

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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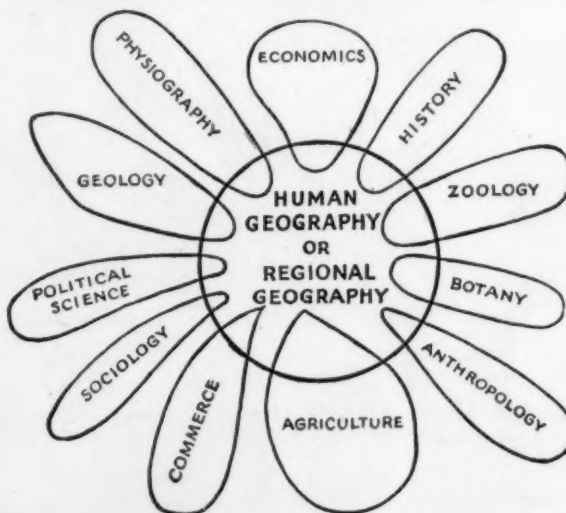
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In similar fashion, Dr. J. Russell Smith, Professor of Economic Geography, Columbia University, has taken material from many sciences and fields of knowledge for HUMAN GEOGRAPHY, *Book I—Peoples and Countries*, *Book II—Regions and Trade*. Dr. Smith, in building HUMAN GEOGRAPHY, has used something of physiography, something of botany of history; of government, and has built them into a symmetrical structure which is not any one of the contributing sciences, but is a study of the earth as the home of man—*Human Geography*.

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FOR TEXTBOOKS

Our Coming Conventions

TEN THOUSAND teachers will leave their homes in June to gather in Indianapolis at the sixty-third annual convention of the National Education Association. Others will gather in July in Edinburgh, Scotland, for the biennial Conference of the World Federation of Education Associations. They will spend a week considering new problems and discussing old ones from new angles, gathering increased power and fresh points of view, learning to plan and to cooperate, discovering themselves, developing stronger faith in education and higher courage for the tasks ahead. The Nation and the world will have its attention called to matters educational. Policies will be formed and programs of work adopted so that during the coming year the teachers may exert a greater influence on the problems of our common life.

Things like this do not just happen. They rise out of the very soil of history. Such meetings would not be possible without the glorious past of our Association. They are the fruitage of the years of struggle since a few men gathered in Philadelphia, in 1857, to lay the foundations of the vast Association that has since grown up. We who teach today are the debtors of the men and women who have labored through the years that our Association might have life and power.

These meetings are also the growth of an individual vision. Up from the Nation's teachers comes a leader. He has fought the battles of our children and our teachers until he begins to stand out among his fellows. His leadership is recognized. He is proposed for the high office of the presidency of the Association, and finally comes election, responsibility, and opportunity.

From his high office the new president looks back over the history of education and of the Nation, he looks about the country at its extensive educational activities, at the needs and possibilities of its myriad educational institutions. He tries to gather up into central themes the main course of thought and work. He writes letters, holds conferences, meets with fellow officers, and through months of busy planning frames the skeleton of

the program that is to be. Men and women are invited to speak. The best minds, the choicest spirits, the most effective workers among educators and laymen are canvassed that the program may be rich. Many accept; others cannot

HOMER H. SEERLEY was born in 1848 on a farm in what is now the City of Indianapolis. This loved president of the Iowa State College at Cedar Falls, will return to his birthplace in July. It will be the fiftieth anniversary of his attendance at the Association's meeting in Baltimore in 1876. Good judgment and clear vision are outstanding qualities in Doctor Seerley's career. The larger problems and the call to professional service have always appealed to him strongly. He has never missed a meeting if he could possibly attend or sat idly by if he had a contribution to make. He has valued his fellows in the profession and they have valued him. He urges his host of young friends to make the most of teachers' organizations for their individual growth and as a means of collective achievement. Many a professional career will find its turning point at Indianapolis as Doctor Seerley's began at Baltimore in 1876.

come and the gaps have to be filled. But finally the program is complete and there is prepared for the thousands who will gather intellectual and spiritual refreshment.

While the President plans his program, other matters require attention. A meeting-place must be chosen. The larger cities of the Nation are canvassed. The staff at headquarters has gathered facts showing their hotel capacity, their ability to accommodate a variety of meetings, the effectiveness of their chambers of commerce and local organizations which must cooperate, the adequacy of exhibit halls, and other factors which are necessary if the meeting is to be suc-

cessful. Through conference, letter, and telegram the choice is narrowed down to a few cities in the section of the country where it is desired to hold the convention. Representatives from the headquarters staff, familiar with the problems involved, visit these cities, confer with local workers, obtain tentative contracts for meeting halls and hotels, and report back to the secretary and the executive committee who have the final choice.

Other forces are at work. The city and State that are to entertain the great gathering must make extensive plans. It is not easy to provide comfortably for ten or twelve thousand guests, particularly when they are selected guests from every corner of the Republic. No city wishes to undertake the task and not do itself justice. If the teachers see the city at its best they go back to the thousands of schoolrooms and fellow-teachers to tell what they have seen, and the city has a new significance in the minds of the children of the Nation. If the visitors are not well-treated, or if things go wrong, they return with a different story and the city is the loser. These preparations that are made in advance involve many phases of the city's activity—its hotels; its business men, who must provide meeting-places and exhibit halls, often at considerable expense; its educational workers, who must aid in many ways; its newspapers and press association representatives, who must understand the meeting in order that they may interpret it to the people. The teachers of the State must be reached, for it is properly believed that if the Association is to honor a State with its presence the teachers thereof should give evidence of their own professional spirit—their willingness to contribute to the common program of professional organization.

Meanwhile another type of activity is going on. In recent years the railroads have been less inclined than formerly to be generous with conventions. These huge meetings are so common and make such heavy demands upon Pullman and passenger companies that they are inclined to make the requirements difficult. The railroads require special identifica-

tion certificates which must be issued to members individually with a record at headquarters. Conferences with officers of the passenger associations are necessary and sometimes much pressure has to be exerted in order to obtain reasonable advantages for those who attend.

These are only a few of the many activities that are carried on for many months in order that when the teachers gather in convention they may make the most of the few days together. With Indianapolis and Edinburgh as objectives the officers of the National Education Association and of the World Federation have been making programs and laying plans.

At Indianapolis, June 28-July 3, the National Education Association with its constellation of allied groups will hold scores of sessions. There will be the meetings of the Representative Assembly composed of delegates from State and local associations throughout the country. There will be the great inspirational general sessions with amplifiers to carry vital messages to the large audiences. There will be numerous meetings of departments and allied groups dealing with special phases of education. Breakfasts, luncheons, and dinners will bring together like-minded people and promote professional fellowship.

President Jesse H. Newlon, who is superintendent of the Denver schools, has chosen for the general theme, "Interpreting the schools to the public, or twenty-five years of educational progress." There will be much of encouragement in the survey and many lessons for the second quarter of the twentieth century.

At Edinburgh, July 20-28, will gather the biennial convention of the World Federation of Education Associations. It will continue the notable work begun at San Francisco in 1923. It represents the same type of planning and leadership that is now focusing on Indianapolis, only over a larger area. It will bring carefully chosen men and women from the remote corners of the globe. If they do nothing more than become acquainted the conference will have rendered great service, but they will go much further than that. They will discuss those central educational themes that are so essential to world harmony and coöperation—so necessary to that attitude toward affairs which will enable the world to live by its best impulses rather than by its worst, to coöperate for the service of all rather than to fight for the destruction of competitors.

The president of the World Federation is an American, Dr. Augustus O. Thomas, State commissioner of education, Augusta, Maine. The special American delegation, which will rank with similar delegations from other nations, is headed by Dr. William F. Russell, associate director of the International Institute of Education, Teachers College, Columbia University. The delegation includes representatives whose



THIS poster, from a series issued by the League of Red Cross Societies, suggests the spirit of the ten million boys and girls of forty countries which make up the League. Says a member of the Hungarian Junior Red Cross: "We like to think of ourselves as the stone carriers in a great army of workers, building a temple of human love, but we believe that that temple will only fulfil its true destiny if its foundation stones are formed from love of one's own country."

names are known widely—five former presidents of the National Education Association and other men and women who have given outstanding service. In addition to the small body of carefully selected delegates there will be alternates and participating delegates whose credentials from the National Education Association will entitle them to sit in group conferences and to enjoy other privileges. Many American teachers will plan their summer travel abroad to include the stay in Edinburgh that they may partake of the spirit of this great gathering.

All this is done that education may move ahead. Every teacher benefits directly or indirectly. Those who at-

tend benefit most, but their fellow-workers, the children they teach, the communities they serve are also helped. The results sometimes seem intangible, but we may be sure they are there. What is civilization after all but a structure of thoughts and ideas, the fruit of common aspirations, the sum total of knowledge put to work? What has done more to develop this structure over wider and wider areas than the conferences and conventions that have grown up, extending their reach from the locality out to State and National borders, and even to the ends of the world?

THE PROBLEM OF the twentieth century, then, and probably of other centuries to come, is how the constructive forces in modern society, of which the schools of nations should stand first, can best direct their efforts to influence and direct the deeper sources of the life of a people, so that the national characteristics it is desired to display to the world will be developed because the schools have instilled into every child these national ideals. Many forces must coöperate in such a task, but unless the schools of nations become clearly conscious of national needs and of international purposes, become inspired by an ideal of service for the welfare of mankind, substitute among national groups competition in the things of the spirit—art, architecture, music, sports, education, letters, sanitation, housing, public works, and such applications of science as minister to health and happiness—for competition in the creation of material wealth, the piling-up of armaments, the extension of national boundaries, and the present overemphasis of a narrow nationalism, and direct the energies of coming generations to the carrying out of this new and larger human service, nations must inevitably fail to reach the world position they might otherwise have occupied, destructive international competition and warfare will continue, and the advancement of world civilization and international well-being will be greatly retarded thereby.—E. P. Cubberley, in *The History of Education*.

THERE is a flavor of high adventure in the pursuit of knowledge. The investigator is to himself the hero in a romance; he is keener than the sleuth of the detective tale and knows it. He has his territorial disputes, his ententes, and his wars with his fellow scientists.—James Harvey Robinson in the *Humanizing of Knowledge*.

Geography: for War or Peace?

BLANCHE E. ATKINS

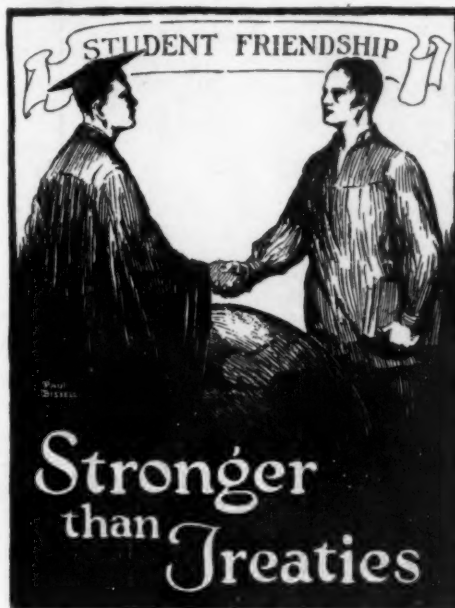
TO HELP in the education for peace, some of us are trying lessons on the horrors of war, the provisions of the World Court, or the practicability of the golden rule in a competitive business world. Some are using hero tales of other than military personages and of lands other than America. All of these help. But even though our pupils lose sleep over future Lewisite horrors; the United States enter the League of Nations; our pupils learn to admire King Khama, of Betuanaland; and have a profound admiration for the art of Japan, yet most of our geography work is quietly but surely spoiling the nest of the dove of peace while we try to provide a few perches for her. The pupils may learn to respect the antiquity of China's learning and to admire her deference to age; and to appreciate the superior musical ability of the Negroes and the Karens, the abstinence from liquor of the Mohammedans or the powers of abstract thought of the Hindus, but their disdain of all others than Americans is displaced by respect only in small measure and for a few virtues. They giggle at the efficient Hollanders because they happen to sleep under feather beds, and at the beautifully robed Chinese because the garments of their men are something like those of our women. The teacher is so busy getting the "real geography work" of location, products, and trade facts across that she is not conscious of their attitude, and more harm than good results. Her pupils are going to be just as willing to drop bombs on those people some day as if they knew nothing of them—perhaps more willing.

Yet they are right who feel there is much good psychology in "Get acquainted with your neighbor, you might like him," and that therefore geography is probably the best subject by which to create the attitudes that make for peace. We have but to select the right methods of handling the facts.

The prime essential is to recognize that since contempt is the natural reaction to unusualness, time must be taken to counteract this reaction and to build up stronger attitudes of a better sort. This might be done in several ways.

Actually to live among any people counteracts the contempt but is impractical for our pupils. To counteract it by

pictures, projects, dramatizations, and pageants would take thousands of pictures of each country and a prohibitively long time.



THE recent gift of \$3,000,000 of former U. S. Senator, John Simon Guggenheim, endowing a Memorial Foundation with fellowships for advanced study in any subject, in any country in the world, will cement the nations as no treaty can. These scholarships are open to men and women of any race or creed and are intended for somewhat older and more experienced persons than those to whom the Rhodes scholarships are open.

Since elimination of antipathy by familiarity is not feasible, there remain two methods. The first involves the establishment of two beliefs and the second that of a habit. The first of the two beliefs to be established is that most customs have adequate causes in environment. The second belief is that if other peoples do unreasonable and "queer" things, so do we; and sometimes we do queerer things than they! The habit to be formed is that of practical helpfulness, not limited by the us-four-and-no-more and charity-begins-and-stays-at-home attitude, but the helpfulness that habitually disregards distance.

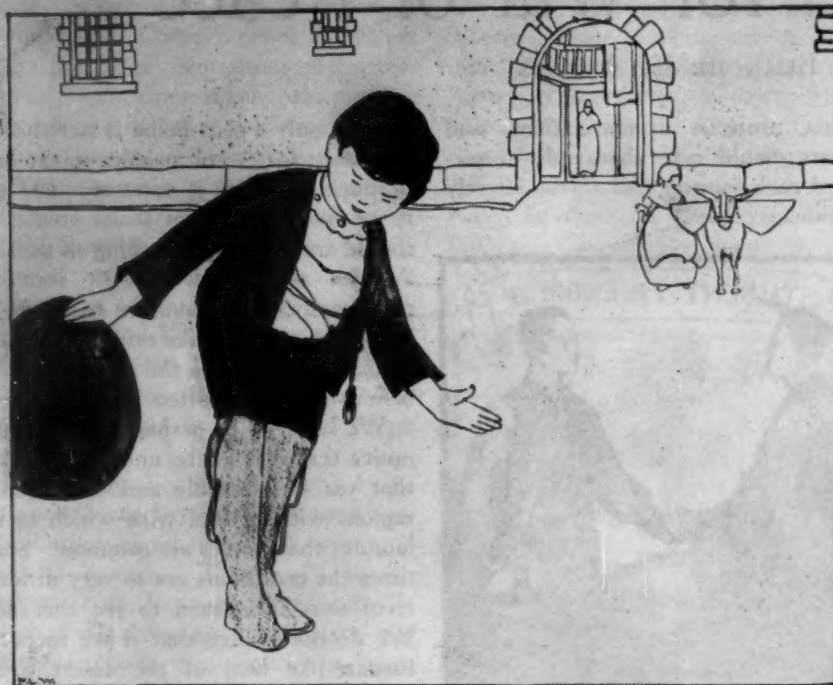
We have all done a little toward establishing the first belief. We have made the children feel that for desert peoples

to have only a tent home is not shiftless but wise; for Arctic peoples to eat heat-producing blubber is necessary; and that if we lived in the hot shady tropics we should wear as little clothing as does the African negro. But with locations, topography, and commerce to teach, we have neglected to make evident the causes of many customs, so the children do not believe that there often is a cause.

We have failed perhaps to have them notice that it is in the undrained regions that tea is inevitable and that it is in regions without fuel with which to boil laundry that cooties are common. Sometimes the conditions are so very different from ours it is hard to see the cause. We do not realize that if we faced the furnace-like heat of the desert, heavy wrappings would be uncomfortable, or that if we had to take our baths in snow houses sitting on ice cakes, our baths might be as rare as those of the Eskimo. Hunger is so unknown to us that we cannot comprehend that it is the hunger of centuries which has allowed to the poorest Chinese parents the custom of putting out the little new life as mercifully as possible before an individuality develops to be loved and to suffer. We have failed to bring out causes.

But environment does not give the cause for some differences. People have adopted without reason the customs of their ancestors. At first this seems a proof of low mentality, especially as some customs are "so terrible." We are apt to argue that we never could have been made to believe with the Chinese family that it is right to go hungry in order that expensive offerings be burned for the dead, or a daughter be sold into slavery to provide money to care for the grandmother's grave; nor to believe with the Mohammedan that it advances one's status in heaven to torture and kill non-Mohammedans. Possibly the fact that our ancestors have been Christian for centuries causes us to be born humane. But more probably we are so because from birth the ideal of helpfulness to those around us has been as all-prevalent as the air we have breathed. The ideal is now a part of us; we call it "human nature" and think we were born so.

That we, as other nationalities, hold many of our fundamental beliefs because of custom, not reason, can easily be made



"In Spain, we all say 'Thanks' and 'Please'
Says Pedro, bowing low;
"We never push and shove and grab;
No Spaniard would act so.
We try to be polite and kind
Wherever we may go."

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Spain

clear to any group of pupils. Ask for a show of hands of those belonging to some political party or any common religious denomination. Young people always indicate a decided preference; the younger and more ignorant, the more decided the preference is. Then ask for those who belong to the party or denomination opposite that of their parents. The group usually has to laugh at the completeness with which each stands convicted of being "just like the heathen," in holding as his own, opinions he has adopted without reason. They thus must admit they too would burn incense and hire witch doctors and kill twins if their ancestors had always done so, for it is custom that makes most things seem right.

One 4th of July, I was at an Indian reservation and watched a dance. For the most part, the Indians moved solemnly

around in a circle, but part of the time the men "danced the dance of Pau Pau Keewis" in fantastic garb of feathers, ribbons and yellow, black, and red paint. It was evident that the brave with the most decorations and paint secured the most admiration from the surrounding circle of squaws. But at a white folks' dance, perhaps you have known the girl with the most extreme costume and most black, white, and red cosmetics on her face to have the most partners from the surrounding group. In one race the men paint and the women admire; in the other the women paint and the men admire. Are these customs so different that one is "disgusting savagery" and the other "refined society"?

Indian music we label "queer." It is on a five-point scale, while ours, with eight tones, is "right." The Chinese we call ridiculous because they shave the

forehead. We know that not the upper but the lower part of a man's face should be shaved. They use yellow and white for mourning while black and white are the "real" mourning colors. They say the brightness and joy of earliest life are best expressed by dressing babies in brilliant hues and gradually subduing them with age. Of course, they are right on the last point, but babies should be dressed in white. The Chinese men do such a scandalous thing. They wear the tails of their shirts outside their trousers! They belong inside. It is the tails of coats, not shirts, that belong outside. Some of the men of Hungary and Greece wear short skirts, while skirts belong on women. The women of Moslem lands and of China, constituting a considerable percentage of the women of the world, wear trousers, but nevertheless, trousers "belong" on men. In savage hot Africa the chiefs wear tails of oxen and of lions hung around their necks as decorations. Thus they show their importance. At Palm Beach, in hot Florida, American women wear ermine, fox, and skunk tails to show that their husbands have money. African ladies polish their noses for social prestige. American women carefully remove the shine from their noses and put it on their finger-nails. Arabs put butter on their hair, surely a disgusting custom. Americans are civilized and put cold cream on their faces and "Curline" or "Stacomb" on their hair. Hindus, who go barefoot because of the hot climate, wear rings on their toes as well as on their fingers, where rings "ought" to be worn. Their ladies put jeweled studs in their noses instead of hanging their ornaments from the lobes of their ears, as they should.

One of the things that most offends the "civilized" man who visits an Asiatic city is odors. We wonder how the inhabitants can endure them, especially as they indicate an unsanitary condition. We usually conclude, with contempt, that it is because they are "so used to those awful conditions." But the Chinese who bring their beautifully embroidered gowns to our cities find them ruined by the smoke and grime no closet can keep out. It takes one of us who moves from a farm to a city, some years to become accustomed to the gray tint that linen there assumes. But we "get used to it." In southeast Asia, the people have the "disgusting habit" of chewing betel-nut. This stains the saliva blood red, and for one to meet these stained addicts on the street is surely offensive to the eye. But

it is offensive to the nostrils and lungs to be unable on Main Street to swerve often or far enough to avoid the tobacco smoke of the Americans one meets. In the back rural districts of China, women's feet are still bound. Perchance there are some back rural districts in America where women's waists are corset-bound. It is said the binding hat-band stops the flow of certain scalp arteries and makes our men bald. We are sorry, but we are "used to it."

Our children in school read that Orientals eat birds' nest soup. Many teachers have failed to make it plain this does not mean sticks, mud, and hairs, but the gelatinous product of birds' mouths, exuded on the sides of sea cliffs. If this truth leaves the children shuddering, we should remind them that our gelatin comes largely from horns and hoofs, that honey has gone through the body of the bee, and that to drink cows' milk seems a disgusting custom to most Orientals.

The geographies tell of people who eat mice or boa-constrictor steak. We have to remind our pupils that mice live on crumbs, grain, and garbage, as do the chickens that we eat and call choice meat; and that the boa-constrictor has lived on herbivorous animals; so how can his flesh be any less clean than that of oysters and sardines, of which we eat the entire creature, not even removing the digestive system or its contents?

Quite often the thoughtful person has to admit our custom is the worse of the two. The Chinese gentleman has the "crazy" custom of shaking his own hand in greeting instead of doing the "right" thing by shaking that of his neighbor. We go to a reception and, by shaking others' hands, mix microbes, and then, without washing our hands, eat sandwiches. The Chinese custom is the more sanitary. Africans rub noses in greeting. Americans touch lips. Are we the more sanitary? Japanese step out of their shoes on entering a house and their houses are clean. We track the offal and tuberculosis germs of our streets into the house, where the rugs collect them ready for the baby's damp fingers. The American man removes his hat on entering his home. It is "civilized" to remove the hat, but "heathenish" to leave shoes outside a door.

A Chinese girl came from the Straits Settlements to America to continue her education. She was furnished with a blue serge middie blouse to wear to school. The cloth interested her and she saw its value for the lowering



Enrico says, "In Italy,
We never are cast down;
For song and sunshine are the rule
In each Italian town.
A son of sunny Italy
Will never sulk and frown."

