*, Margaret Fisher, Principal; *Garfield School*, Anna Gaffikin, Principal; *Hanover School*, Edward Williams, Principal; *Lincoln School*, A. S. Jacob, Principal; *Nanticoke High School*, John Davis, Principal; *Pulaski School*, William Jonathon, Principal; *State Street School*, Maude Thompson, Principal; *Washington School*, Arthur Evans, Principal; *West Main Street School*, John Smith, Principal.
NEEDHAM, MASS., *Eliot School*, Alice H. Eberhardt, Principal.
NEW AUGUSTA, MISS., *Oakgrove High School*, L. M. Scarborough, Principal.
NEW ORLEANS, LA., *R. T. Dancel School*, Mariah D. White, Principal; *Lafayette School*, Florence Wilson, Principal; *School Number Nine*, Harry Roehm, Principal.
NEWPORT, KY., *Tenth Street School*, Pluma Cobb, Principal.
NEW YORK CITY, N. Y., *Haaren High School Annex*, Frank J. Arnold, Head-Teacher.
NILES, MICH., *Niles Public Schools*, F. W. Crawford, Superintendent.
NISLAND, S. DAK., *Nisland Public Schools*, W. D. Crosley, Superintendent.
NORFOLK, VA., *John Goode School*, W. J. B. Truitt, Principal.
NORTH BALTIMORE, OHIO, *North Baltimore Public Schools*, A. J. B. Longsdorf, Superintendent; *Grade School*, High School, E. E. Leidy, Principal; *Junior High School*, D. B. Bushey, Principal.
NORTH PLAINS, OREGON, *North Plains School*, Martha Owsley, Principal.
OAKLAND, CALIF., *Washington School*, C. E. Hudspeth, Principal.
OIL CITY, PA., *Innis Street School*, Mae Sweitzer, Principal; *Selden Avenue School*, E. W. Montgomery, Principal.
OKMULGEE, OKLA., *McKinley School*, Velda Bamesberger, Grade Supervisor.
OMAHA, NEBR., *Druid Hill School*, Maude M. Smith, Principal; *Farnam School*, Marie C. Wetzel, Principal; *Miller Park School*, Mary Ellaworth, Principal; *Vinton School*, Anna B. Pickard, Principal; *Windsor School*, Fannie Forsyth, Principal.
ONAWAY, MICH., *Onaway Public Schools*, A. R. Tate, Superintendent; *High School*, I. L. Schluter, Principal; *Junior High School*, R. J. Healy, Principal.
ONEIDA, N. Y., *Washington Avenue School*, Isabel H. Ruby, Principal.
OVERTON, NEVADA, *Moapa Valley High School*, J. L. Wadsworth, Principal.
PASADENA, CALIF., *Longfellow School*, H. W. Lyon, Principal.
PEKIN, N. DAK., *Osago Consolidated School*, Andrew Simonson, Principal.
PELICAN LAKE, WIS., *Jenning's State Graded School*, Stacia Shannon, Principal.
PHILADELPHIA, PA., *Bache School*, Lillie E. Allen, Principal.
PINELLAS COUNTY, FLA., *Pinellas County Public Schools*, A. S. Blanton, Superintendent; (Belleair) *Keene School*, C. F. Rogers, Principal; (Clearwater) *Anona School*, Laura Diehl, Principal; *Junior High School*, N. M. Faulds, Principal; *North Ward School*, Lillian Bigger, Principal; *Pasadena School*, Mrs. Elizabeth Thorpe, Principal; *Senior High School*, E. W. McMullen, Principal; *South Ward School*, Kathleen Plumb, Principal; (Dunedin) *Dunedin Elementary School*, E. E. Warren, Principal; (Gulfport) *Child's Park School*, Mrs. Lily Berls, Principal; *Gulfport School*, C. M. Phillips, Principal; (Harris) *Harris School*, Mrs. Ethelle Chapman, Principal; (Largo) *Elementary School*, G. C. Roberts, Principal; *Junior High School*, G. C. Roberts, Principal; *Senior High School*, G. C. Roberts, Principal; (Oldsmar) *Oldsmar School*, Lillie Davis, Principal; (Ozona) *Ozona Public Schools*, Mrs. Katharine E. Tyrrell, Principal; (Pinellas Park) *Pinellas Park School*, Ralph B. Van Fleet, Principal; (Safety Harbor) *Safety Harbor School*, Mrs. Annabelle Branning, Principal; (St. Petersburg) *Central Intermediate School*, Helen Nippert, Principal; *Central Primary School*, Natalie Sterling, Principal; *Forest Hill School*, Dorothy Pease, Principal; *Glenoak School*, Ethel Bochman, Principal; *Kindergarten School*, Mrs. Kate Nicholson, Principal; *Lealman School*, L. A. Pinholster, Principal; *North Ward School*, Fannie Boswell, Principal; *Roser Park School*, Mabel Kelso, Principal; *Saint Petersburg Junior High School*, Ashley R. Russ, Principal; *Saint Petersburg Senior High School*, W. W. Little, Principal.
PITTSBURGH, PA., *Grant School*, M. Ella Cramm, Principal; *Perry Junior High School*, John H. Adams, Principal.
PONTIAC, ILL., *Pontiac Township High School*.
PORTLAND, MAINE, *Deering Junior High School*, William E. Wing, Principal; *Longfellow School*, Will O. Hersey, Principal; *Presumpscot School*, Will O. Hersey, Principal; *Riverton School*, Will O. Hersey, Principal.
PORTLAND, OREG., *Duniway School*, Mrs. Blanche E. Hanna, Principal; *Metzger School*, A. A. Baldwin, Principal.
PRINCETON, IND., *Franklin School*, Minnie Schaible.

