

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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Commencement

FOUR MILLION American children, more or less, will end their formal schooling during the spring months of 1925. Not all of them will pass through the happy ceremonies that are supposed to mark the commencement of the intellectual life but which too frequently mark its close. If some of the young people leave the school tasks with a sigh of relief and an eagerness to drop forever things studious, it is not their fault, nor is it the fault of the teachers entirely. It is rather the fault of a system that has come down to us through the centuries.

Before democracy began to spread among the peoples of the world, education was the heritage of privileged classes only. Study was largely a leisure class occupation. The schoolmasters brought together into their curriculum practically all the knowledge the world had then achieved, excepting the useful everyday learning that had to do with such homely things as food, clothing, and shelter.

When the curriculum began to take a utilitarian turn it was made to serve the needs of the ministry and the professions, with heavy emphasis on linguistic abilities rather than on capacities to do a variety of things involving the senses as well as memory and imagination. It was easy for the first colleges established on American soil to take over the curriculum of their privileged-class European predecessors and to adapt it for training for the ministry and public service. It was natural that the academies which grew up should seek to prepare their charges for the colleges. Had not John Milton, John Locke, and Thomas Jefferson declared the wisdom of equality in education? The best was none too good for the humblest citizen. That best meant the academy and the college.

Again, it was to be expected that when the public high schools began to develop, starting in Boston scarcely more than a century ago, they should adopt with little modification the spirit and curriculum of the earlier academies. Thus, much that is useless has come down to us from early centuries through

the colleges, academies, and high schools. The development of elementary schools has been profoundly affected by these influences from above. They were influenced also by a notion, common in



EDUCATION'S CRUSADERS

the pioneer days, that the child should be taught the things that he would naturally avoid learning; that he could be trusted to learn for himself the activities of home and farm and other matters in which he found a ready interest.

The schools were also heavily influenced during their formative stage by the military idea, which was particularly strong during the period following our Civil War. Severe discipline, a rigid time schedule, the arbitrary division of knowledge into branches of study—such things as these are suggestive of army routine. Heavy emphasis thus came to be placed on subject-matter, which was hammered into the growing mind by every device, brutal and humane, that resourceful pedagogues could command. Little thought was given to habits, attitudes, and appreciations as ends in themselves.

When the useless elements in the curriculum began to come into question they were bolstered up by the theory of

“formal discipline”; the notion that abilities developed in one study carry over into other fields. The battle over formal discipline has continued. While advocates at either extreme have refused to accept the arguments of their opponents, absolute faith in formal discipline has largely given way to a questioning and experimental attitude. School procedures and the curriculum, however, have not been so much modified as might be expected by the growing science of education.

With these various forces holding the child to a curriculum containing much which is not related to his present or future needs, with a lock-step system that tends to ride roughshod over individual impulses and aspirations and to make the child feel either “dumb” or vain, it is little wonder that many children approach the end of their school days with gladness, mingled only with sadness at the ending of the happy fellowships of the school period.

By custom the commencement ceremony, which has come down to us from the scholastic ceremonies of the Middle Ages, has generally taken a practical turn. Parents, teachers, and commencement speakers are inclined to encourage the young people as they approach the turning of the road to take stock of themselves, to see the real relationships of life, and to think of some of the dominating ideas that must guide any life that is to be happy and worth while. The commencement season is, therefore, a time for sermonizing, of impressive statement of those truths of life which are ages old, yet ever new; those words of wisdom that every parent and teacher and preacher cannot too much dwell on, for they are the chart and compass of human life and progress.

If the young people have not had sound habits, attitudes, and appreciations built into their lives during the months and years that have preceded commencement, the ceremonies and bits of parting advice cannot bridge the gap, but they can help a little. From the very beginning the child needs to be made to realize that his formal school-

ing is only a minor part of his education. It is only the little help that society gives him in order that he may help himself. It places him under obligation to go on that he may serve society intelligently and well.

Just now there are five factors outside of the schoolroom which seem most to influence the mental growth of young people. First, things and nature. Nothing can be better for a child's growth than a kit of tools or a garden with which he can work and learn for himself the fine art of observation and sense the joy of creation. Second, companions and people. Children teach each other more than we realize, and companionships between childhood and maturity are among those priceless things that have developed the best intellects the race has known. Third, reading—not haphazard and accidental, but planned for by parents, teachers, and librarians, so that the child may be familiar with that common background of pictures and ideas that enable us to live and work together. Fourth, motion pictures, the development of which has been so largely guided by commercial motives that their vast educational possibilities are only beginning to be understood. What wonders of science and history and life cannot be brought vividly to us all by this magic creation of inventive genius? In such films as the *Chronicles of America* our history comes to children with a vividness that makes our Nation a reality—something to be loved and served. And finally, radio, the

youngest of the great educational forces, bringing the whole world into our living rooms, where we may have contacts with the great musicians and orators, and men and women of affairs.

Truly the danger now is not too great poverty of ideas, not too little of mental stimulation, but too much. The children of this generation, who are to be the leaders of the next, will be those who early learn the value of time, the need to select the impressions that they put into their minds as carefully as they select the food that they put into their stomachs. We are not obliged to hear, or read, or see everything that comes along. We may reserve our attention for the really precious and worthwhile things, that we may turn to them with all vigor. If the child or the college graduate has learned that lesson, education has done much for him.

The child should leave school with a working philosophy of life. That philosophy should give high place to the ideals of service and civic obligation. The duty of intelligence should also be exalted and the child made to understand that it is something to be used in every act of daily life. He would then come to the end of the school road with a program for further reading and observation, with habits of study that would carry throughout life. To bring to the masses something of the attitude and the technique of the scientist and the spirit of the public servant is the primary mission of the school. It is maintained from public funds. It cannot shirk its

duty to insist on civic service and virtue.

Let us learn this lesson from commencement in 1925—the curriculum and the whole organization and spirit of the school, from the kindergarten through the universities and professional schools, should create desires and habits which will leave the graduate at commencement time with a sense of obligation so strong that he will consider himself a slacker if he faces life without a program of enlarging intelligence.—J. E. M.

IN A RECENT inspirational address at Tremont Theater, Boston, upon *The Future of the Republic*, Frank D. Boynton, superintendent of schools, Ithaca, N. Y., said:

"There is no calling or profession, save that of parenthood, which offers such opportunities for service as does teaching. Past the teacher's desk the unending stream of youth must go—the authors, statesmen, bankers, business and professional men and women, those who are to build or wreck empires—and as they pass give the teacher an opportunity to touch Destiny.

"A phonograph can hear recitations; but teaching, that process by which one, skilled in the things of the heart and brain, undertakes the task of enlarging the lives of others in all the varying possibilities of self-enjoyment and general usefulness, has always called for and had the mightiest hearts and intellects in human history.

"So long as we continue to man our schools, these bulwarks of our liberty, by men and women whose sterling honesty, whose ruggedness of character, whose courage and compelling personalities mark them as leaders—civic, social, religious—the Republic is secure; what the teacher is, the Nation will become; what the school is today, the Nation will be tomorrow."



LAKE LOUISE is a favorite with travelers and artists. This charming picture, by Miss A. A. Gray, received first prize for the best photograph taken during the August, 1924, trip of the Canadian Teachers' Federation, when more than one hundred and fifty teachers enjoyed the scenic splendors of Southern Canada.

America's History Vitalized¹

FRANK E. SPAULDING

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MODERN IDEAS of history teaching in our secondary and elementary schools are rapidly reshaping the actual content of instruction and the methods employed in this subject. This is not to say that either the facts or the truths of history are being changed, distorted, or misrepresented. It is to say, however, that the time, space, and emphasis accorded to historical facts, events, personages, and movements are undergoing radical changes; also that every phase of the whole drama of history is being subject to reinterpretation.

In this movement, there is nothing alarming, nothing even new. It is merely one manifestation of a tendency that is universal and unceasing, that will make itself felt as long as men try seriously to orient themselves in the world. Just now, throughout the thinking world, but for certain reasons perhaps especially in the United States, this tendency is manifest to an unusual degree.

Recent world events and present conditions are stimulating us as never before to try to get our bearings with respect to the past, that we may proceed into the future more intelligently. As events and personages recede, their significance as parts of important movements that have come down to the present is subject to progressive understanding. Facts, merely as facts, of course remain forever unchanged, but the interpretation of facts and the understanding of the significance of facts are subject to continuous change. And, in the last analysis, it is only through their true significance that historical facts acquire any value to justify their use in teaching.

Back of the United States more than of any other nation, the stream of events of the last three hundred years is rich in historical significance. For the revelation of the full and relative significance of these events, the whole three hundred years is a short period. So it is only the earlier of them that are capable of relatively permanent appraisal today. But all of them must necessarily be given their temporary valuation, which means that they must be subjected to continuous

revaluation from the standpoint of the ever advancing present.

It is the highly professional function of writers of historical textbooks, of teachers of history and of their directors, to keep the instruction in the schools



***INDIANS** witness the approach of Columbus and see his armed seamen row away from the Santa Maria to set foot on their new-found land.*

fully abreast of these constant historical reappraisals and reemphases. More than that, the schools in a peculiar and most important sense must have regard to the future. They must be ever mindful that the content and method of instruction is serving, and should be consciously made to serve, not merely to give adequate understanding of the past, and that as a guide to the future, but to shape the ideals and attitudes and to stimulate the resolutions of pupils who are bound to become large factors in determining the content of the historical stream as it flows on.

The most distinctive and promising recent contribution to the materials, methods, and spirit of modern history teaching is presented in the *Chronicles of America Photoplays*. These bring before pupils materials of instruction of first importance, which no book, no map, no "still" picture, no teacher can

provide. They reenact the most significant events in our history. Great historical characters, from Columbus to Lincoln, many of them already fast becoming legendary, appear as real, living, thinking, struggling men and women, taking their part in the epoch-making events of their times and of their careers. They appear before backgrounds and in settings of time and place as true and accurate as the most competent and conscientious research, combined with skill and imagination, is able to produce. The material presented by these historical photoplays is as far removed from the material of typical "movies" as the greatest classics of literature are far removed from light reading and pure trash. The *Chronicles of America Photoplays* are classic.

This new classic historical material requires new methods of study and teaching. Fundamentally, these are the methods of the classroom, of the serious, thoughtful student and teacher, not those of the moving picture theatre, of "movie fans," and of purveyors of sensation and amusement. Yet the methods required are not identical with the methods best suited to the use of textbooks, for instance; methods must be adapted to the material.

This new historical material combined with its appropriate method contribute in large measure to the spirit of modern history teaching. This spirit may be briefly characterized as the spirit of current significance.

Yet, great as is the contribution that these historical photoplays are making, and are destined to make to the teaching of history, they do not and can not supplant, they were never expected to supplant textbooks or teachers; they are additions to the material, method, and spirit of history study and teaching. Something of the extent and character of their contribution can be understood from a brief outline and characterization of the series, consisting of thirty-three photoplays, one hundred reels of film.

But first, let it be clearly understood that this series of photoplays, extensive as it is, could not and does not attempt to present a complete history of the United States. The projectors early

¹The illustrations in this article are used through the courtesy of the Yale University Press, 522 Fifth Avenue, New York City.



THE HEAVY stockade around the Jamestown settlement affords protection from the Indians. An ox-drawn tumbrel is seen on its way to near-by fields.

realized the absolute necessity of making choice for pictorial representation even among events and movements of first magnitude in historical importance.

As it became fully evident that an adequate presentation of all important aspects of our history, within the compass even of such a long series of films as was projected, would be quite out of the question, the practical choice to be made presented itself in the form of these alternatives. The series must be used either for presenting samples, as it were, of the various important aspects of our history, or it must be devoted primarily to presenting rather completely the most important features of a single general aspect of that history. After much thought and long discussions, it was unanimously agreed by those chiefly responsible from the historical and pedagogical standpoints that this initial series of historical photoplays would best be made to represent primarily one great aspect of our Nation's history, the governmental, if we must designate it by a single word, as distinguished from such aspects as the social, industrial, commercial, and economic.

As this important and difficult choice practically forced itself on everyone concerned, the universal desire to make adequate presentation of the social, industrial, commercial, and economic aspects of our history, which are justly receiving increased place and emphasis in progressive schools, was restrained with reluctance, in a measure relieved by the hope

that these phases might some day be given as adequate pictorial representation as that chosen for the immediate series of films.

The phase of our history chosen for pictorial presentation has been designated as governmental for the sake of brevity. But that single word serves rather as a negative than as an adequate positive characterization. Negatively, it signifies that the presentation of social, industrial, commercial, and economic events and developments was not to be the primary

purpose of this series of photoplays. Positively, the significance of this term, governmental, must be expanded quite beyond its usual connotation, if it is to approximate an adequate characterization of that phase of our history to which this first series of photoplays is devoted.

The phase of our history which these photoplays depict has to do primarily with the laying of foundations and the establishment and definition of boundaries. Many of these foundations and boundaries have been predominantly geographical; many others have involved national relationships; still others have had to do with our whole plan of National Government; yet others have concerned vital relationships within the Nation, State and Federal rights and powers, and personal liberty.

The laying and defining of geographical foundations and boundaries, which resulted from the great events of discovery, exploration, and settlement, not seldom leading to strife and war with rival claimants to disputed territory, are shown through such photoplays as "Columbus," "The Pilgrims," "The Puritans," "The Gateway to the West," and "Wolfe and Montcalm." The foundations and chief boundaries of our National independence were laid and established through the long War of the Revolution. The most significant events of this period are reproduced in such films as "The Eve of the Revolution," "The Declaration of Independence," "Vincennes," and "Yorktown." Following this period of war, there were laid



THE PILGRIMS on safely landing at Plymouth Rock on December 20, 1620, offer thanks to God.

and defined the foundations and boundaries of our National Government, marvellous achievements which are re-enacted in such photoplays as "The Constitution," "President Washington," "Alexander Hamilton," and "Jefferson and the Annexation of Louisiana."

After more than a half century in which the western boundaries of the Nation were pushed clear across the continent, through unsurpassed struggles, hardships, and exhibitions of courage and endurance, fittingly represented in eight photoplays, of which "Daniel Boone" and "The Frontier Woman," "The Alamo," and "Oregon" are types, came the tragic period of the Civil War. In this period there were clearly defined and firmly established the boundaries of State and Federal power and of personal liberty. With this period suitably represented in a half-dozen films, "The Free State of California," "Nationalism: the Northern Ideal," "Lee and the Spirit of the South," "Emancipation," "Dixie," and "Abraham Lincoln," the series of thirty-three photoplays ends.

This brief description and characterization should serve both to make clear the phase of our history to which it was decided to devote this first series of photoplays, and to justify the decision in favor of this phase, rather than of any other or of a mixture of several. It was these marvellous, unparalleled achievements in the laying of foundations, and in the definition and establishment of boundaries, that made possible scarcely less marvellous achievements in industry,



GOVERNOR WINTHROP and his magistrates gather around the pulpit in the meeting-house to discuss the ultimatum from England.

commerce, and social conditions. These latter achievements must be given adequate pictorial presentation before the photoplay history of the country can be considered complete.

It should be understood, however, that the social, industrial, and commercial phases of our history are by no means unrepresented in this first series of photoplays. There is not a single film that does not show something of these phases—indeed, it would be practically impossible to produce such a film. The pri-

mary purpose, however, of every film is to depict the events and personages most concerned in the laying of foundations and in the defining and establishing of boundaries, on which and within which our life as a nation has been built up; all else was necessarily made incidental.

The great historic achievements re-enacted in this series of photoplays were carried out largely by pioneers and frontiersmen, of one kind or another. The work of worthy pioneers and frontiersmen, in whatever field, has always been characterized by severe struggle, terrible hardship, incredible perseverance, endurance, and self-sacrifice; and in many fields this pioneer-frontier work has involved bitter and prolonged strife and cruel warfare. All these things have been especially true of the pioneer and frontier work in the history of the United States. Such, then, were the characters, pioneers, and frontiersmen, such the historic events, which this series of photoplays had to represent.

Even though, for reasons already pointed out, it was impossible in this series of films to give a complete and fully balanced presentation of all important phases of our history, that most of all important phase, to which these films are devoted, is presented in fullest accord with the best professionally approved modern tendencies in history teaching. This was by no means easy to accomplish. Approved current ideas and methods in history teaching are strongly tending to give larger place and emphasis



PPETER STUYVESANT, the choleric governor of New Amsterdam, lays aside his troubles and greets his family.

to the activities and achievements of peace and to reduce the space and emphasis given to war, especially to the detailed study of battles. No small portion of the historic materials with which this series of films had to deal was the materials of war.

War, in the life of this country, as of practically every country, has been a great historic fact, and a fact that has been of the utmost significance. Such a fact, on account of its far-reaching significance, can not be justifiably ignored in any teaching of history at the present time. But there are several methods of dealing with war in history teaching, and by no means the least problem with which progressive history teachers are today struggling is that of the treatment of war. Although in some ways vastly more difficult for the camera than for the textbook—for the former must be absolutely definite and concrete in its presentations, while the latter may be indefinite and vague—the *Chronicles of America Photoplays* make valuable contribution to history teachers' efforts to solve this difficult problem of dealing with wars. A complete and satisfactory demonstration of this can naturally be made only through the films themselves, such films as "Wolfe and Montcalm," "The Eve of the Revolution," "Vincennes," and "Dixie," in all of which war is a large, significant fact to be dealt with.

Merely to indicate here the way in which the photoplays handle this war problem, these important characteristics may be given, which apply to every film into which war enters. Nowhere is there any hint of the glory of war; no single war scene is presented in such a way that it could possibly be thought to be worthy of presentation in itself; every war scene, and every scene in any way connected with war, is so presented that the intelligent observer can not fail to

see it in its indissoluble relationship to important events which preceded and followed; the presentation of war scenes are rigidly limited to those that are absolutely indispensable to an adequate understanding of the great achievements in which war played a large part; furthermore, only so much of war is directly presented as is absolutely necessary to the understanding of great and lasting achievements, which have perpetuated themselves in the very foundations and boundaries of our national life.

All these characteristics of method in dealing with war are in full accord with sound, progressive ideas in history teaching. But these photoplays that must deal with war have gone a distinct and important step farther than it is prac-



COLONEL GEORGE WASHINGTON at Fort Mifflin contemplates the seriousness of the situation. He has been advised of the approach of the French and Indians, fifteen hundred strong.

tically possible for any textbook or teacher to go in promoting sympathetic understanding of the purposes, motives, loyalties, and sacrifices of the participants in war, *on both sides*. This is notably true of the photoplay, "Dixie," as has been demonstrated wherever it has been shown, North and South equally. Anyone who has seen and felt this photoplay can readily believe that this pictorial presentation throughout the country, can do more than all textbooks to heal whatever breach still remains from that deplorable conflict and to prevent for all time any like occurrence within the Nation.

The most intensive and critical study of every one of the *Chronicles of America Photoplays* will serve to reveal new and often unexpected values of content, of method, and of spirit. Their destined influence on history study and teaching can not be adequately characterized by either of the terms, "revolutionary" or "evolutionary," though it may well partake somewhat of both; contributory in large measure, it certainly will be.

AMERICA FIRST—Not merely in matters material, but in things of the spirit. Not merely in science, inventions, motors, and skyscrapers, but also in ideals, principles, character. Not merely in the calm assertion of rights, but in the glad assumption of duties. Not flaunting her strength as a giant, but bending in helpfulness over a sick and wounded world like a Good Samaritan. Not in splendid isolation, but in Christlike coöperation. Not in pride, arrogance, and disdain of other races and peoples, but in sympathy, love, and understanding. Not in treading again the old, worn, bloody pathway which ends inevitably in chaos and disaster, but in blazing a new trail, along which, please God, other nations will follow, into the new Jerusalem, where wars shall be no more. Some day some nation must take that path—unless we are to lapse once again into utter barbarism—and that honor I covet for my beloved America. And so, in that spirit and with these hopes, I say with all my heart and soul, "AMERICA FIRST."—Bishop G. Ashton Oldham.

The American's Creed

I BELIEVE in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its constitution; to obey its law; to respect its flag; and to defend it against all enemies.—William Tyler Page.



AGITATION and irritation reach a climax in the Boston Massacre.



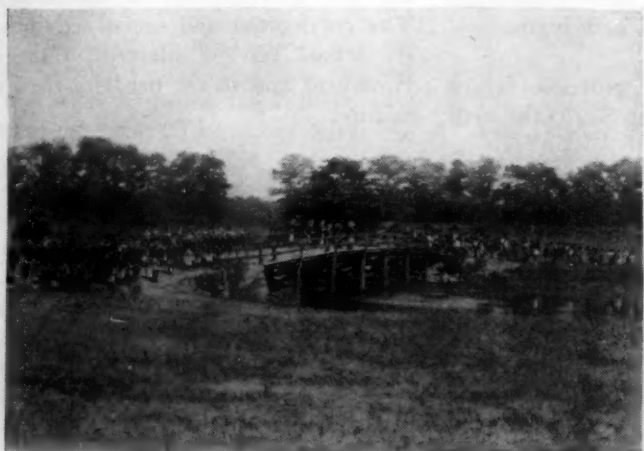
DELEGATES in Independence Hall await final vote on separation from England.



BOSTON citizens, disguised as Indians, throw tea overboard.



PLANTATION folk gather to see "Maussuh" and his friends ride off to war.



AMERICANS and British face each other at Concord Bridge.



CONFERENCE of Grant and Lee ends years of suffering and sacrifice.