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Italy

temperature. At the end of a week, she started to put it into the laundry bag, but was told the red silk trimming would not wash. "Am I to wear it this way some more?" she asked, and looked puzzled at the affirmative answer. That week she was noticed to hesitate each morning before putting it on. Her expression led her roommate to ask, "Did you spill something on your middie?" But she had not. The third week she put on a summer dress. On being asked why, she said she had nothing else. "Why don't you wear your middie?" With the impatience of endurance past the breaking point she cried, "But I have worn it two whole weeks and it hasn't been washed once!" Then the American realized that this girl of another race, before coming to America, had never worn a garment more than a day without its being washed. This Oriental is

in an American university now, and is becoming accustomed to several of our "dirty ways." The adjective is mine, not hers. She is always courteous.

Centuries ago, our ancestors roasted the auroch whole and with stone ax chopped off huge pieces from which they bit mouthfuls for consumption. We shudder at the thought. We wish to forget the animal when we eat our beef-steak, even though we do want it a little red. But we still set the entire carcass of the smaller creature on the table and serve by wing, leg, or breast. The Orientals tell us they did the same in their long ago barbarous stage when they ate with knives and forks. Now their food is cut into small pieces out of sight in the kitchen and eaten daintily with chopsticks. Perhaps in a few more centuries we too shall learn to complete the butcher's work in the kitchen.



"At home in France," says Jeanne Marie,
 "We simply can't endure
 Untidy, torn and dirty clothes;
 And though we may be poor,
 We're always clean and neatly dressed,
 Of that you may be sure."

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France

But these are all little matters and we will admit China is not any worse—or maybe even better—than we in some minor customs; but what can we say when the pupils report that the papers said the terrible bandits over there actually killed an American last week? For one thing we can remind them that the news could truthfully have been sent to Africa that we lynched a negro last week, and one two weeks before, and twenty-six, two of them women, last year. If lawlessness and government's lack of control over evil men be mentioned, we merely need refer to the number of Federal and State officers killed and wounded in America by lawless moonshiners and rum-runners. Yet we wonder why China does not develop a government strong enough to put down those who defy her laws.

One missionary recently remarked that

she felt much safer in China with bandits than in America where automobiles killed eight thousand children and nine thousand other persons last year.

We hope we can firmly establish in pupils' minds the beliefs that most customs have present causes and that we can match those which do not have, with equally unreasonable ones of our own. These beliefs will make the children respect the Jewish housewife who tries to get dishes clean without the soap which to her is "unclean," the Hindu who starves rather than eat beef, and even the Turk who massacres because he believes it will please the god of Islam. This will be a notable achievement for geography and probably is all it can do now about beliefs. The children do feel that the suffering such beliefs cause is not right and that we who know better should teach the others. But to

change religious beliefs is the work of adults, and we must tell the children their part in the endeavor to follow the old Book and be their brothers' keepers is to do practical things for them.

During the last decade our pupils have made clothes for French orphans and sacrificed gum or movies to send milk to European babies. They have sent dolls and bandages to Near East orphans. Such activities must increase. The International Junior Red Cross, with headquarters in Washington, can now help any teacher to put her pupils in contact with a specific group of European or Asiatic children about their own age. The magazine of this organization is skilfully sowing seeds of understanding between peoples, picturing all children, not as queer and different, but as interesting, lovable, and alike. The children who have worked happily and painstakingly to dress a doll and write a description of their games for a foreign school, and have in return a doll in Czechoslovakian or Japanese costume, which, though smaller, is dressed in clothes made with a degree of skill far beyond their own, are not snobbish thereafter. Though the language of the accompanying letter is unreadable, its appearance, like the sewing, is "better than even our teacher can do," and through the accompanying translation the grateful hearts of refined personalities shine so plainly that our conventionally cruder and materially richer children are humbly admiring and more desirous of sharing whatever they can. The establishment of such personal acquaintanceship with the habit of active helpfulness is the best thing geography can do toward building a stable world society.

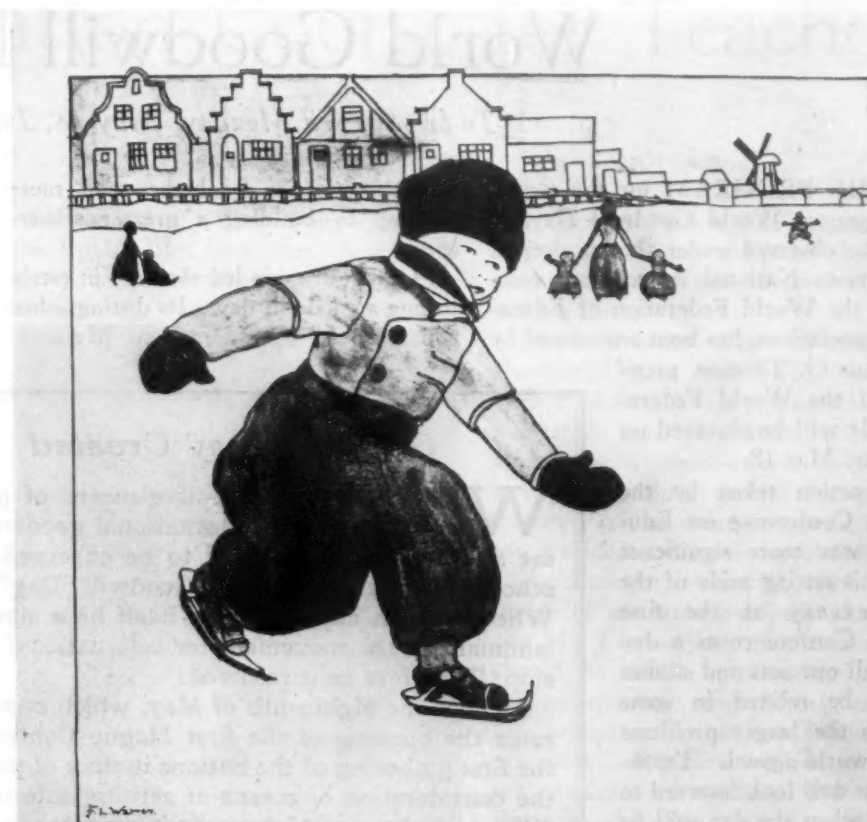
WORLD FEDERATION OF EDUCATION ASSOCIATIONS—The following announcement describing the relation of the National Education Association to the World Federation has been sent to Delegates, Alternates, and Participating Representatives certified by the Association to the meeting of the World Federation Edinburgh, Scotland, July 20-28, 1925:

In order that the representatives of the National Education Association of the United States who attend the Edinburgh meeting may understand fully the policies of this Association in relation to the World Federation, we are quoting the action taken by the Executive Committee and advising representatives to stand for these policies and principles at the Edinburgh meeting:

"After discussing the question of credentials for delegates to the World Federation of National Education Associations at Edinburgh, Scotland, in July, and after expressing interest and pride in the new organization, the following motion was made by Miss Jones, seconded by Mr. Siders and carried by a unanimous vote of the Executive Committee: The President of the Association is hereby authorized: (1) To appoint three classes of delegates: delegates with full participating and voting rights in the conferences and in the Delegate Assembly, alternate delegates with such participating and voting rights as are granted by the Delegate Assembly of the World Federation, and participating representatives with the right to participate in the work of group conferences and to such rights and privileges in the Delegate Assembly as may be accorded to Participating Representatives of affiliated national education associations. (2) To appoint a chairman of the delegation and to acquaint him with the action taken by the Executive Committee at the Chicago meeting in 1924 and to call his particular attention to the points of relationship which the National Education Association believes should exist between national education associations and the World Federation. (3) To have the credentials printed on a good quality of paper and in dignified, attractive form to be signed by the president and secretary of the Association. (4) To instruct the delegates, alternate delegates, and participating representatives to discuss with the delegates from other associations the importance of restricting the voting privileges in group meetings and in the Delegate Assembly to those who hold credentials from the affiliated associations composing the World Federation"—meeting of Executive Committee, February 24, 1925.

Policies and precedents—Since at the first meeting the policies of the new organization are to be adopted and precedents established, the importance of guarding the principles set forth in the meetings of the Executive Committee is evident to all representatives of the National Education Association of the United States. The following was the action taken at an earlier meeting:

"To construe the by-laws of the World Federation to mean that only one nation-wide association could be accepted to membership in the World Federation." The president of the World Federation, Dr. A. O. Thomas, and other officers stated that they believed



Says Jakob, "Holland is the place
Where sturdy folks belong.
On our canals in winter-time,
The red-cheeked skaters throng;
We shout and skate and slide and coast,
That's why we're all so strong."

50 1925 NATIONAL CHILD WELFARE ASSOCIATION INC.
NINETEEN ST., NEW YORK CITY

Holland

this to be the intent of the by-law and that they would so construe it.

The National Education Association of the United States believes that all other organizations in the United States should function only through this Association—and that this principle might be made to apply to the national associations of other nations.

Aim of the World Federation—It has been stated that the aim of the World Federation is to promote good will and peace through education. Its chief purpose, however, is much broader than that. It is to promote the highest educational ideals of all nations. It is to aid in advancing the time when every child in every land may have that educational opportunity which gives a fair start in the race of life. Let the great purpose of the World Federation be to serve as a clearing-house for the best thought and

for the most pronounced developments in education throughout the world.—J. W. Crabtree, *Secretary*.

ADVICE to Schoolmasters—You are the most important people in the whole civilized universe. The schoolmaster's place is not only important, but supremely important. That is my thesis. I want to put it with boldness, shamelessness, arrogance, and aggression. I want to suggest that they should up and take hold of the world. I shall tell you nothing new if I betray a consciousness that arrogance in taking hold of the world is not a characteristic of all schoolmasters. It is extraordinary what a lot of schoolmasters seem to be unconscious not of the importance but of the range of their functions.—H. G. Wells, in the *Manchester (England) Guardian Weekly*, January 4, 1924.

World Goodwill Day

To be observed Monday, May 18, 1925

THE PROGRAM for the second annual World Goodwill Day, to be observed under the auspices of the various National Associations composing the World Federation of Education Associations, has been announced by Augustus O. Thomas, president of the World Federation. It will be observed on Monday, May 18.

No action taken by the World Conference on Education was more significant than this setting aside of the anniversary of the first Hague Conference as a day when all our acts and studies should be related in some way to the larger problems of the world's good. Teachers may well look forward to a time when the day will be set aside by legislative bodies in all nations as a great holiday, to be observed not by ceasing our usual activities, but by relating them in a new way to the world's larger needs. Perhaps the time may come when every government in the world will proclaim this day in some such significant way as America now recognizes the Fourth of July and France the Fall of the Bastille.

It is the hope of the World Federation that on this day especially all schools will keep the idea of friendship and international coöperation in mind in all lessons which have to do with our national neighbors, and in addition will emphasize the importance of goodwill and friendliness as the basis of mutual prosperity and happiness. Says Doctor Thomas: "In teaching lessons suggested for this day it is well to keep in mind that we desire to build a more wholesome patriotism for the people of the country; a patriotism based not upon hatred and revenge and jealousy, but upon love of country and pride in the achievements of our countrymen and race. We should make the flags of the

several countries fly higher and more proudly by building a greater self-respect.

"Czechoslovakia led the way in establishing a goodwill day. Its distinguished educator-statesman, President Masaryk,

to do some kind act to relieve distress, and to say helpful things.

"All the great teachers and philosophers have promulgated a golden rule. Confucius, Buddha, Zoroaster, Mohammed, Christ all taught the principles of this new commandment which should apply to nations as well as to individuals. The things which we teach and which are of most use to the taught are the things which become automatic with the individual—things which in some way we weave into the web of human character. Justice should become automatic in order to make it efficient. If the teachings of the golden rule as applied to nations are to become automatic they must be given in childhood, before the mind is prejudiced."

The observance of World Goodwill Day may take the form of special emphasis in connection with regular lessons, opening exercises, and special periods. Courtesy, helpfulness, justice, honor, kindness, charity, friendship, and goodwill should be emphasized throughout the day. Perhaps the most successful way to inculcate desired lessons is to provide a special program of songs, drills, pageants, recitations, essays, and descriptions of great characters. American children may well memorize such choice statements as the one by Bishop Oldham, of Albany, New York, "America First," which appeared in

THE JOURNAL for April and other quotations which emphasize the importance of ideals, principles, character, sympathy, love, and understanding as safe guides for international as well as for individual conduct.

In this way can there be prepared in the hearts of children the soil from which may grow a saner and more intelligent world order.

Goodwill Day Created

WHEREAS, One effective means of promoting the spirit of international goodwill is to set aside a day in the year to be observed in the schools of the world as "Goodwill Day"; and, Whereas, This day should in itself be a significant landmark in the movement for international friendship; Therefore be it resolved:

1. That the eighteenth of May, which commemorates the opening of the first Hague Conference—the first gathering of the nations in time of peace for the consideration of means of settling international differences by peaceful methods—is especially appropriate for concentrating upon the ideals of justice and world friendship.

2. That on the eighteenth of May instruction should be given concerning the results of The Hague Conference and also the later efforts to bring the world together in a coöperative body, and that this instruction should be accompanied by songs, both national and international, plays and pageants, which carry out the spirit of the day.

Be it finally resolved:

1. That the economic, social, and intellectual welfare of humanity demands uninterrupted coöperation among the nations of the earth, and the reign of reason and justice founded upon international goodwill.

2. That such teaching will show the high significance of those things which enter into a true conception of civilization, and

3. That the acceptance and promulgation of these ideals will form a sound foundation for the promotion of higher spiritual values in the schools of the world.—Resolution adopted by the World Conference on Education at San Francisco, July, 1923.

set apart a day for national observance of the great virtues which underlie justice and goodwill. On this day each neighbor puts aside misunderstanding and contention and lives in harmony with his fellows. On this day men cease to speak ill of any, sue no man, make none unhappy. But it is not alone a day of negation. It is a day of affirmative action. On this day we try to forgive,

Britain's Vacation Course for Teachers

E. H. ALLEN

London, England

ONE OF THE LARGEST and most splendid banqueting halls in Europe; a perspective of black coats, white shirt-fronts, brilliant gowns. A note of scarlet—the toastmaster's coat—draws the gaze to the only continuous long line in all that array. The long line is the Chairman's table, stretching from end to end of that great hall. There is soft music from the musicians' gallery: black-coated waiters glide on silent feet: an occasional burst of laughter punctuates the steady hum of conversation.

The inauguration—The toastmaster raps three times and prays silence for the Right Honorable Chairman. From the middle of the long line rises a tall, spare figure. Face and voice are alike familiar, for the Chairman is one of the greatest ministers for education Britain has ever known. He turns to his right. He sees the upturned faces of peers of the realm, members of Parliament, great journalists. He turns to the left, where his gaze is greeted by the eyes of distinguished soldiers, great newspaper proprietors, celebrated educationists.

"My Lords!"—that is for the top table. "Ladies and Gentlemen!"—now he seems to take in with one comprehensive glance the five hundred guests seated before him. The Right Honorable H. A. L. Fisher, M. P., former president of the Board of Education, the historian, the diplomat, the seer, addresses the five hundred teachers, members of The City of London Vacation Course, whose studies he directs. This banquet inaugu-

rates the course. From every corner of the British Isles have come these teachers. Tonight they meet together for the



MISS MABEL JANE WELLOCK, who is now touring the States, is the holder of the scholarship for research in education, founded by The City of London Vacation Course in Education. Miss Wellock's presence in America should focus attention on one of the most remarkable educational enterprises ever undertaken in Great Britain.

first time. Tomorrow morning they will worship together in Westminster Abbey. The day after tomorrow, in the glorious Guildhall of the City of Lon-

don, the City Fathers will welcome them and they will hear words of encouragement from men and women who are making history.

The inspiration—The City of London Vacation Course was founded in 1922 by Mr. Robert Evans. There were innumerable vacation courses for teachers already in existence—courses in this subject and in that, courses for primary teachers, for secondary teachers, courses for specialists, courses for the teachers whose business it was to teach everything. These were courses in education. But Mr. Evans conceived a course which should be unlike any course hitherto known anywhere, and the originality of his conception lay in his definition of education. For him, 'education' meant the education of *teachers*, and through them the education of the taught.

That was one step forward. The next was not a step—it was a leap. The education Mr. Evans had in mind was education in the art of living as well as in the art of teaching. He saw the teacher's problem perhaps better than the teacher saw it. Here were men and women earnestly absorbed in the task of teaching children how to live and of giving them instruction in the knowledge necessary for living. For the teachers, the little world of school tended to be the universe. If that little world were in a remote, inaccessible district, it was perforce but a span in breadth. To instruct such teachers merely in the technique of their craft would be but to tighten the chains of habit that bound



MEMBERS, lecturers, and staff of the City of London Vacation Course for 1924 grouped on the steps of the British Museum. The Right Honorable H. A. L. Fisher, M. P., is principal and director of studies.

them. That instruction was needed, and it should be of the best that could be provided, but the real education of the teacher would begin when he was brought into contact again with that world from which his grasp had slipped.

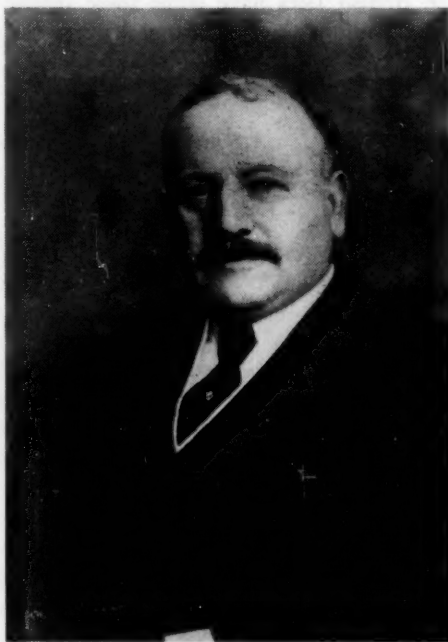
The best class-consciousness—The teachers must be made conscious of their importance, not only as teachers, but as members of the community, not only as individuals, but as a class. Therefore, during the course, they must be surrounded by those outward and visible signs of social consideration. Instead of being lodged in scattered boarding-houses, they must be accommodated in luxurious hotels.

Again, as teachers seeking to perfect themselves in their art, they must be brought into contact with educationists. But these educationists must be great by reason of their attainments, their achievements, and the public consideration they enjoy. So we find Lord Burnham president of the course. The principal in 1922 was Professor Sir John Adams, M. A., B. Sc., LL. D.; in 1923 and 1924 it was an ex-minister for education, the Right Honorable H. A. L. Fisher, M. P. The Vice-Principal was Mr. Frank Roscoe, M. A., secretary of the Teachers' Registration Council and one of the greatest educational experts of Great Britain. There was an Advisory Council composed of outstanding figures in the world of education, men whose names begat confidence in the mind and heart of every teacher. Was this enough? No, the teachers must meet educationists who could talk to them of problems solved in other lands. So the president of Columbia University, the President of the University of Chicago, and Dr. Viljoen, of South Africa, addressed them.

The world of education—was this enough? It would have been but for the definition of education which inspired the Course. The teachers had yet to be brought into touch with the world of men and things outside the school. So the Course was held in London. Day by day the members went to renew contact with the great buildings which enshrine the history of the race and of its achievements. And they went not as visitors but as guests. They had not to glean what inspiration they could from cold stone or inanimate exhibit. They were received by those whose voices could make dead stones live for them. Dignitaries of the Church received them at Saint Paul's and at Westminster. The Governor of the Tower

himself led them through the fortress-monument. The curators of the galleries and museums themselves displayed the treasures under their care.

Shapers of thought—Still was this education deemed incomplete. The day's work would have included lectures by foremost experts on the art and craft of



THE Right Honorable Viscount Burnham, C. H., president of the City of London Vacation Course since its beginning in 1922.

the teacher and visits to great historical collections. The inspiration that could only come from great men and women had yet to be provided. So a wide net was cast. Men and women, distinguished in most diverse fashion, brought to the teachers, assembled at lunch, messages of encouragement, recitals of experiences in innumerable spheres. Politicians like Lord Birkenhead, one-time Lord Chancellor, Mr. E. F. L. Wood, Minister for Education, Sir Robert Sanders, Minister for Agriculture, opened to the eyes of the members windows giving views of international affairs. Sociologists like Lady Astor, the Duchess of Atholl, Mrs. Wintringham, Miss Margaret Bondfield, all those great women who were the first to reach the legislature, brought, with the glory of their prestige among their sex, the indefinable charm of personality which is at the root of all influence over others. Leaders of religious thought so far asunder as Cardinal Bourne and Miss Maude Royden, musicians and writers so diverse as G. K. Chesterton and

Geoffrey Shaw, leaders of business so far removed from each other as Viscountess Rhondda and Mr. Gordon Selfridge—all these came to help make this Course an education.

The completion—Not even yet was the process thought to be consummated. Hospitality, both civic and private, was graciously offered and gratefully accepted. The Ancient Livery Companies of the City of London threw open their historic halls for the entertainment of the members. Viscount and Viscountess Astor received them in their home at Cliveden.

A fortnight memorable by the richness and variety of its experiences. The success of The City of London Vacation Course is the measure of the skill which has gone to make the education of that fortnight a complete one. Taken singly, the components of this education would be valuable. The instruction in the methods and subjects of pedagogy is essential. The contact with the civilization of a great city is desirable. The inspiration which comes from the spoken word of great men and women is beyond price. But none of these alone can be true education for the teacher. Combine them and the teacher takes a new hold on life.

A new spirit—Other effects have not failed to declare themselves. Members of the Course, stimulated to a new interest and zeal for their calling, have sought to continue their studies. Thirty thousand teachers have taken part in the lecture courses associated with The City of London Vacation Course, which have been conducted all over the country. In view of these developments, the foundation of a Research Scholarship in connection with the Course was almost inevitable. Miss Wellock, whose stay and work in the United States of America are bound to excite much interest, is at one and the same time a product and a symbol of the Course under whose auspices she travels.

MEN must work for more than wages, factories must turn out more than merchandise, or there is naught but black despair ahead. If material rewards be the only measure of success, there is no hope for a peaceful solution of our social questions. But such is not the case. Men struggle for material success because that is the path, the process, to the development of character.—Calvin Coolidge.

The State of Indiana

GEORGE H. MOSSER

Managing Director of the Indiana State Chamber of Commerce

INDIANA, pronounced by Irvin S. Cobb the "middle slice of the great American cake," within the past ten years has changed from a predominantly agricultural to a 50-50 agricultural-industrial State.

Roger S. Babson, internationally known statistician, predicts that Indiana, for many years to come, will continue as the center of population of the United States and by reason of its strategic location, closeness to basic raw materials and consuming markets, wealth of its soil in minerals and for agricultural purposes, will remain a star in the galaxy of great industrial States.

The Hoosier population is more typically American than perhaps any other State in the Union. At the crossroads of the Nation, so to speak, it is a blend of the conservatism and thrift of New England, the polish and political background of the South, the hearty virility and enterprise of the Middle West.