(Continued on page A-108, Column 1)

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REDFIELD, N. Y., Redfield Union School, Orlo H. Perry, Principal.
REEDVILLE, OREG., Reedville School, Mrs. M. Holtz, Principal.
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ROCHESTER, N. H., Rochester Public Schools, William H. Baker, Superintendent; Allen School, Jean Keir, Principal; East Rochester School, Alice Goodwin, Principal; Gonic School, Helen L. Hart, Principal; Maple Street School, Florence Dame, Principal; Meaderboro School, Mrs. Ida Meader, Principal; School Street School, Mary Collins, Principal.
ROSEBERRY, IDAHO, Roseberry Public Schools, Ralph R. Benedict, Superintendent.
RUSHVILLE, IND., Havens School, D. R. Merrell, Principal.
RUTHERFORD, N. J., Lincoln School, Anne V. A. Cline, Principal.
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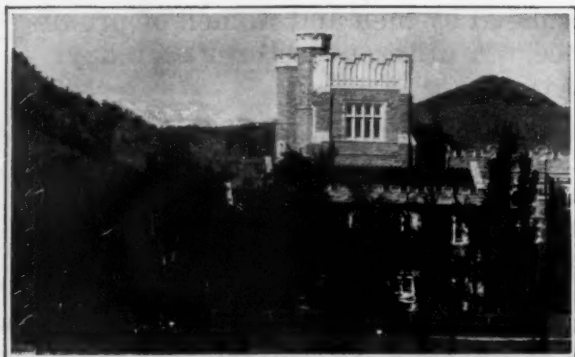
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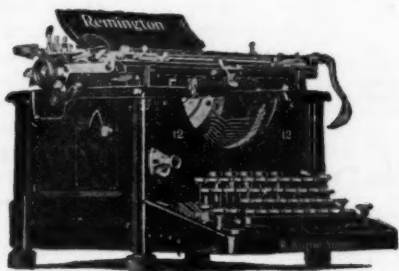
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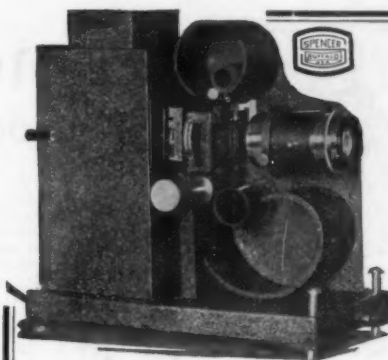
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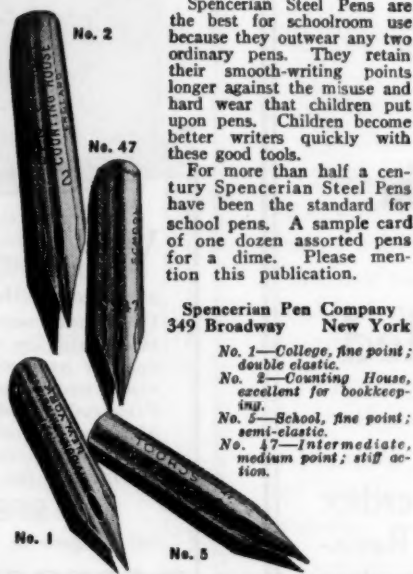
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(Continued from page A-104)

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7. Teaching of reading habits.