Jordan Consolidated School

THE BUILDING shown at the bottom of this page is the home of the Jordan High School. It stands near the geographical center of the Jordan District, Sandy, Utah. It is 235 feet long by 166 wide and 45 feet high. It contains 30 large, well-lighted rooms adapted to various high-school activities. The auditorium contains 900 opera chairs of the best design. It is well adapted for assemblies and dramatic activities. The gymnasium, 60 by 90 feet, the standard size, has a balcony for spectators. It is most suitable for social and physical activities. The study hall is a well-lighted room containing 80 seats of the best modern type. Besides the rooms described, there are 27 rooms adapted to recitation and laboratory work. These have been especially designed for domestic science, domestic art, mechanic arts, agriculture, physics, chemistry, biology, and other classroom work. The building is thus well adapted for modern high-school activities.

The heating and the ventilating plants are likewise well equipped. The former has two 80-horse power boilers that are fed by electric stokers. The latter has a large electric fan connected by air ducts with all the rooms. The boilers heat the rooms by means of steam radiators, while the fan draws in pure air from a height of 25 feet on the outside and sends it warmed to all parts of the building. The temperature is regulated automatically, so that it ranges constantly between 65 and 68 degrees Fahrenheit.

The campus has 23 acres of ground. This is devoted to agriculture and to athletics. Foot-ball courts, tennis courts, base-ball diamonds, and running courses are laid off for use in athletics and sports. Around the building the ground is con-

verted into appropriate lawns and flower gardens. On one corner of the campus are new brick cottages for the superintendent of schools and the high-school



principal. Another corner is occupied by the engineer who has charge of the buildings and grounds and is engaged the year round.

This plant is that of a consolidated rural high school. Located in the open country, as it is, it is not in any sense local. The nearest community, Sandy, is one mile away. Other communities that patronize the school range from $2\frac{1}{2}$ to 12 miles distant. These communities separately are too small to maintain a modern high school; conjointly in consolidation they have established one of the largest and best high-school plants in the State.

The buildings and grounds, which have cost to date about \$225,000, will

accommodate 750 students. They will probably meet the needs of the district for the next eight or ten years. Six hundred fifty students in grades 9 to 12 were in attendance last year.

The transportation is thus far mostly by automobile stages.

Coming as these students do from small communities, ranging from 1800 inhabitants down to 200, high-school opportunities would not have been accessible to them had it not been for consolidation.

The school is large enough to give breadth of scope to its activities. It has the usual social and athletic activities. In addition it has a broad curriculum, flexible enough so that students can find something to fit their native bent.

The school here represented and the elementary schools that feed it are administered by a board of five men who work not for particular constituencies but for the entire people. Under the old district system over fifty men as trustees would have administered separate schools without even a possibility of high-school work. This administration of the education of all these communities with one central high school by the board of five men who engage a competent superintendent is attained in these rural communities only by means of consolidation.

Consolidation thus enables rural communities to establish modern high schools. The plant, including campus, building, and equipment, can be of the best type. The curriculum can be broad enough in its scope to give opportunity for the development of individuality. The curriculum and social activities of the school can be adapted to the environment and to the needs of the community.



The Dalton Plan: Why and How

LUCY L. W. WILSON

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THE "SCHOOL" of the Greeks meant "leisure," particularly the "retired leisure that in trim gardens takes his pleasure." Here, *pedagogos*, slaves, led their charges to teachers of grammar, or music, or gymnastics, carrying their instruments and giving them, in passing, some discipline, some moral training. This individualized instruction was superseded by the lecture method of the Sophists, much too intent upon imparting knowledge. Then came a renaissance. Socrates, the great democrat, in the streets, anywhere, tried with his famous questions to help each individual to develop his power to think and his ability to do. In the olive groves of the *Akademia*, Plato, the aristocrat, and, in his *Lyceum*, practical Aristotle taught the fortunate youths of Athens, not individually but for the most part in real "discussion forums."

Under the Romans, these schools were institutionalized, of course, and carried to the rest of Europe, including England. Here, in the tutorial system of Oxford, and in some remarkable secondary schools, such as Bedales and Oundle, the fine art of teaching individuals in a socialized environment, developing the individual in the child, rather than merely "individualizing instruction," has survived to the present day.

In this country—witness the once popular story of Mark Hopkins at one end of the log, with Garfield at the other—a highly individualistic method of education prevailed until about two generations ago. Then was born the modern recitation method. It seemed to solve some of the difficulties of educating numbers by providing a method of testing their home preparation. As a matter of fact, at its best, this method is a time waster for the many and a spur to only a few of any group. Clever children, those who can easily prepare by themselves even with hurriedly given assignments, gain almost nothing additional, unless it be ennui or lazy habits of depending upon memory, in place of the more difficult adventure of thinking.

For a generation, progressive teachers have been trying to overcome the difficulties due to the obvious maladjust-

ment of the school to the enormously great individual differences of the children. The Pueblo Plan is an example of earlier attempts. Coaching laggards, or giving them more time, differentiated

adopted was called "The Laboratory Plan." When the adoption of the plan became general in England, Miss Parkhurst renamed it "The Dalton Laboratory Plan."

The fundamental principles of the Dalton Plan are: I. Freedom for Individual progress and Instruction, II. Time Freedom, with Responsibility, III. Provision for a Social Environment: Community Living.

I. *Individualized instruction* did not originate with the Dalton Plan and is not peculiar to it. The problem has been attacked in this country along two main lines: A. The segregation and teaching of normal children in accordance with their abilities, with special classes for the subnormal, and sometimes for supernormal, children; and B. The individual assignment, either within or without a segregated group.

A. The enforcement of compulsory education laws and the growth of junior high schools, together with the development of scientific measurements of individual differences, in this country, at least, are rapidly leading to the attempt at more or less complete segregation and teaching of all pupils in accordance with their abilities. In several American cities, research bureaus have carefully measured the results obtained from such segregation. Detroit, in particular, has been carrying on, since 1920, a scientific experiment in segregation according to abilities and in individualization of instruction from the first grade up. In European countries, two generations of compulsory education, compelled such segregation, long ago, by a trial and error method that has been remarkably successful. For example in Denmark, it is this efficient and practical segregation, beginning at the end of the first grade, that accounts largely for the literacy of all the people. Probably, too, their own success is one of the reasons for the slowness with which they are investigating our scales and measurements.

For seven years, we in South Philadelphia have been experimenting with rapid and slow progressive classes. The initial segregation is in accordance with I.Q.'s formerly determined from group

Teaching

I DO NOT KNOW that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle: it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it, without realizing much more than his limitations and mistakes, and his distance from the ideal. But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect, and every professional poet strives toward perfection.—William Lyon Phelps.

assignments, segregating and teaching classes in accordance with their abilities, restoration and adjustment classes, are some of the modern devices used in many schools. No single scheme is as widespread, as well known, however, as the Dalton Plan.

The Dalton Plan is really the evolution from a *laboratory method*, in other than science classes, worked out in 1908-1913 by Helen Parkhurst. It was first applied in the Tacoma Public Schools in 1911. Then began a long and finally successful effort especially aimed at eliminating the lock-step of the time table, coming to a climax in September, 1919, in the Pittsfield School for Crippled Children. Here also was born the graph. Then, in 1919, the High School in Dalton, Massachusetts, was reorganized by the regular Dalton teaching staff according to suggestions laid down by Miss Parkhurst, who supervised the work. What the Dalton School

tests, but given us, of late years, by their respective grammar schools. The classes are paralleled, thus making it easy to change a pupil from one group to the other whenever it is the judgment of the teacher that in the subject he teaches, at least, the classification was a mistake. Moreover, we have still further segregated those who obviously cannot be expected to complete a four years' high school course, and are giving them an "extension course" in which they are happy and successful.

But the range of abilities within groups was still almost unbelievably large. The individual assignment within the segregated group has been of great service to us in still further bridging the gaps.

B. *Individual assignments:* Frederic Burk, of the San Francisco State Teachers College, abandoned the daily verbal assignment, as well as the daily recitation in the training department, giving to each elementary pupil, instead, a copy of the course of study in each separate subject. These detailed courses of study were originally intended to guide pupil teachers. The immediate success of this project stimulated the faculty to produce a series of "self-instruction bulletins," in six subjects, covering some twenty-six phases of grade work. Until they were prohibited from doing so, these were sold at cost to any one interested. The idea, however, still lives in San Francisco, in Winnetka, and in many other cities.

The individual assignment, originated by Burk, has been still further developed, especially along two lines:

I. *By making provision, definitely, for individual differences*—This may be done in one assignment either by double-starring maximum units, or by collecting all the maximum work in a single optional assignment, listed at the end. Some of the teachers in the South Philadelphia High School prefer to have the maximum work quite separate, so that those who cannot do it may not be teased by seeing it.

Illustrations of maximum units—English 11A, Unit I: *The Vicar of Wakefield*.

"For those who read quickly: *The Vicar* has much in it that is autobiographical. If you want to know more of Oliver Goldsmith himself, read *The Jessamy Bride* by Moore or Irving's *Life of Oliver Goldsmith*. Report on additional reading either orally or in writing."

Science 10B: At the end of a month's work on sugar:

1. "The testing of common foods (oatmeal, banana, parsnip, cornmeal, apple, raisins, etc.) for sugar; 2. A comparison of different sugars as to solubility, taste, and ease of crystallization; 3. The effect of strong sulphuric acid and of dry heat on sugars; 4. The changes that take place in a sugar solu-

Teachers of Mankind

THEIR CALLING is high and holy; their fame is the property of nations; their renown will fill the earth in after ages in proportion as it sounds not far off in their own times. Each one of these great teachers of the world, possessing his soul in peace, performs his appointed course, awaits in patience the fulfilment of the promises and resting from his labors, bequeathes his memory to the generation whom his works have blessed, and sleeps under the humble but not inglorious epitaph, commemorating "one in whom mankind lost a friend and no man got rid of an enemy."—Lord Brougham.

tion when its temperature is gradually raised; 5. The effect of diastase on starch; 6. The effect of saliva on starch; 7. The effect of pancreatin on starch; 8. Dextrin and its uses; 9. Substitutes for sugar; 10. The use and abuse of sugar in the diet.

"Consult your teacher for direction."

2. *Making provision, definitely, for socialization.* May I quote again from some of our own assignments?

English 12A: Unit of Adam Bede.

"Plan to finish your reading in about three weeks; that means reading approximately 175 pages a week. Talk over the story with your friends as you go along. If you find any marked differences of opinion, bring the question to me.

"When a large enough number have finished the novel, we shall have two conferences for general discussion. The discussions will be more enjoyable if the entire class is ready to take part at one time.

"The following questions and statements will be used as a basis for discussion.

1. What do you think the author's prime purpose was in writing this novel?

2. Are there any characters in *Adam Bede* who make you think of people in *Silas Marner* or the *Mill on the Floss*?

3. Does the author make her characters real enough for you to understand them and sympathize with them?

4. 'George Eliot's heroes and heroines differ radically from those of Dickens in this respect—when we meet the men and women of Dickens, their characters are already formed. In George Eliot's novels the characters develop gradually as we come to know them.'

5. We look to George Eliot for the reflection of country life in England. Frequent and definite references to parts of the story will make the discussion more profitable and more interesting."

English Composition, 12B.

"Choose 1 or 2.

"1. Has your father or brother any 'bad bills' that he would like us to try to collect? Ask him to give us the necessary data. If he will, form a small group of girls to talk over the problems presented in each case. Let each girl write the letters; then select the best, which will be mailed. Repeat the process, until you get results."

English 11B, Argumentation (two months' work).

"The skilful person always tries to foresee his opponent's arguments. The development of this ability to see both sides of the question makes you fair and open-minded.

"Formulate a proposition on some subject on which you have a strong conviction. Then try to think of several good reasons which your opponent would urge against it. Next, try to prove as conclusively as your opponent would one of these reasons. To do this, you must mentally put yourself in his place and temporarily forget your own point of view. Perhaps you will make your argument so forceful that you will convince yourself. Think out this proof first by yourself, making notes if you wish but not writing it out. Then present your argument orally to some one else in the group, or to me, if you prefer, and ask for criticism. Try to speak as effectively as possible (one day's work)."

II. *Freedom with responsibility*—Rousseau was the first to advocate the utilization of the principle of liberty in education. It was emphasized, also by both Pestalozzi and Froebel, although their followers have often failed to use it in their practice. That we in this generation and in this country, in our grammar and high schools, as well as in the kindergarten and in the elementary schools, are able to practice what they preached is due more to John Dewey than to any one else. We must acknowledge too the stimulation that has come

from Mme. Montessori and Helen Parkhurst.

Freedom with stabilizing responsibility, under the Dalton Plan, is secured by helping the child to do his own time budgeting. In spite of weekly and other "conferences," and still other fixed periods, such as assemblies, a short daily period with the student advisers, chorus, physical training, art, foods, and clothing, the child has about half the time "free." With the help of his student adviser, his subject teacher, and especially from his own experience, made up of successes and failures, he learns how best to use that free time in order to get the largest results from his effort. He becomes in a small way an efficiency engineer. He is the master, not the servant, acquiring the habit of also seeing the part always in its relationship to the whole.

Graphs—The individual pupil graph was first evolved in the School for Crippled Children, Pittsfield, Mass. It is an efficient aid to the child in budgeting his time intelligently, as well as a help to the teacher in helping to teach him to think straight. Moreover, when stamped and graded by the teachers, it serves the double purpose of a monthly report card with comparatively little strain on the teachers. A wall graph in which each pupil records his own progress serves to stimulate him as well as aid the teacher in helping and getting together the smaller groups.

III. *The social environment* in which children do their work is now of supreme importance. The modern answer to the question, "Who is your next door neighbor?", "Why, the man I do not know," indicates clearly the reason why the school must help its children to real community living. It is no longer enough that they cooperate with their teachers and their classmates. They must have the opportunity to be socialized across the years, with any and all of the children in school, at least. The Dalton Plan accomplishes this by substituting the atmosphere and the equipment of the laboratory for the cold, formal, separate classroom. This is splendidly illustrated in Miss Parkhurst's own school, the Children's University School, New York. In South Philadelphia, we have not yet attained either the substance or the shadow. In our overcrowded building, each classroom is used by at least two different teachers in our long four-shift day. But we have often had the spirit with us in working out school projects. We hope some time to gain

it less consciously and with less effort.

So much for the principles involved in the use of the Dalton Plan. It is obvious that there is only one modern device to which it is in opposition—the recitation method. Not only is it not in opposition to supervised study, nor to



MISS NELLIE F. CORNELL, of Rochester, New York, has a longer record of service than Miss Marsh whose career was noted in *THE JOURNAL* for April, reports Miss Julia M. Traver, school editor of the *Rochester Democrat and Chronicle*. Miss Cornell began teaching in the public schools of Rochester on January 3, 1862, and had rounded out sixty-two years of service when she retired in January, 1924, still vigorous. After preliminary experience in other schools of the city she became principal of the Ellwanger and Barry School No. 24, a new school then in the outskirts of Rochester, now almost in its heart. Here was spent the last forty-seven years of her sixty-two years of professional work. In the late years she had in her school grandchildren of former pupils. "Love has been her rule of life and its beneficent effects are shown in the lives of thousands of men and women, former pupils, now scattered through all parts of the Nation and the world." Miss Cornell says that life has been beautiful, filled with love and happiness, and that if she could go back and again choose her life work it would be teaching.

socialized recitations, nor to segregation and teaching in accordance with abilities, nor to problems, nor to projects, nor to

platoons, but the Dalton Plan will be found to be a most consistent and efficient means actually to realize any or all of these ends.

The Dalton Plan does put the emphasis on *how* the child learns. Eventually, however, it will, at least, point the way to that other important element in the education of children—namely, *what* shall he learn. To answer this question, it is not enough that curriculum-makers shall know the geography and social history of the world, both present and future, and the varying needs, the range of abilities, the habits, and the psychology of children, and the attainments, abilities, and psychology of their probable teachers. They must understand, also, a free child in action in a socialized environment. It is a long, long road, but the goal is now in sight.

To summarize, sticking to my last: In the South Philadelphia High School, in addition to an immediate improvement in the quantity and quality of work, we have noted a heightened sense of responsibility and self-reliance and a keener interest in work as work. Perhaps this generalization is merely consensus of opinion. What follows is fact:

1. Three times as many children now use the library; twice as many take out books.
2. The absent child is no longer an insoluble problem.
3. The substitute teacher no longer is helpless, even when born inefficient.
4. Reports are more frequent and less laborious.
5. Traffic and study hall problems have almost disappeared.
6. More pupils are promoted.
7. Grades are almost uniformly higher. It is much more difficult—almost impossible—for the lazy pupil to obtain a higher grade than he deserves.

Moreover, we, the teachers, are learning to do by doing. Our technique is steadily improving. Altogether, the Dalton Plan is the best scheme for teacher-development and teacher-training that has ever come our way. We, consciously, owe much to Dewey, to James, to Thorndike; to Terman and Yerkes and Otis, to Bobbitt, to Kingsley, to Briggs, to Inglis, to Courtis, to Rugg, to Hall-Quest, to Fretwell. They, with many others, have helped us to get the vision, to see the doorways. The Dalton Plan has been the master key to unlock these doors for the full service of our pupils that they may enter finally into their kingdom. Education shall overtake catastrophe.

The Sophie J. Mee School aims to guide its boys and girls in such a way that they will not only make the most of their present school work, but become good and useful citizens.

A HEALTHY BODY is essential to moral, educational, and civic success:

1. Our boys and girls are given physical examinations each year, and defects are followed up by the health teacher. A dental hygienist examines the teeth of all the children annually and recommends needed attention.
2. Each class is inspected daily, under the supervision of the home room teacher, on ten health points having to do with bodily cleanliness.
3. Four times daily a two minute setting-up drill is conducted with each class. At 10:30, daily, groups of boys and girls go out for a fifteen minute supervised recreation period.
4. A Posture Test is given in every class, monthly.

A HEALTHY MIND is essential for happy and effectual school work:

1. Boys and girls of the school have adopted a school code to which they subscribe. They believe in being **honest, respectful and obedient, courteous, loyal, orderly, clean, cheerful, sportsmanlike, prompt, and thrifty.**
2. Through the school's guidance work, boys and girls are given recognition in helpfulness, responsiveness, carefulness, reliability, initiative, etc., as well as in the virtues listed in their school code.
3. Every Tuesday morning a period is set aside for a practical lesson in **Morals and Manners.**
4. Through the school and class organizations, assembly work and the socialized recitation, boys and girls are given every opportunity to exercise leadership and practice democratic methods of co-operation.

LOOK WELL

We ask every Washington School child to come to school neat and clean, with his clothes in good order. If we send him home unclean, some parents scold, and some thank us by correcting his trouble and sending him back promptly. *Which is better for the child?*

We watch the way each child sits, the way he stands, the light he works in, the air he breathes. *A wise parent keeps his child fit by sending him to bed not later than nine o'clock every night.*

We measure his height and his weight three times a year, so that we may know the condition of his health. *By following the directions of the doctor and the nurse, parents will find a big improvement in underweight children.*

The school doctor examines each child once a year. When we report bad eyesight, poor hearing, adenoids, or diseased tonsils, some parents pay no attention, and others thank us by having corrections made at once. *Which is better for the child?*

In September, Miss Alden, our dental hygienist, cleaned the teeth of our third grade and fourth grade children. *A wise parent sees that his child uses a tooth brush three times a day.*

Every day the nurse, our health teacher, treats more than fifty cases of bruises, cuts, infections, burns, sores, etc. By keeping close watch on these little things, trouble is avoided, and children kept in school. *Miss Murphy is glad to talk with any parent who wishes advice about his child's health.*



ACT WELL

We set aside fifteen minutes every day for Civics, Morals and Manners.

We excuse fifth and sixth grade children one hour a week for religious instruction.

We try to teach Washington School children to be

honest
thoughtful
polite
punctual
thrifty

We help them to behave properly on the street, at the theatre, in cars, at the table.

We train pupils to stand up straight and to speak distinctly. They announce programs, introduce speakers, make reports in assembly, and really like to sing alone and to speak before large audiences.

Parents are justly proud of the many valuable things the children learn to do.

Heavy traffic makes our district dangerous for little children. "Look first to the left, then to the right, and cross only at corners" is one of our safety rules. By safety posters, safety stories and practical talks on safety by the children themselves we try to help save Washington School children.



WORK WELL

A Washington School child has these advantages:

1. Half of every day is given to Arithmetic, Spelling, Writing and English. We work to see who can get the most examples right in the shortest time. Each child tries to improve his own writing by measuring it on a chart that shows ten samples, poor to excellent. By daily practice he learns to talk well and to write good letters.

2. A special teacher of reading interests him in good books, good magazines, teaches him how to use the daily news paper, and sees that he makes good use of the library.

3. A special teacher of geography helps him to understand his own country and people and other countries and other peoples.

4. A special teacher of physical training gives him exercises to make him strong and healthy. In his games he learns to get along with others without quarreling and how to play fair. Washington School boys and Washington School girls have won the two championship cups this year.

5. A special teacher of art helps him not only to make beautiful things, but also to select beautiful instead of ugly things for himself and for his home.

6. A special teacher of music teaches him to love to sing and to listen to beautiful music.

7. A special teacher helps children one at a time to keep up with the class, because they have been sick, or because they are new, or because they are failing in their work. Last year Miss Carter helped 237 children, most of whom gave their promotion to the special help she gave them.

Sixteen Washington School teachers are taking Columbia University courses this year to help Washington School children get the best kind of education.