Hoosiers take their politics, their schools, and their religion seriously. The phrase is widely current that "every native Hoosier is a born politician." A State that boasts of more distinguished living authors than any other need not justify itself as to its educational background. Facts and figures gathered by welfare and charitable authorities prove that as a law-abiding people, Indiana is up in the first rank. Indiana's present population of over 3,000,000 is distributed to permit of industrial development under most favorable conditions. Fifty per cent of its inhabitants live in towns of 2500 or more.

The center of a nation-wide web of railway systems and of the greatest electric railway groups in the country, with fifty-eight per cent of its highways hard-paved, its transportation facilities are a leading factor for its remarkable industrial growth. Eighteen principal railroads and subsidiaries, with 7200 miles of main track, and electric lines with 2420 miles of main track, traverse the State in all directions. Its State roads (Federal Aid System) pass through

every one of its ninety-two counties, serving 626 municipalities, with 1,800,000, sixty per cent of its population. They serve more than thirty per cent of its rural population.

Indianapolis, the capital and metropo-



STONE quarry at Bedford, Indiana, showing the various operations necessary in quarrying and loading stone.

lis, and its largest industrial center, with 350,000 population, is followed by such important industrial cities as South Bend, Fort Wayne, Evansville, Terre Haute, Gary, Hammond, East Chicago, Muncie, Kokomo, Anderson, Richmond, Marion, Logansport, New Albany, and Mishawaka, ranging from 100,000 to 25,000 in population.

Bulletins issued by the Indiana State Chamber of Commerce, in its campaign to advertise the State, show that from 1909 to 1919, according to United States Census figures, the value of Indiana's manufactured products had increased \$1,319,678,341, or 227.9 per cent. The increase of capitalization of its industries for the same period was \$826,996,906, or 162.5 per cent. Its increase in industrial employment for the same period was 111,882, or 52.2 per cent. Its increase in salaried employees was 94 per cent, as compared to 48.4 per cent of wage earners.

With 1115 banking institutions—National, State, savings, private and trust companies, and consolidated resources of over \$1,000,000,000, the purchasing power of Indiana people for 1925 is estimated at \$8,500,000,000. Its taxable value for 1925 is \$5,500,000,000.

Agriculture, as a single industry, leads all others. Of the 25,000,000 acres of land, ninety-one per cent is in farms, seventy-nine per cent of which is improved land, seventy-one per cent in crops. The average acre value is \$144.44 and sixty-seven per cent of Indiana's farms are worked by owners or part owners. The leading products of its farms are corn, wheat, hay, and oats, and in the raising and canning of beans, tomatoes, corn, peas, hominy, pumpkin, and kraut it stands fourth among the States. It is one of the leaders in accredited herds of tuberculin-tested cattle. The estimated value of its cows and heifers for milk production is nearly \$26,000,000, of its horses \$52,000,000, and mules nearly \$8,000,000. Its poultry products are estimated at \$50,000,000 a year.

Although thirty-seventh in size, Indiana ranks twelfth in the product of its mines, quarries, and wells. Twenty-six counties, in normal times, produce from 25,000,000 to 30,000,000 tons of bituminous coal annually, valued at \$70,000,000. It ranks first in production of the famous Indiana limestone from the Bedford and Bloomington quarries, the annual value approximating \$8,000,000. Its yearly market of clay products is \$9,000,000, \$20,000,000 in cement, \$1,600,000 in sand and gravel. It ranks third in the manufacture of automobiles and auto parts, with a yearly output of \$150,000,000; third in production of steel forgings, with an annual output of \$200,000,000; fifth in manufacture and repair of railway cars, with an annual output of \$150,000,000.

It is unique in that it produces forty per cent of the musical instruments, other than pianos and organs, made in the United States. Elkhart is the home of the largest factories in the world that produce band instruments.

Indiana, population considered, leads the country in electric lighting and consumption of power, 75 plants, some of

¹ Teachers throughout the United States are now thinking of Indiana and Indianapolis, which will be the mecca of the Nation's teachers next July. This is the second of a series of articles published in THE JOURNAL that the members of the Association may be familiar with the locality in which the sixty-third annual convention will be held.

them super-power plants, serving light and power to 249 cities and towns with 300,000 homes. Invested capital of Indiana's 654 utilities is \$687,000,000. More than 125,000 stock and bond holders of Indiana public utility securities live in Indiana and its utilities pay approximately 10 per cent of all State, city, and county taxes.

The high character of its agricultural operations is indicated in that 8344 farmers keep records of their operations, while one of every fifteen Indiana farm families boasts of a washing machine and an enameled bath tub. By reason of its good roads, Indiana residents own more than 500,000 automobiles, one car to each six people.

Having a large acreage of native hardwood, Indiana is one of the three biggest furniture-making States. It leads the world in the production of kitchen cabinets. Among its furniture cities are Evansville, Indianapolis, Shelbyville, Bloomington, New Albany, Tell City, Jasper, Newcastle, Frankfort, Peru, Huntington, and Goshen. Of its automobile-making centers, Indianapolis is followed by South Bend, Muncie, Anderson, Kokomo, Newcastle, Auburn, and Richmond. Great farm implement plants are located in Fort Wayne, South Bend, and Laporte, while Indianapolis, Fort Wayne, Evansville, and Terre Haute are cities with widely diversified industries.

Within the past fifteen years Indiana has forged to the front as a producer of steel. This is due to the great expansion of steel manufacture in the Calumet Region contiguous to Chicago. When the United States Steel Corporation, two decades ago, built its colossal plant out on the sand dunes of Lake Michigan, where now stands Gary with its 70,000 people, Indiana first felt the impetus of a force that has enabled it to keep pace with its rivals, Michigan, Illinois, and Ohio. Gary is now closely followed by the great steel hearths of East Chicago and Hammond, where industries of 1000 employees are located almost over night. Whiting oil refineries are among the largest in the world.

Within the inner and outer crescents of that territory—much of it redeemed swamps—are Gary, East Chicago, Hammond, Whiting, Michigan City, Valparaiso, Laporte, with industries producing steel and its by-products. Since the announcement of the abolishment of the "Pittsburgh-plus" system some six months ago, giant steel corporations of the East have been establishing large in-

dustries in the Calumet Region, where they not only can ship by rail and water, but have Chicago switching rates, the cheapest in the world. Economists predict that in less than two decades this will be the steel-making heart of the world, surpassing the Pittsburgh district, and Calumet cities will have a joint population of over a half million souls.

Indiana claims the distinct honor of being the "home of basketball," with more gymnasium floor space devoted to that sport than in any other State. With 5500 public schools, 560,000 pupils, 22,000 teachers, at annual cost of \$60,000,000, Indiana educators have waged an organized campaign at the last two State Legislative Assemblies to put over the county unit system in accordance with recommendations of a survey of its public educational system under the direction of a State Commission, aided by the General Education Board of the United States. This survey cost \$50,000 and has focussed public thought on a program of educational development, part of which has been realized through legislative enactments.

In promotion of a higher learning, Indiana has 43 universities and colleges, property value of \$38,000,000, 2200 instructors and 17,600 students. Notre Dame University and its "Four Horsemen" have heralded its fame as National football champion, while Franklin College, until this season, for three years held undisputed rank in basketball. The two State universities, Indiana and Purdue, are the "Big Ten" conference members, with Butler, Wabash, Depauw, Hanover, Earlham, and Rose Poly as doughty adversaries in State contests.

"Is Bird-Study Your Hobby?"

E. RUTH PYRTLE

Principal McKinley School, Lincoln, Nebraska

IN RESPONSE to the question, "Have you a hobby?" one teacher said, "Yes, it is to read—read. My greatest desire is to have leisure enough to read all I want to." Another said, "Yes, my hobby is to collect and study pictures, copies of masterpieces when I cannot see the originals." And still another said, "I love a good movie, or better still the drama,—what a pity that we have so few good spoken plays."

The reply that pleased me most was one who said, "Why always go to a movie to see a good picture—all about

us in the great out-of-doors there are wonderful pictures, *real* ones for us to enjoy if we but have the "eyes to see," the sense of appreciation to bring to this picture."

Did not Carruth mean September in Nebraska, in New York, in Minnesota, or in California, when he said:

"A mist on the far horizon,
The infinite tender sky
The ripe rich tints of the cornfield
And the wild geese sailing high.
And all over upland and lowland
The charm of the goldenrod,
Some of us call it Autumn,
And others call it God."

A love for the out-of-doors and an interest in bird study which leads one to spend recreation hours in this fashion is the best health insurance one can have.

Since Nebraska has so many kinds of birds at all seasons of the year, bird-study is fascinating the year round. Professor Ralph Dawson lists sixty varieties that are with us in January. It is most interesting to watch for the return of our feathered friends in the early spring months and to look forward to May when the greatest list can be made. Bird-lovers have listed at the peak of the migration season about May 10, over a hundred different varieties on one day's list. Any locality, at home or abroad, is much more interesting after one has studied the bird life in that locality.

If you want to prove this, make a bird list in your favorite woods, along your favorite stream, in the city park, or the cemetery. If your shoes are comfortable, your bird glasses strong enough, and your ear attuned, you will be delighted with the results. Try it in Colorado, California, or at the lakes this summer. You will say with Henry van Dyke:

"These are the things I prize
And hold of dearest worth:
Light of the sapphire skies,
Peace of the silent hills,
Shelter of forests,
Comfort of the grass,
Music of birds,
Murmur of little rills,
Shadows of cloud that swiftly pass,
And, after showers,
The smell of flowers
And of the good brown earth,—
And best of all, along the way,
Friendship and mirth."

WE ARE to know other peoples better and make them all more and more our friends, working with them as mutually dependent factors in the growth of the world's life.—From letters of Franklin K. Lane.

A Sketch of Alice Freeman Palmer

MARGARET ROMER

San Diego, California

IT WAS evening. Father, mother, and the children were on their knees at evening prayer. A large June bug buzzed in through the window and tangled itself in a little girl's curls. With sheer will power she kept herself quiet through the remainder of the prayer, then when all arose, she cried out, "I wanted to scream but I could not upset you and God." Her father gravely dislodged the bug.

This child was Alice Freeman Palmer, who was perhaps America's greatest teacher and whose statue was recently added to our Hall of Fame in Washington.

Alice Freeman was born February 21, 1855, on a farm in New York State. She was the first child in the family and by the time she was five, there were two more sisters and a brother. She was as a mother to these children. She cared for them and taught them. Here she learned responsibility.

As a small child, Alice was subject to fits of temper. When her will was crossed she would throw herself down, stiffen, and beat the floor with her heels. Once she saw her little brother in a similar state. She watched him with mingled curiosity and horror. That night at bed time she told her mother that she would never lose her temper again and she kept her word.

The Freeman family was very poor. They considered themselves fortunate when they had the bare necessities of life and never thought of comforts. Fresh meat was had only on rare occasions and salt mackerel was considered a treat.

Alice's father had always wanted to be a physician. Her mother was equally ambitious, hence she encouraged him to go to medical college while she and the children stayed home and worked the farm. He protested on the ground that it was too great a sacrifice for them, but on being duly assured that they could manage, he went to school and was gone two years. Alice was about eight when her father went away. The little girl did a woman's work in caring for the younger ones and in doing the house work to free her mother for the work on the farm. Those two years were hard indeed, yet her happiness and good spirits never failed.

When her father returned, the farm was sold and the family moved to the village of Windsor where he set up a practice and things went better, but they



Alice Freeman Palmer, whose career was given over to improving the education and employment of girls. Her influence has been far-reaching, and the example of her beautiful life of service will long continue to inspire.

never had much money. Here Alice entered Windsor Academy, which was similar to a modern high school.

Near the end of her course in the Academy, Alice became ambitious to go on to college—an unusual thing in those days. Her father could not understand her ambition. He had a son to send to college and that would tax his means to the utmost. It would be impossible for her to go. She pleaded earnestly. If her father would only give her a little help she would work her own way in part and when she was through, she would herself put the younger brother through college from her salary as a teacher. Finally her father consented and here again she made her word good.

Her last year in the Academy was more than a busy one. She not only kept up her school and home work but was doing outside work besides and saving

up her money for college. The village church was badly lighted, hence it was unattractive in the evenings. Alice saw this need and voluntarily took money from her savings and presented the church with a chandelier. She had to go without a coat that winter.

The girl chose the University of Michigan for her Alma Mater. Immediately after her graduation from the Academy her father took her to Ann Arbor to take her entrance examinations. In these she failed due to the fact that the Academy had not taught the subjects she needed. However, she won the notice of President Angell. He was so impressed by her personality that he secured her admittance on six weeks' trial. She entered at once and spent the summer making up entrance requirements. This make-up work extended well into the following year along with her regular work.

Alice was a keen observer, had an excellent memory, and was quick to learn. She was a born leader among the girls. Besides her heavy program in school, she taught a Sunday-school class, helped in a mission school and was an active leader in the College Christian Association. She gave of herself extravagantly. All this was in the face of constant ill-health. She took cold easily and had an almost continuous cough. Then, too, there was the ever-present financial struggle. She could seldom have a new hat or gown; the old ones always had to be made over.

In the middle of her Junior year, the family purse was such that she could no longer go on but had to stop school and go to work. President Angell obtained for her the principalship of a high school in Illinois. She presided over that school for the remainder of the year. This provided enough money to tide the family over. That summer she stayed home and studied hard and in the fall went back to the university and made up the half year she had missed.

The next few years after graduation were spent in two different teaching positions, both of which were difficult. She was deeply loved by all her students. Her personality was magnetic. Girls came to her with their troubles whatever they might be, and always went away brightened, encouraged, and inspired. It

is difficult to describe her personality because it was so full of life and energy. She had the power of inspiring all who came in contact with her.

The second of these two positions was at Saginaw in northern Michigan where Miss Freeman was principal of the high school. Her family moved to Saginaw also. Here her favorite sister, Stella, was ill for two years. Meanwhile the brother was in the Medical College of the University of Michigan. The income was meager and the family expenses were heavy. Miss Freeman was always struggling to make the slender salary cover the expenses. It was a constant effort to provide decent clothes to wear; she did not even have a watch up to this time.

The next spring Stella died. It was the greatest grief of Miss Freeman's life. Twice Wellesley College had asked her to take positions there and twice she had refused because she would not leave home while little Stella was ill. Now she was called to Wellesley a third time and was free to go. She became the head of the history department. This was in 1879. If she was busy before, here she was even busier. She worked from daylight until ten at night almost every day. Besides a full program of teaching, she conducted a Bible class, had charge of part of the domestic work, had office hours each day, was advisor to the Senior class and gave weekly public lectures, besides other minor duties. All this she did in the face of her grief at the recent loss of her favorite sister, her own ill health, and her financial struggle. She was such a little body, too, only weighing about 100 pounds at that time.

The next year she took a forced rest of about two months. The doctor insisted it was necessary if she wanted to keep up. This only added to her money struggle. However, with her usual good judgment, she took herself in hand and rested just as faithfully as she had worked before. In the spring she went back to school apparently cured.

Soon she became the president of Wellesley College. Here her story brightens. Her increased salary relieved the financial strain. Now she would have a chance to do something for those she loved. As soon as she was out of debt she sent her father on a trip west to visit his relatives, and gave her mother a trip east to visit her. She was only twenty-six years old when she became president. Wellesley grew and prospered under her wise guidance. She had an almost superhuman ability to meet

situations. She had confidence in her ability to do what had to be done and she never failed in the doing. She trained herself to remember names and faces. A week after school began in the fall she would know every girl in school by name, and before the Christmas vacation she would have a personal acquaintance with every one of them. Years afterwards, she could meet any of her girls anywhere and call them by name and carry on a personal conversation with them showing that she knew them



MISS MARTHA OSTENSIO, the young teacher who won a \$13,500 prize in a joint contest conducted by a publishing firm, a magazine, and a photoplay producer. The prize novel, "The Passionate Pilgrim," will be serialized, then published in book form, and made into a photoplay.

well. This ability is one of the things that made her so well loved.

In 1882 she received the degree of Doctor of Philosophy from the University of Michigan. Later, two other universities, Columbia and Union, conferred on her two other degrees. But with all her degrees and honors she was human. She had an aversion to cats; and a cow, a mouse, and a snake were objects of terror to her, yet she was always kind to animals both in her practice and in her teaching.

Love dawned for her in 1884 when she met Dr. George Herbert Palmer, a Harvard professor, at the home of a mutual friend. Later, Dr. Palmer gave a course of lectures at Wellesley. The

friendship grew and finally ripened into love. They became engaged, and Miss Freeman wanted to be released from her position but Wellesley could not spare her. She was needed there. It was almost a year before they consented to free her from her duties. She was married quietly in the home of a friend in Boston on December 23, 1887.

Mrs. Palmer's public-spirited service did not cease with her marriage. On the contrary, her greatest work was done thereafter. Her advice was sought by many a college and when the University of Chicago was organized, she was prevailed upon to become Dean of Women. She accepted this position and performed the difficult task of organization, then turned the work over to others. She was on the Massachusetts State Board of Education for thirteen years where she greatly influenced public education in that State. She was a member of several clubs and always was a leader in progressive club work, but never of the "bridge club" variety.

But let us go back to charming Mrs. Palmer herself. She was an ardent bicycle rider and would ramble all over the country on her wheel alone or in the company of her husband. They took their wheels with them on one of their trips abroad and on this trip alone her cyclometer registered 1500 miles.

Dr. Palmer had a summer home at the village of Boxford some twenty-five miles from Boston. Here Mrs. Palmer found her greatest happiness. Boxford is a tiny place that stopped growing a hundred years ago. There was no railroad, no telegraph, no hotel, in fact nothing but the simple life. Here Mrs. Palmer loved to come in the summer after her busy winters. She used to say, "Winters for others, summers for ourselves." She loved the birds, the flowers, and the trees at Boxford and she delighted in canning fruit and making jelly there. She liked to sew, too, and spent many happy hours sewing while her husband read aloud.

She wrote poems, too, but not for publication. They were to her a means of self-expression. Once when she was ill a severe thunderstorm was raging. Lightning struck the room next to hers. When the excitement was over, she wrote, "The Tempest."

At the age of forty-three her hair began to turn white because of an accident, which, however, left no other permanent effect. Her life thread broke suddenly as the result of acute illness, when she was only forty-seven years of age and in the height of her usefulness.



ARCHITECTURE has been called the noblest of the arts and poetry the finest. Both may well have a larger place in the education of the citizen. One may add dignity to our common life, the other inspiration and guidance to the individual life. This is the architect's drawing of the National Cathedral at Washington, D. C., the construction of which is already well advanced. In its sacred precincts lie the remains of Woodrow Wilson. From its chambers each Sunday afternoon are broadcasted divine services by Bishop James E. Freeman to an increasing audience of listeners-in. America's capital is richer in great architecture than any other center in the world.

A Prophecy

ALFRED TENNYSON

For I dipt into the future, far as human eye
could see,
Saw the Vision of the world, and all the
wonder that would be;

Saw the heavens fill with commerce, argosies
of magic sails,
Pilots of the purple twilight, dropping down
with costly bales;

Saw the heavens fill with shouting, and there
rained a ghastly dew
From the nations' airy navies grappling in the
central blue;

Far along the world-wide whisper of the south
wind rushing warm,
With the standards of the peoples plunging
thro' the thunder-storm;

Till the war-drum throbbed no longer, and the
battle-flags were furled
In the Parliament of man, the Federation of
the world.

There the common sense of most shall hold a
fretful realm in awe,

And the kindly earth shall slumber, lapt in
universal law.

—Locksley Hall, Poetical Works of Alfred
Tennyson, T. Y. Crowell Co.

Lincoln Memorial

RUTH EVELYN HENDERSON

I saw it first as Gareth, eager eyed,
Glimpsed Camelot—a distant gleam
Of misty columns, high
In a far, dim sky;
Stretching the heart wide,
Ethereal as a dream.

And though on closer view
So startlingly it loomed and grew
Above me on its hill,
In clear-cut purity of line
Above the trees, in shine
Of steps and colonnade—it kept the distance
still.

So, Lincoln, is your life to other men:
A vision that grows more large and gracious,
Intangible in chastity and light,
Beckoning us more near; but when
We would possess the soul with reach so
spacious,
It keeps beyond us still, upon its height.

Small Things

BERNARD BENSON

Small things are very great indeed:

An earth must blossom from the seed;
The raindrop is the rainbow's need;

The ray of sunlight in a room
Dispels the deepest kind of gloom;

The song that is a little thing
Yet helps the heart, and makes it sing;

A look, the pressure of a hand,
Give these, and all will understand;

The gem of language, join the third:
No wealth is like the kindly word!

The Smile of a Child

RUTH M. RICHARDS

There's something that cheers me daily
Though the hates of the world dash wild,—
Thru the care-cloud rifts a sunbeam sifts,
'Tis the loving smile of a child.

There's something that cheers me often
When my heart is by doubt beguiled,—
My faith returns and my glad zeal burns
From the trusting smile of a child.

The Journal of the National Education Association

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

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World Goodwill

THE ultimate hope of permanent peace rests with the schools. When teachers disarm the hearts of children, wars will cease. The world is ready for treaties which will declare aggressive war outlawed and establish a world court. These are immediate prospects. Beyond them are many world political, moral, economic, and social questions that must be solved one after the other if there is to be that coöperation which will prevent wars.

Back of the solution of all of these problems is a willingness to tolerate differences of view and custom, which have grown up with various races and peoples, until by the slow process of education the best customs and ideals shall have opportunity to prevail. In international affairs as in the education of the individual child intelligent self-interest is far more powerful than repression and conflict.

Let us teach to all children sympathy for all peoples and an appreciation of their worth. Let us teach them the common obligations of service and fair dealing. Let us encourage world conferences, foreign travel, the reading of foreign magazines, scholarships for foreign study, and educational attachés who will study the educational problems of the

various nations as our diplomatic organizations now study military and commercial problems. Let us make Goodwill Day a universal symbol of the triumph of intelligence and right over might in the solution of the common problems of humanity.

A Timely Salary Report

SCHOOL boards look to the National Education Association for reliable figures upon which to base advanced salary schedules. For years the Association's work in this field has been outstanding. Every teacher owes it an eternal debt of gratitude for having put into the hands of progressive school officers material for use in their efforts to lift teaching to its proper place in the community.

The Research Division of the Association has just published a bulletin on Public School Salaries in 1924-25, which is the most comprehensive report yet issued. It gives salary facts for over half a million teachers and school employees. What is more, it gives this comprehensive data in time for the use of school boards now actually facing the salary problem.

A study of this report shows plainly that the schools seek their teachers in a competitive market. Salaries determine largely the caliber of the people attracted to the profession, the quality of their training, the kind of teachers retained, the morale of the teaching staff, and the place of teachers in the community.