Items relating to the possible service of libraries:

1. Library information service regarding adult education opportunities.
2. The assistance libraries may render to other adult education agencies.
3. Direct service of libraries in adult education: (a) Readers' advisers, (b) Reading courses, (c) Cooperation of specialists, and (d) Reaching boys and girls out of school.

COFFEYVILLE, Kansas, took advantage of American Education Week to furnish the newspapers a history of each of the schools in the city telling when the building was built and important facts about the growth of the schools and the programs which would be given at each during American Education Week. Various members of the school staff furnished feature articles on vocational guidance, the Roosevelt Cafeteria, Junior Red Cross correspondence, the student council, piano classes, music appreciation, the honor point system, industrial education, art, the junior college, home economics, reference books, radio in the school, physical education, spelling contest, and many other interesting topics.

THE DEPARTMENT OF CLASSROOM TEACHERS, under the direction of its executive committee, is planning to hold regional conferences during the month of April at Spokane, Wash.; Denver, Colo.; Keokuk, Iowa; Norfolk and Richmond, Va.; and Philadelphia, Pa.

THE FOLLOWING have recently been elected to serve as officers of the Department of Music Education: *president*, Ernest G. Hesser, Director of Music, Public Schools, Indianapolis, Ind.; and *secretary*, Ada Bicking, Supervisor of Music, Public Schools, Evansville, Ind.

EVERY MAIL brings reports to show that the teachers of the Nation are standing almost as a unit for ratification of the Child Labor Amendment. State and local groups of teachers have joined with the National Association urging ratification. Individual teachers have discussed the question with meetings of parents and other civic groups and with their representatives in the State legislatures. The question seems to be narrowing down to one of calico versus children. The children will win. The people trust the teachers. And the teachers are working harder and harder. Let the good work go on until the blot of abused childhood shall be removed from our midst.

THE WORLD FELLOWSHIP THROUGH MUSIC CONVENTION will meet in Washington, D. C., April 15-17, 1925. The Bach Choir, of Bethlehem, Pa., and the Philadelphia orchestra will appear. Further particulars may be had of Miss Ella May Powell, Washington, D. C.

SUPT. C. S. ANDERSON, Hennessey, Oklahoma, has not missed a meeting of the Department of Superintendence of the National Education Association for six years. This is notable for a small school, Hennessey having a total enrolment of only three hundred sixty pupils in high school and grades. It is worth noting that, in the survey made by the University of Oklahoma last year, the Hennessey public schools were given the highest rating of any schools in the State. Superintendent Anderson writes: "I have tried to apply the good things to my school that I heard discussed at the meetings. I am writing this that school boards in more schools throughout the United States may see the benefits of sending their superintendents to these meetings."

DR. CHARLES HENRY KEYES, president of Skidmore College, Saratoga Springs, New York, died recently. He has been a member of the Association since 1895.

NEW YORK UNIVERSITY announces spring term of nightly radio lectures, to be broadcast by station WJZ of the Radio Corporation of America. The entire educational radio program, comprising fifteen weeks of nightly lectures, was chosen by the radio students themselves. This is the first time that so comprehensive a program has been scheduled solely in answer to popular requests.—*Washington Post*, Jan. 11.

A RADIO CORRESPONDENCE course in Business English and Letter-Writing is being given under the auspices of the Extension Division of the University of Nebraska by Mr. Maurice Weseen, Thursday evenings at seven o'clock on the University of Nebraska Station WFAV, 275 wave length.

MISS GRACE SCHERMERHORN, associate director of the American Child Health Association, and formerly director of home economics in the New York City public schools, died recently.

PUBLIC SCHOOL SALARIES IN 1924-1925, Vol. 3, Nos. 1 and 2, the January-March, 1925, issue of the Research Bulletin, charts from which are reproduced on pages 131 and 132, has been distributed to five dollar members. It may be obtained by others at fifty cents per copy by addressing the Association. Lots of fifteen or more for use in salary campaigns may be obtained at reduced rates.

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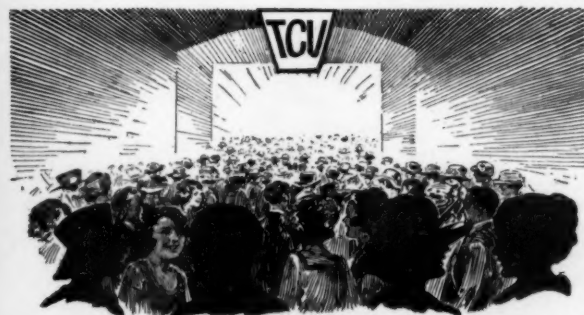
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