KNOW YOUR SCHOOL WEEK brought circulars like this to the parents of various schools in Mount Vernon, New York. They help the parents to visualize the work of the schools and to coöperate more fully and intelligently. Many teachers and school officers will plan during the summer months similar material to be used at the opening of school in the fall and in connection with American Education Week in November. **THE JOURNAL** is indebted to Jasper T. Palmer, principal of Sophie J. Mee School, Mount Vernon, for furnishing this material.

The Dagenhart Boys

LOWELL MELLETT

THIS is the story of an ungrateful child. The story of a lad for whom all the machinery of the American Judiciary was turned to preserve his constitutional rights and who, after six years, has not yet brought himself to give thanks. The boy is Reuben Dagenhart, of Charlotte, N. C.

Six years ago Federal Judge James E. Boyd, of the western North Carolina district, interposed the majesty of the law in Reuben's behalf. Some months later Chief Justice White and Justices Day, Van DeVanter, McReynolds, and Pitney did the same. They declared—and they made it stick—that the Congress of the United States could not take away from young Reuben Dagenhart his "constitutional" right to work more hours every day than a boy of 14 ought to work.

There may be another ungrateful boy in the picture—John Dagenhart. John, age 12, had his constitutional rights defended by the same courts to the extent that he was allowed to go on working in a cotton mill at an age when no boy should work at all in a cotton mill. But two days' roving through the cotton mill towns around Charlotte last week failed to find John, and readers will have to be content with the story of Reuben. This leaves out, also, the story of Roland H. Dagenhart, father of the boys, whose constitutional right to put them to work in the mills and to receive their wages each Saturday was upheld by the same court.

What of Reuben now?—All that was found of Roland and the younger son after a search that followed their migrations from Charlotte to Salisbury, from Salisbury to Kannapolis, from Kannapolis to Lowell and from Lowell to Gastonia, was the shabby little shack in the last-named town, the tiny "company" house, built on stilts, where father and son live.

Working in one of the mills were the Dagenharts. In addition to the father and sons there was a daughter, but she was 16, earning her dollar a day, and Congress had said nothing about girls of 16. So the suit, when the manufacturers had it arranged, read like this:

Many members of the Association will wish to take this page to the editors of their local papers and request them to publish this story, which should go into every American home.

"Roland H. Dagenhart, and Reuben Dagenhart and John Dagenhart, minors, by Roland H. Dagenhart, their next friend, vs. W. C. Hammer, U. S. District Attorney." It was to enjoin the

SEVEN years ago Congress enacted and President Wilson signed the first National child labor law. It was designed to prevent the employment of a child under 14 in any factory and prevented the working of any child between the ages of 14 and 16 more than eight hours a day or after 7 o'clock at night or before 6 o'clock in the morning.

A few months later Roland Dagenhart, of Charlotte, N. C., a worker in the cotton mills of that state, initiated a suit in the Federal Court alleging that the "constitutional rights" of his boys, Reuben and John, were being invaded.

The case finally found its way to the Supreme Court of the United States, and, by a vote of 5 to 4, the law was declared unconstitutional. Of course, Dagenhart, the mill worker, had nothing to do with the suit aside from permitting his name to be used. Others met all the other expenses of the suit.

As a result of the decision hundreds of thousands of American children have been compelled to continue at work in mills and mines and factories.

What became of the Dagenhart boys, whose "constitutional rights" were protected by the Supreme Court?

Lowell Mellett, of the Scripps-Howard Newspaper Service, journeyed down to North Carolina in order to answer that question.

He tells the story here.

district attorney from enforcing the law made by Congress.

A child's constitutional right—The Federal Court down there, Judge Boyd, presiding, issued the injunction. Appeal was taken and the United States Supreme Court sustained Judge Boyd's view. True, Justices Holmes, McKenna, Brandeis, and Clark disagreed with the other five. They couldn't see where anybody's constitutional rights were being violated by keeping children

out of cotton mills until they were 14 years old and limiting the hours they might work until they were 16. But Judges White, Day, Pitney, McReynolds, and Van DeVanter thought the act unconstitutional. Their decision meant that the Dagenhart boys could work in that cotton mill as long and as hard as their little hearts desired.

And should not the Dagenhart boys be grateful for that? Well, Reuben isn't. I found him at his home in Charlotte. He is about the size of the office boy—weighs 105 pounds, he told me. But he is a married man with a child. He is 20 years old.

"What benefit," I asked him, "did you get out of the suit which you won in the United States Supreme Court?"

Worked a 12-hour shift—"You mean the suit the Fidelity Manufacturing Company won? (It was the Fidelity Company for which the Dagenharts were working.) I don't see that I got any benefit. I guess I'd been a lot better off if they hadn't won it.

"Look at me! A hundred and five pounds, a grown man and no education. I may be mistaken, but I think the years I've put in in the cotton mills have stunted my growth. They kept me from getting any schooling. I had to stop school after the third grade and now I need the education I didn't get."

"How was your growth stunted?"

"I don't know—the dust and the lint, maybe. But from 12 years old on, I was working 12 hours a day—from 6 in the morning till 7 at night, with time out for meals. And sometimes I worked nights besides. Lifting a hundred pounds and I only weighed 65 pounds myself."

He explained that he and his sister worked together, "on section," spinning. They each made about a dollar a day, though later he worked up to where he could make \$2. His father made \$15 a week and infant John, at the time the suit was brought, was making close to \$1 a day.

What little Reuben got—"Just what did you and John get out of that suit, then?" was asked.

"Why, we got some automobile rides

when them big lawyers from the North was down here. Oh, yes, and they bought both of us a coca-cola! That's all we got out of it."

"What did you tell the judge when you were in court?"

"Oh, John and me never was in court! Just Paw was there. John and me was just little kids in short pants. I guess we wouldn't have looked like much in court. We were working in the mill while the case was going on. But Paw went up to Washington.

Reuben hasn't been to school, but his mind has not been idle.

"It would have been a good thing for all the kids in this State if that law they

passed had been kept. Of course, they do better now than they used to. You don't see so many babies working in the factories, but you see a lot of them that ought to be going to school."

Will protect kid sister—"What about John? Is he satisfied with the way things turned out?"

"I don't know. Prob'ly not. He's not much bigger than me and he's got flat feet."

"How about your father?"

"Oh, he's satisfied, I guess. But I know one thing. I ain't going to let them put my kid sister in the mill, like he's thinking of doing! She's only 15 and she's crippled and I bet I stop that!"

He tries some solution which student opinion does not favor and meets with stubborn opposition on the part of the student body. The effect is that he is made to realize that he is one among many and that his success is measured by his ability to carry the group with him. He is, therefore, forced to take the group into account when he considers problems, and an important quality of leadership is developed—the acquisition of a social viewpoint.

In successful student government the student is made to feel that it is his school, and in some ways it depends on him for certain things. He feels the school's successes are his successes and the school's failures are his failures. Such an attitude in a serious student develops an essential quality of leadership, initiative. He feels that it is his duty to be on the lookout for ways and means to better the school, and under wise guidance he is encouraged to bring his problems to the proper authorities. If his plan is practical, it is put into effect, and he is given the satisfaction which comes with successful achievement.

Early last year the Department of Safety of Lincoln High School Student Council undertook the supervision of the library. The Director called his department together to study the situation. As a result of this consultation, a system, which involved the use of patrols, was introduced. It was made clear to the students that the success of the plan rested upon each of them and that the patrols were placed there to warn them when they were out of order. But in no case was the patrol to argue with the student. The plan worked out successfully and before the end of the school year the students had acquired the habit of being orderly while in the library.

This illustration shows that the leaders have discovered that things are not best done on the spur of the moment, but that the chances of success are increased when they are the result of free and careful discussion with sympathetic students and teachers. In this manner the students get training in another quality of leadership—the ability to organize.

Good leadership is largely a matter of training—the habitual performance of certain acts which tend to develop the following qualities of leadership: sincerity of purpose, the acquisition of a social viewpoint, the ability to organize, the possession of initiative, and coöperation.

Training for Leadership by Means of Student Government

BURT A. MAYBERRY

Lincoln High School, Kansas City, Missouri

STUDENT government is an experiment in modern secondary education. In theory, at least, it is accepted, but the practice differs in various schools. Due to the fact that it is an experiment, there is a constant watch on the part of teachers and students to note its successes and failures. This constant observation tends to give the students a wonderful training in forming the habit of studying a problem; of discussing, freely and carefully, ways and means of its possible solution and possible outcome.

Student participation in school government develops leaders. It offers to a few the opportunity of taking a many-sided interest in the welfare of the school. They acquire good judgment as to methods that will attain one end without defeating others. In taking advantage of these opportunities, they develop habits of cordial coöperation in social undertakings for the progress of the school.

It is true that this training is occasionally limited to a few, but most of the students elected are natural leaders of their group. Granting this, then it is desirable that these natural leaders be prepared for their coming responsibilities. In fact, it is our duty as teachers and advisers to offer to these gifted ones an opportunity to improve their leadership.

This brings us face to face with the question: In what way does the participation of students in the government of

the school train for leadership? The answer is simply this: We learn to talk by talking, we learn to walk by walking, and we learn to lead by leading. Student government offers activities in which the students are given opportunities to lead, and, as a result, certain characteristics are developed which make them better fitted to assume leadership in later life.

Last winter the practice of snowballing on the part of students on the way home from school was brought up before the Student Council for discussion. Several members vigorously opposed its consideration on the grounds that the Council was overstepping its authority. In the discussion, it was revealed that these students had been snowballing and for that reason were loath to have the Council take up the matter.

These students had recognized the principle that in no phase of student government can the leaders be insincere. The student body watches them closely, and in general student opinion forces the leaders to practice the doctrines which they preach. The leaders soon recognize that they cannot hold the students to one standard of conduct and not observe it themselves. If other students cannot snowball, they cannot snowball; as a result, they are forced to conform to these standards and are made to feel the effect of student opinion when they fail to do so.

This student opinion has another effect on the development of the leader.

Cossitt Avenue School

FRANK A. CHILDS

THE AMERICAN IDEAL is the ideal of equal educational opportunity, not merely for the purpose of enabling one to know how to earn a living and to fit into an economic status more or less fixed, but of giving play to talent and aspiration and to development of mental and spiritual power."

The above sentiment of Charles Evans Hughes has motivated in a large way the scope of the educational program and the planning of the Cossitt Avenue School at LaGrange, Illinois. It is temporarily used as an elementary school but so arranged as to later accommodate junior high requirements. It is located in the heart of the city and every effort has been made to economize play and recreation space, placing the building at the south end of the lot, seventy feet from the Cossitt Avenue frontage, insuring a highly developed landscaping of lawns on this main thoroughfare and more or less concealing the playgrounds on the side and rear avenues.

The exterior of this building shows that a careful study has been made to give a dignified appearance, commensurate with the educational standards of today. Variations in construction that add to the beauty are to be desired; over-ornamentation that adds to the cost and not to the utility has been avoided.

Buildings carefully proportioned, pleasing to the eye and symbolizing the importance of secondary education to the community can be had for the same

cost, and oftentimes for less money, than the usual box type of school building, devoid of any interest and making no



appeal to the pupil or citizen once he has left them behind.

As to architecture, the Cossitt Avenue building is an adaptation of the Tudor Gothic of the sixteenth and seventeenth centuries to our modern needs, more especially as to windows and lighting areas.

Costly tiled roofs with unusable attic space have been omitted, and the monotony of horizontal cornice lines has been

varied by interesting oriel windows and stair towers marking the entrances. Indiana brick with limestone trimmings around the windows gives a warm tone to the exterior.

An individual and interesting feature of the interior is the exposed concrete ceiling work, which saved many thous-

ands of dollars by eliminating all plaster work thereon. This feature makes for a variation in construction that adds to the beauty and which can be developed by treatment in color in special rooms, such as the auditorium, the library, the kindergarten, the study halls, and the administration offices—as has been done in this building with excellent results.

Every effort possible has been made in economy of space, in elimination of dirt pockets, in ease of maintenance by use of battleship linoleum in all rooms throughout except gymnasiums, all corridors and stairs of monolithic gray terrazzo with sanitary cove bases of the same material; all lockers and utility and storage cupboards are recessed, and all radiation is hung from the wall, greatly facilitating the cleaning and care of rooms.

The auditorium contains a fine Skinner organ and seats a thousand people, being capable of division into four smaller assembly halls. The stage is electrically equipped with dimmer cabinet controllers and colored footlights and borders. The kindergarten has a fireplace with cozy settees at the sides, fish pond, sand boxes, and wide window ledges for flowers.

The building now accommodates twelve hundred pupils and was built at a cost of twenty-four cents per cubic foot.



The Journal of the National Education Association

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President, Jesse H. Newlon

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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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The Veteran Teacher

A VETERAN TEACHER in New Jersey was recently honored by a public presentation of a life membership in the National Education Association. On April 18, the superintendent of schools in the Nation's Capital was given recognition in a banquet attended by more than two hundred fellow-citizens from all walks of life. It was in recognition of the new building program, salary schedule, and compulsory education law that have been put in operation in the District of Columbia, as well as in tribute to his election to the presidency of the Department of Superintendence. From other places come reports of similar appreciation and public recognition. It cannot be given too often. If teachers do not respect themselves and honor their fellows they cannot expect the public to do so.

We properly honor the veteran soldier and naval officer who has stood between his country and the enemy. He has protected all of us and is entitled to the respect, appreciation, and protection of a grateful people. To honor him we have created elaborate ceremonies and public occasions with their background of enthusiasm and patriotic appeal. We should do likewise for the teacher.

In the schools of today is being forged a new technique of dealing with human problems—a technique which substitutes the combat of ideas, the strug-

gles of the laboratory, the studies of the psychologist and the sociologist for the resort to force and the brutalities of our savage ancestors.

Slowly, but surely, the notion that intelligence is the torch in whose light our problems should be solved is gaining ground. Less than a century ago we elected for president of the United States one who had killed his man in a duel. We should not do so now. We are inclined more and more to select to preside over our public affairs men who have proved their worth as managers and thinkers rather than as combatants. The duel has gone. The conflicts between tiny localities that are so common in Bible stories have passed off the stage. The problems over which men resort to force are growing bigger and the areas vaster until we are actually facing the task of a world order founded on intelligence.

All this has come primarily because of the teacher. And the teacher who sees it clearly has an unfailing source of inspiration to lighten the arduous tasks of the schools. THE JOURNAL has published recently the pictures of veteran teachers. There shines from their faces a quality of kindness and serenity that is characteristic of the veterans of our profession, whose years have been melted by the surging life of those under their care.

Let us honor our veteran teachers. Let us exalt the things they stand for among ourselves and in the eyes of citizens generally, that the profession may rise to the full height of its glorious opportunity.

How Many Years for What?

MOST STUDENTS who will receive their bachelor's degrees in June will have completed four years of collegiate work, four years of high school work, and eight years of elementary school work. Through custom these hard and fast divisions tend to become fixed for the whole country and for all students. They were generally accepted when the wave of junior high school development began about 1909. Development of the junior college is arousing another wave of questioning as to the validity of these arbitrary divisions of the educational ladder. It is evident that educational philosophers and administrators are seeking a better way of organizing the years of study. One hears:

That the time of children and young people is precious and must not be dissi-

pated merely to preserve some framework of school organization.

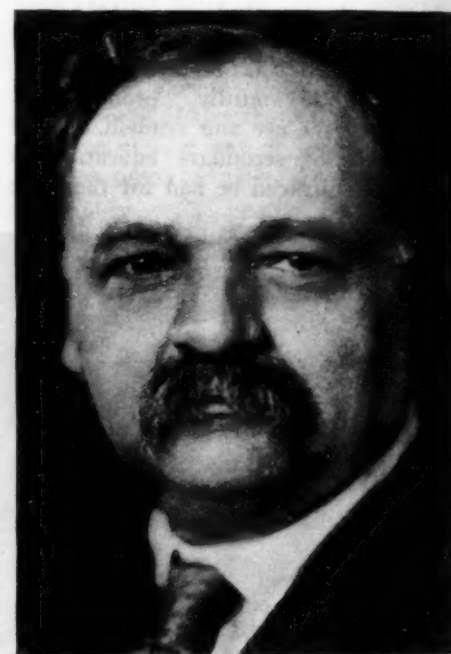
That normal children should be able to complete their elementary education—to learn how to learn—in six years.

That the work offered in high school and the early years of college is not essentially different in so far as the student's ability to comprehend the ideas involved is concerned.

That the work now given in high school and the first two years of college should be unified in one institution—the high school and junior college—leaving to the college and university a definite type of activity involving technical and professional specialization and larger freedom and individual responsibility for students.

That all the work from elementary school through the university should have a technique and a spirit which will lay the foundation for lifelong study and intelligent living.

That the readjustment will be hastened by such factors as the desire of parents to have their children at home until they are more mature, the crowded conditions of colleges and universities, and the growing insistence, both within and without the profession, that every dollar expended shall yield the maximum result in terms of sound educational growth for each student.



HONORABLE CHARLES CURTIS, of Kansas, majority leader in the Senate, who will introduce and sponsor in the next session of the Senate the New Education Bill, providing for a Department of Education with a Secretary in the President's Cabinet.

Recreation for the Teacher¹

THE PRESENT AGE calls for a teaching profession of wide interests, whose members are broad in heart and mind and well versed in good fellowship. The need for social contacts is as impelling as the need for professional relationships. Without a well-balanced program of work and play a teacher's life becomes monotonous, a condition which affects not only his own outlook on life but his influence on the school and community as well.

A study of local teachers' associations shows that a large number of them are working for broader social, civic, and professional activities. Many of them make ample provision for their members to meet socially, but few lay emphasis on outdoor activities. It remains for the Far West to take the lead in outdoor recreation, for in reports of several of the Pacific Coast organizations we find mention of their interest in outdoor sports. Perhaps teachers in other sections of the country plan for these recreations outside of their professional organizations, but such activities are not reported in connection with teachers' clubs. The kinds of social activities most frequently mentioned are banquets, dinners, luncheons, receptions, teas, dramatics, choral clubs, excursions, picnics, dances, cards, and parties for special occasions, such as St. Valentine's Day, Hallowe'en, and others. Club rooms are maintained by a few associations, while some others have established funds for the building of a permanent club home.

Welcome to new teachers—In a large number of organizations some form of welcome to the new teachers has become a prominent feature of the year's activities, but the plan may vary from year to year. Last year a dinner or banquet at which the new teachers were the guests of honor was given by the Aberdeen, South Dakota, City Teachers' Association; the Bellefontaine, Ohio, Teachers' Association; and the Seattle Grade Teachers' Club. An automobile ride and dinner at a country club were enjoyed by the new teachers of Mason City, Iowa, with the Grade Teachers' Association as host. New teachers were welcomed at a reception followed by

dancing and games by the following: Norfolk, Va., Teachers' Association; Minneapolis Teachers' League; Everett, Mass., Teachers' Club; Somerville, Mass., Teachers' Club; and Portland, Oregon, Grade Teachers' Association.

Wanderlust

Beyond the East the sunrise, be-
yond the West the sea,
And East and West the wanderlust
that will not let me be;
It works in me like madness, dear,
to bid me say good-bye!
For the seas call and the stars call,
and oh, the call of the sky!

I know not where the white road
runs, nor what the blue hills
are,
But man can have the sun for
friend, and for his guide a
star;
And there's no end of voyaging
when once the voice is heard,
For the river calls and the road
calls, and oh, the call of a
bird!

Yonder the long horizon lies, and
there by night and day
The old ships draw to home again,
the young ships sail away;
And come I may, but go I must,
and if men ask you why,
You may put the blame on the
stars and the sun and the
white road and the sky!

—Gerald Gould, in Stevenson's
Home Book of Verse.

Annual events—The social calendar of some organizations includes one outstanding annual function and numerous smaller affairs. An annual ball is sponsored by the Everett, Mass., Teachers' Club. The Teachers' Association of Erie, Pa., has an annual winter picnic, while the teachers of Keokuk, Iowa, enjoy a picnic in the autumn and a banquet in the spring. In Cleveland, Ohio, the annual social gathering of the teachers is a dinner, followed by an entertainment showing the less serious side of school life and closing with a dance. The Federation also holds a Valentine dinner dance annually. At the annual banquet of the Hammond, Ind., City Teachers' Association the heads of civic organizations are honored guests. An anniversary banquet is held in March of each year

by the Pittsburgh, Pa., Teachers' Association. The annual meeting of the Boston Teachers' Club is preceded by a dinner enlivened by songs, cheers, speeches, and sometimes a burlesque. An annual affair of the Los Angeles City Teachers' Club is a luncheon for past and present officers. The Dallas Grade Teachers' Council installs new officers at a luncheon in February, to which are invited school administrators, members of the board of education, the president of the Parent-Teacher Association, and presidents of local civic organizations. A breakfast is held each year by the Denver Classroom Teachers' Association at the time of the meeting of the State Teachers' Association.

Special events—Other cities in which teachers' organizations report dinners, luncheons, receptions, and teas, often on special days, such as St. Valentine's, St. Patrick's, Hallowe'en, and others are: Cedar Rapids, Iowa; Muskegon, Mich.; Pittsburg, Kansas; Hackensack, N. J.; Pocatello, Idaho; Portland, Maine; Marion, Ind.; La Crosse, Wis.; Kansas City, Mo.; Worcester, Mass.; Evansville, Ind.; and Tacoma, Wash. The Chicago Teachers' League plans three luncheons a year. The Mount Vernon, N. Y., teachers gave a reception last fall in honor of their superintendent, who had completed ten years of service with them. Several associations report functions to honor members of the school board.