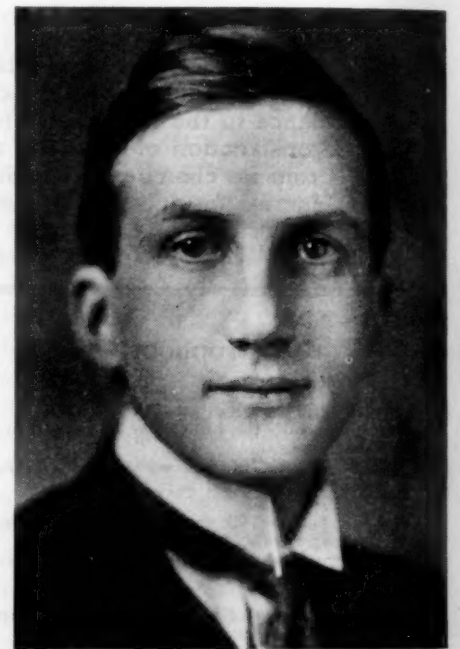
Teachers deal with the greatest common problem of the community—that of training its young. They should exercise large influence in determining public policies. Much of their work is rendered futile by conditions over which they have no immediate control but which they should greatly influence through their active performance of the duties of citizenship with the needs of children in mind.

Teaching is sacred business. No true teacher thinks primarily of salary, but every teacher covets for himself and his fellows an income which will make possible a life rich and full in order that there may be abundant energy for the challenging opportunities of the schoolroom. Let us all stand shoulder to shoulder in a continued demand for higher salaries for better teachers until every teacher is enabled to live the kind of life that we wish the best people in our communities to live.

The Child Labor Outlook

IN SOME quarters there is discouragement over the adverse action of a considerable number of States on the Child Labor Amendment. As the situation now stands three possibilities present themselves: First, that the child labor abolitionists will admit failure of efforts to obtain National regulation and concentrate on State regulation. Second, that a new Amendment with a lower age limit and a different phraseology will be drawn and submitted for ratification. Third, that the fight for the ratification of the present Amendment will be continued—that States which have for the moment rejected will come to a fuller appreciation of the whole situation and eventually ratify, making up the required three fourths.

Every indication points toward the third possibility as the way out. The present Amendment was carefully drawn after thorough hearings, represents the common-sense judgment of those familiar with the problem, was adopted by both houses of Congress by much more than a two thirds vote, and has the indorsement of all leading political parties and of many National, educational, civic, and religious organizations.



LORD EUSTACE PERCY, president of the English Board of Education, and member of the Baldwin cabinet, is pledged to smaller classes, better buildings, and the development of central schools and adult education. He is a graduate of Eton and Oxford and has had a variety of diplomatic, educational, and political experience.

A Nation's concern over education measures its interest in its future.

Child Labor is Bad Economy

WILLIAM GREEN

*President, American Federation of Labor
Washington, D. C.*

WE HEAR much nowadays of preparedness for war, but the discussion is confined to the relative merits of airplanes and battle-ships. "Conscription is talked about and there are people who are advocating the drafting of wage earners in industry as well as to fight in the ranks in the next war. But all those who are engaged in shouting for preparedness ignore one of the most vital principles in preparedness—that is, that we must build a nation of real men and women, morally, physically, and mentally, who will be able to fight in the event our country is invaded.

In the last war it developed that 25 per cent of the boys between 21 and 31 were illiterate. The cause of this curse to our Nation was the greed of those who cared nothing for the rights of children, who had no compassion for the stunted forms and weak minds of those who had been forced into industry and prevented from living the life of a child.

The cause of illiteracy in the United States is easily explained when it is known that 37 States permit children to engage in gainful employment without a common school education. Eighteen States do not make physical fitness for work a condition for employment and 14 allow children under 16 to work from 9 to 11 hours a day. Nine States have no law prohibiting all children under 14 from working in both factories and stores and two do not regulate in any way the daily hours of the labor of children. Those States which permit the employment of children under fourteen place us in the same category as India, China, and Japan.

Unfair employers seek the labor of children because it is cheap. Fathers are discharged and their children hired. Grinding the very souls out of the young appears to be regarded as an "indoor sport" by those whose greed has destroyed their consciences. Children should be forbidden entrance to the factories and workshops and should be compelled to attend school and spend a certain portion of their time in the playgrounds. For that is where physically and mentally fit children are made.

When Lord Wellington was asked how the battle of Waterloo was won, he said: "It was won on the playgrounds of Eton."

For forty-four years the American Federation of Labor has used its influ-



WILLIAM GREEN, who on the death of President Gompers, became the head of the American Federation of Labor, the most powerful labor organization in the world. Prior to his election, he was international secretary-treasurer of the United Mine Workers of America for eleven years, and served two terms as member of the Ohio Senate, where he did much for Ohio workmen.

ence in every State and in the Federal congress for laws for the protection of child life. In 1910 the convention of the American Federation of Labor thus explained the objective which labor was seeking:

"Organized labor contends for the improvement of the standard of life, to uproot ignorance and foster education, to instill character and manhood and an independent spirit among our people, to bring about a recognition of the interdependence of the modern life of a man and his fellow-man. It aims to establish a normal workday, take the children from the factory and the work-

shop and place them in the school, the home, and the playground."

Two child labor laws were passed by Congress but declared unconstitutional, and it is not out of place to recall that the first blow struck at protection for children was in North Carolina, where the same judge declared both laws unconstitutional. And now from that State comes the propaganda from "The Farmers' States Rights League, Inc.," which appeals to the several legislatures to defeat ratification. A textile mill owner is president of the league; a banker is vice president, and the editor of a textile subsidized paper is the propagandist for this alleged farmers' organization. Great sums of money have been expended in advertising in farm papers, and the farm papers have fought the amendment in the interest of the advertisers. It is being said that the amendment will give the Federal Government control over children, that it will be taken from the parents. The States now have control over the lives of children up to 21 years of age. The amendment only asks the Federal Government be given power to limit, regulate, or prohibit their labor up to 18 years of age. There would be no need for a Federal law if the States were sufficiently interested in children to enact laws to protect them.

Mill owners in New England complain that they must reduce wages because of the cheap child labor in the textile mills of the South. Massachusetts has child labor laws. North Carolina and a number of other States have not yet passed legislation that would be acceptable to the children-loving people of our Nation. In order to give them that protection which would permit them to be educated and morally and physically able to meet the struggles of life, it is necessary that there should be a constitutional amendment that would permit the Federal Government to protect persons under 18 years from exploitation.

There is no time limit for the ratification of the amendment and labor will fight for years to come as it has for the last forty-four to save American children from exploitation.

On to Indianapolis

THE REPRESENTATIVE ASSEMBLY of the National Education Association, which will convene in Indianapolis in June, is the fifth Assembly since the Association's reorganization in 1920. To be a delegate to this Assembly is one of the greatest honors that can come to an educational worker. It matters not whether the delegate be a teacher, a principal, or a superintendent. He derives his right to speak for his colleagues from the fact that he is selected by them. He has a responsibility to reflect their spirit and their attitudes on the great questions that are before the teachers of the Nation. He has an obligation to carry back to them something of the outlook, the enthusiasm, and the inspiration of the great legislative group in which he is privileged to serve.

The creation of the Representative Assembly is one of the expressions of the democratic movement in education. It is a part of the effort to enable the seven hundred thousand teachers of the Nation to have their part in shaping the policies of the Association and to exert a larger influence on the life of the Nation itself. In the early days of the Association both teach-

ers and administrators were practically untrained. All were poorly paid, and it was chiefly the most fortunate administrative workers who were able to gather at the historic early meetings. That condition has been changed only as teach-

ers have become better trained, better paid, and more able and eager to share in the work of professional organization. For example, in 1908 fewer than five thousand teachers had become active members of the National Education Association. Now over a hundred thousand members are sharing its obligations and opportunities and membership is steadily increasing as teachers come to realize that the public will not take them and their work seriously until they place a higher value upon themselves and their service to society.

The men and women who will gather at Indianapolis in June will come as the responsible servants of their respective State and local professional organizations. They will consider matters of no less moment than those which come before the Congress of the United States. What the Representative Assembly does in July will do much to shape the Nation's destiny. That Assembly will largely influence school programs and the status and work of teachers. It is a challenge to every teacher to make his contribution to the common services of the profession from which he derives his livelihood and through which he renders service.

On To Indianapolis

Partial Payment of the Expenses of Delegates

STATE and local associations everywhere are rallying to the slogan: "A stabilized all-inclusive membership, and the entire profession at work on its problems." The goal is a one hundred per cent active membership in local, State, and National Associations. Because of the great increase in the membership of the National Education Association, there will be a record number of official delegates attending the Indianapolis summer meeting.

While Indianapolis is conveniently located for teachers in the South and the Middle West, the problem of delegates' expenses is a serious one to associations situated on the east and west coasts. These associations will be glad to know that the Executive Committee has voted to continue the plan of setting aside \$10,000 from Association funds to be used for the payment of a portion of the expenses of official delegates to its Assembly. The \$10,000 will be apportioned on the same basis as last year, when this same amount was used in paying the expenses of those delegates to the Washington meeting whose railroad and Pullman fares were over fifty dollars. Each delegate to Indianapolis will receive a sum in proportion to the amount that his railroad and Pullman fare exceeds fifty dollars.

That each official delegate may know the exact amount he will receive, this table has been prepared. Each delegate from the States listed will receive the amount indicated in the table. The figures given in the table are the result of calculations carried on under the direction of Miss Cornelia S. Adair, chairman of the Committee on Financing Delegates. These calculations are based

on careful estimates of the number of delegates expected at the Indianapolis meeting and a statement furnished by a reliable railroad representative showing

State	Amount Allowed Each Official Delegate
Arizona	\$34.50
California	38.50
Colorado	11.00
Connecticut	5.50
Delaware	2.50
Florida	6.00
Idaho	32.00
Louisiana	4.00
Maine	12.50
Massachusetts	7.00
Montana	23.50
Nebraska	2.50
Nevada	29.00
New Hampshire	9.00
New Jersey	2.50
New Mexico	20.00
New York	3.50
North Carolina	3.50
North Dakota	9.00
Oklahoma	2.50
Oregon	40.00
Rhode Island	8.50
South Dakota	7.50
Texas	11.50
Utah	23.50
Vermont	8.00
Washington	39.00
Wyoming	13.00
Alaska	94.50
Hawaii	106.00
Porto Rico	78.50
Virgin Islands	81.50

the expenses of a delegate traveling from the capital of each State to Indianapolis, Indiana, and return. The expenses considered were the cost of a round-trip railroad ticket, one and one-half fare, and a Pullman fare both ways. On the basis of these facts calculations were made, so that each delegate whose expenses were over fifty dollars would receive a proportionate share of the \$10,000. The amounts arrived at are given in the table. In considering this table these facts should be kept in mind:

1. No delegates from States not listed in the table will receive any part of their expenses from Association funds. The cost of railroad fare and Pullman from the capitals of the States not listed is less than \$50; therefore they do not share in the \$10,000 set aside for financing delegates.

2. Only participating official delegates will receive any part of their expenses.

3. Each delegate from the States listed will receive the same amount, that given in the table, no matter from what part of the State he comes.

4. Every official State or local delegate attending will receive the amount given, no matter how large or how small the total State delegation.

5. The amount due a delegate will be paid at Indianapolis at the close of the summer meeting.

On to Indianapolis.

The Teacher's Health

DR. KATHARINE H. K. WOLFE

*Director of School Health, Public Schools
Lincoln, Nebraska*

THERE IS reason to believe that school systems are taking less care of their employees than industrial plants do. "How can we stimulate teachers in service to practice a full health program?" is often asked. Such a program should include a personal health examination and a remedial and constructive health program following such examination. To be effective, such a program must indicate methods for stimulating all teachers—from the health enthusiast to the teacher with fixed wrong living habits—to practice a full health program. Teachers are influenced, even as children are, by the powers higher up. The child reflects his teacher in his living habits; the teacher, her principal; the principal, the superintendent; and the superintendent reflects, in greater or less degree, the sentiments of the community leaders.

A pedagogical head with a health vision and a resistant backbone has it in his power to set up a school health organization which will cause 100 per cent of the teachers to build up their own health and deliver health goods to their pupils.

If it is necessary to stimulate the superintendent before the teacher in service can be reached, it can probably be done most effectively through community demand, as by the organization of a Community Child Health Committee of One Hundred, made up of active leaders of men's and women's organizations in the community and in the school system, especially these already interested in child health. Such a committee was organized in Lincoln, about two years ago, to bring the problem of malnutrition in children to the attention of the community, and to gain the community's approval for raising money to help pay teachers' tuition at Dr. Emerson's Nutrition Institute, when he came to Lincoln. The Community Child Health Committee was largely responsible for the fact that forty-six teachers, principals, and supervisors in Lincoln registered for Dr. Emerson's course.

This committee consisted at first of fifty members, and the number was later increased to one hundred members. Today it would not be difficult to find two hundred members to serve on such a committee. When a special child-health problem arises, the committee members are called to meet on twenty-four hours'

notice at a twelve o'clock luncheon at our chamber of commerce building. The response is enthusiastic. A committee of this sort exerts an influence which will open the eyes of any superintendent blind to the health needs of his teachers and pupils, and gives him the support essential for success.

The full health program should include a physical examination for teachers. What evidence is there that such a periodic physical examination of teachers is needed? Very definite evidence was found when a study was made of absences, due to illness, of Lincoln teachers during the 1922-23 school year. It was found that 76.7 per cent, or 344 out of 448 teachers, had been absent one half or more days during the school year, and 37.0 per cent of the teachers had been absent 3 or more days. The average time of absence per teacher, based on the total number of teachers in the system, was 2.6 days. Lincoln's 344 teachers were absent on account of illness, during the school year 1922-1923, a total of 1388 days. The cost of substitute teachers for this period (at the average rate of \$4.50 per day) amounts to \$6246.

A school district is justified in demanding that teachers who were absent three days or more during the previous school year shall have a medical examination. It should adopt the policy of insurance companies in employing expert medical examiners to do this work free of charge for all teachers willing to accept this service. Such a plan would attract the attention of all teachers to their health condition; would provide the best medical service for teachers; would reveal hidden physical defects and diseases and give the school medical examiner opportunity to urge corrective work; would assure better quality of teaching from the regular teacher; and would diminish the cost of substitute teachers.

The problem of how to stimulate teachers in service to practice a constructive health program is at the very heart of health education. Personally, I am convinced that the average teacher knows no more about how to live properly than the laity, and is just as desirous as other persons to gain reliable information on the subject.

Two years ago I talked to teachers of

a poorly ventilated school building on school ventilation. Upon entering the room where the teachers had assembled, I met an interesting situation. The air was fresh, with window sashes open at top and bottom, and most of the teachers wore their heavy overcoats and fur collars and looked their disapproval. I commented on their good ventilation, but called attention to the fact that the room was still rather too warm—72 degrees instead of 64 to 68. I devoted my fifteen minutes not to ventilation, but to the function of the heat-regulating mechanism of the human machine, and the relation between overdressing indoors and susceptibility to colds. The windows of that building opened up. When teachers understand, their attitude and practices change.

To summarize, the following ten suggestions are offered as helpful in stimulating teachers in service to practice a full health program.

1. Organize a community Child Health Committee of One Hundred to foster physical, mental, and moral child health work.
2. Have an administrator with a health vision at the head of the school system.
3. Request all teachers who have been absent three or more days on account of illness during the previous school year to present evidence that they have had a complete medical examination by a physician in good standing.
4. Persuade the board of education to employ a medical examiner (a woman physician for women teachers) whose services shall be available free to all teachers desiring an annual medical examination.
5. Make every teacher a health teacher.
6. Make daily outdoor exercise of at least twenty minutes a day, except on stormy days, compulsory for both teachers and pupils. Group children according to three physical types—strong, "borderline," weak—and put a teacher of the same physical type as the children in charge of the group, to exercise with the group.
7. Outline health lessons for the use of teachers in each grade in the school system. These lessons should contain as many important facts connected with the subject of the lesson as possible, and should present health information in an interesting way and in simple enough language to appeal to all teachers, and be easily understood by them.
8. Provide a full supply of the best reference books, charts, films, slides and other apparatus on health subjects for the use of the teachers.
9. Bring local and out-of-town lectures on health subjects into the school district as frequently as possible.
10. Provide a medical health leader for the school district—a real alive, gloriously healthy leader—one who is able by training and experience to be the enthusiastic directing force behind the thrones of the Community Child Health Committee and the superintendent of schools.

A Home for Retired Teachers

OLIVE M. JONES

Principal, Public School No. 120, New York City, and Vice-President of the National Education Association

IN THE DEVELOPMENT of the cause of education, the work of the National Education Association has divided into two broad fields of activity, which may be described as the interests of teaching and the interests of the teacher. These two words, teaching and teacher, include practically every phase of professional progress. The first, teaching, occupied the attention of the National Education Association throughout its first years. This was entirely proper, because the subject-matter and method of our profession had to be studied and its importance, its relative values—its *materia educata* we may call it to parallel *materia medica*, a similar field in a fellow profession—had to be improved and dignified before the worker could gain respect and attention.

But the second field, that of the teacher, has been for several years now the main subject of our attention. I am rather fond of saying that teaching can rise no higher as a profession unless the teacher, the worker in the field, receives consideration and conditions which enable him or her to live and work as a member of an honored profession must.

By teacher I mean every rank, grade, and type of worker in the field of education. When the expert theorist in education and superintendent cease to be proud of the title of teacher, they have blocked the progress of professional development. And I believe that every policy of salary, tenure, and pension which we are developing as part of those necessary conditions of living as a member of an honored profession apply with equal force to college professor, superintendent, principal, and grade teacher.

The point to which I invite your particular attention is a newly recognized need. If I were not myself an unmarried woman, willing to own up to a quarter of a century of teaching, discovering that time and the natural progress of events in family life are likely to leave me without any close relative when old age comes, I might not have had this hitherto unrecognized need of the teacher forced upon my attention.

But last year's work as President of the Association brought to my attention innumerable instances, a few of which I relate. In August of 1923, happening

to be present at a meeting where teachers were receiving their assignments for the new school year, I saw two women of over sixty left without contracts. Both had given forty years of satisfactory service. The State has no proper pension law. Both told me that they were without homes or funds, except the charity of uncongenial distant relatives. One had provided for an invalid father and brought up and educated his two children by a second marriage.

The president of the Board of Education in a southern city told me that a large number of aged teachers had been discovered in poorhouses and insane asylums of her State. The discovery was made during a legislative investigation of State and county institutions. She did not know of my interest in the old-age conditions of teachers, but was citing the instances in connection with the struggle to prevent salary decreases in that State.

Among my personal acquaintance are several lonely old women, to whom a few of us give as much attention as our busy lives permit. They have a pension, so that they are in no need of food or clothing or room, but they have outlived all upon whom they might rightfully depend for companionship. Many members of the Association have told me of former teachers similarly situated in their own towns.

The need of a home in old age is particularly the problem of the unmarried woman teacher. The majority of men have families and look to the grateful care of sons and daughters. The unmarried woman teacher has no such future hope. In addition, her salary has usually been smaller, her opportunities for making "extra" money have been few, and she usually has the support and care of her own parents and aged relatives, being the last one left in the family home.

A retirement allowance, actuarially computed and professionally proportioned with due attention to the questions of promotional opportunity, merciful provision for the aged, and the recruiting for new teachers is an essential among the conditions for honored living for the worker. But such an allowance does not entirely meet the problem of the teacher

facing a lonely old age. Money alone, no matter how liberal the pension allowance may be, cannot buy companionship. It will secure only mercenaries as caretakers.

Provision of a home for the lonely, retired old teacher is the rounding out of our activities to improve the essential conditions of living: Salary, tenure, pension, old-age care. Other occupations have set us the example—actors, shipbuilders, sailors. The fraternities afford striking illustrations—the Masonic Order, the Moose, and others.

The Ella Flagg Young Club, of Chicago, volunteered in February, 1924, to make a preliminary investigation to demonstrate whether need for any such home actually exists. Miss Isabella Dolton, president of the Club, appointed a committee which began work at once under the direction of Miss Jane Neil as chairman. Four months later, after a survey of but a limited area, Miss Neil reported that in answer to the query, "How many retired teachers do you know who need companionship and care at present?", the total number was 1263. Out of 8194 questionnaires submitted, 3545 voted that they might at some future time need the facilities which a colony or residence for retired teachers would offer. Nearly 2500 said that if such a project were successfully undertaken they would like to become a resident, granting, of course, that the conditions were conducive to comfort and happiness.

Opponents of the old-time poorhouse and old-style institutional care for the aged are in some parts of our country struggling to pass old-age pension laws and in connection therewith planning schemes of boarding out the lonely and uncared for aged men and women. Imagine such a fate for man or woman with the degree of education we have the right to demand in a teacher!

How can a plan for a home for retired teachers be financed? This opens up a problem which is being considered by an advisory council recently selected to meet the issue. Every State in the Union has at least one representative in that Council; many have three or four. That Council will decide upon what methods will be selected. Half a dozen have been proposed—a small annual voluntary contribution, bequests, an insurance plan, a loan, a drive, etc.

My object is to urge your sympathetic consideration. If any of you would help the cause along, write me for the names of your State representatives.

Our Debt to Science



GALILEO—GALILEI (1564-1642), the great Tuscan astronomer, whose discovery of the telescope led to his trial before the Inquisition in Rome. His discoveries in the theory of motion, in the laws of falling bodies and the motion of projectiles laid the foundation for modern physics.



HANS GUTENBERG (1400-1468) in his workshop at Strasburg, Germany, showing the result of his invention—printing on parchment from movable wooden types. Each letter of the alphabet was carved in relief on one side of the type, bored with a small hole and strung.



WILLIAM HARVEY (1578-1657), an English physician, demonstrating his theory of the circulation of the blood, one of the most important known laws of animal nature.



JAMES WATT (1736-1819), the Scotch inventor, is making a youthful experiment with spoon and kettle in the condensation of steam. His inventions were many, but it is upon his steam engine patents that his fame rests.



DR. LOUIS PASTEUR (1822-1895) was born in Dôle, France. His passion for chemistry led to his discovery of the germs of disease and their conversion into vaccines.



DR. EDWARD JENNER (1749-1823), the discoverer of vaccination, was born in Berkeley, Gloucestershire, England. He is here seen vaccinating a small boy with virus from the hand of a milkmaid.

All Indiana is preparing a generous welcome for the Nation's teachers.

Home Economics in Education

HELEN W. ATWATER

Editor of Journal of Home Economics, Washington, D. C.

WHAT has now become home economics first appeared in our public school system as skill in needlework and cookery, but there were fortunate influences at work which widened the significance. Prominent among these was the group of highly trained, broad-minded men and women, who, under the leadership of Ellen H. Richards, met annually from 1899 to 1908 in the Lake Placid Conference to consider the economic, social, and hygienic aspects of the home and their essential connection with right living. To reach the lives of the people it was recognized that "the whole general scheme of education, from grade school through college life, must incorporate courses of study and methods of presenting subjects within range of daily life and personal application . . . developing knowledge of the true relation of things to the welfare of the individual and giving to the people a sense of control over their environment."