Dramatics and choral clubs — The Evanston Teachers' Club has cleared \$3000 from their annual plays during the past three years. This sum has been set aside as the nucleus of a club building fund. The Teachers' Club of Kansas City, Mo., has an active Dramatic Club, consisting of two sections, a play-reading group and a play-acting group. The program of the Dramatic Club of the Seattle Grade Teachers' Club includes a study of voice placement, character analysis, temperament, lighting, costuming, and stage setting, as well as a study of the newest plays and a review of the season's productions. A number of plays are given for the club members and there is usually one public appearance annually. Other organizations which include dramatics as one of their activities are: Berkeley Teachers' Association, Oakland School Women's Club,

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

Santa Barbara City Teachers' Club, Brookline Teachers' Club, and Sioux City Teachers' Club. Seattle and Oakland report choral clubs.

Entertainments—Portland, Maine, Teachers' Association carries off first honors in the variety of entertainment given its members, for among its social activities it lists not only several of those already described, but vaudeville, minstrels, fashion show, and a mardi gras. An evening of fun consisting of acting, dancing, pictures, music, and artistic lighting effects is afforded by the Fetching Forum Follies, an annual event planned and carried out by the Omaha School Forum. Dignified board members, mighty administrative officers, graceful supervisors, efficient principals, brilliant high school teachers, gentle nurses, meet on common ground with clever grade teachers and youthful kindergartners and for one evening play together.

Dancing and cards—Dancing is becoming a more popular recreation with the American people each year and that teachers are keeping pace with it is indicated by the number of organizations including this among their social activities. The Somerville Teachers' Club usually closes its evening meetings

with a dance. Many others report dinners, banquets, and receptions followed by dancing. Dancing classes are sponsored by some clubs. A spring festival of music and dancing under the direction of the High School Teachers' Association was enjoyed this year by the Los Angeles teachers. Cards also seem to be a popular pastime with teachers. A recent issue of the Bulletin of the Minneapolis Classroom Teachers' Association contains an account of a hospital benefit card party given at one of the leading hotels. Other clubs report bridge and mah jong parties.

Outdoor recreation—Hiking is a favorite sport in the California cities and everyone who has visited that great playground can readily understand the reason for this. The San Francisco Grade Teachers' Association has an Outdoor Section which provides for swimming, tennis, and hiking. Early in the autumn the hiking schedule for the year is published in the Bulletin. Surely one must be a tenderfoot who could resist the following announcement of a November hike:

"Nippy November—This is the month for a good walk—just cold enough—and an early morning frost—to put ginger into your veins. Leave the city and work behind

you—on Friday, November 21. Take the 5:15 Sausalito Ferry for Mill Valley—spend the night at Flower Court and on Saturday walk over the ridge to the ocean. Here we can get a cottage for the night, take a dip in the surf and either the stage or walk home on Sunday. Bring food for three meals. Does this not intrigue you?"

The Los Angeles City Teachers' Club owns a mountain cabin where many of the members spend delightful weekends. The Kansas City, Mo., Teachers' Club has access to a camp where from ten to thirty teachers enjoy the great outdoors every week-end during the months that it is open for use. In the budget of the Hilo, Hawaii, Teachers' Union an item of \$500 has been provided for the erection of one cabin a year for the use of teachers in the National Park of the Islands.

It is advisable for organizations to vary their social programs from year to year. While it may be well to plan one annual event to which the members look forward, the other social activities should be carried on according to the desires of the majority. Social committees should solicit advice from the members and encourage them to make suggestions, for no other phase of club life affords the opportunity for good fellowship as do social activities constructively planned.

SPRING VACATION

By Ethel



THIS Cartoon, which recently appeared in the "Cleveland Press," writes a reader of THE JOURNAL, "truly presents a common attitude of women in business toward the woman teacher. It is based on one of those general misunderstandings that grow more harmful by being given publicity. Stenographers and clerks look with envious eyes on the teacher's short hours, little knowing the difficulties she meets, the trying problems she must solve, the years of costly training she has had. To judge from mere appearance is to judge unwisely. It leads to those popular fallacies that so grievously injure the prestige of the teacher in the eyes of the public to the detriment of the children. The press, the lecture platform, the stage, can do much to give to the public a right or wrong conception of the teacher. Why should they continue to spread misconceptions? Too long has the teacher been held up to ridicule!"

The Modern Kindergarten

FREDERICK M. HUNTER

Superintendent of Schools, Oakland, California

THE KINDERGARTEN is a part of the organization for attaining the objectives of the modern school system. We commonly think of it as a unit of school organization to bridge a gap between the freedom and natural conditions of home life, in which the child has been nurtured and thus far brought up, and the more formal and institutional life and practices of the school-room.

As school work has tended to become more and more a part of life and not a separate world in itself, the so-called gap between home and school has become more and more imaginary. Moreover, the kindergarten has greatly influenced the practices of the schools. It has attempted to make its approach to the child's life and mind in a natural way. It has used the right psychology from its inception. It has used the project method with success. For many years, it has used the most natural elements of child motivation. Its processes have long been socialized. It is informal. The children begin their school work by practicing coöperation and group effort. They learn by the try-out method how to organize activities. Ordinary school agencies and materials are used when they serve the purposes of individual and group growth—not otherwise. Tradition has governed kindergarten methods less than any other field of school work. The schools as a whole have profited by adopting the philosophy and methods of the kindergarten.

The modern American home would profit by setting up the same ideals and following them, but such an ideal is not possible of realization in our day. The responsibility remains upon the schools. They should do all they can to reach all the children of all the people. The central doctrine of the kindergarten program is that education is life. It subscribes to the pragmatic doctrine of universal education and of education as an ideal in itself. Yea, more—it puts them into practice.

Kindergarten extension has usually taken place along three distinct lines—the sub-primary, day nursery, and junior kindergarten. It has extended upward into the primary classes where there has been a tendency to socialize, to adapt kindergarten methods to regular

classroom work, to develop informality of procedure, and the like. One of the evidences of this movement is the tendency to develop the so-called sub-primary classes to give pupils who are unable to do regular first-grade work an opportunity to get the kind of training that will best fit them to take the regular first grade work the next term. Sub-primary classes should not be organized until both teacher and principal feel that they are desirable. They should be formed during the first month of the school term and no pupil should be demoted after his first month in school. They should be selected on the basis of the teacher's best judgment, taking into consideration all of the child's abilities and characteristics. Any pupil who shows the ability to do regular first-grade work should be promoted whenever the teacher thinks best.

The second phase of kindergarten extension is the day nursery. This usually develops in factory and water-front districts where the population is largely foreign and is composed of children from homes where both parents work regularly. It is generally housed in a specialized plant, the children being from six months to three and one half years old. Where the plan is well developed, there is a kitchen, bathroom, living room, ward or sleeping room, and a special yard or screened porch. There is in charge a custodial helper or practical nurse. A baby clinic, in which mothers are instructed in the care of children, is sometimes operated in connection. The cooking and housekeeping are done by one of the home-making classes of the school or a junior high school science class.

The standards of attainment of these classes are skill and knowledge—skill in giving a healthy baby intelligent care and in treating a sick baby properly until the doctor arrives, and knowledge of understanding the life processes of the baby upon which its care depends and where the baby comes from.

The next object is to teach the girls to meet common emergencies and prevent accidents. Treatment, infections, and common ailments are studied. These standards of attainment are to prevent accidents in the home, to equip a home medicine chest, and to treat common emergencies properly.

The third type of kindergarten extension is the junior kindergarten. This type is operated much as the senior kindergarten but for younger children. It is also a development of the water-front or factory district and sometimes carries the day nursery features. A teacher who works as an assistant to the regular kindergarten teacher is in charge, generally adapting the usual kindergarten program to children of three to four and one half years of age.

A vital element in the development of a sound kindergarten program is the choosing of kindergarten teachers. No kindergarten program can succeed unless teachers of high ideals, with a full conception of the principles governing the program of the schools, with lofty professional attitude and with specialized training, be regularly chosen for the work. This means that a merit system for the selection of teachers is absolutely essential. A rating system should be set up, to be in charge of a teachers' committee. The application should give a complete history of teaching experience, general education, and professional training. References should be submitted and a questionnaire sent to each one asking them to rate the principal qualities which constitute the good teacher. The teachers' committee should create a preferred list, from which selections for positions should come. In general, the education of the kindergarten teacher should be as broad as that of other teachers of the school system. If possible, she should have collegiate training and in addition specialized training of high order. The salary schedule of the school system should be so arranged that teachers who have collegiate degrees or secondary certificates may receive the maximum provided for any teacher in the school system. The professional study program should point toward the maintenance of a high professional attitude on the part of all teachers of the kindergarten staff.

The kindergarten needs a type of classroom that should offer every facility for the development of kindergarten ideals and program but should not be so highly specialized that it will require a separate building or occasion an inordinate cost. An appropriate kindergarten suite is suggested in *Building Standards for Oakland Public Schools*, which call for a kindergarten room twenty-two feet wide and forty-five feet long, including a cloak room, work room, and small toilet; a fireplace, a bay window, outside and inside en-

trances, and opportunity for play space outside. Provision is made for special lighting by increasing the window space. Two French doors with door checks open directly on to play space not less than twenty feet wide. The floors are Oregon pine covered with linoleum. Special toilets are provided. The work room is fitted with small sink and drain-board, a one burner gas plate, a work bench, and a cabinet. Provision is made in both kindergarten and first grade rooms for small lockers and drawers under the windows and blackboards, extending back into the work room or coat room.

The support of the kindergarten is another important problem. In California, the organization of kindergartens is compulsory upon the petition of the parents of twenty-five children within one mile. The estimate of the kindergarten budget for all within the county is made by the county superintendent of schools. When thus approved, the tax-levying body is obliged by State law to make levy upon the district for the sum required. This system has developed much progress throughout the State. Kindergarten enrolment has increased from 4600 in 1899 to more than 40,000 in 1925. The amount spent per child in average daily attendance upon the kindergartens of the State has increased from \$36 per pupil in 1904-05 to \$87 per pupil in 1921-22. Although kindergartens receive but 1.6 cents of each dollar spent for school purposes, they are well developed. They are char-

acterized by well-trained and professional-minded teachers; specialized classrooms well adapted to the kindergarten program; a course of study well directed to accomplish the aims of kindergarten education; reasonably adequate equipment for carrying out the course of study; and fairly adequate tax support provided by the tax-levying authorities.

The kindergarten is the foundation of the school system. It sets the pace. The kindergartens of this country are meeting their responsibility well. They start the army of school children on their educational career with right ideals; their influence is far-reaching, not only upon the children themselves, but upon the other units of school work. The schools of America will undoubtedly give the world an example of the use of this effective unit of school organization which the history of education has not before seen.

The Undying Fire

H. G. WELLS

WHAT IS THE TASK of the teacher in the world? It is the greatest of all human tasks. It is to ensure that Man, Man the Divine, grows in the souls of men. For what is a man without instruction? He is born as the beasts are born, a greedy egotism, a clutching desire, a thing of lusts and fears. He can regard nothing except in relation to himself. Even his love is a bargain; and his utmost effort is vanity because he has to die. And it

is we teachers alone who can lift him out of that self-preoccupation. We teachers can release him into a wider circle of ideas beyond himself in which he can at length forget himself and his meagre personal ends altogether. We can open his eyes to the past and to the future and to the undying life of Man. So through us, and through us only, he escapes from death and futility. An untaught man is but himself alone, as lonely in his ends and destiny as any beast; a man instructed is a man enlarged from that narrow prison of self into participation in an undying life, that began we know not when, that grows above and beyond the greatness of the stars.

For five and twenty years I have been giving sight to the blind. I have given understanding to some thousands of boys. My boys have learned the history of mankind so that it has become their own adventure; they have learnt geography so that the world is their possession; I have had languages taught to make the past live again in their minds and to be windows upon the souls of alien peoples. Science has played its proper part; it has taken my boys into the secret places of matter and out among the nebulae. Some of my boys have already made good business men—because they were more than business men. But I have never sought to make business men and I never will. My boys have gone into the professions, into the services, into the great world and done well—I have had dull boys and intractable boys, but nearly all have gone into the world gentlemen.



THE INDIANAPOLIS TEACHERS' CHORUS, led by the director of public school music, Mr. Ernest G. Hesser, delighted all who attended the meeting in the Cincinnati Music Hall, on Thursday afternoon, February 26. This wonderful chorus will entertain the teachers at Indianapolis, June 28 to July 4.

Gifts for Graduation

JESSE LEE BENNETT

Author of "The Essential American Tradition," "What Books Can Do For You,"
and "On 'Culture' and 'A Liberal Education'"

THE ROUGH HAND of the real world tears away many youthful illusions in those first few years after graduation.

School—which seemed, perhaps, rather somber and remote from life when one was attending it—soon has mellow memories clustering about it. It becomes in the memory a place associated with childhood or youth, with broad perspective, with friendships, with a wide range of memories and emotions remote from the rude jostle, the pressing problems of everyday life in a rough-and-tumble world.

If the right books can be given as graduation presents—books which really touch something deep and vital and real—all these memories of childhood or youth can be associated with these books which can, accordingly, become very potent influences during all the rest of the life of the person presented with them.

We have all observed with what affection men and women take from their shelves the books linked in some way with childhood or friends or early periods of growth. "Association books" are not necessarily the books associated with the men who have written or owned them. There are books deeply associated in their possessors' minds with pain and pleasure, with happiness and unhappiness, with some whole period of life.

The books given for graduation presents should be selected with the greatest care. Just what can they give at best? There are books which can give *enduring stimulation*, books to which one can return, as the years pass, and always find invigorating and vitalizing assurance that the adventure of life is splendid and well worthwhile.

There are books which can give *enduring sense of direction*—which can serve as guide posts over an entire lifetime because they have been written by men who saw life and knowledge broadly as wholes and pointed out the chief aims and purposes of life. When we get into the tangled webs of our own worries and troubles it is wise to turn to those books which make us realize afresh how

great is the universe, how long is time, how numerous the people who share the world with us, how relatively unimportant are our own worries and perplexities in relation to the whole life of the race.

There are books which can give *enduring pleasure*—the books which many suc-

THE VERY IDEA of graduation suggests the formation of life purposes, and larger emphasis on the wider relationships of growing young people. Here is a real field for life purpose books—the kind that make enduring gifts. In the development of a rich life nothing can take the place of one's own library. A hundred times fortunate the boy or girl or man or woman who has attached himself to the books that men live by. Here is a list compiled by a man who knows books and knows folks. Thousands of teachers and parents will study it before making their choice of graduation gifts for their sons and daughters, their pupils, and their friends.

cessive generations have found filled with exuberance and vitality, with the joy of life of which we sometimes lose sight.

There are books which can take us back to *youth and its vision*. There are books which can afford *wholesome relaxation*.

In general the books selected for graduation presents should have some enduring quality. They should be such books as will not quickly lose savor and zest but can confidently be counted upon to give stimulation or direction or pleasure or relaxation for many years, if not over an entire lifetime.

The following list has been made of books which appear to offer a basis around which youthful associations and all the memories of school and college may collect; books which appear to give

promise that whatever appeal they make will be enduring and that they will rest on their possessors' shelves always ready—during the years—to give something vital and real; always ready to serve as a paper trail back to youth and its vision and its hopes and aspirations.

FOR EIGHTH GRADE

- H. W. VAN LOON. *The story of mankind.*
M. B. SYNGE. *A book of discoveries.*
JOSHUA SLOCUM. *Sailing alone around the world.*
H. D. THOREAU. *Walden.*
R. D. BLACKMORE. *Lorna Doone.*
HERMAN MELVILLE. *Typee.*
H. G. WELLS. *The time machine.*
J. H. BREASTED. *Ancient times.*
R. L. STEVENSON. *Treasure island.*
M. and C. H. B. QUENNELL. *Everyday life in the old stone age.*
JESSIE B. RITTENHOUSE (Compiler). *A little book of American poets, 1789-1900.*
R. W. EMERSON. *Selected essays.*
HELEN NICOLAY. *Boy's life of Abraham Lincoln.*
BENJAMIN FRANKLIN. *Autobiography.*

HIGH SCHOOL

- H. G. WELLS. *The outline of history.*
H. D. THOREAU. *Walden.*
UPTON SINCLAIR (Compiler). *The cry for justice.*
SIDNEY MORSE. *A map of the world of knowledge.*
H. G. WELLS. *Tono-Bungay.*
M. B. SYNGE. *A book of discoveries.*
W. R. BENET (Compiler). *Poems for youth.*
THE OXFORD BOOK OF ENGLISH VERSE.
RUDYARD KIPLING. *Kim.*
G. LOWES DICKINSON. *A modern symposium.*
OLIVER LODGE. *Pioneers of science.*
HARRY FRANCK. *A vagabond journey around the world.*
HENRY FIELDING. *Tom Jones.*
EDWARD BELLAMY. *Looking backward.*

COLLEGE

- H. G. WELLS. *The outline of history.*
J. A. THOMSON. *The outline of science.*
G. LOWES DICKINSON. *A modern symposium.*
H. D. THOREAU. *Walden.*
VANWYCK BROOKS. *Letters and leadership.*

- RUDYARD KIPLING. *Collected verse.*
 LUDWIG LEWISOHN (Compiler). *A modern book of criticism.*
 (YALE LECTURES). *The evolution of the earth and its inhabitants.*
 (YALE LECTURES). *The evolution of man.*
 SIDNEY MORSE. *A map of the world of knowledge.*
 JACK LONDON. *The sea wolf.*
 JAMES HARVEY ROBINSON. *The mind in the making.*
 M. A. NEXÖ. *Pelle the conqueror.*
 HAVELOCK ELLIS. *The dance of life.*
 RICHARD HAKLUYT. *Voyages.*
 LORANDE WOODRUFF (Editor). *The development of the sciences.*
 E. G. CONKLIN. *The direction of human evolution.*
 ALFRO KORZYBSKI. *The manhood of humanity.*
 WALTER POLAKOV. *Man and his affairs from an engineering point of view.*
 J. B. WATSON. *Behaviorism.*
 JAMES H. FRAZER. *The golden bough.*
 ROCKWELL KENT. *Wilderness.*
 SEYMOUR DEMING. *The pillar of fire.*

GUIDE TO BOOKS

N. E. A. Publications

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

Report of the Committee on School House Planning and Construction. 164p. Single copies, \$1. 10 per cent discount for purchase of two or more copies.

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

Fourth Yearbook of the Department of Elementary School Principals. The elementary school principalship—A study of its instructional and administrative aspects. (Bulletin Volume 4, No. 4, July, 1925.) Single copies, \$1.50. Has been mailed to members of the Department of Elementary School Principals.

Health Education, a program for public schools and teacher training institutions. (Third edition.) 161p. Single copies, 50c.

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. 34. *Statistics of city school systems, 1921-22.* 222p. Paper, 25c.

BULLETIN, 1924, No. 37. *Land-grant college education, 1910 to 1920. Pt. II. The liberal arts and sciences, including miscellaneous subjects and activities.* 108p. Paper, 25c.

BULLETIN, 1924, No. 40. *Legal provision for rural high schools.* 60p. Paper, 10c.

BULLETIN, 1925, No. 3. *Contribution of home economics to citizenship training. Proceedings of the National conference of city supervisors of home economics, April 21, 1924.* 43p. Paper, 10c.

CITY SCHOOL LEAFLET, No. 19, 1925. *Time allotments in the elementary school subjects.* 22p. Paper, 5c.

PHYSICAL EDUCATION SERIES, No. 5, 1925. *Problems in physical education.* 19p. Paper, 5c.

READING COURSE, No. 29, 1925. *The pre-school child.* 4p. Paper. Free.

RURAL SCHOOL LEAFLET, No. 32, 1925. *Improvement of rural schools by standardization.* 28p. Paper, 10c.

RURAL SCHOOL LEAFLET, No. 36, 1924. *Publications of the United States Bureau of Education pertaining to rural education. Florence E. Reynolds.* 23p. Paper, 5c. *An opportunity for the promotion of better citizenship.* 4p. Paper, 5c.

Correction

On page 138 of the April JOURNAL the prices of the following books were misquoted:

DOPP, K. E. *The early cave men.* Chicago, Rand McNally, 1904. 483p. 90c. (Formerly listed at 45c.)

DODGE, R. E., and KIRCHWEY, C. B. *The teaching of geography in elementary schools.* Chicago, Rand McNally, 1913. 248p. \$1.50. (Formerly listed at \$1.)

Administration

ALMACK, JOHN C., and LANG, ALBERT R. *Problems of the teaching profession.* Boston, Houghton Mifflin, 1925. 340p. \$1.90.

ANDERSEN, W. N. *A manual for school officers; superintendents, principals; and board members.* N. Y., Century Co., 1925. 383p. \$2.

Control classroom contagion; a teacher's manual of contagion. A. M. Carr, 16 N. Eastfield Avenue, Trenton, N. J. 16p. Single copies, 20c.; 100 copies, \$19.

KELLY, FREDERICK J. *The American arts college; a limited survey.* N. Y., Macmillan, 1925. 198p.

MARYLAND STATE DEPARTMENT OF EDUCATION. *Fifty-eighth annual report of the State Board of Education, showing condition of the public schools of Maryland for the year ending July 31, 1924.* Baltimore, Md., Author, 1924. 278p. Apply.

NORTH DAKOTA. *Laws and regulations in regard to the management of school libraries, library books, pupils voluntary reading course.* Fargo, N. Dak., Allied Printing Trades Council, 1924. 22p. Apply.

OTIS, ARTHUR S. *Statistical method in educational measurement.* Yonkers, N. Y., World Book Co., 1925. 338p. \$2.16.

SEARS, JESSE B. *The school survey; a textbook on the use of school surveying in the administration of public schools.* Boston, Houghton Mifflin, 1925. 440p. \$2.25.