In 1908 a paper read by Mrs. Richards before the National Council of Education gave a convincing statement of the true place of home economics in the educational scheme and was followed by her election to the Council.

Another fortunate influence was the attitude of the nutrition investigations of the U. S. Department of Agriculture which were organized in 1894 under the direction of Professor W. O. Atwater and of which the present Bureau of Home Economics is the outgrowth. The national and economic importance of educating the public in the scientific knowledge of nutrition was recognized from the start and the Department's early publications on nutrition, which for years were almost the only reliable ones available, were many of them prepared with the needs of the students and teachers in mind. This close connection between scientific research and teaching, which had then no parallel in other countries, made it much easier to broaden cookery to include nutritive values and food selection and paved the way for scientific research in clothing, household equipment, and other branches of home economics.

That home economics has attained the ideals of its pioneers no one will claim. There is still all too much chance of duplicating Miss Bevier's experience

with the teacher who when asked what order she followed in her food class said she began with potatoes because they were cheap, then took up chocolate because the children liked it, and then creamed cabbage because chocolate naturally led to it; or that of the girl who was painstakingly cutting and mending a three-cornered hole in her school patch while a similar honest-to-goodness tear in her dress grew more frayed with every movement.

Fortunately, however, the main current of home economics teaching is setting in a more enlightened direction. On the one hand, it has felt the influence of the newer educational ideas and practice; it defines its objectives with more precision, develops its courses with closer reference to the whole curriculum, determines their content by the observed needs of the pupils and their homes, and emphasizes them at the ages to which the subject most naturally appeals. On the other hand, the public is more conscious that industrial and social changes are changing the activities and relationships of the family and that the boy and girl of today need new guidance best to serve and enjoy the home and to make the home most serviceable and enjoyable for all concerned; the popular campaign for health education has shown how vital to physical well-being are the subjects treated under home economics, just as the food conservation and thrift campaigns showed that national welfare may depend on how individuals choose their food and spend their money.

The progress of the underlying natural and social sciences is giving a firmer, less empirical foundation for home economics subject-matter. The psychology of child care, the hygiene of clothing, the economics of consumption are points on which long-needed technical information is beginning to accumulate. The social, esthetic, and spiritual elements of home life are receiving increased attention from economists, sociologists, and home economists alike; with increased understanding of their actual nature and significance these important but intangible factors can be handled with less risk of vagueness and sentimentality.

As a result of all this, home economics is changing its mode of attack. If the girls help with housework at home the

care and simple decoration of their own rooms may be the point of departure for house-wifery, house furnishing, and esthetic appreciation. In a neighborhood where most of the girls take care of the younger children at home, a simple course in child care can be made of vital interest.

When the objective of home economics is the development of the art of right living by the application of organized knowledge, it interests others besides girls and homemakers. Boys are quite as keen as their sisters to develop strong bodies.

At present there seems to be a tendency to concentrate the work in schools into grades seven, eight, and nine. It fits most readily into the type of curriculum offered in the junior high school; it opens up different avenues of experience from other subjects, appeals to those who think in concrete rather than abstract terms, suggests a considerable range of vocational opportunity; and it can enrich the general educational content of the curriculum for boys as well as girls.

There are those who feel that in the lower grades home economics may tend to permeate and merge into the general or practical arts courses, acting as a sort of service material for making healthy, happy, useful members of society. If this happens some special provision should be made for the over-age girl whose general training stops with the elementary school. In high schools some home economists detect a tendency to limit the home economics courses to electives, especially when the basic sciences are given a more definite slant toward every-day experience. If this continues, short unit courses in specific phases of homemaking may be found most useful for older girls as well as for women. In the colleges also there is a noticeable tendency to show the connection of the various arts and sciences with daily experience. Especially interesting in this connection is the newly-established division of euthenics at Vassar and the fact that Smith has been scrutinizing its courses of study with the idea of bringing out their possible relations to the problems of the home and family.

Exactly how these ideas will shape the future of home economics, no one can see. Certain it is that the underlying conception of using organized knowledge to teach more efficient living is permeating our educational thought more rapidly and generally than its original advocates could have expected.

A great convention is an investment for the teacher, the children, and the Nation.

The Working Program of the Educational Press Association¹

THE INTERPRETATION of the objectives, programs, procedures, and opportunities of the expanding educational program of America challenges the educational journals of the Nation to a clearer definition of their purposes and more careful coordination of effort. Only thus can education receive that militant championship needed to offset reactionary tendencies and to elevate moral, intellectual, and spiritual concerns above the material aspects of our life.

Education stands face to face with the duty of shaping a social order built on intelligence. If it fails, social progress ceases. The people of the Nation for whom the schools exist must understand their needs that their support may be abundant and intelligent. To interpret the schools to the public is a function of journalism. Educational workers are turning the searchlights of science and scholarship upon its many problems. Tried and tested findings must be made the property of the entire teaching body. Representative professional organizations are determining policies and programs of the utmost importance. If these programs are to be adopted and to operate successfully they must represent the informed judgment of the teaching body as a whole. To present continuously and clearly the facts back of educational policies is the task of educational journals. That they may meet the challenge of the urgent needs of this day the members of the Educational Press Association of America adopt for their guidance this platform, which embraces the outstanding points in the platforms and the forward looking policies that already have been adopted by leading State and National Associations:

1. A fair start in life for every child is the first and last duty of society. Wealth and income wherever they exist must contribute their just share to the

education of children wherever they are.

The increasing centralization of material wealth and industry must be matched by a program for the equalization of educational opportunity as between locality, State, and Nation, which will recognize informed intelligence as the primary wealth of the whole people. To keep this ideal before the teachers

A Stabilized All-inclusive Membership and the Entire Profession at Work on its Problems

and through them before the citizens of the Nation is the greatest single task of journalism.

2. Criticism of the schools should be faced frankly, admitting weaknesses which educators, better than any one else, know to exist; for which they are best able to offer a constructive program of improvement and expansion; and to finance which additional funds must be made available. People will gladly invest larger sums in education when they understand its achievements and possibilities. The educational editor will insist that criticism shall be constructive and that it shall be grounded in a sound philosophy of education and social progress.

3. The substitution of scientifically determined fact for guess-work is the foundation of progress. To encourage scientific study of education by individual teachers and by research agencies and to interpret the results of this special study for the rank and file of the profession is peculiarly the mission of educational journalism. Continuing curriculum revision is demanded by a changing social order, the discoveries of science, and new methods of educational organization. Increasing demands on the time

of the school call for the elimination of useless material, the adaptation of activities to the individual needs of the pupil, and emphasis on real values, actual achievements, and improved habits of work and study. The school journal is the clearing house for research agencies and is responsible not only for getting the facts before the profession and the public, but for putting these facts in form to be easily understood by all.

4. American Education Week has become an established National institution. By focusing the attention of the people upon their most fundamental public activity it corrects misimpressions based on conditions of bygone days and interests the community in a constructive program. To provide concrete material for enriching the observance of American Education Week is worthy the effort of every educational journal. Members of the Association are encouraged to give to the lay press significant material from their pages that education may have continuing publicity.

5. A well-rounded education, like a well-rounded life, requires emphasis on the several objectives which give life unity and effectiveness. To encourage every teacher to test the soundness of all schoolroom activity, the objectives set up by the National Education Association should receive continuing attention by educational journals through editorials and articles on these objectives and concrete material showing their application. They are: (1) worthy home membership; (2) sound health; (3) mastery of the intellectual tools needed in daily life; (4) vocational effectiveness; (5) intelligent and active citizenship; (6) wise use of leisure; and (7) the development of ethical character.

6. Strong bodies are essential to individual and National well-being. Economic losses resulting from preventable diseases and ill health are estimated at more than three billion dollars annually. With the spread of popular education, the yearly annual death-rate per one thousand people has decreased from twenty-eight in 1815 to 11.8 in 1922. Bad teeth, diseased tonsils, adenoids, defective eyes, mal-nutrition, and other physical defects are much more common in the country than in the city. Journalism

¹ Prepared by the Committee on Standards of the Educational Press Association of America in cooperation with prominent educational workers throughout the Nation and adopted by the Educational Press Association at Cincinnati, Ohio, February 23, 1925. The committee includes: E. M. Carter, secretary of the Missouri State Teachers Association and business manager of *School and Community*; Arthur H. Chamberlain, secretary of the California State Teachers Association and editor of the *Sierra Educational News*; Frank A. Weld, editor of the *American Educational Digest*; and Joy Elmer Morgan, editor of *THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION*, chairman.

A Teacher's Daily Prayer

*Joy G. Van Voorst, Sight Conservation Teacher
Grand Rapids, Michigan*

Lest I forget the opportunities of this new day,
O Lord, teach me to teach, and by Thy grace to pray;
Lest I forget that through Thy love and power,
Immortal minds are led through each new busy hour.

Give me the strength to bear with smiles
The questions of the plodding ones, the irritating wiles,
By which the mischief-loving seek
To divert the studious and to torment the meek.

Give me forbearance, Lord, and lead me in the light,
That not one little soul because of me will be less bright.
And then at night, though tired, weary, and oft soul-worn,
May I be grateful for Thy work and eager for the morn.

cannot too much emphasize that health is a purchasable commodity and the price is education.

7. Leisure time activities have been commercialized to an extent that has largely removed them from the influence of the home and the school. By laying in the schools the foundation for a growing appreciation of music, art, and literature the evil influence of exploited recreation can be offset. Before leaving school every child should appreciate his obligation to encourage the finer things and to relate them to every phase of his daily living. The editor renders his best service by inspiring administrators and teachers to hold before the children these high ideals of life.

8. Education is the lifelong obligation of the individual. Every child should be made to recognize that society gives him school opportunities that he may continue his education for himself. The development of professional library service in both school and community is a means to this end. A dollar per year per pupil is suggested as the minimum for the school library and a like amount per capita for the community library. By oft repeated emphasis editors can encourage teachers to continue their own education through systematic reading, to keep before pupils the ideal of self-education, and to take their part in encouraging the community to provide adequate library service.

9. The three forces which promise most for the improvement of education

are the teacher-training institutions, professional organizations—State, local, and National—and educational journalism. Every teacher should be encouraged to obtain the maximum professional training, to regard membership in professional organizations as an inescapable obligation, and to read educational journals and professional books as a means of keeping professionally alive.

10. A Federal Department of Education with a Secretary in the President's Cabinet has been the ambition of the friends of education for more than three quarters of a century. The project for the creation of such a Department with a National Council of Education has had the active support of leading educational and lay organizations for six years. Nothing less than the complete realization of this objective with full elevation of education to its proper place in the National life can be accepted as final. By continuing their emphasis on the imperative need for giving education this primary recognition, the educational press can assure its ultimate victory.

11. The improvement of conditions affecting the health, morality, and education of children is the obligation of every teacher and parent. After two attempts under present Constitutional provision to regulate the evil of child labor, Congress by more than a two thirds vote has asked for power to deal with this grave National problem. The opposition of certain selfish interests must be matched by sustained presentation of

the facts through educational journals until the evil is remedied.

12. A combative, provincial, and selfish approach to world problems and a failure to provide rationally for the common services that know no National borders has created an overhead of debt and armament that menaces the sources of revenue for universal education. By emphasizing elements of international good will and coöperation in the school-room, by encouraging teachers in foreign travel and participation in world movements, and by advocating the outlawry of aggressive war, and the adoption of the principle of the World Court, educational journals can help in the movement to conserve the wealth of society for the improvement of humanity.

13. Propaganda from selfish sources threatens to poison the springs of popular information on problems that vitally affect the welfare of the locality, the State, the Nation, and the world. Educational journals may encourage teachers to offset the evil effects of propaganda leading to wrong conclusions by training every child to weigh statements of opinion and fact in the light of their sources; to respect intelligent differences of opinion; and to condemn deliberate misrepresentation.

14. The hope of education is in the individual teacher. His training, mental vigor, social background, and intellectual outlook may dwarf and stunt the child or make education a vital, enlarging experience. To exalt the teacher through adequate training, proper salaries, secure tenure, provision for retirement, opportunity for special study and travel during service, and a citizen's part in public affairs is of the first importance to the welfare of the children and society. By vigorous and sustained support of the accepted programs of professional organizations, educational journals can powerfully aid the movement to elevate teaching to its proper place in the life of community, State, and Nation.

**Is Your School on the
Honor Roll of 100 Per
Cent Schools?**

If Not, Why Not?

Inspiration is the soul of great teaching—Indianapolis, June 28-July 3.

GUIDE TO BOOKS

World Goodwill Day

"Good Will, The Magician," *A Peace Pageant for Children*, is the title of a pageant prepared for World Goodwill Day, 1924, by Hazel MacKaye. Copies may be had for ten cents each, or one dollar a dozen, from the National Child Welfare Association, 70 Fifth Avenue, New York City. The pageant is suitable to be given either indoors or outdoors, for children from six to twelve years old. Quotations by children representing the various countries emphasize valued national characteristics.

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. Single copies, 50c. Has been mailed to \$5 members.

Report of the Committee on School House Planning and Construction. Single copies, \$1. 10 per cent discount for purchase of 2 or more copies.

Bulletin of the Department of Elementary School Principals. Vol. 4, No. 3, April, 1925. 64p. Single copies, 50c. Has been mailed to members of the Department of Elementary School Principals.

Bureau of Education Publications

The publications listed below may be had from the 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. 17. *American school buildings.* 100p. 45 plates. Paper, 45c.

BULLETIN, 1924, No. 30. *Land-grant college education; Pt. I, history and educational objectives.* 51p. Paper, 10c.

BULLETIN, 1924, No. 31. *Statistics of state school systems, 1921-22.* 42p. Paper, 5c.

BULLETIN, 1924, No. 35. *The trend of college entrance requirements, 1913-1922.* 172p. Paper, 20c.

BULLETIN, 1924, No. 38. *Statistical survey of education, 1921-1922.* 30p. Paper, 5c.

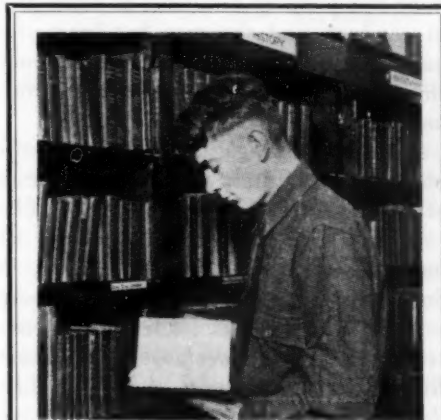
LIBRARY LEAFLET, No. 30, 1925. *List of references on education for citizenship.* 16p. Paper, 5c.

Other Books on Education

ALLISON, ANNIE. *Paper cutting.* Milwaukee, Wis., Bruce Pub. Co., 1924. 159p. \$2.25.

BAKER, SARA JOSEPHINE. *Child hygiene.* N. Y., Harper, 1925. 546p. \$5.

BERE, MAY. *A comparative study of the mental capacity of children of foreign parentage.* N. Y., Teachers College, Columbia University, 1924. 114p. Apply.



If You Can Use These Tools
Your Success Is Assured

Books are tools. You use them in law, engineering, medicine, nursing, teaching, business, manufacturing—in short, in every vocation and calling. All the knowledge and experience that man has acquired through the ages is awaiting you in books; but to be of any good this must be translated into thought and action.

Your high school courses will enable you to understand what is in books and will teach you to use this knowledge. Every high school has a library, in charge of a trained librarian, with the immense resources of the Public Library at its command.

In learning how to select books to help you in many lines of work, you are getting one of the most valuable aids to successful accomplishment.

THIS PAGE from the Cleveland, Ohio, Course of Study for Senior High Schools shows how one progressive city is attempting to drive home the truth that education is a lifelong enterprise. To make students appreciate the obligation to be intelligent and recognize that all education if self education is the primary opportunity of the school.

DAVIS, H. W. *Self-improvement in English.* Garden City, N. Y., Doubleday, Page & Co., 1925. 444p. \$1.60.

GARESCHÉ, EDWARD F. *The training of writers.* N. Y., Macmillan, 1924. 178p. \$1.10.

HAUSER, C. A. *Latent religious resources in public school education.* Philadelphia, Heidelberg Press, 1924. 319p. \$2.50.

JACKSON, WILLIAM MARVIN. *What men do.* N. Y., Macmillan, 1925. 297p.

LIGDA, PAUL, and YOUNG, JOHN WESLEY. *The teaching of elementary algebra.* Boston, Houghton Mifflin, 1925. 256p. \$1.90.

REYNOLDS, JAMES J., ed. *Required poetry for memorizing in the New York City public schools; grades 1A to 3B; 4A to 6B; 7A to 8B.* N. Y., Noble & Noble, 1924. 75c. each.

SAXBY, I. B. *The education of behavior; a psychological study.* N. Y., Putnam. 264p. \$2.50.

SISSON, EDWARD O. *Educating for freedom.* N. Y., Macmillan. 248p. \$1.40.

SMITH, NILA BANTON. *One hundred ways of teaching silent reading.* Yonkers, N. Y., World Bk. Co. 159p. \$1.40.

WILE, IRA SOLOMON. *The challenge of childhood; studies in personality and behavior.* N. Y., Seltzer. 315p. \$3.50.

WOHLFARTH, JULIA HELEN. *Self-help methods of teaching English; a guide and ally for teachers of elementary English.* Yonkers, N. Y., World Bk. Co. 297p. \$1.88.

Methods and Measurements

BAGLEY, W. C., and KEITH, J. A. H. *An introduction to teaching.* N. Y., Macmillan, 1924.

DEARBORN, NED HARLAND. *An introduction to teaching.* N. Y., D. Appleton & Co., 1925. 337p.

DEMING, ALHAMBRA G. *Devices and diversions for vitalizing teaching.* Chicago, Ill., Beckley-Cardy Co., 1924. 216p. \$1.20.

FREELAND, GEORGE E. *The improvement of teaching.* N. Y., Macmillan, 1924. 290p. \$1.60.

GRAVES, KATHARINE B. *The influence of specialized training on tests of general intelligence.* N. Y., Teachers College, Columbia University, 1924. 78p.

SPIES, PAUL H. *Helpful hints for teachers (pamphlets).* Cleveland, Ohio, Harter School Supply Co., 1924. Paper, 5c. each.

TRABUE, MARION R. *Measuring results in education.* N. Y., American Book Co., 1924. 486p.

WILSON, H. B., KYTE, G. C., and LULL, H. G. *Modern methods in teaching.* Newark, N. J., Silver, Burdett, 1924.

Among Books Received

COLE, CHARLES B. *Elements of commercial law.* Boston, Houghton Mifflin, 1925. 384p. \$1.48.

DUNBAR, ALDIS. *The light bearers; stories of old Greece.* Chicago, Ill., Beckley-Cardy Co., 1925. 194p. 80c.

GOODSPEED, THOMAS WAKEFIELD. *The story of the University of Chicago, 1890-1925.* Chicago, Ill., University of Chicago Press, 1925. 244p.

LYMAN, ROLLO L., and HILL, HOWARD C. *Literature and living; books 2 and 3.* N. Y., Scribner's, 1925. 705p. 716p. \$1.56 each.

MARSHALL, LEON C. *The story of human progress.* N. Y., Macmillan, 1925. 548p.

RICHMOND, MARY E. *Child marriages.* N. Y., Russell Sage Foundation, 1925. 159p. \$1.50.

THURSTONE, L. L. *The fundamentals of statistics.* N. Y., Macmillan, 1925. 237p.

WELLS, H. G. *A year of prophesying.* N. Y., Macmillan, 1925. 352p. \$2.

WRIGHT, C. H. C. *A history of French literature.* N. Y., Oxford Univ. Press, 1925. 990p. \$3.50.

International Friendship through Children's Books¹

CLARA W. HUNT

Superintendent of the Children's Department, Public Library
Brooklyn, New York

THE TEACHER, the librarian, the publisher of children's books, can help in no small way to cure the world of international hatreds. Most people carry with them through life the ideas which are formed by their early environment. Early prejudices some people outgrow, but tolerance is a rare attainment with most. From what slight experiences huge weeds of wrong feeling spring!

Many Americans have grown up with a bitter feeling against England induced by textbooks and teachers that treated the Revolution of 1776 as a burning issue. In my school days, not a teacher told me that the American War for Independence was only one fight in the long Anglo-Saxon struggle for government by consent of the governed; that a pig-headed German king, not the mass of the English people, was chiefly responsible for the war; and that there were fine English statesmen who used all their eloquence in defense of the colonies.

How appallingly easy it is to put ideas into youngsters' heads and how hard to eradicate them! Most effective has been the work of those advocates of spread-eagle Americanism, who, without giving due credit to other nations, boastfully and blindly put America first always. I introduce these well-known things only to emphasize the importance of giving young children the right kind of prejudices and to emphasize the fact that some kinds of books may be used to implant just the prejudices we mean, while certain other kinds of books may help to train young people to think, so that they will be less likely to follow blindly, later in life, the "predatory Potsdam gangs" of their respective countries.

The time to begin this prejudicing of children to a feeling of friendliness for other lands is literally in babyhood. Pictures which caricature and ridicule people of different-colored skins and different-shaped noses, who eat different foods and wear different clothes from his own, these pictures give the tiny child his first lessons in race prejudice. Picture books which show these differences in ways

that make foreign lands wonderfully interesting and desirable are exceedingly important beginnings in the children's education toward international friendships. Pictures which make trickery, cruelty, rudeness, disrespect for authority, occasion for side-splitting laughter breed vulgarity and laxness of moral fiber. Let a child, on the contrary, see none but pictures beautiful in color and of conduct, and the way has been prepared for an appreciation of those finer things of life—justice, tolerance, kindness, chivalry.

Poetry and songs are effective means of making children feel the heartbeats of their brothers in other lands. The choicest fairy tales make the child at home in Italy, in India, in Sweden, in South America—in any country where a literary genius has made such a contribution as *Pinocchio*, *The Jungle Books*, *The Adventures of Nils*, *A Little Boy Lost*. The Greek and Norse myths, *Robin Hood*, and *King Arthur*, the best selections from the folklore of all lands, this imaginative literature which makes the strongest appeal to children, prepares the ground, and seeds of the ideal of the brotherhood of man, planted in this soil, will take deep root if properly watered and tended.

Some of the weaknesses of our schemes for teaching international friendship are that, neglecting to develop children's mental and spiritual natures by good reading, we have a weak foundation to build upon; that we do not begin our teaching early, but wait till the teachers have filled our pupils with wrong ideas; and that we call to our aid the matter-of-fact textbook rather than imaginative literature. Unless we widen the imaginations of young children, unless the books we give them are positively good, not merely lightly entertaining, our seed will fall upon shallow and stony and thorny ground. The realistic story books read by children from ten to fifteen have a strong influence on the readers' ideals—a far stronger influence than textbooks exert.