STEVENS, EDWIN B., and ELLIOTT, EDWARD C. *Unit costs of higher education.* (Educational Finance Inquiry) N. Y., Macmillan, 1925. 212p. Paper.

Secondary Education

BLACK, HAROLD GARNET. *Paths to success; sixteen essays on secondary school subjects specially written by eminent educators of America.* Boston, D. C. Heath & Co., 1924. 304p. \$1.40.

MEYER, HAROLD DIEDRICH, and COLE, CLARA B. *The high school society; or, club life for the high school.* Chapel Hill, N. C., Univ. of N. C., 1924. 56p. Paper, 50c.

ODELL, CHARLES W. *Conservation of intelligence in Illinois high schools.* (Bur. of Educ. Res., Coll. of Education, Bull. No. 22) Urbana, Ill., Univ. of Ill., 1925. 55p. Paper, 30c.

REAVIS, WILLIAM C., and others. *Studies in secondary education, vol. 2, University High School, Univ. of Chicago.* Chicago, Univ. of Chicago, 1925. 202p. Paper, \$1.75.

Choice Books of 1924

Each year the American Library Association issues a descriptive list of books published during the preceding year under the title "Booklist Books." The choice is made on the basis of votes of a large number of representative librarians intimately acquainted with the reading public's tastes and preferences. The books which received the largest number of votes for inclusion in the 1924 list in their order of popularity are:

Non-Fiction

Shaw—Saint Joan.
 Maurois—Ariel.
 Learned—The American public library and the diffusion of knowledge.
 Becker—A Reader's guide book.
 Hornaday—Tales from Nature's wonderland.

Fiction

Ferber—So Big.
 Galsworthy—The white monkey.
 Forster—A passage to India.
 Sedgwick—The little French girl.
 Walpole—The old ladies.
 * Johnston—The slave ship.
 * Byrne—Blind Rafferty.
 * Wharton—Old New York.

Juvenile Non-Fiction

Colum—The island of the mighty.
 Hillyer—A child's history of the world.
 Hodgkins—The Atlantic treasury of childhood stories.

Juvenile Fiction

Nordhoff—The pearl lagoon.
 Meigs—The new moon.
 Lofting—Doctor Dolittle's circus.

* These books received the same number of votes.

ENROLMENT and AFFILIATION

An all inclusive membership in National, State, and local associations and every teacher at work on the problems of the profession.

HONOR LIST FOR FIVE YEARS

THE FOLLOWING schools have been on the honor list with a 100 per cent record for the last five years. This is indicative of the appreciation of the professional opportunities and obligations of these teachers. Schools may be justly proud of their growing record of complete enrolments from year to year and the part which they play in stabilizing the membership of the Association. Increased professional spirit among teachers tends to awaken the public to a fuller appreciation of their services.

FIVE YEARS

ALTOONA, PA., *Curtin School*, Bertha Brumbaugh, Principal; *Emerson School*, Daisy I. Gruver, Principal; *Franklin School*, Jean W. Everhart, Principal; *Garfield School*, Grace Morrow, Principal; *Miller School*, H. Sophia Burket, Principal; *Penn School*, Dorothy Moore, Principal; *Stevens School*, Emma J. Kantner, Principal; *Washington School*, Marion Davis, Principal; *Webster School*, Mary Fries, Principal; *Wright School*, Winifred Ale, Principal.

AMERICUS, GA., *Americus High School*, Charles M. Hale, Principal.

AMESBURY, MASS., *Junior High School*, Mabel E. Lunt, Principal.

BEAUMONT, TEXAS, *Junker School*, Helen Poole, Principal.

BERKELEY, CALIF., *Le Conte School*, Miss A. F. Keefer, Principal; *Longfellow School*, Annie Woodall, Principal.

BINGHAM CANYON, UTAH, *Highland Boy School*, D. C. Watkins, Principal.

BRIDGETON, N. J., *Vine Street School*, Mrs. Clara T. Mulford, Principal.

BROOKLINE, MASS., *Pierce School*, Mary McSkimmon, Principal.

CASTLE HILL, MAINE, *Castle Hill Public Schools*, Elmer H. Webber, Superintendent.

CHAPMAN, MAINE, *Chapman Public Schools*, Elmer H. Webber, Superintendent.

CHENEY, WASH., *State Normal School*, N. D. Showalter, President.

CHEYENNE, WYO., *Converse School*, Mabel Fincher, Principal.

COLORADO SPRINGS, COLO., *Buena Vista School*, Guy Fox, Principal; *Longfellow School*, Guy Fox, Principal; *Washington School*, Nellie A. Remick, Principal.

DETROIT, MICH., *Barstow School*, George A. Berkam, Principal; *Myra Jones School*, Maude E. Kemp, Principal; *Leland School*, Grace F. Woolfenden, Principal.

EAST CLEVELAND, OHIO, *Superior School*, Belle Parks, Principal.

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

EMERYVILLE, CALIF., *Emeryville School District*, D. B. Lacy, Supervising Principal.

FAIRBURY, ILL., *Edison School*, Nelle Carrithers, Principal; *Fairbury Township High School*, E. G. Stevens, Principal; *Isaac Walton School*, Ruth Bradshaw, Principal.

FOND DU LAC, WIS., *Fond du Lac Public Schools*, Lowell P. Goodrich, Superintendent; *Bragg School*, Helen Schoenlaub, Principal; *Cleveland School*, Bertha Saak, Principal; *Deaf School Department*, Anna Nugent, Principal; *Franklin School*, Lulu C. Flanagan, Principal; *Garfield Junior High School*, S. P. Unzieker, Principal; *Grant School*, Ruth Murphy, Principal; *High School*, E. R. Ellian, Principal; *Lincoln School*, Katherine Evans, Principal; *McKinley School*, Minnie Manion, Principal; *Roosevelt Junior High School*, R. B. Woodworth, Principal;

Washington School, Sarah Fahey, Principal; *Wilson School*, Eva Kyle, Principal.

KALAMAZOO, MICH., *Western State Normal School*, D. B. Waldo, President.

KANSAS CITY, MO., *Saint Joseph's School*, Dora E. Hoffman, Principal.

LINCOLN, NEBR., *Bancroft School*, Winifred Jackson, Principal; *Capitol School*, Clare McPhee, Principal; *Everett School*, Mrs. Emma Goodrich, Principal; *Hawthorne School*, Mrs. Sadie McCrystal, Principal; *Hayward School*, Annie M. T.

HATS OFF to these schools! to their teachers! to their pupils! and to the communities they serve! For five or more years they have stood together solidly, unanimously, in the National Education Association. This means that they believe in education, in teaching, in teachers, and in the noble things that the organized teachers of the Nation are standing for. Again, hats off to these schools with a hundred per cent enrolment in the National Education Association!

Cogil, Principal; *Park School*, Mary O'Connor, Principal; *Whittier Junior High School*, C. L. Culler, Principal; *Willard School*, Annette Abbott, Principal.

MAPLETON, MAINE, *Mapleton Public Schools*, Elmer H. Webber, Superintendent.

MARIETTA, OHIO, *Marion School*, Mrs. Helen H. Rinehart, Principal.

MILBANK, S. DAK., *Milbank Public Schools*, H. C. Souder, Superintendent; *Grade School*, R. D. Petersen, Principal; *High School*, E. M. Deller, Principal.

MILWAUKEE, WIS., *State Normal School*, Frank E. Baker, President.

MINNEAPOLIS, MINN., *John Hay School*, Clarence E. Blume, Principal.

MOLINE, ILL., *Lincoln School*, Hattie A. Moore, Principal; *Willard School*, Mary Tague, Principal.

MOUNT VERNON, N. Y., *William Penn School*, Oscar E. Coburn, Principal.

NORFOLK, VA., *Henry Clay School*, Ellie M. Marx, Principal.

OMAHA, NEBR., *Highland School*, Elsie M. Smith, Principal.

PITTSBURGH, PA., *McCleary School*, Ella Conlin, Principal.

PUEBLO, COLO., *Bessemer School*, Linah Swanzey, Principal; *Carlisle School*, Inez J. Chase, Principal; *Central School*, Blanche Swinehart, Principal; *Central High School*, D. K. Dunton, Principal; *Central Junior High School*, D. K. Dunton, Principal; *Columbian School*, Nirma E. Palmer, Principal; *Corona School*, Myrtle Eyre, Principal; *Danforth School*, Caroline Strack, Principal; *Edison School*, Elizabeth Alexander, Principal; *Lakeview School*, Dell Barkley, Principal; *Lincoln School*, Lulu Graham, Principal; *Minnequa School*, Alice MacDonald, Principal; *Wildeboer School*, Nannie Walker, Principal.

PUKOO, MOLOKAI, HAWAII, *Kaluakaa School*, William Reed Bishop, Principal.

QUINCY, ILL., *Washington School*, Edith E. Hall, Principal.

SAINT JOSEPH, MO., *Bartlett High School*, J. E. Jones, Principal; *Blair School*, Julia U. Ford, Principal; *Bliss School*, May Peterman, Principal; *Central High School*, Calla E. Warner, Principal; *Ernst School*, Mrs. Abbie Barnes, Principal; *Everett School*, Clara Byrne, Principal; *Field School*, Lillie B. Polk, Principal; *Florence School*, Belle Ashbrook, Principal; *Floyd School*, Della Nash, Principal; *Garfield School*, A. L. Daily, Principal; *Green Valley School*, Mrs. Dola Bear, Principal; *Hall School*, Ada Eib, Principal; *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 DeVers, Principal; *Lafayette High School*,

R. L. Denning, Principal; *Lincoln School*, J. H. Simms, 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.

SEDALIA, MO., *Sedalia Public Schools*, J. N. Crocker, Superintendent; *Community Teachers' Association*, Helen A. Bowers, Secretary; *Arlington School*, Maud Fennell, Principal; *Broadway School*, Lida M. Burress, Principal; *Eugene Field School*, Anna V. Hannum, Principal; *High School*, Martha M. Letts, Principal; *Jefferson School*, Ethel McCluney, Principal; *Horace Mann School*, Jessie B. Steele, Principal; *Prospect School*, Nina K. Slater, Principal; *Washington Annex*, *Washington School*, Lydia D. Montgomery, Principal; *Whittier School*, Minnie A. Shaeffer, Principal.

SIOUX CITY, IOWA, *Boys Prevocational School*, Mary A. Lord, Principal; *Everett School*, H. H. Foster, Principal.

STOCKTON, CALIF., *Lafayette School*, J. H. Utt, Principal.

STRATFORD, CONN., *Honeyspot School*, Mrs. Huldah H. Brown, Principal.

WAUKEGAN, ILL., *Central School*, Georgia Adams, Principal.

WESTBROOK, MAINE, *Warren School*, Inez Page, Principal.

WINNETKA, ILL., *Winnetka Public Schools*, C. W. Washburne, Superintendent; *Greeley School*, Mrs. Ruth Martin, Principal; *Horace Mann School*, Hazel M. Hartwell, Principal; *Skokie School*, Willard W. Beatty, Principal; *Hubbard Woods School*, Mrs. Mildred Hughes, Principal.

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

FOUR YEARS

TACOMA, WASH., *Roosevelt School*, Roy Cruver, Principal.

WESTBROOK, MAINE, *Bridge Street School*, Guy V. Sinclair, Principal.

TWO YEARS

ANN ARBOR, MICH., *Jones School*, Wendell Vreeland, Principal.

BAY CITY MICH., *Farragut School*, Ida C. Ueberhorst, Principal.

BIRMINGHAM, ALA., *Ensley High School*, E. E. Smith, Principal.

BLUE HILL, MAINE, *George Steven's Academy*, Arthur A. Garcelon, Junior, Principal.

CHARLESTON, W. VA., *Roosevelt Junior High School*, Charles E. Kenney, Principal.

CHICAGO HEIGHTS, ILL., *Washington School*, W. G. Smith, Principal.

CLARKSBURG, W. VA., *Central Junior High School*, C. Guy Musser, Principal; *Towers School*, Lucy A. Robinson, Principal.

EMPORIUM, PA., *East Ward School*, Cora Barker, Principal.

HONOLULU, HAWAII, *Moanalua School*, Mrs. Clara M. Mokumia, Principal.

MURRAY, UTAH, *Arlington School*, A. B. Olsen, Principal.

OMAHA, NEBR., *Garfield School*, Edith Isakson, Principal.

RICHMOND, VA., *Robert Fulton School*, W. H. Dierhoi, Principal.

ROCKLAND, MAINE, *Rockland High School*, Alden W. Allen, Principal.

SAN DIEGO, CALIF., *Encanto School*, Mrs. Anabel R. Scott, Principal; *Loma Portal School*, Mrs. Maud C. McKim, Principal; *Pacific Beach School*, Willard V. Hubert, Principal; *Part Time School*, Mrs. Harriet S. Steere, Principal.

CURRENT YEAR

ABERDEEN, MD., *Aberdeen Public School*, H. C. Fries, Principal.

ALAMOSA, COLO., *Senior High School*.

(Continued on page A-166)

The Service of Educational Research

HOW CAN the job of education be done more effectively? Can education be made an exact science? The progress of the last hundred years holds out great hopes for the future. Sciences that are now exact at one time were not. Less than a century ago the bacterial origin of diseases was merely suspected, and the idea generally ridiculed. "Spontaneous generation of life" was the explanation of fermentation, until Pasteur proved that it was due to bacteria. Disease was formerly combated by the incantations of the "medicine man." Knowledge has supplanted superstition. Science has revealed the causes of disease and is making its prevention possible.

Research in the field of education is proving that education is not the intangible process that it was formerly supposed to be. Research indicates that education can be directed by studying the individual child as he is, by visualizing him with his particular capacities developed, and then by adapting courses of study, methods, and environment to bring about those changes by which he may go out to meet life in terms of his own best self.

Educational research helps the classroom teacher—Teachers are no longer automatically blamed for pupils' failures. A class well above the average in intelligence may succeed in satisfying the course of study requirements with a poor teacher; a class of low intelligence will fail to master maximum requirements even when taught by a highly qualified teacher. The scientific procedure is to study conditions so as to prevent failures as far as possible, and when they occur to make a case study of each individual failure to determine its cause, and where possible to remove difficulties of adaptation which have been discovered through research.

In teaching, as in other jobs, there is usually more than one way of doing the same thing—and there is often one method that under given conditions is the best. Educational research is helping us to determine what these methods are.

The application of scientific methods does not mean that teaching is made mechanical or is reft of its spiritual qualities. To illustrate: The study of individual differences of children and the adaptation of instruction to meet these needs add human interest to teaching and make it far more purposeful.

Educational research helps the principal—The school principal looks to the findings of research for help in guiding the teachers and pupils for whom he is responsible. These are among the ques-

What Research Can Do for the Superintendent

THE RESEARCH department of the public schools must, to a large extent, be the eyes and ears of the superintendent. The superintendent cannot make his own researches. Only to a limited degree can he see the conditions in the schools at first hand, and even where he can view conditions personally he must have the aid of eyes and ears better than his own. There should come to his table regularly reports showing vividly and accurately conditions in every department of the school system. If this is to be done, three conditions must be met: (1) Communities must be willing to appropriate to the department that directs and largely carries on the research activities in the schools more money than has been spent up to the present time; (2) more men and women must be trained for research; and (3) better methods of presenting the results of investigations and research must be devised.—Superintendent Jesse H. Newlon, Denver, Colorado.

tions which he wants answered by research: (a) How may the principal's supervision result in better teaching? (b) Through what activities can character best be developed? (c) Can a system of teacher rating be devised that will satisfy the community that it is securing, retaining, and promoting those teachers who are giving in return for its trust and its money, the best possible services? (d) What are the proper bases for classifying pupils? (e) How can parents be kept in closer touch with the school? (f) What are the plans and specifications of the school principal's job? Can it be so analyzed that definite training can be prescribed and specific duties better performed?

Educational research helps the superintendent of schools—The course of study is only one of the many things for which a superintendent of schools is responsible. Neither by philosophizing nor by conjecture can a superintendent of schools determine what words the av-

erage citizen most frequently needs to spell in handling his business and social correspondence, what maximum speed in handwriting is most frequently demanded in the business world, or what arithmetical processes are most commonly used. All of these questions can be answered only after long and careful research; and all of them must be answered before a course of study can be built that will meet present-day life needs. Fortunately research already has a tentative answer for some of these questions.

What are the errors in a particular subject that pupils most frequently make? How can these be prevented? How can they be corrected once they have become habitual? For the answers to these and to similar questions, the superintendent looks to the specialist.

What are the merits of one textbook as compared with another? What type of school building is best adapted to particular needs? What is a reasonable expenditure for the office overhead of a school system of a given size? What form of report card is most satisfactory to parents and teachers? These and hosts of other problems have to be answered by opinion unbiased by facts, unless the findings of research are available.

A challenge and an opportunity—The education of its youth is every nation's biggest job. Are we going to continue doing this job, by following tradition and opinion, or are we going to stop guessing and conscientiously work on the solution of our unanswered educational problems by the application of research. According to President James R. Angell, "The price of sound, comprehensive national life is, in these times, widespread and intelligent scientific research."—Margaret M. Alltucker.

WE are forced to ask whether it is safe, since our life has come to be so profoundly affected by and dependent on scientific knowledge, to permit the great mass of mankind and their leaders and teachers to continue to operate on the basis of presuppositions and prejudices which owe their respectability and currency to their great age and uncritical character, and which fail to correspond with real things and actual operations as they are coming to be understood?—James Harvey Robinson in the *Humanizing of Knowledge*.

World Federation Agenda

EDINBURGH, Scotland, will be the scene of the first biennial meeting of the World Federation of Education Associations. The importance of the convention has made it necessary that only affiliated organizations and participating representatives from governments, societies, institutions, and movements be accepted. But all teachers and laymen interested in education are welcome and will be extended the courtesies of the convention. All organizations sending representatives have been asked to notify the President, Augustus O. Thomas, Augusta, Maine, U. S. A., or the Secretary, C. H. Williams, Columbia, Missouri, U. S. A., or the secretary of the Educational Institute of Scotland, Mr. George Pringle, Edinburgh. Besides giving the names of representatives, they are asked to state what particular work they are interested in.

According to the preliminary program, meetings of the delegate assembly will be held Monday afternoon, July 20, at which questions concerning general arrangements will come up for discussion. Special committees will be appointed; the Herman-Jordan Plan will be considered; and a permanent constitution drafted which will determine the future policy of the Federation. Another delegate assembly will occur on Monday, July 27, at which consideration of final reports from plenary sessions will be made and business including election of officers attended to.

General meetings, which will be thrown open to the public, will be held Monday evening, July 20, Tuesday evening, July 21, and Wednesday evening, July 22, Friday evening, July 24, and Saturday evening, July 25, in Usher Hall.

Plenary sessions will be held Saturday morning at ten o'clock and Saturday afternoon at two.

Addresses of welcome will be made at the first public meeting on July 20 at eight o'clock by the Right Honorable Sir William Sleigh, Lord Provost of the City of Edinburgh; Sir John Gilmour, secretary for Scotland; the Right Honorable Viscount Lord Haldane; Sir J. Alfred Ewing, principal of the University of Edinburgh; the Right Honorable William Adamson, late secretary for Scotland. Responses will be made by Dr. P. W. Kuo, president Southeastern

University, Nanking, China; Miss Olive M. Jones; Mr. Pompilio Ortega, minister of education, Honduras, Tegucigalpa, S. A.

On Tuesday evening, following a concert, Mr. Patrick Geddes, of the University of France, will speak. Mr. Kibbo Kift will give a speech on "The Boy Scout Movement," followed by the biennial address of the President, A. O. Thomas.

On Wednesday evening folk songs will be sung by the delegates of different

THESE announcements and agenda for the biennial meeting of the World Federation of National Education Associations at Edinburgh, Scotland, July 20-28, 1925, are a challenge to every teacher who believes that more can be accomplished by educating the children of the world for that co-operation in service which is necessary to world peace and progress than by training them to fight their national neighbors. This convention furnishes a remarkable opportunity to combine professional duty with summer travel and recreation.

countries. These songs will be projected on a screen in the original language, in French, and in English. Addresses will follow by Rabindranath Tagore, India; M. Paul Desjardins, Paris, France, and Dr. N. Reinhard Strecker, Darmstadt, Germany.

The entire day, Thursday, July 23, will be given over to group excursions under the auspices of the Educational Institute of Scotland. These trips include: (1) rail and steamer excursion to the Clyde Coast, cruising by the Turbine Steamer "Duchess of Argyll," which has been specially chartered by the Executive, and (2) The Land of Scott. The day excursions are at specially reduced rates, probably not exceeding eight shillings for the day, with luncheon and high tea. These tours planned for Thursday are not to be confused with the post-convention tours—eight in number—which have been arranged for the delegates following the convention. These post-convention tours range from nineteen to thirty-six days, at prices from \$260 to \$495.

The World Federation carries on its work largely through its various groups,

at present eleven in number. Group meetings will be held Tuesday, Wednesday, and Friday mornings at ten o'clock, continuing throughout the afternoon. The agenda follows:

Group A—Early Elementary Education—General Theme: The Function of the Nursery School and Kindergarten in a System of Public Education. *Chairman,* Miss Julia Wade Abbot, Philadelphia, Pa., U. S. A. (1) Kindergarten, nursery schools, and other experiments in early education described by delegates from the different countries; (2) Are there any definite elements in the early education of children which may be universally applied (e. g., applicable to education in all countries)? If so, is it possible for the Federation to determine, catalog, and define these elements? (3) Should the Federation attempt to determine and define the relation of the nursery school and kindergarten to the elementary school? (4) Is it possible and practicable to set up for all interested teachers a definite line of principals, materials, programs, and aims of the nursery school and kindergarten and to show their connection both with elementary education and life? (5) Accepting the principle that parents should be educated in the care and training of children, is it possible for the Federation to determine methods of procedure to this end? (6) Methods of training teachers for nursery schools and kindergartens in the different countries described by delegates. Is it possible and practicable for the delegates to set up definite principles and methods of training teachers which may be profitably promulgated in all countries?