While every story book read by the children has a bearing on our subject, even though it contains no allusion to world friendship, there are a number of juvenile stories which picture so capti-

vatingly children of other countries that young readers cannot but be drawn to those distant children. *Heidi* is our classic example, but we have also *Katrinka*, the little Russian girl, and *Genevieve*, the French child, and little Mexican Porfira of *The Village Shield*, and *Peep-in-the-World*, of Germany.

If we could supply plenty of stories like *The Adventures of Piang* and *My Kalulu* and *Captain Kituk* and *The Dragon and the Cross*, it would be hard for any propagandist to make boy readers look with contempt upon a dark-skinned jungle boy, a "greasy Eskimo," a youth whose father wore a pig-tail. Paine's story of *The Dragon and the Cross* is a good antidote to two prejudices, not alone the popular contempt for the Chinaman, but the stranger misconception of the character of the foreign missionary. Is it not time that some dramatist put on the stage a fair representation of a typical self-sacrificing, broad-minded foreign missionary to offset the exceptional type shown to multitudes of theater-goers in *The Bird of Paradise* and *Rain*?

We need even to "unprejudice" our American children who have provincial ideas about their particular sections of these United States. I knew of a little Southern girl who, on reading *Jolly Good Times*, disturbed her unreconstructed grandmother by exclaiming: "Why, I didn't know Yankee children were as nice as that! I'd like to play with them."

It is surprisingly easy, for those who know how, to give even to young children clear ideas on big problems. Easier then than later, for they have not become muddle-headed with the complexities of life or muddled by contact with the world.

I have stressed the importance of imaginative literature because it has a stronger influence upon the child's emotions than his information books have, but we must not be careless in our examination of the latter. Reasoning from "facts that aren't so" has disastrous consequences, and we find that a child's memory is quite obstinate when we try to root out an incorrect idea which he insists he "read in a book."

Suppose rapid strides were made in influencing American children to a friendly feeling toward people of other lands, this would be only one step. The children of other countries must be made to feel likewise or the will to friendliness on the part of American children will not be enough to prevent war.

¹ Abridged for THE JOURNAL from an article in the Publishers' Weekly and used by courteous permission.

Lecture and Entertainment Courses¹

ANOTHER ACTIVITY of teachers' organizations that has made rapid strides during the past few years is the sponsoring of lecture and entertainment courses. With many associations this has become a well-established part of their annual program. The types of courses offered are many and varied, and we find them described as *educational, professional, community, cultural, entertainment, study, extension, and round table*. In many places they are thrown open to the public on the same conditions as they are given to the teachers and are designated *community courses*. In this way a community of interest is established between teachers and patrons. Generous financial returns are sometimes realized. Following is a brief résumé of courses that have been given:

Professional—The Cleveland Teachers' Federation last year sponsored several individual lectures, including one by Angelo Patri, of New York City. Dr. William Kilpatrick, of Teachers College, New York City, gave an address this year under the auspices of the Association.

The Milwaukee Teachers' Association's educational courses for this year included such well-known specialists from Columbia University as Dr. William C. Bagley, Dr. Lois C. Mossman, Dr. F. G. Bonser, Dr. James F. Hosis, and Mr. R. W. Hatch. Dr. Lois Mossman, who is an expert in the project method, explained the principles underlying the method and analyzed demonstration lessons given by an eighth-grade class. There were also four lectures given by Dudley Crafts Watson, of the Chicago Art Institute.

The Minneapolis Grade Teachers' Association sponsored a series of lectures last fall by J. B. Sears, of Stanford University, on teaching as a profession.

The Grade Section of the Minneapolis Teachers' League offered, during the first week of March, a series of four lectures by Dr. James F. Hosis, of Teachers College, Columbia University, on the topic, "The Joy in Literature." A series of six lectures on Contemporary Drama by Dr. Richard Burton, of the University of Minnesota, is now being given under the direction of the League.

The Omaha School Forum includes in its list of lecturers the names of more than thirty persons of national and international fame who have appeared be-

ONE of the attractions of the teaching profession is the opportunity it affords for personal growth. The more training and inspiration the true teacher has the more he wants. This article tells how local organizations have served the needs of their members through lecture and entertainment courses. Reports indicate that many other associations are now working on plans for such courses for the school year 1925-26.

fore the Omaha teachers during the past few years. Some of the lectures have been free to the teachers and to the public at the expense of the Forum. University credits have been given for some of the courses. A course of fifteen lectures on the modern continental drama was given last fall by Professor Paul Grumann, of the University of Nebraska.

The Elementary Teachers Club of St. Joseph, Missouri, sponsored a course last year entitled "The Making of Democracy" by Dr. E. A. Steiner, of Grinnell College, and another one, on "Great Moral Leaders," by Dr. E. Howard Griggs, public lecturer and president of the Brooklyn Institute of Arts and Sciences. At these lectures students of the high schools and the Junior College were guests of the Teachers Club.

Other associations reporting professional lecture courses are those in Brooklyn; Cleveland; Colorado Springs; Des Moines, Iowa; Denver; Erie, Pa.; Everett, Wash.; Kansas City, Mo.; Marion, Ind.; Muncie, Ind.; Montclair, N. J.; Mount Vernon, N. Y.; New Rochelle; Norfolk; Pittsburg, Kans.; Portland, Maine; Sioux City; Somerville, Mass.; Stamford, Conn.; Toledo, Ohio; and Worcester, Mass.

Community—The Kalamazoo, Michigan, Teachers' Club for several years has given a successful course bringing to the city such well-known talent as Stephen Leacock; Burns of the Mountains; Charles Wakefield Cadman, composer and musical interpreter; Wilmar Stefansson, the explorer; and Gorst, the bird man.

The Portland, Oregon, Grade Teachers' Association's lecture and entertainment course included last year: The Tollofsen Trio; Tandy Mackenzie, the famous tenor; Edmund Vance Cook, the poet; Ada Ward, entertainer; Wilmar Stefansson, arctic explorer; Burns of the Mountains; and Reverend S. Parkes Cadman, of Brooklyn, N. Y. Complimentary tickets were furnished the upper-grade students of the School for the Blind at Vancouver, Washington, and also for the Adult School for the Blind in Portland.

The Seattle Grade Teachers' Club sponsors annually as one of its civic activities a course open to the general public, this year's course including George Creel, editor, publicist, and satirist; Fannie Hurst, author; Ralph Parlette, author and lecturer; and Stephen Leacock, humorist and lecturer, often called "The Canadian Mark Twain." Last year Albert Bushnell Hart, of Harvard University; Premier Hughes, of Australia; and Wilmar Stefansson, the explorer, were among the lecturers.

The Reading, Pa., Teachers' Association provides through its music committee a concert course for teachers and patrons.

Other associations that carry on activities of this kind are those in Brockton, Mass.; Evanston, Ill.; and Evansville, Ind.

Extension and study courses—Many teachers' clubs are active in the organization and carrying on of extension and study courses. This activity is usually in charge of a professional service committee, whose duty it is to arrange with near-by educational institutions for the types of courses desired by the teachers and for their proper accrediting. Among the organizations that are doing work along this line are Brooklyn Teachers Association, Teachers' Council of the Territory of Hawaii, Dallas Grade Teachers' Council, Hackensack Teachers Association, Milwaukee Teachers' Association, Oakland School Women's Club, Philadelphia Teachers' Association, Santa Barbara Teachers' Club, and Seattle Grade Teachers' Club. In some places study courses are carried on by the teachers as round-tables or open forum without credit—for example, those in Aberdeen, S. D.; Bellefontaine; Ohio, and Mason City, Iowa.

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

Mrs. Snaffy on Books

LAURA BELL EVERETT and ELIZABETH ABBEY
EVERETT

MRS. SNAFFY heard some of Reginald's quotations from the famous lecturer who had spoken at school Friday afternoon. Saturday morning she set out raisins, nuts, and a variety of spices before she notified Reginald of his appointment as nut-cracker and spice-pounder.

"Now, Reggie, you was telling about that big lecturer. Did he like your school?"

"You bet he did—praised us sky-high. He congratulated the principal that we wasn't being taught nothing."

"Not being taught nothing, Reggie?"

"No, Ma, not really, only jest how to think. He says in most o' the schools the children jest study books, and he was glad we didn't."

"What else did he say, Reginald?"

He thinks its too bad to make childern learn what other folks has found out, stead o' finding out for theirselves. He don't believe in text-books hardly atall. I hope the principal will get a move on and cut out the books. What good are they, anyhow?"

Mrs. Snaffy blended butter and sugar with a practiced hand before she asked, "Why do you guess you're so much stronger 'n Tod Welch?"

"Aw, he sets in the house all day—never plays baseball. Lamp the muscle in my arm."

"Go on, go on, sonny, using that muscle a morsel harder on them spices. Now, why do you guess you're so much bigger'n them boys at the waterfront?"

"Aw, Ma, they don't have enough to eat, poor kids."

Mrs. Snaffy paused in her stirring to say impressively.

"Now Reginald, you've got the whole thing in that walnut shell over there—food and exercise, that's the whole thing. Now I've always tried for you to have plenty of food and plenty of exercise. The schools has jest the same job, to give you plenty of exercise for your minds—that's what your big visitor was a-saying—'Exercise, exercise your minds.' He wasn't saying jest then—maybe he will the next time he comes—'Have a good supply of food.' Books is food."

"Aw, Ma, books ain't no good."

"Reginald, it stands to reason that we want to know what other folks has found out. All that's known has been

found out by a mighty small number of the whole lot that's lived. If we're only going to know what we can find out for ourselves, it won't be much. That's why you study histry.

"And don't forget real books like the Bible and Shakespeare, they're food,—meat, I guess. Of course lots of books is jest hash, but hash can be nourishing if you put right smart of good things into it. Some books is mush, but good mush is all right, though you don't want to live on it. Some books has poison germs in 'em—you don't get that kind from the school—and some books is too poor for anybody."

"But book study is too darn hard, Ma."

"Yes, I know you like the exercise kind best, but jest you remember what skinny bodies folks would have with exercise and no reg'lar feeding. Now I'm glad, Reggie, to see the schools giving the children more mental exercise. The old schools used to do nothing but feed 'em; but, on the other hand, I don't want real reg'lar feeding to go out o' fashion."

Problems of the Curriculum

AS AN AID to those upon whom the responsibility of curriculum revision rests, the Division of Research of the National Education Association presents this list of books, dealing with general curricular problems, selected on the advice of twenty-five representative educators. Letters were sent to this group, asking them to list the twelve books dealing with elementary or secondary curricula which they had found most helpful. Sixteen curriculum specialists and nine city and State superintendents, or members of their staffs in charge of curricular problems, who had recently revised their courses of study, replied.

The following list which is a compilation of their answers may, therefore, be accepted as: (1) A list of books now in existence that contain most of the best current curricular practice; and (2) an indication of the most helpful books in this field, from the total supply available.

These books were mentioned from two to twenty-four times by the twenty-five educators, submitting lists of the twelve most helpful books on the curriculum.—*Margaret M. Alltucker.*

CHARTERS, W. W. *Curriculum construction.* New York City, Macmillan, 1923. 352p. \$2.

BONSER, F. G. *Elementary school curriculum.* New York City, Macmillan, 1922. 466p. \$1.80.

BOBBITT, F. K. *The curriculum.* Boston, Houghton Mifflin, 1918. 295p. \$1.50.

MERIAM, J. L. *Child life and the curriculum.* Yonkers, N. Y., World Book Company, 1921. 538p. \$2.68.

CLEMENT, J. A. *Curriculum making in secondary schools.* New York City, Henry Holt & Co., 1923. 534p. \$2.

BOBBITT, F. K. *How to make a curriculum.* Boston, Houghton Mifflin, 1924. 292p. \$1.50.

McMURRY, C. A. *How to organize a curriculum.* New York City, Macmillan, 1923. 358p. \$2.

NATIONAL SOCIETY FOR STUDY OF EDUCATION. *Yearbooks.* Bloomington, Ill., Public School Pub. Company, 1918-1923.

COLLINGS, E. *An experiment with a project curriculum.* New York City, Macmillan, 1923. 346p. \$2.40.

WELLS, M. *A project curriculum.* Philadelphia, Lippincott Co., 1921. 338p. \$2.

BOBBITT, F. K. *Curriculum making in Los Angeles.* Chicago, Univ. of Chicago Press, 1922. 106p. \$1.

DEWEY, JOHN. *The child and the curriculum.* Chicago, Univ. of Chicago Press, 1902. 40p. 25c.

INGLIS, A. J. *Principles of secondary education.* Boston, Houghton Mifflin, 1918. 741p. \$2.75.

BURKE, A. *A conduct curriculum for the kindergarten and first grade.* New York City, Chas. Scribner's Sons, 1923. 123p. \$1.25.

DEWEY, JOHN. *Democracy and education.* New York City, Macmillan, 1916. 434p. \$2.50.

BRIGGS, T. H. *The junior high school.* Boston, Houghton Mifflin, 1920. 350p. \$2.

PHILLIPS, C. A. *Modern methods and the elementary curriculum.* New York City, Century Co., 1923. 389p. \$2.

DEWEY, JOHN. *School and society.* Chicago, Univ. of Chicago Press, 1915. 164p. \$1.

DEPARTMENT OF SUPERINTENDENCE. *The elementary school curriculum, 1924 Yearbook.* Washington, D. C., National Education Association, 1924. 296p. \$1.50.

LULL and WILSON, H. B. *Re-direction of secondary education.* Philadelphia, Lippincott Company, 1921. 286p. \$1.60.

SNEDDEN, D. *Sociological determination of objectives in education.* Philadelphia, Lippincott Company, 1921. 322p. \$2.50.

COMMITTEE ON THE REORGANIZATION OF SECONDARY EDUCATION. *Cardinal principles of secondary education.* Washington, D. C., U. S. Bureau of Education, 1918. 32p. 5c.

DAVIS, C. O. *High school courses of study.* Yonkers, N. Y., World Book Co., 1914. 117p. \$1.50.

— *Junior high school education.* Yonkers, N. Y., World Book Co., 1924. 451p. \$2.20.

HARTMAN, G. *Home and community life.* New York City, E. P. Dutton & Co., 1923. 200p. \$3.

KOOS, L. V. *The junior high school.* New York City, Harcourt, Brace & Co., 1920. 179p. \$1.36.

McMURRY, F. M. *Elementary school standards.* Yonkers, N. Y., World Book Co., 1913. 218p. \$1.50.

Many teachers will combine convention attendance with summer study.

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

DANBURY, CONN., *Danbury High School Association*, Madeline P. Goodwin, Secretary-Treasurer.
DAYTON, OHIO, *The Dayton Classroom Teachers Association*, Martha K. Schauer, President.
PERRYBURG, OHIO, *Wood County Teachers Association*, Doris Dewese, Secretary.

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

FIVE YEARS

CHENEY, WASH., *State Normal School*, N. D. Shewalter, President.
COLORADO SPRINGS, COLO., *Buena Vista School*, Guy Fox, Principal; *Washington School*, Nellie A. Remick, Principal.
SAINT JOSEPH, MO., *Saint Joseph Public Schools*, C. A. Green, Superintendent; *Bartlett High School*, J. E. Jones, Principal; *Blair School*, Julia U. Ford, Principal; *Bliss School*, May Peterman, Principal; *Central High School*, Calla E. Varner, Principal; *Douglass School*, C. W. Black, Principal; *Ernst School*, Mrs. Abbie Barnes, Principal; *Everett School*, Clara Byrne, Principal; *Field School*, Lillie B. Polk, Principal; *Florence School*, Della Nash, Principal; *Floyd School*, Della Nash, Principal; *Garfield School*, A. L. Daily, Principal; *Green Valley School*, Mrs. Dola Bear, Principal; *Hall School*, Ada Eib, Principal; *Home for Little Wanderers*, Mrs. Emma Bowen, in charge; *Hosea School*, Emma O. Mumm, Principal; *Humboldt School*, Alvina Schmitz, Principal; *Hyde School*, Minnie Nelson, Principal; *Jackson School*, Frances A. Burris, Principal; *Krug School*, Gertrude DeVries, Principal; *Lafayette High School*, R. L. Denning, Principal; *Lincoln School*, J. H. Simma, Principal; *Longfellow School*, T. D. Glaze, Principal; *Maxwell School*, Susie Hutchison, Principal; *McKinley School*, Frances O. Ritchie, Principal; *Musser School*, Mamie E. Miles, Principal; *Neely School*, Clarence Carpenter, Principal; *Noyes School*, Cecil Crawford, Principal; *Owen School*, Clara Herchenroder, Principal; *Robidoux School*, Ralph W. Polk, Principal; *Sherwood School*, Mabel A. White, Principal; *South Park School*, Bettie Bolen, Principal; *Washington School*, Margaret Quirk, Principal; *Webster School*, Fannie Brennen, Principal; *Whittier School*, Elizabeth Dodd, Principal; *Wyatt School*, Annie L. Wells, Principal; *Young School*, Mary Moore, Principal.

FOUR YEARS

DULUTH, MINN., *Grant School*, Andrew Meldahl, Principal.
ELGIN, ILL., *Columbia School*, Myrtle E. Huff, Principal.
EUGLE, OHIO, *Shore High School*, D. E. Metts, Principal.
OAKLAND, CALIF., *Santa Fe School*, Anna M. Richardson, Principal.

THREE YEARS

BERKELEY, CALIF., *Washington School*, Walter E. Morgan, Principal.
BOULDER, COLO., *University Hill School*, F. A. Boggess, Principal.
CARNEY'S POINT, N. J., *du Pont School Number One*, Mary P. Elwell, Principal.
DULUTH, MINN., *Nettlen School*, Floy Kensinger, Principal.
EUGLE VILLAGE, OHIO, *Boulevard School*, Ruby C. Hahn, Principal.
SALT LAKE CITY, UTAH, *Washington School*, Elizabeth Bond, Principal.
SAN FRANCISCO, CALIF., *Golden Gate School*, Effie E. Smith, Principal.
SIOUX CITY, IOWA, *Emerson School*, Charlotte Osborn, Principal.
TERRE HAUTE, IND., *Harrison School*, Harry B. Rupp, Principal.

TWO YEARS

ANN ARBOR, MICH., *Bach School*, Emily Marschke, Principal; *Mack School*, Emma Weithrecht, Principal; *Perry School*, Carrie Dickens, Principal.
CLARKSBURG, W. VA., *Morgan School*, H. M. Woverton, Principal.
CONNERSVILLE, IND., *Fifth Street School*, John C. Stahl, Principal.

EL PASO, TEXAS, *Alamo School*, Gertrude Higgins, Principal; *Lincoln Park School*, Mrs. Lily Howard, Principal.

FARMINGTON, MAINE, *Farmington High School*, Myron C. Hamer, Principal.

FLAT RIVER, MO., *Central School*, A. Heitman, Principal; *Flat River Junior High School*, J. B. Willmore, Principal.

HOMER, IND., *Homer School*, Luther J. Arend, Principal.

HONOLULU, HAWAII, *Likelike School*, Mrs. Lilian Mesick, Principal; *Territorial School for the Deaf*, Mrs. V. H. Barnes, Principal.

INDIANAPOLIS, IND., *Vonnegut School*, Kate Mason, Principal.

KILAUEA, HAWAII, *Kilauea School*, Ada M. Scott, Principal.

LANSING, MICH., *Warner School*, Nina Irensen, Principal.

LAUPOHOEHOE, HAWAII, *Lauopohoe Junior High School*.

MAKAWELI, HAWAII, *Makaweli School*, Carrie A. Thompson, Principal.

MELROSE, MASS., *Winthrop School*, Florence M. Gigin, Principal.

MINOT, N. DAK., *Sunnyside School*, Mrs. R. W. Kennard, Principal.

MURRAY, UTAH, *Bonnyview School*, Mrs. Mae G. Scott, Principal.

NEW BRUNSWICK, N. J., *Lord Stirling School*, Sarah O. Whitlock, Principal.

NEW ORLEANS, LA., *Franklin School*, Antoinetta Ivichievich, Principal; *McDonogh School Number Ten*, Hazel Drysdale, Principal; *Wilson School*, Josie Soares, Principal.

NEW ROCHELLE, N. Y., *Stephensen School*, Julia E. Lyon, Principal.

NINOLE, HAWAII, *Ninole School*.

NORWOOD, OHIO, *Sharpsburg School*, W. K. Housh, Principal.

OAKLAND, CALIF., *Melrose School*, Paul Martin, Principal.

PAHOA, HAWAII, *Pahoa School*.

PAPAIAKU, HAWAII, *Kalamanoole School*.

PARKERSBURG, W. VA., *Jefferson School*, Thomas E. Powell, Principal.

PEPEKEO, HAWAII, *Pepeekeo School*.

SAN DIEGO, CALIF., *Loma Portal School*, Mrs. Maude C. McKim, Principal; *Port Time High School*, Mrs. Harriet S. Steere, Principal.

SIOUX FALLS, S. DAK., *Bancroft School*, Laura Nelson, Principal; *Benjamin Franklin School*, Amie Souba, Principal; *Lincoln School*, Ella M. Griffin, Principal.

SPOKANE, WASH., *Willard School*, J. S. Warren, Principal.

TACOMA, WASH., *Lincoln School*, Emma M. Unthank, Principal.

WINCHESTER, VA., *Winchester City Schools*, H. S. Duffey, Superintendent; *Handley High School*, A. M. Jarman, Principal; *John Kerr School*, Edna Bighmey, Principal.

CURRENT YEAR

ALEXANDRIA, IND., *Clark School*, E. E. Reavis, Principal.

ALPENA, MICH., *Franklin School*, Rose Butler, Principal.

ANN ARBOR, MICH., *Angell School*, Adna Bostedor, Principal; *Donovan School*, Ethel Hedrick, Principal; *Tappan School*, P. A. Rehms, Principal.

ARRIOLA, COLO., *Arriola Public Schools*, L. B. Stevens, Principal.

ATLANTA, GA., *Kirkwood School*.

AUBURN, IND., *Auburn Junior High School*, Fred S. Zeigler, Principal.

BERNARDSVILLE, N. J., *Bernards High School*, Harry G. Stuart, Principal.

BINGHAM, MAINE, *Bingham Junior-Senior School*, Joseph B. Chaplin, Principal.

BIRMINGHAM, ALA., *Moore School*, W. C. Oxier, Principal; *Norwood School*, F. H. Chappelle, Principal.

BISBEE, ARIZ., *Bisbee Public Schools*, John A. Sexton, Superintendent.