Group B—Elementary Education—(1) What means should be taken to acquaint teachers with the movement and with materials suitable for the observance of Good Will Day? (2) What elements in the curricula of the elementary school are calculated to develop the virtues necessary to world understanding, justice, and goodwill? (3) Is it possible and practicable for the Federation at this meeting to set in motion a means of selecting, cataloging, and disseminating materials and means suitable to the end, and, if so, how? (4) What has the movement among our young people done to further international understanding, and is it desirable for the Federation to assist in furthering it? If so, how?

There should be in this connection a discussion of Boy Scouts, Girl Scouts, Camp-fire Girls, Girls' Friendly Society, Girls' Reserve, Y. W. C. A., Christian Citizenship Training Program, Y. M. C. A., Missionary Educational Movements, and various other movements calculated to bring sympathetic relations on the part of the younger generation.

(5) What steps may the Federation take to produce a more sympathetic relationship to the subject of geography? (6) What plan is feasible and advisable to set up for the exchange of materials bearing accurate and desirable information for geography

teaching? (7) In the study of geography, is it possible to select, arrange, and relate the essential elements so that teachers of one country may be mutually helpful to the teachers of another? (8) At the San Francisco Conference, the general idea of international correspondence among school children was endorsed. How may the Federation contribute more largely to this work? (*Note 1.* Reports as to results of work carried on by various organizations. Discussions led by Miss Theodora George, Paris, France. *Note 2.* Exhibits of work accomplished); (9) May the work of school correspondence in addition to letters include booklets made by the children of the schools of different countries and sent to the schools in other lands, these books to include pictures of the school, its environment, its activities, together with the industries of the people of the community?

The San Francisco Conference recorded itself as favoring the study of international contacts, termed at that meeting, "World Civics." (1) Reports of progress by Dr. Arthur Dunn, Washington, D. C.; (2) Is it advisable to take steps to form outlines and select materials for carrying on effectively a study of this character and to include within it the elementary principles of international law? (3) In the study of these international contacts, is it advisable to include a study of such special movements as the codification of international laws, treaties, and agreements, courts of international justice, League of Nations, etc.? (4) Is it advisable to make arrangements for the collection by means of committees of textbooks from the different countries and to offer suggestions as to the most valuable materials which they may contain?

Group C—Secondary Education—(1) What studies or parts of studies suitable to students between the period of adolescence on the one hand and the college on the other are adaptable to a program in which all countries may be interested? (2) What elements of the secondary school curricula lend themselves to the development of the spirit of good-will, justice, and international understanding? Is it desirable for the Federation to seek means of furthering the exchange of secondary school teachers? If so, what plan should be recommended? (3) In order that there may be developed in the rising generation a broader grasp of international relations and world thinking, it is essential that plans be laid for the study of all influences which tend to stabilize international relations. This would include a study of the codification of international laws, agreements and treaties, courts of international justice, the world court idea, the League of Nations, etc. How may this be done? (4) Is it advisable for schools to accept the study of some auxiliary modern language? If so, what plan or program would be feasible? (5) In teaching the history of any nation and its relation to world progress, should the national aspect precede the international aspect, or how may the two ideas and ideals be harmonized in a satisfactory program such as will not tend to break down national lines or decrease the respect of the citizens of a country for the flag of that country? (6) Geography is one of the most resourceful means of teaching important facts concerning the world's people. How may a satisfactory body of

materials be brought together as a foundation for the study of geography in combination with world history in order that the one may supplement the other? (7) What phases of (a) literature, (b) music and (c) art may the Federation set up susceptible of universal application? (8) How may the study of science in secondary schools and its relation to the world community be carried on? How may the radio, the victrola, and aeronautics be made to serve the general purpose of education calculated to bring the nations more closely and sympathetically together?

Group D—College Education—(1) To what extent has the exchange of teachers internationally been carried on and to what success? (2) How can the Federation cooperate advantageously with the International Institute of Education, the John Simon Guggenheim Foundation, and other philanthropic institutions in furthering the work of international scholarships? (3) Is it possible to arrange for a transfer of credits between colleges of different lands? In other words, is a federation of leading colleges advisable? (4) The World University idea includes the following possibilities: (a) An institution with campus and buildings for resident study at least during part of the period; (b) The University idea without campus and buildings but by using the means already at hand, such as colleges which already have an international aspect; (c) The formation of a federation of outstanding colleges in the various countries, the credit in one institution to be accepted by the federated institutions; (2) What elements in the college curricula lend themselves to international understanding and how may the various elements with such bearing be assembled into a definite schedule? (3) Does education in general tend to elevate the race in peaceful attitudes, or does it add to the cunning of those of mischievous intentions? (4) Is it desirable to incorporate in the college curricula a more careful study of eugenics as a means of race improvement? (5) Is it possible to assemble a group of facts or materials having a tendency to standardize the elements of science, art, music, literature, in such a manner as to preserve these valuable contributions and to set up guideposts for the trend and direction of these subjects in the future?

Group E—Teacher Training—Theme: If it is feasible to seek to direct the trend of the future by definite and purposeful teaching, then it becomes necessary that teachers have specific training for this world-wide service. (1) What specific training would seem to be advisable for teachers in order that the ability to think in world terms may be produced? (2) How may the learner be taught to think in world terms and at the same time properly safeguard the spirit of patriotism and national well-being?

Group F—Health Education—Chairman, Sir W. Leslie MacKenzie, LL.D., Chief Medical Officer to the Scottish Board of Health; **Secretary,** Miss Sally Lucas Jean, 200 Fifth Avenue, New York City; **Speaker,** Dr. James Kerr, 26 Mechlenburg Square, London. (1) Present Status of School Health Programs throughout the World: (a) The Health Conducive Environment, (b) Protection from Contagion—Remediable Physical Defects, (c) Education in Health; (2)

Principles of Operating a School Health Program: (a) The Curriculum; (b) Relationship of Departments; (3) Concrete Results: (a) Training for Leadership; (b) Training of Parents.

Group G—Character Education—Chairman, Dr. M. Sawayanagi, Tokio, Japan; **Secretary,** Mr. Milton Fairchild, Washington, D. C. (1) Reports by delegates on school conditions, character education work being done, and prospects in the schools of various nations. Exhibits of character education materials and plans; (2) Discussion of principles of character education: (a) The motives to be used with children of various ages; (b) A children's morality code for each nation; (c) Relations between the public schools and the churches in character education; (d) Personal acquaintance and influence the essential for the teacher's part in character education; (e) A classroom pupil organization essential as a means of getting cooperation; (f) Habit forming experiences for the children; (3) Reports of experiments; (4) National committees formed by group members to work out plans suitable for use in their own nations; (5) Presentation of reports from these national committees for criticism and advice. Revision of plans; (6) Adoption of various national group plans to be reported by each committee to its home nation; (7) Delegates from each nation should select some educationist to prepare a report under Point 1 of the agenda which can be read and contributed to the permanent exhibit.

Under Character Education, some special emphasis should be laid on the general subject of temperance, not only referring to alcoholic beverages but to the opium habit.

Group H—Illiteracy—Chairman, Mrs. Cora Wilson Stewart, Frankfort, Kentucky; **Secretary,** Mr. Pompilio Ortega, Tegucigalpa, Honduras. (1) Reports of progress in removing illiteracy from various countries; (2) Special programs for relief; (3) Standards for guidance; (4) The relation of illiteracy to world problems: (a) To social conditions; (b) To world economics; (c) To peace and war; (5) The human side of illiteracy: (a) The outlook of an illiterate on life; (b) His limitations; (c) His needs; (6) Program for bringing the illiterate into good fellowship with his literate associates: (a) Through special types of schools and home classes; (b) Through courses of study; (c) Through texts and literature; (d) Through slogans and epigrams; (7) Plans for cooperative effort with other world organizations to stamp illiteracy out of the world: (a) League of Nations; (b) Federations of Labor; (c) International Council of Women; (d) International Bankers Association.

Group I—Adult Education—Chairman, Sir Michael Sadler, Master, University College, Oxford; **Secretary,** Lecturer of a Scottish University; **Speakers,** Mr. R. H. Tawney, Mr. Frank Hodges.

Group J—Adolescent Education—Chairman, Duchess of Athall, Parliamentary Secretary to the Board of Education, England; **Secretary,** Mr. Gregor McGregor, Executive Officer for the County of Fife; **Speaker,** Sir Robert Blair, late Chief Education officer of London County Council. **Chairman,** Mr. E. J. Sainsbury, O. B. E.; **Secretary,** William Roy, Vice President of

(Continued on page A-165)

JAMES WHITCOMB RILEY¹—loved by every friend of childhood and song—has given to Indianapolis a glory wider and more enduring than any of its material achievements as a great American city. To all teachers his work is significant. It will be richer still to those who are so fortunate as to make a pilgrimage to his home in connection with the coming Convention^of the Association.

Knee-Deep in June

I

Tell you what I like the best—
'Long about knee-deep in June,
'Bout the time strawberries melts
On the vine—some afternoon
Like to jes' git out and rest,
And not work at nothin' else!

II

Orchard's where I'd ruther be—
Needn't fence it in for me!—
Jes' the whole sky overhead,
And the whole aith underneath—
Sorto' so's a man kind breathe
Likes he ort, and kindo' has
Elbow-room to keerlessly
Sprawl out len'thways on the grass
Where the shadders thick and soft
As the kivers on the bed
Mother fixes in the loft
Allus, when they's company!

III

Jes' a-sorto' lazin' there—
S'lazy, 'at you peek and peer
Through the wavin' leaves above,
Like a feller 'ats in love
And don't know it, ner don't keer!
Everything you hear and see
Got some sort o' interest—
Maybe find a bluebird's nest
Tucked up there conveniently
Fer the boy 'at's ap' to be
Up some other apple-tree!
Watch the swallers skootin' past
'Bout as peert as you could ast;
Er the Bob-white raise and whiz
Where some other's whistle is.

IV

Ketch a shadder down below,
And look up to find the crow—
Er a hawk—away up there,
'Pearantly froze in the air!—
Hear the old hen squawk, and squat
Over ever' chick she's got,
Sudden-like!—and she knows where
That-air hawk is, well as you!—
You jes' bet yer life she do!—
Eyes a-glitterin' like glass,
Waitin' till he makes a pass!

V

Pee-wees' singin', to express
My opinion, 's second class,
Yit you'll hear 'em more er less;
Sapsucks gittin' down to biz,
Weedin' out the lonesomeness;
Mr. Bluejay, full o' sass,
In them base-ball clothes o' his,
Sportin' round the orchard jes'
Like he owned the premises!
Sun out in the fields kin sizz,
But flat on yer back, I guess,
In the shade's where glory is!
That's jes' what I'd like to do
Stiddy fer a year er two!

VI

Plague! ef they ain't somepin' in
Work 'at kindo' goes ag'in'
My convictions!—'long about
Here in June especially!—
Under some old apple-tree,
Jes' a-restin' through and through,
I could git along without
Nothing else at all to do
Only jes' a-wishin' you
Wuz a-gittin' there like me,
And June wuz eternity!

¹These poems of James Whitcomb Riley and the illustration by Will Vawter are taken from the biographical edition of Riley's complete works, copyright, 1913, and are used by the courteous permission of the publishers and the Riley estate. Full information relating to the various collections of Riley's poems may be had from the publishers, Bobbs-Merrill Company, Indianapolis, Indiana.

VII

Lay out and try to see
Jes' how lazy you kin be!—
Tumble round and souse yer head
In the clover-bloom, er pull
Yer straw hat acrost yer eyes
And peek through it at the skies,
Thinkin' of old chums 'at's dead,
Maybe, smilin' back at you
In betwixt the beautiful
Clouds o' gold and white and blue!—
Month a man kin rally love—
June, you know, I'm talkin' of!



VIII

March ain't never nothin' new!—
Aprile's altogether too
Brash fer me! and May—I jes'
'Bominate its promises—
Little hints o' sunshine and
Green around the timber-land—
A few blossoms, and a few
Chip-birds, and a sprout er two—
Drap asleep, and it turns in
'Fore daylight and snows ag'in!—
But when June comes—Clear my th'roat
With wild honey!—Rench my hair
In the dew! and hold my coat!
Whoop out loud! and th'ow my hat!—
June wants me, and I'm to spare!
Spread them shadders anywhere,
I'll git down and waller there,
And obleeged to you at that!

The Days Gone By

O the days gone by! O the days gone by!
The apples in the orchard, and the pathway
through the rye;
The chirrup of the robin, and the whistle of
the quail
As he piped across the meadows, sweet as any
nightingale;
When the bloom was on the clover, and the
blue was in the sky,
And my happy heart brimmed over, in the
days gone by.

In the days gone by, when my naked feet
were tripped
By the honeysuckle tangles where the water-
lilies dipped,

And the ripples of the river lipped the moss
along the brink,
Where the placid-eyed and lazy-footed cattle
came to drink,
And the tilting snipe stood fearless of the
truant's wayward cry
And the splashing of the swimmer, in the days
gone by.

O the days gone by! O the days gone by!
The music of the laughing lip, the luster of
the eye;
The childish faith in fairies, and Aladdin's
magic ring—
The simple, soul-reposing, glad belief in every-
thing,—
When life was like a story, holding neither
sob nor sigh,
In the golden olden glory of the days gone by.

Dreaming

To loll back, in a misty hammock, swung
From tip to tip of a slim crescent moon
That gems some royal-purple night of June—
To dream of songs that never have been sung
Since the first stars were stilled and God was
young
And heaven as lonesome as a lonesome tune:
To lie thus, lost to earth, with lids aswoon;
By curious, cool winds back and forward flung,
With fluttering hair, blurred eyes, and utter
ease
Adrift like lazy blood through every vein;
And then,—the pulse of unvoiced melodies
Timing the raptured sense to some refrain
That knows nor words, nor rhymes, nor
euphonies,
Save Fancy's hinted chime of unknown seas.

An Old Sweetheart of Mine

As one who cons at evening o'er an album all
alone,
And muses on the faces of the friends that he
has known,
So I turn the leaves of fancy till, in shadowy
design,
I find the smiling features of an old sweet-
heart of mine.

The lamplight seems to glimmer with a flicker
of surprise,
As I turn it low to rest me of the dazzle in
my eyes,
And light my pipe in silence, save a sigh that
seems to yoke
Its fate with my tobacco and to vanish with
the smoke.

'Tis a fragrant retrospection—for the loving
thoughts that start
Into being are like perfume from the blossom
of the heart;
And to dream the old dreams over is a luxury
divine—
When my truant fancy wanders with that old
sweetheart of mine.

Though I hear, beneath my study, like a flut-
tering of wings,
The voices of my children, and the mother as
she sings,
I feel no twinge of conscience to deny me
any theme
When Care has cast her anchor in the harbor
of a dream.

In fact, to speak in earnest, I believe it adds
a charm
To spice the good a trifle with a little dust of
harm—
For I find an extra flavor in Memory's mellow
wine
That makes me drink the deeper to that old
sweetheart of mine.

A face of lily-beauty, with a form of airy
grace,

Floats out of my tobacco as the geni from the vase;
And I thrill beneath the glances of a pair of azure eyes
As glowing as the summer and as tender as the skies.

I can see the pink sunbonnet and the little checkered dress
She wore when first I kissed her and she answered the caress
With the written declaration that, "as surely as the vine
Grew round the stump," she loved me—that old sweetheart of mine.

And again I feel the pressure of her slender little hand,
As we used to talk together of the future we had planned—
When I should be a poet, and with nothing else to do
But write the tender verses that she set the music to:

When we should live together in a cozy little cot
Hid in a nest of roses, with a fairy garden-spot,
Where the vines were ever fruited, and the weather ever fine,
And the birds were ever singing for that old sweetheart of mine:

When I should be her lover forever and a day,
And she my faithful sweetheart till the golden hair was gray;
And we should be so happy that when either's lips were dumb
They would not smile in Heaven till the other's kiss had come.

But, alas! my dream is broken by a step upon the stair,
And the door is softly opened, and—my wife is standing there;
Yet with eagerness and rapture all my visions I resign
To greet the living presence of that old sweetheart of mine.

Our Hired Girl

Our hired girl, she's 'Lizabuth Ann;
An' she can cook best things to eat!
She ist puts dough in our pie-pan,
An' pours in somepin' 'at's good and sweet,
An' nen she salts it all on top
With cinnamon; an' nen she'll stop
An' stoop an' alide it, ist as slow,
In th' old cook-stove, so's 'twon't slop
An' git all spilled; nen bakes it, so
It's custard pie, first thing you know!
An' nen she'll say:
"Clear out o' my way!
They's time fer work, an' time fer play!—
Take yer dough, an' run, Child, run!
Er I cain't git no cookin' done!"

When our hired girl 'tends like she's mad,
An' says folks got to walk the chalk
When she's around, er wisht they had,
I play out on our porch an' talk
To th' Raggedy Man 'at mows our lawn;
An' he says "Whew!" an' nen leans on
His old crook-scythe, and blinks his eyes
An' sniff all around an' says,—"I swawn!
Ef my old nose don't tell me lies,
It 'pears like I smell custard-pies!"
An' nen he'll say,—
"Clear out o' my way!
They's time fer work an' time fer play!
Take yer dough, an' run, Child; run!
Er she cain't git no cookin' done!"

Wunst our hired girl, one time when she
Got the supper, an' we all et,
An' it was night, an' Ma an' me
An' Pa went wher the "Social" met,—
An' nen when we come home, an' see
A light in the kitchen-door, an' we
Heard a maccordeum, Pa says, "Lan'—
O' Gracious! who can her beau be?"
An' I marched in, an' 'Lizabuth Ann
Wuz parchin' corn fer the Raggedy Man!
Better say
"Clear out o' the way!
They's time fer work, an' time fer play!
Take the hint, an' run, Child; run!
Er we cain't git no courtin' done!"

Waitin' Fer the Cat to Die

Lawzy! don't I rickollect
That 'air old swing in the lane!
Right and proper, I expect,
Old times can't come back again;
But I want to state, ef they
Could come back, and I could say



What my pick 'ud be, i jing!
I'd say, Gimme the old swing
'Nunder the old locus-trees
On the old place, ef you please!—
Danglin' there with half-shiet eye,
Waitin' fer the cat to die!

I'd say, Gimme the old gang
Of barefooted, hungry, lean,
Ornry boys you want to hang
When you're growed up twic't as mean!
The old gyarden-patch, the old
Truants, and the stuff we stol'd!
The old stompin'-ground, where we
Wore the grass off, wild and free
As the swoop of the old swing,
Where we ust to climb and cling,
And twist roun', and fight, and lie—
Waitin' fer the cat to die!

'Pears like I 'most allus could
Swing the highest of the crowd—
Jes' sail up there tel I stood
Down-side-up, and screech out loud,—
Ketch my breath, and jes' drap back
Fer to let the old swing slack,
Yit my tow-head dippin' still
In the green boughs, and the chill
Up my backbone taperin' down,
With my shadder on the groun'
Slow and slower trailin' by—
Waitin' fer the cat to die!

Now my daughter's little Jane's
Got a kind o' baby-swing
On the porch, so's when it rains
She kin play there—little thing!
And I'd limped out t'other day
With my old cheer this-a-way,
Swingin' her and rockin' too,
Thinkin' how I ust to do
At her age, when suddenly,
"Hey, Gran'papi!" she says to me,
"Why you rock so slow?" . . . Says I,
"Waitin' fer the cat to die!"

Out to Old Aunt Mary's

Wasn't it pleasant, O brother mine,
In those old days of the lost sunshine
Of youth—when the Saturday's chores were
through,
And the "Sunday's wood" in the kitchen, too,
And we went visitin', "me and you,"
Out to Old Aunt Mary's?

It all comes back so clear today!
Though I am as bald as you are gray—
Out by the barn-lot, and down the lane,
We patter along in the dust again,
As light as the tips of the drops of the rain,
Out to Old Aunt Mary's!

We cross the pasture, and through the wood
Where the old gray snag of the poplar stood,
Where the hammering "red-heads" hopped
awry,
And the buzzard "raised" in the "clearing"
sky
And lolled and circled, as we went by
Out to Old Aunt Mary's.

And then in the dust of the road again;
And the teams we met, and the countrymen;
And the long highway, with sunshine spread
As thick as butter on country bread,
Our cares behind, and our hearts ahead
Out to Old Aunt Mary's.

Why, I see her now in the open door,
Where the little gourds grew up the sides
and o'er
The clapboard roof!—And her face—ah, me!
Wasn't it good for a boy to see—
And wasn't it good for a boy to be
Out to Old Aunt Mary's?

And O my brother, so far away,
This is to tell you she waits today
To welcome us:—Aunt Mary fell
Asleep this morning, whispering, "Tell
The boys to come!" And all is well
Out to Old Aunt Mary's.

The Raggedy Man

O The Raggedy Man! He works fer Pa;
An' he's the goodest man ever you saw!
He comes to our house every day,
An' waters the horses, an' feeds 'em hay;
An' he opens the shed—an' we all ist laugh
When he drives out our little old wobble-ly
calf;
An' nen—ef our hired girl says he can—
He milks the cow fer 'Lizabuth Ann.—
Ain't he a 'awful good Raggedy Man?
Raggedy! Raggedy! Raggedy Man!