BLUFFTON, IND., *Bluffton Public Schools*, P. A. Allen, Superintendent; *P. A. Allen High School*, John M. French, Principal; *Central School*, Lloyd Heller, Principal; *Columbian School*, Sarah Markley, Principal; *Junior High School*, Arthur D. Gray, Principal; *Washington Park School*, Lillian Roush, Principal.

BOISE, IDAHO, *Garfield School*, R. A. Kenney, Principal.

BRAZIL, IND., *Brazil Public Schools*, Charles P. Keller, Superintendent; *Alabama Street School*, Jennie Hopkins, Principal; *High School*, Mabel Bishop, Principal; *Jackson Street School*, C. C. Sexton, Principal; *Lambert Street School*, H. A. Sommers, Principal; *Meridian Street School*, John H. Yeager, Principal; *Pinkley Street School*, John R. Foulke, Principal; *Zeller School*, Mary E. Allen, Principal.

(Continued on page A-134)

Is Your Tack There?

"THAT MAP," said a prominent educator, looking at the great map at Association Headquarters where every one-hundred-per cent school is represented by a tack, "is the chart of educational progress in America. Where the tacks are thick the children are fortunate and the public is interested in schools. Where there are no tacks teachers have not yet awakened to their common opportunities."

And he was right. For example, a recent tabulation of membership in the National Education Association shows that where teachers value their profession highly enough to support the Association, the public expresses its appreciation of their work by higher salaries. The figures are striking. The correlation is almost perfect.

The teachers of Denver support the Association solidly. The median salary of elementary teachers in that city is \$2024. Fifty per cent of the teachers of Cleveland support the Association. The median salary of elementary teachers in that city is \$1963. Only 355, or fewer than thirteen per cent, of the 2735 teachers of another large city were members of the Association when the last count was made. The median salary of elementary teachers in that city is \$1617.

Increased membership in the National Education Association does not of itself mean larger salaries, but the increased professional spirit among the teachers operates to awaken the public to a fuller appreciation of their services.

FOUNTAIN GREEN, UTAH, *Fountain Green School*, L. Gen Christensen, Principal.

HACKENSACK, N. J., *School Number One*, Jennie M. Provost, Principal; *School Number Four*, Jesse W. Grise, Principal; *School Number Six*, Marie Hennes, Principal.

Metric System in Schools

M. H. HARRIGAN

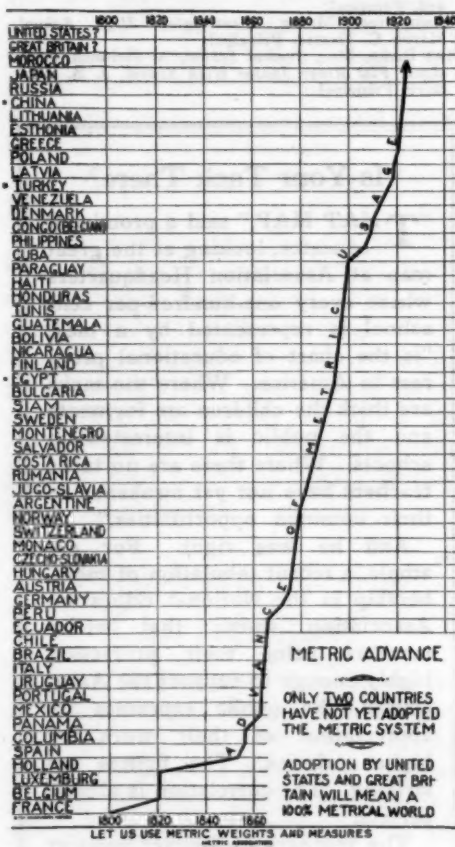
"SHALL our schools teach the metric system or wholly ignore it? The answer to this question will depend on the purpose of education." Thus speaks Charles H. Judd, of the Department of Education of the University of Chicago.

"History shows," says he, "that the metric system was devised for the explicit purpose of bringing into a single co-ordinated scheme all weights and measures. In the metric system the units of volume, length, and weight are all developed out of the same fundamental standard. This unification of all weights and measures was never before scientifically attempted, and its absence from the English system is one of the characteristics which mark that system as primitive in character. Furthermore, the metric system has so arranged its various units that they are easy to use in calculations because they are organized, as are our numerals, into a decimal system. Whatever else is to be said about the metric system it is certainly desirable that American pupils should know these virtues which it embodies. There ought to be some recognition in our schools of the fact that the metric system attempts to correct the clumsiness of our antiquated system of weights and measures. The teachers in American schools should be brought to think of weights and measures as products of social and scientific evolution. . . ."

How many American pupils are getting this broad outlook? How many, on the contrary, are in a treadmill and looking askance at the metric system as just one more in a series of burdensome tables of linear, liquid, and dry measure, and of assorted weights? Worst of all, how many are being required not merely to memorize a *new* table, but then are being set to work converting all these other quantities into metric units? Like translating Latin into Greek.

The question of method and of outlook is of vital importance. The metric system should be taught by itself, and the child accustomed to the feel and look of the metric units. The metric system should be compared with our money system, and the idea of dollar-meter-liter-gram linked up in the child's mind. He should be led to appreciate

the simplicity of calculations with these decimally divided units in working problems, such as a European child might work, dealing with meters and centi-



meters, grams, and kilograms. He may be inspired to learn his own weight in kilograms, to run races in meters, to make drawings to a millimeter scale.

He should get some idea of the evolution of weights and measures, from the Biblical "cubit" to the vanishing hand (used now only in measuring horses); through the primitive foot, the inch based on the length of three grains of barley, the yard standardized as the distance from the end of the first King Henry of England's nose to the end of his middle finger, to the scientifically devised meter, to a close approximation one ten-millionth of the earth's quadrant.

The pupil should get the world vision of 55 nations, one after the other, discarding their local measures and adopting the metric system. He should realize the anomalous situation in the United States today. How old standards continue in full force, yet by their side are used the metric units, legalized in 1866,

and slowly becoming popularized. The pupil's attention may be called to the newspaper where day by day in the radio program he sees "wave lengths given in meters" WJZ, New York, 454; WRC, Washington, 469. Or on the sport page, "Nurmi breaks world record in 5000 meter race"; in a preparedness article, "Our own ordnance department," says Colonel Walsh, "has designed a 75 millimeter gun with twice the range of the French soixante-quinze used in 1918"; from the Harvard-Boston archeological expedition, "The new tomb, supposed to be that of the Princess Nebti-Seneferu, of a dynasty of 5000 years ago, is situated about 100 meters due east of the Pyramid of Cheops."

The class may send for bulletins from the U. S. Bureau of Standards and learn that the United States is a supporting member of the International Bureau of Weights and Measures, near Paris, where is kept the meter bar and the kilogram weight, the standards for the world. And that our own standard of length is Copy No. 27 of this International Meter, the yard being merely defined as 3600/3937 of this meter. That international measurements are metric, as, for example, those used by the International Postal Union to which we belong, whose rates are based on the gram, or by the International Institute of Agriculture, whose crop quotations are given in metric tons. That for domestic purposes the United States employs metric measures in the Coast and Geodetic Survey; that our coins are metric, a half-dollar, for instance, being required to weigh 12.5 grams; that the exclusive use of metric units is required in the medical department of the Army, the Navy, and the Public Health Service; that the Philippine Islands and Porto Rico use the metric system.

The pupil can also be interested in forming a collection of labels containing double markings, as from a can of peas: Contents, 1 pound 3 ounces or 539 grams; or from a bottle of listerine, 7 fluid ounces or 207 cubic centimeters; or from a package of sterilized gauze, 1 yard or .91 meter. When such a student gets to science work in high school, he will merely continue his knowledge of metric measures, as he weighs in grams and measures in centimeters.

A New Education Bill

GEORGE D. STRAYER

Chairman, Legislative Commission of the National Education Association

THE LEGISLATIVE COMMISSION of the National Education Association worked most earnestly during the last session of Congress to have the Education Bill then pending reported out by the committees of the House and the Senate. That we were not able to accomplish this result throws considerable light upon the present legislative situation. In the judgment of those who have been in closest touch with the Congressional situation it seems necessary to present a new bill to Congress, if we are to make any progress with our program.

The only bill dealing with education in the last Congress which had any chance of passage was the measure for the reorganization of executive departments. This bill provided for the creation of a department of education and relief, which was to include the activities of the Federal Government in the field of education, health, and veteran relief. Had this bill then passed, it might reasonably have been proposed that progress had been made in the direction of establishing a Department of Education. Members of the Legislative Commission and our legislative representative made clear to the leaders in the Senate and House of Representatives that we would work for the separation of education from the Department of Education and Relief should the bill creating this department become a law.

The fact that Congress did not pass the bill to reorganize executive departments leaves us in a situation in which it seems entirely reasonable to propose the creation of a Department of Education without reference to the reorganization program. It seems equally clear that there is no chance of securing additional National support for education at this time.

The Legislative Commission met at Cincinnati during the meeting of the Department of Superintendence. The Chairman was authorized to invite members of the Commission and other educators interested in the creation of a Department of Education to meet in Washington and to prepare a draft of a bill embodying that part of the Association's program which has to do with

the creation of a Department of Education. This conference, authorized by the Legislative Commission, met at the

A New Education Bill

THE proposed New Education Bill which embodies features of the legislative program of the National Education Association and allied groups, contains the following sections:

Section 1. Creates a Department of Education with a Secretary in the President's Cabinet.

Section 2. Authorizes an Assistant Secretary of Education.

Section 3. Provides for the coördination of existing educational work of the Federal Government in the new Department, including the Bureau of Education, the Federal Board for Vocational Education, Howard University, and the Columbian Institution for the Deaf.

Section 4. Defines powers and duties of the Secretary of Education.

Section 5. Provides for Inter-Departmental Conferences on Education.

Section 6. Provides for enriched research activity.

Section 7. Provides for appointment of personnel.

Section 8. Authorizes appropriations to run Department.

Section 9. Provides for National Conferences on Education.

Section 10. Requires Secretary to make annual report to Congress.

Section 11. Enacting clause.

headquarters of the National Education Association in Washington on March 7. As a result of their deliberations a bill was drafted which will be submitted to the National Education Association at

its July meeting and to other educational and lay groups who are interested in the creation of a Department of Education. An outline of the provisions of this bill is printed on this page. It is being submitted for criticism to those who have been working most actively for the creation of the Department.

In the new bill, as drafted, emphasis is placed upon the function of the Department of Education as an agency to conduct investigations and to disseminate information. We feel that this is in accord with the position of the President as expressed in his address before the National Education Association at its meeting last July. It will be recalled that at that time he proposed that, "The cause of education has been regarded as so important and so preëminently an American cause that the National Government has sought to encourage it, scientifically to investigate its needs, and to furnish information and advice for its constant advancement. Pending before Congress is the report of a committee which proposes to establish a Department of Education and Relief, to be presided over by a cabinet officer. Bearing in mind that this does not mean any interference with the local control, but is rather an attempt to recognize and dignify the importance of educational effort, such proposal has my hearty endorsement and support."

Those who have been supporting the National Education Association program providing for a Federal Department of Education and for further Federal support for the public school system are still convinced of the legitimacy of this program. In the present situation, however, it seems wise to bring all of our strength to bear in support of a bill creating a Department of Education. We already have assurances that this bill will have the support of many educators who favor the creation of a Department of Education, but who were not willing to support the bill carrying large appropriations. There is every assurance, as well, that we will have the continued support of a large number of organizations of laymen who have been supporting our program during the past five years.

Problems for Teachers' Meetings

STUDY 1. Summer convention—How many teachers are expected to attend the sixty-third annual meeting of the Association at Indianapolis? When will it be held? See page 142. What are some of the preliminary steps that must be taken in preparing for a convention? How is the convention city chosen? What are some of the activities of the week besides the general program and the Representative Assembly? How are delegates to the Representative Assembly chosen? Have you ever acted in that capacity? Make sure that your organization sends its full quota to take part in the deliberations. What are some of the responsibilities of a city that is entertaining the Association?

Study 2. The State of Indiana—Make a list of prominent men and women who claim Indiana as their native State. What are some of the things of which Indiana may justly be proud? (Read page 151.) Give several interesting points in the history of Indiana. Why is Indianapolis a suitable place for a National convention? What are some of the places of historic and literary interest that may be easily reached from Indianapolis?

Study 3. World Conference at Edinburgh—How often does the World Federation of Education Associations meet? What are the dates for the meeting this year? (See page 142.) When and where was the Federation organized? Who is the president? Who is to be the head of the American delegation? What are the different kinds of delegates that will take part in the conference? State the outstanding aims of the World Federation. Page 147.

Study 4. World Good Will Day—Give the date for the observance of this Day. See page 148 and also editorial page 156. Why was this particular date chosen? Give several ways in which it may be celebrated in the schools. What are some of the points that should be emphasized? How many individuals observe the spirit of the Day? Read the article on page 166, *International Friendship Through Children's Books*. Give several illustrations of things in textbooks that have engendered international hatred? What other means is suggested as effective means of making children friendly toward their brothers in other lands? What books have you

read that should help to create a friendly spirit toward the children of other countries?

Study 5. The teaching of geography—See page 143. The author of this article expresses the belief that geography

THE BEST POSITIONS
and the richest lives go to the teachers who study hardest and think most. The thinking teacher saves enough in improved methods to give time for the broadening things—the farther vistas that make teaching significant.

Here are some problems about matters that teachers have believed worth while. They are suitable for teachers' meetings. They are useful for individual study. They are problems common to the whole profession. To be familiar with them gives one a sense of belonging, of having a part in the effort to elevate education and lift teaching to a higher plane of effectiveness and public esteem.

is probably the best subject by which to create attitudes that make for peace. Can you give several illustrations to prove this? Show how an intolerant attitude toward the customs of other peoples may be overcome in the school-room. What wealthy man has just given a large sum for the purpose of enabling students of any race or creed to take up advanced work in other countries? How does the plan differ from the Rhodes scholarships?

Study 6. Britain's vacation course—Many teachers who are going to Scotland to attend the meeting of the World Federation in July will probably plan to study abroad during the summer. When was the City of London Vacation Course founded? See page 149. What is the purpose underlying the course? Describe several ways in which it differs from the usual vacation course? Make a list of the eminent men and women who have spoken before the members of the Course. How many teachers have taken part in the lecture courses associated with the Course? Tell briefly

of the scholarship that has been established?

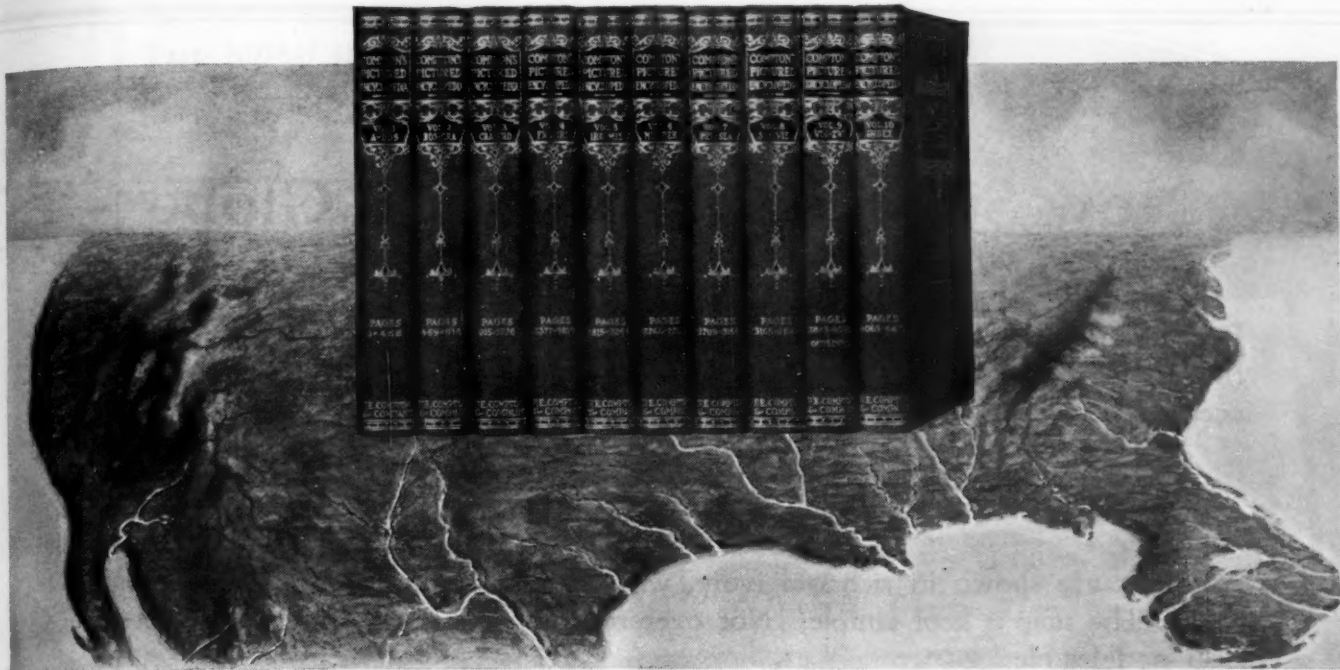
Study 7. Alice Freeman Palmer—Have you ever read the biography of this great teacher written by her husband? Every teacher in America should include this in his professional reading. See page 153. Why should the story of her life be an inspiration to any high school girl as well as to a teacher? At what age did she become president of Wellesley College? Name several characteristics that made her a great teacher. Name several other women leaders in American education that have had a deep influence on the lives of their students.

Study 8. Salary report—Have you seen a copy of the report covering public school salaries in the United States for 1924-25 which has just been published by the Research Division of the National Education Association. Read editorial on page 156. What are a few of the important points which the report plainly shows? What is the most plausible argument for the payment of good salaries? What relation do adequate salaries have to the stabilizing of the profession?

Study 9. Child labor—Who is now president of the American Federation of Labor? What attitude has the American Federation always taken toward the protection of child life? What is the present status of the Child Labor Amendment? Is there a time limit for ratification by the States?

Study 10. Lecture and entertainment courses—See page 167. Has your organization ever sponsored a course similar to those described? If it has, is it included among those mentioned in this article? How many of these lecturers have you had the opportunity of hearing? What is the value of a community course? How many of the teachers in your city are carrying extension work?

Study 11. A home for retired teachers—Who is sponsoring this movement? What led her to become interested in such an activity? What do the figures gathered through a survey by the Ella Flagg Young Club of Chicago indicate? Do you know of any aged retired teachers who are dependent upon relatives and friends? Can you suggest ways and means for financing such an enterprise? What progress has been made on the plans for such a home?—*Agnes Winn.*



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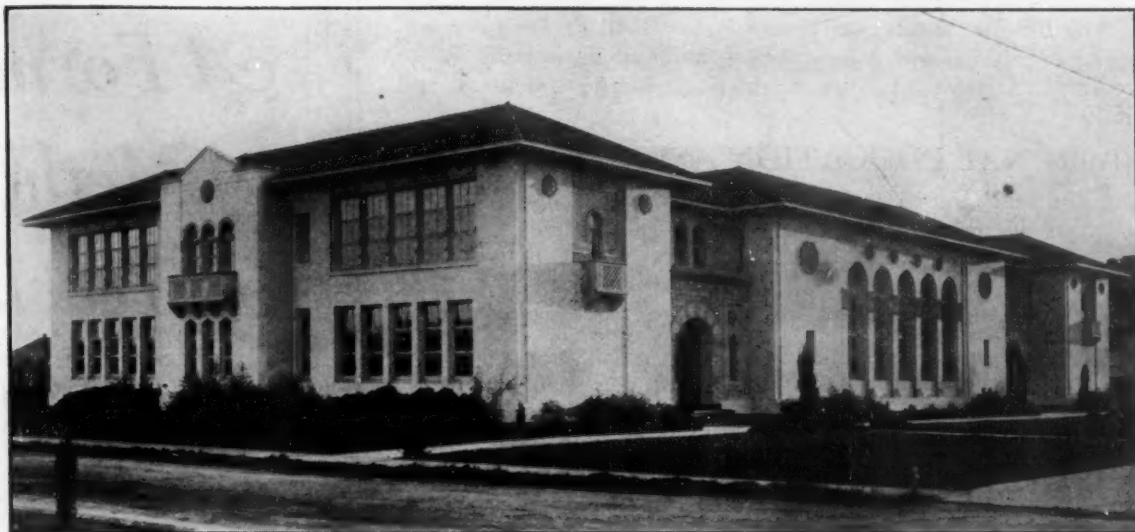


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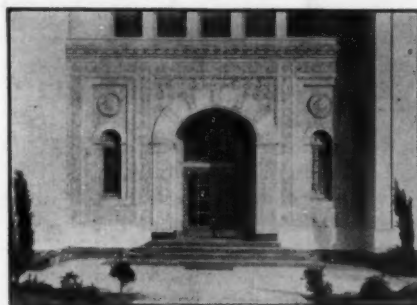
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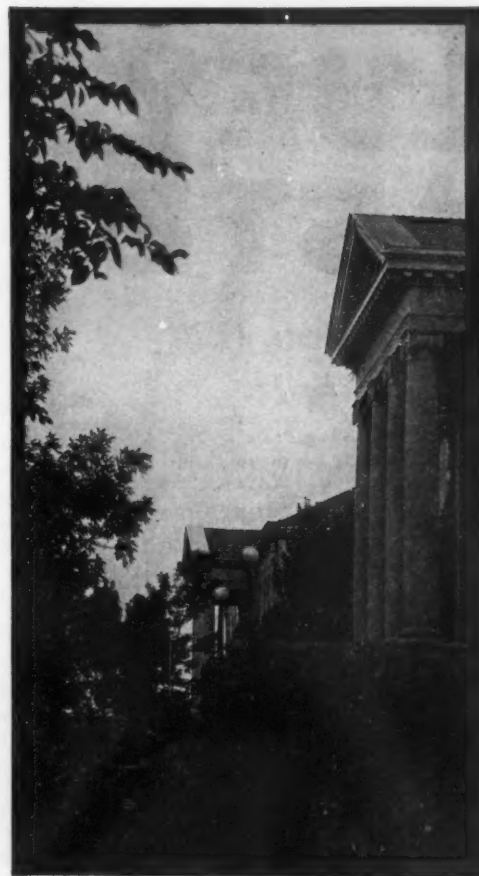
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NOTES and ANNOUNCEMENTS

DELEGATES to the Indianapolis Convention of the National Education Association are urged to carefully fill out Registration Blanks, giving their exact school position. The Treasurer reports that 430 delegates to the Washington meeting failed to give this necessary information.

EDUCATORS attending the World Conference of National Education Associations at Edinburgh, will sail from New York, July 8, on the Canopic. Further information may be had by writing Dr. C. L. Babcock, 65 Broadway, New York City, or Dr. Augustus O. Thomas, State Commissioner of Education, Augusta, Maine.