W'y, The Raggedy Man—he's ist so good
He splits the kindlin' an' chops the wood;
An' nen he spades in our garden, too,
An' does most things 'at boys can't do!—
He clumbed clean up in our big tree
An' shooked a' apple down fer me—
An' nother'n, too, fer 'Lizabuth Ann.—
An' nother'n, too, fer The Raggedy Man.—
Ain't he a 'awful kind Raggedy Man?
Raggedy! Raggedy! Raggedy Man!

An' The Raggedy Man, he knows most rhymes
An' tells 'em, ef I be good, sometimes:
Knows 'bout Giunts, an' Griffuns, an' Elves,
An' the Squidgicum-Squees' at swallers ther-
selves!

An', wite by the pump in our pasture-lot,
He showed me the hole 'at the Wunks is got,
'At lives 'way deep in the ground, an' can
Turn into me, er 'Lizabuth Ann!
Ain't he a funny old Raggedy Man?
Raggedy! Raggedy! Raggedy Man!

The Raggedy Man—one time when he
Wuz makin' a little bow'n'-orry fer me,
Says "When you're big like you Pa is,
Air you go' to keep a fine store like his—
An' be a rich merchunt—an' wear fine
clothes?—
Er what air you go' to be, goodness knows!"
An' nen he laughed at 'Lizabuth Ann,
An' I says "'M go' to be a Raggedy Man!—
I'm ist go' to be a nice Raggedy Man!"
Raggedy! Raggedy! Raggedy Man!

The Old Tramp

A' Old Tramp slep' in our stable wunst,
An' The Raggedy Man he caught
An' roust him up, an' chased him off
Clean out through our back lot!

An' th' Old Tramp hollered back an' said—
"You're a purty man!—You air!—
With a pair o' eyes like two fried eggs,
An' a nose like a Bartlutt pear!"

Annual Meeting—Tentative Program

A CONVENTION of exceptional interest and worth is indicated by the tentative program which President Newlon has released for the sixty-third annual meeting of the National Education Association at Indianapolis, Indiana, June 28 to July 3. The general sessions, which will be held in the Cadle Tabernacle, will be broadcast between eight and ten P.M., Central Time, from Indianapolis Station WFBM. Readers of THE JOURNAL will wish to tell their friends about this arrangement and to ask local editors to print the evening program from day to day during Convention Week in order that the general public may listen in on the addresses.

The Representative Assembly will meet in the Caleb Mills Hall of the Shortridge High School, where the official business of the Association will be conducted. Forenoons have generally been given over to the sessions of the Assembly, afternoons to Departmental and allied meetings, and evenings to general sessions. Extra conferences will be held on Tuesday, Wednesday, and Thursday mornings in Cadle Tabernacle for non-delegates who wish a general meeting.

Registration and exhibits will be located in the Shortridge High School, where members of the Association may begin registering on Saturday morning, June 27, at 8:30, and where persons wishing to become members may do so. Teachers are urged to come early and register early in order to get their bearings and have the advantage of the early programs.

Sunday Morning

June 28

Regular services will be held in various Indianapolis churches, to which all visitors are welcome.

Sunday Afternoon

June 28, 4 o'clock

Vesper services will be held on the north steps of the Monument, weather permitting, otherwise in Cadle Tabernacle. President Robert J. Aley, of Butler College, Indianapolis, will preside over this service, which will be addressed by President W. L. Bryan, of the University of Indiana, Bloomington, Indiana.

Sunday Evening

June 28, 7:30 o'clock

This meeting will open with music by the Tabernacle Presbyterian Church Choir.

Commissioner John J. Tigert will speak on the Faith of the American People in Public Education.

Monday Morning

June 29, 8:30 o'clock

Community singing, including State songs for which the various State delegations should come prepared. The general theme



JESSE H. NEWLON, president of the National Education Association, 1924-25, and superintendent of schools in Denver, Colorado.

is Educational Progress in the first Quarter of the Twentieth Century. Superintendent Frank W. Ballou, of the Washington, D. C., Schools, and president of the Department of Superintendence, will speak on Progress in the Science of Education. Dr. George D. Strayer, of Teachers College, Columbia University will speak on Progress in Administration and Support. President W. L. Bryan, of Indian University, will speak on the Schools and the Building of Character. Superintendent J. M. Gwinn, of San Francisco, will speak on Significant Developments in Types of Schools and Curricula. President E. C. Elliott, of Purdue University, La Fayette, Indiana, will speak on Progress in Colleges and Universities.

Monday Afternoon

June 29, 2 o'clock

This afternoon will be given over to meetings of Departments and allied organizations, as announced elsewhere in THE JOURNAL. State delegations will meet at their respective State headquarters at five P.M. to elect one member to each of the following committees: Credentials, Resolutions,

and Necrology. Each State delegation will also nominate one person for member of the Board of Directors, to be reported to the Representative Assembly at the first Business Session on Tuesday morning on roll call of the States.

Monday Evening

June 29, 7:30 o'clock

There will be a half hour of music by the Arsenal Technical High School Orchestra, of Indianapolis, and the Girls Glee Club from the same school. Addresses of welcome will be made by Superintendent E. U. Graff, of the Indianapolis Schools, and President W. P. Dearing, of the Indiana State Teachers Association. Mrs. Mary C. C. Bradford, State superintendent of public instruction, Denver, Colorado, a former president of the National Education Association, will respond to the addresses of welcome.

Colonel J. C. Drain, Commander of the American Legion, will bring a message from that organization, which will be followed by President Newlon's keynote address on the Educational Outlook at the End of the First Quarter of the Twentieth Century.

Tuesday Morning

June 30, 8:30 o'clock

First business session of the Representative Assembly, President Newlon presiding. The first half hour will be devoted to community singing and State songs by the various State delegations. Report of the Committee on Credentials. Report of the Committee on Rules, William B. Owen, president, Chicago Normal College, Chicago, Illinois, chairman. Adoption of order of business. Adoption of minutes of Washington meeting. Address on Our Association and Its Work by President Jesse H. Newlon, superintendent of schools, Denver, Colorado. Mrs. Cora Wilson Stewart, Frankfort, Kentucky, chairman of the Illiteracy Commission, will present a report and lead a discussion of the illiteracy problem.

John F. Sims, president of the State Normal School at Stevens Point, Wisconsin, chairman of the Committee of Five Thousand on Child Labor, will present the report of that Committee and lead a discussion of the child-labor problem. Olive M. Jones, principal, Public School No. 120, New York City, chairman of the Committee on Affiliations and Relationships, will present the report of her Committee and lead a discussion on the relationships of the National Association with departments, committees, and allied organizations. Milton Bennion, dean of the School of Education, University of Utah, Salt Lake City, Utah, chairman of the Committee on Character Education, will present the report of that committee and lead the discussion on the subject.

At this meeting of the Assembly, nominations will be made from the floor for president, vice-president, and treasurer, and the various State delegations will report their

nominations for members of the Board of Directors on roll call of the States.

There will also be a special program in the Cadle Tabernacle on Teacher Participation in the Determination of Policies, under the chairmanship of Superintendent Fred M. Hunter, of the Oakland Public Schools, and a former President of the Association. Speakers will be announced in the Official Program.

Tuesday Afternoon

June 30, 2 o'clock

Meetings of Departments and allied organizations as announced elsewhere in THE JOURNAL.

Tuesday Evening

June 30, 7:30 o'clock

This meeting will be opened by a half hour of special music by the Indianapolis Teachers Chorus, which was enthusiastically received at the Department of Superintendence at Cincinnati. This is Indiana night. Governor Jackson, of Indiana, will preside. Meredith Nicholson will speak on Culture and Brass Tacks. Former Senator Albert J. Beveridge has been invited and is expected to appear along with other well-known Indiana authors.

Wednesday Morning

July 1, 8:30 o'clock

Second business session of the Representative Assembly, opening with community singing and State songs, followed by an address by Francis G. Blair, State superintendent of public instruction, Springfield, Illinois. Mr. J. O. Engleman, superintendent of city schools, Terre Haute, Indiana, chairman of the Committee on Teaching of Democracy, will present the report of that Committee and lead a discussion on the subject. Anna Riddle, Saint Joseph, Missouri, chairman of the Committee of One Hundred on Classroom Teachers Problems, will present the report of her Committee and lead a discussion. Fred M. Hunter, superintendent of schools, Oakland, California, chairman of the Committee of One Hundred on the Problem of Tenure, will present the report of that Committee and lead the discussion on teacher tenure. Harold W. Foght, president, Northern Normal and Industrial School, Aberdeen, South Dakota, chairman of the Committee of One Hundred on Rural Teachers Problems, will present the report of that Committee and conduct a discussion on it.

Thomas E. Johnson, State superintendent of public instruction, Lansing, Michigan, chairman of the Committee on American Education Week, will report and lead a discussion on that subject. Augustus O. Thomas, State superintendent of public instruction, Augusta, Maine, chairman of the Committee on Cooperation with the World Federation of National Education Associations, will report and lead a discussion on the World Federation.

There will also be an extra conference in Cadle Tabernacle for non-delegates on the subject, Work of Teachers' Organizations, under the chairmanship of Miss Olive M. Jones, principal of Public School No. 120, New York City, and a former president of the Association.

Wednesday Afternoon

July 1

This afternoon is left free in order that teachers may visit literary and historic shrines in and near Indianapolis. Special arrangements are being made by the local committee.

Wednesday Evening

July 1, 7:30 o'clock

This session will be opened by one half hour of music by the Newsboys' Band, of Indianapolis. The general theme is Interpreting the Schools to the Public. State Superintendent John W. Abercrombie, of Montgomery, Alabama, will speak on In-

Indiana

James Whitcomb Riley

From the biographical edition of
Riley's Complete Works
Copyright 1913

Our Land—our Home!—the common home indeed
Of soil-born children and adopted ones—
The stately daughters and the stalwart sons
Of Industry:—All greeting and godspeed!
O home to proudly live for, and, if need
Be, proudly die for, with the roar of guns
Blent with our latest prayer.—So died men
once.
Lo, Peace! . . . As we look on the land
THEY freed—
Its harvests all in ocean-overflow
Poured round autumnal coasts in billowy
gold—
Its corn and wine and balméd fruits and
flow'rs,—
We know the exaltation that they know
Who now, steadfast inheritors, behold
The Land Elysian, marvelling "This is ours!"

terpreting the State Program. Anna G. Fraser, of the Oakland, California, Schools, will speak on Interpreting the Work of the School to the Home. A well-known principal will speak on the Strategic Position of the Principal in the Interpretation of the Schools to the People. Superintendent John J. Maddox, of the Saint Louis Public Schools, will speak on Interpreting the School Program to the Local Community. Miss Lillia E. Johnson, county superintendent of schools, Eau Claire, Wisconsin, will speak on Interpreting the Rural School Program to the People.

Thursday Morning

July 2, 8:30 o'clock

Third business session of the Representative Assembly. The meeting will be opened by community singing and State songs, followed by an address by Thomas R. Cole, superintendent of city schools, Seattle, Washington. Joseph Rosier, president of the State Teachers College, Fairmont, West Virginia, chairman of the Committee on Standards, Requirements, and Credits for Teachers in Service, will present the report of the Committee and lead a discussion. Sara T. Muir, Lincoln, Nebraska, chairman of the Committee on Ethics of the Profession, will report and lead discussion on the work of her Committee.

George D. Strayer, Teachers College, Columbia University, chairman of the Legislative Commission, will report and lead discussion on the work of the Legislative Commission. William B. Owen, president of

Chicago Normal College, Chicago, Illinois, chairman of the Committee on the American School Program, will report and lead discussion on the work of his Committee. George E. Carrothers, Ohio University, Athens, Ohio, chairman of the Committee on Community Relations, will report and lead discussion.

Voting places will be open from 8 A.M. to 6 P.M., delegates to the Representative Assembly balloting for the candidates for the various offices.

An extra general meeting will be held in Cadle Tabernacle on the topic Moral Education, under the chairmanship of Superintendent William M. Davidson, of the Pittsburgh Schools. Speakers will be announced in the Official Program.

Thursday Afternoon

July 2, 2 o'clock

Meetings of Departments and allied organizations as announced elsewhere in THE JOURNAL.

Thursday Evening

July 2, 7:30 o'clock

Special music followed by general program on the theme Interpreting the Schools to the Public. President E. H. Lindley, of the University of Kansas, Lawrence, Kansas, will speak on the Colleges and the People. Ella Victoria Dobbs, Associate Professor of Industrial Arts, University of Missouri, will speak on the Functions of Teachers' Organizations in Interpreting the Schools to the Public. Joy Elmer Morgan, editor of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, will speak on Responsibilities of Educational Journalism in Interpreting the Schools to the Public. Glenn Frank, editor of *The Century*, will speak on the Responsibility of the Press in Interpreting the Schools to the Public.

Friday Morning

July 3, 8:30 o'clock

Fourth and final business session of the Representative Assembly opened by community singing and State songs. Ernest L. Crandall, director of Lectures and Visual Education, public schools, New York City, chairman of the Committee on Necrology, will present the report of that Committee for the year 1924-25. Cornelia S. Adair, teacher, Junior High School, Richmond, Virginia, treasurer of the National Education Association, will present the report of the treasurer. J. W. Crabtree, secretary of the National Education Association, will present his annual report. Walter R. Siders, superintendent of schools, Pocatello, Idaho, chairman on Audit and Budget, and chairman of the Board of Trustees, will present the reports of those two bodies. Unfinished business will then be taken up, followed by new business, the report of the Committee on Resolutions, and the report of the tellers on the election of officers.

Friday Afternoon

July 3, 2 o'clock

Final business sessions of Departments and allied organizations as announced elsewhere in THE JOURNAL.

Tentative Programs of Departments and Allied Organizations

NATIONAL COUNCIL OF EDUCATION will hold three sessions, June 29, June 30, and July 2. The Monday afternoon program follows: Announcements and Roll Call; President's Address, J. M. Gwinn, superintendent of schools, San Francisco, Calif.; The Year's Progress in Education, John J. Tigert, United States Commissioner of Education, Washington, D. C.; Report of Committee on Participation of Teachers in School Management, Harlan Updegraff, president, Cornell College, Mt. Vernon, Iowa, chairman.

Tuesday afternoon's program follows: Open Forum by the Committee on Continuity of Education, J. M. Gwinn, chairman; Final Report of Committee on the American Woman Teacher, Anna Laura Force, principal, Lincoln School, Denver, Colo., chairman.

The program for Thursday afternoon follows: Final Report of First Division of Complete Report of Sub-committee on Part-Time Education, Henry Lester Smith, Dean, School of Education, Indiana University, Bloomington, Ind., chairman; Final Report of Committee on Illiteracy, Mrs. Cora Wilson Stewart, National Commission on Illiteracy, Frankfort, Ky., chairman; Financing the Education of Adult Illiterates, A. B. Meredith, commissioner of education, Hartford, Conn.; Suitable Texts for Adult Beginners, H. V. Holway, commissioner of education, Dover, Del.

DEPARTMENT OF ADULT EDUCATION will hold two sessions, June 29 and 30. The Monday afternoon session will have for its theme Interpretation of Adult Schools to the Public. The program follows: Outstanding Accomplishments in the Field of Adult Education since the War, Charles M. Herlihy, president, Department of Adult Education, Boston, Mass.; Public Support for Adult Education from the Standpoint of the Employer; Public Support for Adult Education from the Standpoint of Organized Labor; The Interest of the American Legion in Program of Adult Education, James L. Drain, National Commander, American Legion, Indianapolis, Ind.; Outstanding Needs in the Development of Programs of Adult Education for Native Illiterates, Miss Clutie Bloodworth, director of Exceptional Schools, Alabama State Department of Education, Montgomery, Ala.; The Outlook for Americanization in the Northwestern States, H. J. Langoe, Editor, "United American," Portland, Oregon.

On Tuesday afternoon the topic to be discussed is State and Local Programs of Adult Education for Native and Foreign-Born. The program includes: State and Local Support and Leadership for Adult Education, Miss Willie Lawson, assistant State superintendent of public instruction, Little Rock, Ark.; A Cooperative Program Between Schools and the Federal Bureau of Naturalization in Preparing Aliens for Citizenship, Marguerite Burnett, State supervisor of Immigrant Education, Wilmington, Del.; American Ideals in Civic Instruction, Howard Bradstreet, director of Bureau of Adult Education, Hartford, Conn.; Organizing a County for Adult School Programs, Miss Wil Lou Gray, director of Adult Education, State department of education, Columbia, S. C.; The New Constitution for the Department of Adult Education, Robert C. Deming, State director of Americanization, State department of education, Hartford, Conn.

DEPARTMENT OF BUSINESS EDUCATION will hold sessions Tuesday, June 30, and Thursday, July 2. The program on Tuesday follows: Are We in Step—Industry and Business Teachers? Sherman Perry, correspondence advisor, American Rolling Mill Co., Middletown, Ohio; Twenty-five Years of Typewriting and Typewriting Methods, Harry C. Spillman, education director, Remington Typewriter Co., New York City; Vitalizing the Bookkeeping Program, Jay W. Miller, instructor in bookkeeping methods, Summer Normal Session, Gregg School, Chicago, Ill.; Research Methods in Commercial Subjects, William L. Connor, director of reference and research, Cleveland, Ohio; Business Aspects of School Activities, Paul H. Seay, treasurer, Withrow High School, Cincinnati, Ohio; On What Basis Should Our High School Commercial Courses be Organized?, E. W. Barnhart, chief of commercial education service, Federal Board for Vocational Education, Washington, D. C.

Thursday's program includes: Teaching of Bookkeeping and Calculating Machines and its Relation to Business, J. C. Springman, director of commercial department, Pontiac High School, Pontiac, Mich.; Commercial Arithmetic Interpretation of Business Requirements—H. B. Loomis, principal, Hyde Park High School, Chicago, Ill.; Placement of Commercial Graduates, Clay D. Slinker, director of commercial education, Des Moines, Iowa; The Function of the Supervisor of Commercial Education, E. F. Killam, supervisor of commercial education, St. Louis, Mo.; The Present Trend in Commercial Teacher Training, M. E. Studebaker, head of department of commerce, Ball Teachers' College, Muncie, Ind.

DEPARTMENT OF CLASSROOM TEACHERS will hold meetings June 30 and July 2. The Tuesday afternoon program follows: Interpreting the Schools to the Public: What to Interpret, George W. Frasier, president, Colorado State Teachers College, Greeley, Colo.; How to Interpret It, Merle Sidener, president, Sidener-Van Riper Advertising Company, Indianapolis, Ind. Under the head, Twenty-five Years of Educational Progress, there will be discussed: The Federal Aided Schools; My Experience as a Teacher in the Moonlight Schools; The Development of the Teachers' College, J. A. Hill, president, West Texas Teachers College, Canyon, Texas.

Thursday afternoon's program will be devoted to regional conference reports, reports of committees, election of officers, and recommendations. The following committees will report: Evaluation of Classroom Instruction, Julia E. Sullivan, Charlestown, Mass.; Single Salary, Teacher Rating, Anna Thompson, Kansas City, Mo.; Reduction of Clerical Work; Advancement of Women into Administrative Work, Julia E. Sullivan, Charlestown, Mass., and Eula F. Hunter, Fort Worth, Texas; Standardizing Preparation of Teachers; Teacher Participation in School Administration; Retardation Due to Overcrowding, Jean L. Soules, Spokane, Wash.; Better Preparation in Professionalism.

The Annual dinner will be held at 6:30 P. M., Thursday, in the Travertine Room, Lincoln Hotel.

DEPARTMENT OF DEANS OF WOMEN will have a luncheon, Monday noon, June 29, at the Claypool Hotel. Addresses will be given by F. Louise Mardin, dean of women, University of Wisconsin, Madison, Wis., and Elizabeth Hamilton, dean of women, Miami University, Oxford, Ohio.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS will hold its meetings on the afternoons of June 30 and July 2. The Tuesday afternoon session will discuss Milestones on the Road of the Principalship. The program follows: Justification of the American Dollar as Invested In (a) Job Analysis and Training for the Principalship from the Standpoint of the Ohio State University, J. Cayce Morrison, department of school administration, Ohio State University, Columbus, Ohio; (b) Natural Science in the Curriculum from the Standpoint of the Michigan State University, Clifford Woody, director of reference and research, University of Michigan, Ann Arbor, Mich.; Organizations of Elementary School Principals throughout the Various States, Lawrence S. Chase, principal, Glenfield School, Montclair, N. J.; Pupil Administration as a Character Developer, Harry O. Gillett, principal, University School, University of Chicago, Chicago, Ill. Report on Educational Progress will be given by J. D. Williams, principal, Woodlawn School, Birmingham, Ala.

The annual dinner will be held Wednesday, July 1, at six o'clock.

The Thursday's program includes: Presenting the School to the Public in Chicago, George A. Beers, principal, Clarke School, Chicago, Ill.; Presenting Elementary School Library Standards to the Public, C. C. Certain, Editor Red Cross Publications, Washington, D. C.; Modern Dynamics Versus Petrified Statics Presented to the Public, George W. Frasier, president, Colorado State Teachers College, Greeley, Colo.; Present Ideals and Past Fallacies; Character Education in the Elementary School; Reports of Committees—Courses of Study for Elementary School Principals in Teacher-Training Institutions; Adequate Salaries for the Elementary School Principalship; Business.