TEACHERS attending the World Conference of National Education Associations will find many opportunities for study in England at slight additional expense. Oxford University offers a course on the drama, from July 31 to August 20, and a course in high school zoology from July 31 to August 11. Splendid lectures and excursions are planned. Those interested address the Rev. F. E. Hutchinson, M. A., Acland House, Broad Street, Oxford. London University offers a four-weeks summer course including the history of London, English literature, phonetics, etc.

HONORABLE STANLEY BALDWIN, Prime Minister of Great Britain, will participate in the World Conference on Education at Edinburgh, Scotland. A large delegation representing the National Education Association is planning to attend this conference under the chairmanship of William F. Russell, Teachers College, Columbia University.

THE COMMITTEE ON RELATIONSHIPS of the National Education Association met at the Business Men's Club, Cincinnati, Ohio at 4:00 P.M. February 24, 1925, with Miss Olive Jones, chairman, presiding. The chairman explained the purpose of the meeting as set forth by President Jesse Newlon to be:

1. To determine what should be the relation of the National Education Association to allied organizations and of allied organizations to the National Education Association.
2. To determine the responsibility the National Education Association should share or assume for allied organizations.
3. To establish a policy in regard to the using of the name of the National Education Association in endorsements, etc. by its sections and committees.

A careful discussion followed and resulted in the following recommendations for consideration by the executive committee and for adoption by the representative assembly.

Recommendations—1. On motion of Miss Caroline Woodruff of Vermont, seconded by Mr. H. Z. Wilbur of Michigan—That it is the sense of this committee that the National Education Association establish a policy of defining a time limit for the existence of mutual relationships with allied organizations, such as a year, requiring reaffirmation or termination at the end of such time limit; That the National Education Association shall require all allied organizations to submit to the executive committee for approval policy-making resolutions before using the name of the National Education Association in support of such measures. Carried unanimously.

2. On motion of Mr. Rice E. Brown of Kansas, seconded by Miss Riddle of Missouri—That the secretary of the National Education Association shall annually notify the heads of divisions, committees and sections that the name of the National Education Association may not be used in endorse-

ment of or in opposition to any person, policy, resolution or publication without the consent of the executive committee of the National Education Association. Carried unanimously. (Signed) Olive M. Jones, Chairman; John H. Beveridge, Secretary.

AT THE CINCINNATI Convention on February 24, Miss Olive Jones presented the report on the Home for Retired Teachers to the Executive Committee of the National Education Association, who agreed that the Association should organize a home or a series of homes for retired teachers, the first to be in or near the city of Washington, D. C. The Board of Trustees of the Association will take care of the funds collected. Miss Jones was authorized to present plans for financing these homes to the various States through the advisory committee. Any action taken will be reported to the Representative Assembly of the Association in July.

COPIES of the First Yearbook of the Department of Superintendence are desired at headquarters and will be paid for at the rate of \$1.50. They are needed to enable libraries to complete their files of these Yearbooks.

CITIES which either formally or informally have extended invitations for the 1926 meeting of the Department of Superintendence are Atlanta, Ga., Atlantic City, N. J., Chattanooga, Tenn., Chicago, Ill., Cleveland, Ohio, Detroit, Mich., Houston, Texas, Kansas City, Mo., Memphis, Tenn., Montreal, Canada, Niagara Falls, N. Y., Omaha, Neb., St. Paul, Minn., and Washington, D. C.

BOTH HOUSES of the New York State Legislature recently passed a Bill providing for general increases in teachers' salaries in the city of New York. To become law this Bill has yet to receive the signature of Governor Smith. It is hoped that his signature will be obtained before the thirty-day period has expired. The new schedule would provide substantial increases all along the line over the present salary schedule as reported in the last Research Bulletin of the National Education Association. A representative of the Research Division of the National Education Association appeared at a hearing of the State Legislature previous to the passage of the bill and spoke in its favor.

THE TEACHERS of Baltimore are carrying on a vigorous campaign looking toward the improvement of salary conditions in that city. Baltimore, at the present time, has one of the lowest salary schedules in the country, for cities of its size. A representative of the Research Division of the National Education Association spoke to a meeting of teachers, citizens, and members of the Board of Education and City Council in Baltimore on April 6th. Members of the Association are hoping for an increase in teachers' salaries in Baltimore, which will place the teachers in that city on a plane of equality in compensation with those of other large cities.

THE LOUISIANA STATE NORMAL COLLEGE at Natchitoches reports a summer school enrol-
(Continued on page A-143)

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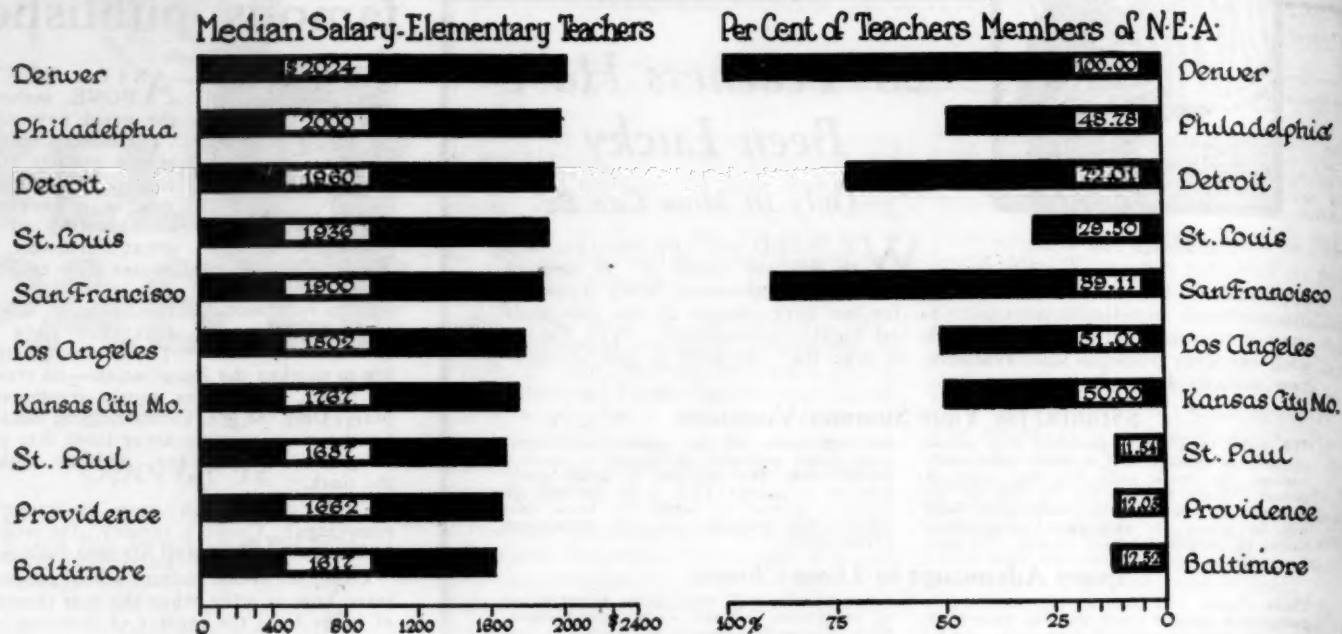
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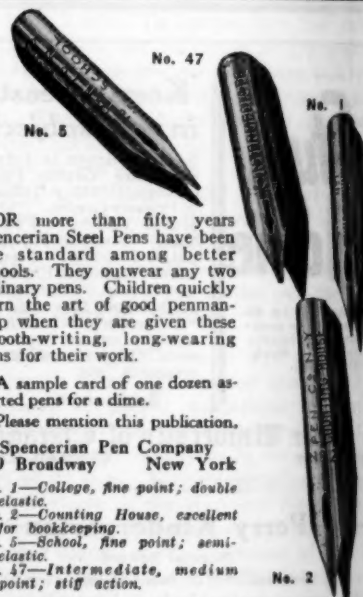


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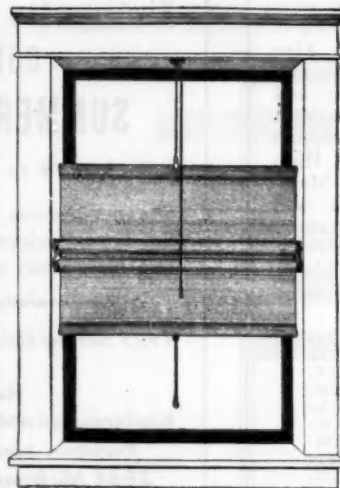
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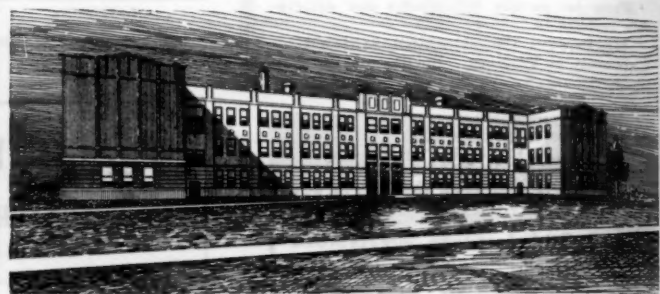


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(Continued from page A-138)

ment of 1143 for 1923 and 1389 for 1924. This enrolment is larger than that of twelve of the schools listed in THE JOURNAL for March.

THE KANSAS STATE TEACHERS COLLEGE at Pittsburgh had a summer school enrolment of 2976 in 1924. It should have been included in the list published in THE JOURNAL for March.

CITIZENS' MILITARY TRAINING CAMPS July and August, 1925—The purpose of these camps is to bring together young men between the ages of 17 and 31, from all walks of American life on a common basis of equality, under favorable outdoor living conditions, and through regular behavior, thoughtful coöperation, physical development, athletic activity, and mass training to benefit them individually, while at the same time affording them a better understanding of the positions they occupy in the team-play of the Nation. They aim to teach American patriotism by precept and practice, and to develop democratic character and leadership.

Citizens' Military Training Camps have the endorsement of the President, leading educators, churchmen, and prominent citizens everywhere. Growing out of the spontaneous and unofficial Plattsburg movement of pre-war days, these camps have been conducted since 1921 with annually increasing enrolments. Last year 53,000 young men applied for training in Citizens' Military Training Camps, although facilities could be provided for only 34,000. This year forty camps have been established throughout the United States in which between 35,000 and 40,000 young Americans will receive one month's training free of cost to themselves, all necessary expenses, including transportation to and from their homes, being paid by the government. About seventy-five per cent of the candidates who attend are students. Detailed information regarding dates, locations, and attendance can be obtained by addressing The Adjutant General, Washington, D. C.

THE ARIZONA NORMAL SCHOOLS were converted into teachers colleges by a bill which passed both houses of the legislature without a dissenting vote and which was signed by the governor early in March, according to word received from Dr. A. J. Matthews, president of the Tempe Normal School.

THE ELEMENTARY PRINCIPALS of the State of Ohio met in Music Hall, Cincinnati, Tuesday, February 24, 1925, and organized a permanent State organization of elementary principals, to be known as the State Elementary Principals Association.

A REQUEST amounting to \$200,000 has just been made to the public schools of Portland, Oregon, by the late Mr. John L. Vestal, a druggist of that city for over forty years. No decision has yet been made by the school board as to the disposition of the estate, which is the largest gift ever made for educational purposes in Portland being rivaled only by the Simon Benson gift of \$100,000 to the Benson Polytechnic School.

THE CLEVELAND BOARD OF EDUCATION has set \$19,428,000 as the sum needed urgently

for expenditure within the next two and one half years on new city school buildings and additions to present ones. This will probably mean next November a bond issue of \$15,000,000.

THE CANADIAN TEACHERS FEDERATION will conduct a special Canadian Tour, July 20 to August 12, similar to the one last year, prior to the meeting of the Federation in Toronto. The trip westward will include stop-overs at Port Arthur, Fort William, Winnipeg, Regina, Moosejaw, Calgary, Banff, Lake Louise, Vancouver, and Victoria. Returning, the party will stop at Nelson, Penticton, Okanagan Lake, Windermere, Edmonton, Kenora, and Port McNicoll. Further particulars may be had by addressing Dean Sinclair Laird, Macdonald College P. O., Quebec.

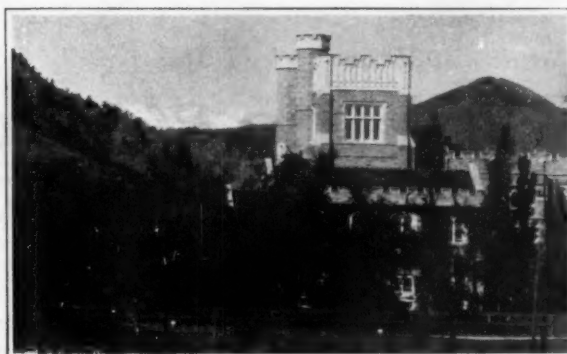
IN THE DEATH of Mr. Joseph O'Connor, of San Francisco, Calif., the Association loses one of its life members of long standing. Mr. O'Connor became a life member of the Association in 1888. He became principal of the Mission High School in San Francisco in 1898 and was elected president of the Board of Education in San Francisco in 1909.

THE DEATH of Miss Mary A. Lee, of Providence, Rhode Island, closed a phenomenal record of public school service. She was connected with the Providence schools over sixty-two years. More than half a century of constant work did not induce her to retire when it was her privilege to do so, but she remained on the staff at Technical High School until forced to remain at home on account of illness.

THE SECOND ANNUAL HEALTH EDUCATION conference conducted by the Health Education Division of the American Child Health Association will be held at the University of Chicago the last week in June. Further information may be had by writing Miss Emma Dolfinger, director, Division of Health Education, American Child Health Association, 370 Seventh Avenue, New York City.

THE AMERICAN LIBRARY ASSOCIATION will hold its 47th annual meeting in Seattle, Wash., July 6-11, at the Olympic Hotel. At the convention the following topics will be discussed: (1) An Extension of Library Service; (2) Adult Education Work; (3) Education for Librarianship and (4) School Libraries.

(Continued on page A-145)



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Edward.....	126 S. Illinois St.....	150	1.75		3.50		2.25	2.75	3.50	4.00
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Lincoln.....	Kentucky Ave. and Washington St.....	400					3.25	5.25	5.00	7.50
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Spink.....	233 McCrea Place.....	200					2.00		3.00	
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(Continued from page A-143)

EDUCATION AND INTERNATIONAL UNDERSTANDING is the theme of the April issue of *Progressive Education*. It contains material which will be useful to teachers in connection with the observance of World Goodwill Day on May 18. Copies may be had from the Progressive Education Association, 10 Jackson Place, Washington, D. C., at fifty cents each.

AT ITS MEETING in Cincinnati the American Association of Teachers' Colleges voted to become a department of the National Education Association. Since the superintendents of schools already form one of the main departments of the Association, this action on the part of the teachers' colleges means that in the United States practically all the educational forces are now united in a single professional organization.

SUPERINTENDENT D. C. JENSEN, of Sandy, Utah, reported at the Cincinnati Convention that ninety-seven per cent of the teachers of his district have taken out membership in the local teachers' Association, that ninety-nine per cent are members of the Utah Teachers' Association, and ninety-one per cent members of the National Education Association.

THE TWO Muskegon high schools have a scholarship fund which was established by the class of 1909 for the purpose of assisting ambitious students in furthering their education. Starting with the modest sum of \$30 the fund by efforts of the various grad-

uating classes has grown until its present worth is \$7215.36. The fund is available to students who have graduated from high school who wish to borrow money to help them continue their education. Interest at three per cent is charged.

FREE COPIES of the Score Card for Rural Schools may be had on request from the *Rural School Editor, Farmer's Wife*, Saint Paul, Minnesota.

THE TWELFTH NATIONAL RECREATION CONGRESS will meet in Asheville, North Carolina, October 5-10, under the auspices of the Recreation and Playground Association of America.

AT THE EASTER VACATION thousands of high school pupils from all over the United States come to Washington, D. C. for a short sight-seeing trip. In order to make their visit of the highest value George Washington University has inaugurated a plan of presenting for these parties a stereopticon and motion picture lecture on the Capital, showing how the city is laid out, what the plans are for future development, the main architectural features, some of the most prominent historical settings, and the haunts of the great men who have placed their stamp upon the life of the Nation. The University places in the hands of the students who attend the lecture a pamphlet entitled, "My Visit to Washington," which gives in brief and interesting form, a statement of the history of the city of Washington and of Mount Vernon, and the life of George Washington.

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THE WESTERN ARTS ASSOCIATION will hold its thirty-first annual Convention at Claridge Hotel, Memphis, Tennessee, May 5-8.

THE BOOK-PUBLISHING DEPARTMENT of the Atlantic Monthly Company and Little, Brown & Company have entered into an association for the promotion of common interests. Future publications will bear the trade mark "Atlantic Monthly Press Publications."

EDUCATION BY RADIO—Station WZB, Springfield, Mass., has been broadcasting several cultural courses with such success that it has added three new ones. These are scheduled as follows:

Mondays, 7:30 P.M., "Chief English Writers of Our Day." Instructor, Robert E. Rogers, professor of English literature, Massachusetts Institute of Technology. Wednesdays, 7:30 P.M., course in French conversation and literature. Instructor, Andre Morize, professor of French literature, Harvard University. Thursdays, 7:30 P.M., "Business Psychology." Instructor, Glenn Newton Merry, formerly of the University of Iowa.

ADULT EDUCATION service has recently been inaugurated by a number of libraries. Adult education service gives systematic, individualized assistance to young people out of school and to others who wish to study independently and who need advice about books even before they need the books themselves.

The Indianapolis Public Library now has
(Continued on page A-146)

The Sky is the Limit

Wilburt Myers, a law student, made nearly \$4,500 during last summer's vacation.

Supt. F. A. Cozean, of Morehouse, Mo., made \$1,400 during his first vacation period. He is now a member of our permanent organization.

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Supt. Thos. G. Nichols of Edina, Mo., made \$2,400 during vacation and resigned his superintendency to remain permanently.

Miss Ethel Wade, of Cassopolis, Mich., resigned a teaching position paying \$100 a month and made nearly \$1,000 a month last year.

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Our leading salesmen, who a few years ago were making meager salaries teaching, are now earning between \$10,000 and \$15,000 annually.

We need live young men and women teachers everywhere for vacation and permanent work. Write for our free BLUE BOOK, which tells what other teachers are doing in this work.

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(Continued from page A-145)

in operation its Readers' Adviser Service, Out-of-School Division. The Omaha Public Library now advertises the services of a readers' assistant. Cincinnati Public Library has a Readers' Bureau. Minneapolis and Oshkosh, Wisconsin, Libraries are planning adult education service.

THE HARRIETT BEECHER STOWE School, a public school for colored students, has recently been dedicated in Cincinnati, Ohio. This is one of the best equipped and best conducted public schools in the United States. This school is looked upon as the solution of the many problems which arose from the mixed schools with white teachers, long regarded as the cause of a decrease in attendance and graduation of young colored people.

THE ENGLISH Board of Education reports an experiment in the Ruabon County schools, in Wales, in which the various subjects of the curriculum are linked up with a four-year course in geography based upon the geographical features of the locality, and showing how the life of man is affected by his physical environment.

THE UNIVERSITY OF HAWAII ten years ago had about forty students; today it has nearly 500, about half of whom are Caucasians and the other half chiefly Mongolians. The university was chartered in 1919, and has equipment equal if not superior to institutions of equal size in the United States. It offers the usual courses and has a large faculty. It emphasizes internationalism and cosmopolitanism, and occupies a unique position in the educational world.

A GRANT of \$30,000 to the American Library Association for its general purposes will be used for the preparation of a completely revised A. L. A. Catalog to be published in 1926, and of a graded list of books for children on the basis of the children's own opinions of books read. The A. L. A. Catalog, as already announced, is being compiled by Isabella M. Cooper, and the preparation of the graded list is in the hands of Dr. Carleton W. Washburne, superintendent of the Winnetka public schools, and of an experienced research worker.

POETRY as a ranking art in the public schools is ably discussed in a recent number of the *Sierra Educational News*. We quote as follows:

Poetry is just as vital as music or art, but has been neglected. Is it because poets have not stepped forward and insisted that their art be taught as the musicians and artists have? Poets have, by circumstance, been forced to be self-taught; while the music student gets individual lessons on his favorite instrument, and the art student has his hours of study. The poetically inclined individual has no guidance, no assistance, no suggestions, no special teacher supplied by the school system. He must study alone, and make less progress than if he received helpful supervision and special study.

Poetry is the most lasting, most permanent of all the arts, and at present in our schools is most neglected. But in the future it shall be accorded its proper status on the curriculum, on programs side by side with music and art. Honor shall be due the schools which inaugurate poetic composition in their weekly programs, and to the State that first places it in its required minimum essentials, side by side with music and art.

MINNEAPOLIS pays \$7,000,000 a year to run its schools. Retardation costs the city in its elementary schools \$309,000; in its junior high schools \$41,000; in the senior high schools \$195,000—a total of \$545,000 a year.

A COÖPERATIVE MOVEMENT to encourage adherence of the United States to the World Court on the Harding-Hughes-Coolidge terms is being fostered by The American Peace Award. Many teachers will favor this proposal, the outlook for which seems to be fairly good. Further information may be had free on request from The American Peace Award, 565 Fifth Avenue, New York City.

THE KIWANIS CLUB of Butler, Pennsylvania, has started a plan whereby the forty junior high school students whose second term average shows the most improvement over the first term's marks are to visit the Carnegie Institute at Pittsburgh, with its interesting galleries and museum.

WHAT do you do with your JOURNALS after you have read them? Save them for future reference. Many do so with great profit. Others pass them on to friends outside the profession—editors, ministers, social workers. Every member of the profession should wish to support its activities and receive THE JOURNAL on his own account. A strong journal and a well-supported National association are powerful guarantees of educational progress throughout the Nation.

A LETTER from an Hawaiian teacher suggests the wide range of Journal readers. We quote the opening sentence: "Sitting here in the shade of semi-tropic vines, while the canaries sing and the wasps drone and the sunlight hits the red leaves of collins and the green of maidenhair fern; while the watch-dog snoozes and the kitten purrs, and the autos tear along the Volcano road—one may with ease and pleasurable contemplation read your description of the great Washington convention."

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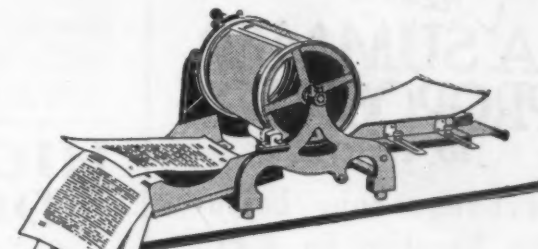
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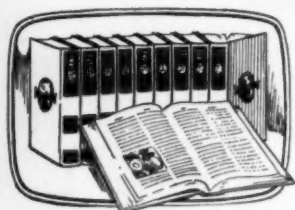


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