DEPARTMENT OF KINDERGARTEN EDUCATION will hold two sessions, June 29 and 30. The Monday program includes a discussion of The Interpretation of the Kindergarten to the Public: Twenty-five Years of Kindergarten Progress. The program follows: Kindergarten Extension, with Graphic Demonstration, Lucy Gage, assistant professor of elementary education, George Peabody Teachers' College, Nashville, Tenn.; Changes in Method and Curriculum, Patty Smith Hill, professor of education, Teachers College, Columbia University, New York City.

The topic of the Tuesday afternoon program is Present Kindergarten Practice Throughout the Country. Report on the Study of Kindergarten Practice under the Direction of the Research Committee of the Kindergarten Department will be given by Mary Dabney Davis, chairman of Committee, Darien, Conn.; Appraisal of the Study, by George D. Strayer, professor of education, Teachers College, Columbia University, New York City; Discussion of the Value and Implications of the Study for Future Progress, by (a) Jane Elizabeth Joslin, director of kindergarten, Hathaway Brown School, Cleveland, Ohio, and (b) Alice Temple, kindergarten-primary department, School of Education, University of Chicago, Chicago, Ill.

On Thursday, July 2, at 12:30 o'clock, in the Riley Room of Claypool Hotel, there will be a joint luncheon with the National Council of Primary Education and the International Kindergarten Union.

DEPARTMENT OF MUSIC EDUCATION. Meetings are scheduled for Monday, June 29, and Tuesday, June 30. Mr. Ernest G. Hesser, Director of Music, Public Schools, Indianapolis, Ind., President; and Ada Bicking, Supervisor of Music, Public Schools, Evansville, Ind., Secretary.

DEPARTMENT OF RURAL EDUCATION will hold two meetings on the afternoons, June 29 and 30. The Monday afternoon session will discuss Interpreting the Schools to the People. A Study of Rural School Attendance by the Committee on Rural School Attendance, Mrs. Katherine M. Cook, Chief, division of Rural Education, United States Bureau of Education, Washington, D. C.; Discussion, George S. Dick, supervisor of Rural Schools, department of public instruction, Madison, Wis.

On Tuesday afternoon Progress in Rural School Supervision will be discussed as follows: Administration and Supervision of Rural Schools under the County Unit System in Ohio, O. E. Pore, superintendent of schools, Portage County, Ravenna, Ohio; The Helping Teacher Plan in Maine, Florence M. Hale, State agent for rural education, Augusta, Maine; Lessons in the Supervision of Rural Schools from the Indiana Experiment, Hilda Hughes, superintendent of LaGrange County Schools, LaGrange, Ind.

DEPARTMENT OF SCHOOL HEALTH AND PHYSICAL EDUCATION will hold sessions June 29 and 30. The program for Monday afternoon follows: Moral Training Through Physical Education; Is Sex Education Properly a Part of Our Program of Health Education? E. F. VanBuskirk, executive Secretary, Cincinnati Social Hygiene Society, Cincinnati, Ohio; The Obligation to be Physically Fit; The School Health Program in its Relation to Mental Hygiene.

Tuesday's program includes: Twenty Years of Medical Inspection in the Milwaukee Public Schools, George P. Barth, M. D., director of School Hygiene, Milwaukee, Wis.; Education for Health in Rural Schools, S. H. Replogle, assistant superintendent, Allegheny County Schools, Pittsburgh, Pa.; Health Problems in Teacher-Training Institutions, Ambrose L. Suhrie, professor of Normal School Education, School of Education, New York University, New York City.

DEPARTMENT OF SCIENCE INSTRUCTION will hold meetings June 29 and 30. The Monday afternoon program follows: Types of Investigation in Science Teaching, Hanor Webb, George Peabody College for Teachers, Nashville, Tenn.; What is it That Science Teaching Ought to Accomplish in the Schools? Henry Harap, Cleveland School of Education, Cleveland, Ohio. Scientific Education as a Defense Against Propaganda and Dogma, Benjamin C. Gruenberg, director, American Association for Medical Progress, New York City. A round table discussion of the work of the American Association for the Advancement of Science Committee on the Place of Science in Education will follow these addresses.

On Tuesday afternoon a joint meeting will be held with the American Nature-Study Society. The program follows: Aims of Nature Study, Anna Bottsford Comstock, Professor of Nature Study, Cornell University, Ithaca, N. Y.; The Method and Content of Elementary Science, Wilbur L. Beauchamp, University High School, University of Chicago; Present and Future of Nature Study, M. R. VanCleve, Director of Nature Study and General Science, Toledo, Ohio; Symposium: The Problems of Nature Study Teaching and Their Solution.

DEPARTMENT OF SECONDARY SCHOOL PRINCIPALS will hold sessions on Tuesday and Thursday afternoons, June 30 and July 2. Mr. M. H. Stuart, Principal, Arsenal Technical Schools, Indianapolis, will prepare the program.

DEPARTMENT OF VISUAL INSTRUCTION will hold sessions June 29 and 30. Monday afternoon's program follows: Roll Call and round table on the status of visual instruction to date in the various localities where visual instruction has a special director or supervisor. Ten-minute reports will be given by a group of these supervisors as to the extent, nature, and modus operandi of the application of visual instruction in their school systems. General discussion will follow.

On Tuesday afternoon George D. Strayer, Teachers College, Columbia University, New York City, will speak on The Administration of Visual Instruction. The Use of Visual Aids in Immigration will be discussed by Hon. Frederick A. Wallis, commissioner of Correction, New York City, former commissioner of Immigration.

DEPARTMENT OF VOCATIONAL EDUCATION—Meetings are scheduled for Tuesday, June 30, and Thursday, July 2. The general theme for both sessions will be "The Interpretation of Part Time, Continuation and Co-operative Schools from the Standpoint of Public Service in the Conservation of Youth." The of-

INDIANAPOLIS INVITES YOU and promises to entertain and provide you with every accommodation. The city has entertained some of the world's largest conventions and ever the word comes back—Indianapolis is truly a city courteous; a city with unequalled accessibility, facilities, and hospitality.

The National Education Association is assured a real Hoosier welcome on the occasion of its sixty-third annual meeting, June 28 to July 3, 1925, at Indianapolis.

Convention Headquarters are at the Shortridge High School. This building is conveniently located within easy walking distance of hotels. Nearby are located most of the places of meetings of Departments and Allied Organizations. At the Shortridge High School are located the Exhibits, Registration, Post Office, Information, Publicity Headquarters, Executive Offices, Secretary's Office for Delegates' Credentials, Official Committees, and Representative Assembly. The arrangements at Convention Headquarters is very similar to that which gave such general satisfaction at the 1924 Convention at Washington. Exhibits are located on the first floor and basement floor of Shortridge High School. On the second floor is the Auditorium in which the meetings of the Representative Assembly are held.

Act promptly to secure hotel reservations. Special railroad rates of one and one-half fares for the round trip are granted to members of the National Education Association. Identification certificates are necessary to secure special rates. These may be secured on application to National Education Association Headquarters or to your State Director.

Headquarters of the various State Delegations will be located in several different hotels. State Directors can give information as to the selection for their States. No hotel will be selected as General Headquarters for the Association.

Officers are president, John N. Greer, assistant superintendent of schools, Minneapolis, Minn.; and secretary, J. D. Blackwell, State director of vocational education, Baltimore, Md.

AMERICAN HOME ECONOMICS ASSOCIATION will hold meetings on the afternoons of June 30 and July 2. Tuesday's program follows: What Does Home Economics Contribute to the Purposes of Junior and Senior High School Education? (a) From the Administrator's Point of View, Francis G. Blair, State superintendent of public instruction, Springfield, Ill.; (b) From the Home Economics Teacher's Point of View, Annie Robertson, teacher of home economics, High School, Hartford, Conn., and research associate, Department of Household Arts Education, Teachers College, New York City.

On Thursday afternoon, the topic to be discussed is Progress in Home Economics Education. Making the Home Economics Curriculum for Junior and Senior High School (a) From the Supervisor's Point of View, Mrs. Kate Kinyon, supervisor of home economics, Denver, Colo.; The Most Efficient Equipment for Home Economics, Frances R. Kelley, supervisor of home economics, Minneapolis, Minn.; Emeline Whitcomb, specialist in home economics, United States Bureau of Education, Washington, D. C.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA will hold its annual dinner conference on Wednesday, July 1, at five o'clock.

CONFERENCE ON LIP READING FOR HARD OF HEARING SCHOOL CHILDREN will hold a meeting Tuesday afternoon, June 30. The program follows: Why Hard of Hearing Children Should Not be Taught in the Schools for the Deaf, Evalyn B. Heizer (retired), principal, Indiana State School for the Deaf, Indianapolis, Ind.; Focal Infection as the Cause of Deafness in the Child, John F. Barnhill, M. D., professor of surgery, head and neck, Indiana University School of Medicine, Indianapolis, Ind.; What Chicago is Doing for the Hard of Hearing Child in the Public Schools, Norval H. Pierce, M. D., Chicago, Ill.; Importance of Proper Heating and Ventilation as a Prevention of Deafness, Alice G. Bryant, M. D., member of associate staff, New England Deaconess Hospital, Boston, Mass.; The Problem of the Hard of Hearing Child, Franklin W. Bock, M. D., director, Deafness Prevention Clinic, public schools, Rochester, N. Y.; The Deafened Child is Not a Deaf Child, Ann Lehman, New York League for the Hard of Hearing, New York City; Why We Believe in Lip Reading for the Hard of Hearing Pupils in the Public Schools, by teachers in charge of Lip Reading Instruction, Marion A. Durfee, Fall River, Mass., Marion S. Clark, Cambridge, Mass., Caroline F. Kimball, East Lynn, Mass.

NATIONAL COUNCIL OF PRIMARY EDUCATION, THE INTERNATIONAL KINDERGARTEN UNION, AND THE DEPARTMENT OF KINDERGARTEN EDUCATION will hold a joint luncheon in the Riley Room, Claypool Hotel, Thursday noon, July 2. Miss Flora Drake, assistant superintendent of schools, Indianapolis, has charge of arrangements. During the week the various local councils of Indiana will keep "open house" for the visiting and primary teachers in the Administration Building, 150 No. Meridian Street.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES will hold meetings on Thursday afternoon, July 2, and Friday afternoon, July 3. The topic for Thursday afternoon will be How Teachers of the Social Studies Can Interpret the Schools to the Community. The program follows: Opportunities for Teachers of History to Interpret the Schools to the Community, Arthur Dondineau, assistant director in charge of supervision, public schools, Detroit, Mich.; What Teachers of Civics Can Do to Interpret the Schools to the Community, W. H. Shephard, teacher, North High School, Minneapolis, Minn.; Contributions of Teachers of Economics to the Interpretation of the Schools; Opportunities of Teachers of Sociology to Interpret the Schools to the Public, W. A. Butcher, head of Department of History and Social Science, High School, South Bend, Ind.

On Friday afternoon a joint meeting will be held with the American Association of Teachers Colleges, recently merged with the N. E. A. Department of Normal Schools and Teachers Colleges. Training of Teachers of the Social Studies will be discussed. The program includes: The Preparation of Teachers of the Social Studies in the Field Today, P. W. Hutson, assistant professor of secondary education, University of Pittsburgh, Pittsburgh, Pa.; What Teacher-Training Colleges are Doing to Prepare Prospective Teachers of the Social Studies, Ned H. Dearborn, Commonwealth Fund, New York City; What Training Teachers of the Social Studies Should Have, H. C. Morrison, superintendent of laboratory schools, University of Chicago, Chicago, Ill.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH will hold meetings June 29 and 30. Monday afternoon's program follows: Topics Pupils Like, Dora V. Smith, University of Minnesota, Minneapolis, Minn.; Some Correlations with English, George E. Teter, State Normal School, Milwaukee, Wis.; The Dalton Plan Applied to English, Margaret Durkin, High School, Scranton, Pa.

On Tuesday afternoon the following program will be given: Getting the Ear of the Public, J. W. Searson, University of Nebraska, Lincoln, Neb.; International Good Will Through the Teaching of English, E. Estelle Downing, State Normal School, Ypsilanti, Mich.; Publicity Projects for the Department of English, E. G. Doudna, secretary, Wisconsin State Teachers Association, Madison, Wis.

NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS will hold a general session on Thursday afternoon, July 2, at 1:30, under the auspices of the Association of Modern Language Teachers of the Central West and South. The program follows: President's Address, New Problems, Bert J. Vos, Indiana University, Bloomington, Ind.; The Modern Foreign Language Study, R. H. Fife, Columbia University, New York City. At 2:45 sectional meetings will be held (a) French; (b) German; (c) Spanish.

UNDER the auspices of the NATIONAL GEOGRAPHIC SOCIETY, Major Merian C. Cooper will give a lecture in the auditorium of Emmerich Manual Training High School, Thursday afternoon, July 2, at two o'clock. It will be illustrated by an Epic motion picture.

NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS will hold a meeting Monday afternoon, June 29, and a luncheon on Wednesday, July 1. Monday's program follows: Minutes; Report of Secretary-Treasurer, Harriet E. Scofield, Minneapolis, Minn.; Report of the President, Mrs. Elizabeth U. Haney, Minneapolis, Minn.; Reports of Standing Committees,—(a) Social, Professional, and Economic Status of Teachers; (b) League College and the Recruiting of Teachers, Karl W. Guenther, Santa Barbara, Calif.; (c) Legislative, Georgiana Dickson, Spokane, Wash.; (d) Membership, Mary Leland Watkins, Dallas, Texas; (e) Curriculum and Educational Ideals, Flora Menzel, Milwaukee, Wis.; Reports of Special Committees,—(a) Greater Participation of Teachers in School Organization and Administration; (b) Taxation for School Purposes, Ethel Gardner, Milwaukee, Wis.

The following program will be given at the luncheon on Wednesday in the Florentine Room, Claypool Hotel: Addresses by Edward A. Fitzpatrick, Marquette University, Milwaukee, Wis.; Henry R. Linville, president of the Teachers' Union, New York City; Reports of Special Committees, (a) Growth of Teachers in Service, Gertrude Drohan, Minneapolis, Minn.; (b) Income Insurance, O. A. Mathias, Cincinnati, Ohio. A business meeting will follow.

NATIONAL ORGANIZATION OF SECRETARIES OF STATE EDUCATION ASSOCIATIONS will hold a luncheon Tuesday noon, June 30, at which the following program will be given: Trend of Professional Organization, Jesse H. Newlon, president, National Education Association, Denver, Colo.; Professional Organization and the Classroom Teacher, Agnes Winn, director, division of classroom service, National Education Association, Washington, D. C.; Professional Organization and the College Instructor, Macy Campbell, Iowa State Teachers College, Cedar Falls, Iowa; Professional Organization and the Superintendent, Milton C. Potter, superintendent of schools, Milwaukee, Wis.

The program for the afternoon session follows: Integration of Professional Organization, E. T. Cameron, Michigan Education Association, Lansing, Mich.; Sequence of Extension of the Association's Activities and Organization, F. L. Pinet, Kansas State Teachers' Association, Topeka, Kans.; Functions and Procedure of the Representative Assembly, C. M. Howell, Oklahoma Education Association, Oklahoma City, Okla.; From First to Last with an Educational Bill, W. N. Taylor, Mississippi Education Association, Jackson, Miss.; High Points in State Association Journals, Joy E. Morgan, Editor, "The Journal of the National Education Association," Washington, D. C.

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION will hold a session under the chairmanship of Milo H. Stuart, principal, Arsenal Technical High School, Indianapolis, Ind., Monday afternoon, June 29. The program will be given as follows: New Light on Vocational Counseling, A. H. Edgerton, chairman, Department of Industrial Education and Applied Arts, University of Wisconsin, Madison, Wis.; The Organization of a School System for Vocational Guidance, M. Edith Campbell, director of Vocation Bureau, public schools, Cincinnati, Ohio; Gathering and Dissemination of Vocational Information, Florence E. Clark, Vocational Guidance Bureau, public schools, Chicago, Ill.; Granting of Scholarships as a Part of Vocational Guidance, Emma Pritchard Cooley, director, Vocational Guidance, public schools, New Orleans, La.

SCHOOL GARDEN ASSOCIATION OF AMERICA will hold sessions July 2 and 3. On Thursday afternoon there will be a conference of the National Committee on Nature Education, under the chairmanship of Van Evrie Kilpatrick, Director, Nature-Garden Work, public schools, New York City. Nature education in the elementary schools will be discussed. Friday afternoon's program will be devoted to the discussion of ways in which cities interpret and manage school gardening.

ILLITERACY COMMISSION will hold a luncheon at the Claypool Hotel on Wednesday, July 1. President Newlon and seven former presidents of the N. E. A. will be the guests of honor.

COMMITTEE ON COMMUNITY RELATIONS will meet Monday, June 29.

MEETING OF THOSE INTERESTED IN COOPERATIVE PLAN FOR CURRICULUM REVISION. Representatives of cities which have enrolled in the cooperative plan of curriculum revision and others interested in the plan will hold a conference in the Shortridge High School on Monday afternoon. The cooperative plan of curriculum revision intends to bring together for cooperative effort such school systems as are actively engaged in curriculum revision. Information concerning the organization for work has already been sent to all members of the Department of Superintendence. Others interested may obtain information by addressing S. D. Shankland, executive secretary of the Department of Superintendence, 1201 Sixteenth Street N. W., Washington, D. C.

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CONTENTS

Chapter

- I. The Meaning of Health Education.
- II. Health Education and its Problems.
- III. The Need of Health and Safety Education.
- IV. Essentials of the New Curriculum in Health, Accident Prevention, and First Aid.
- V. Language Instruction with Health and Accident Prevention as Objective.
- VI. Reading in Health and Safety Instruction.
- VII. Health and Accident Prevention in Drawing.

Chapter

- VIII. Health and Accident Prevention in Arithmetic.
- IX. Safety and Health in American History.
- X. Health and Safety Instruction in Community Civics.
- XI. Health, Safety, and Geography.
- XII. Nature Study, General Science, and the Problems of Health and Safety.
- XIII. Health and Safety Instruction in the Primary Grades.
- XIV. Health and Accident Prevention through Children's Organizations in the Schools.

Chapter

- XV. Supervision of Health and Safety Instruction.
- XVI. Measurement of the Results of Health and Safety Instruction.
- XVII. The Standards for Judging Physical and Mental Health in School Children.
- XVIII. Medical Inspections and Medical Examinations.
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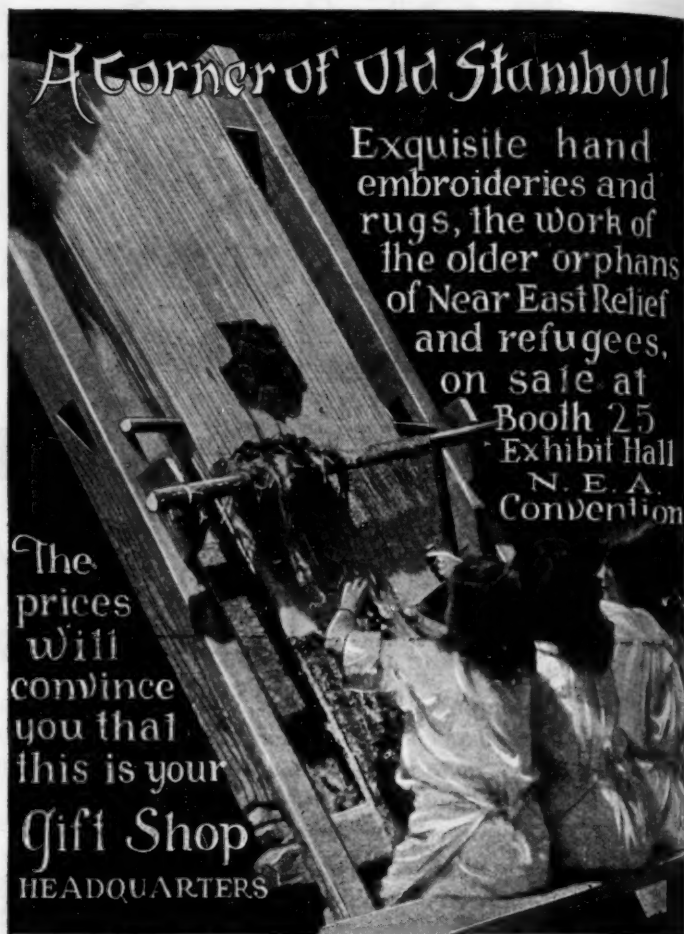
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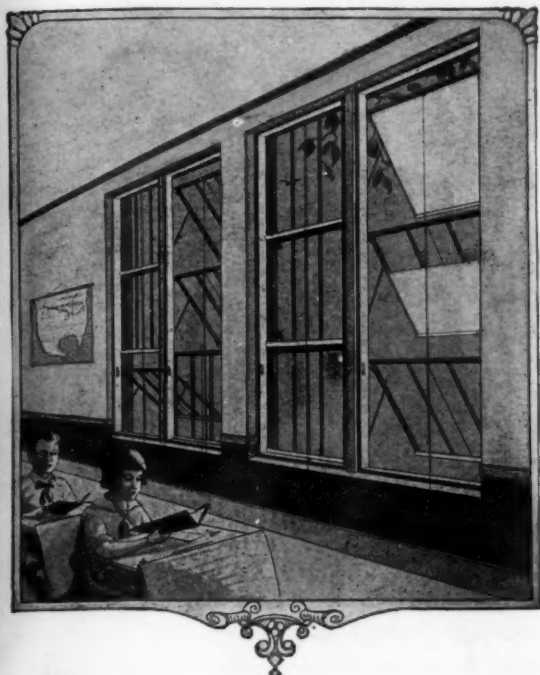
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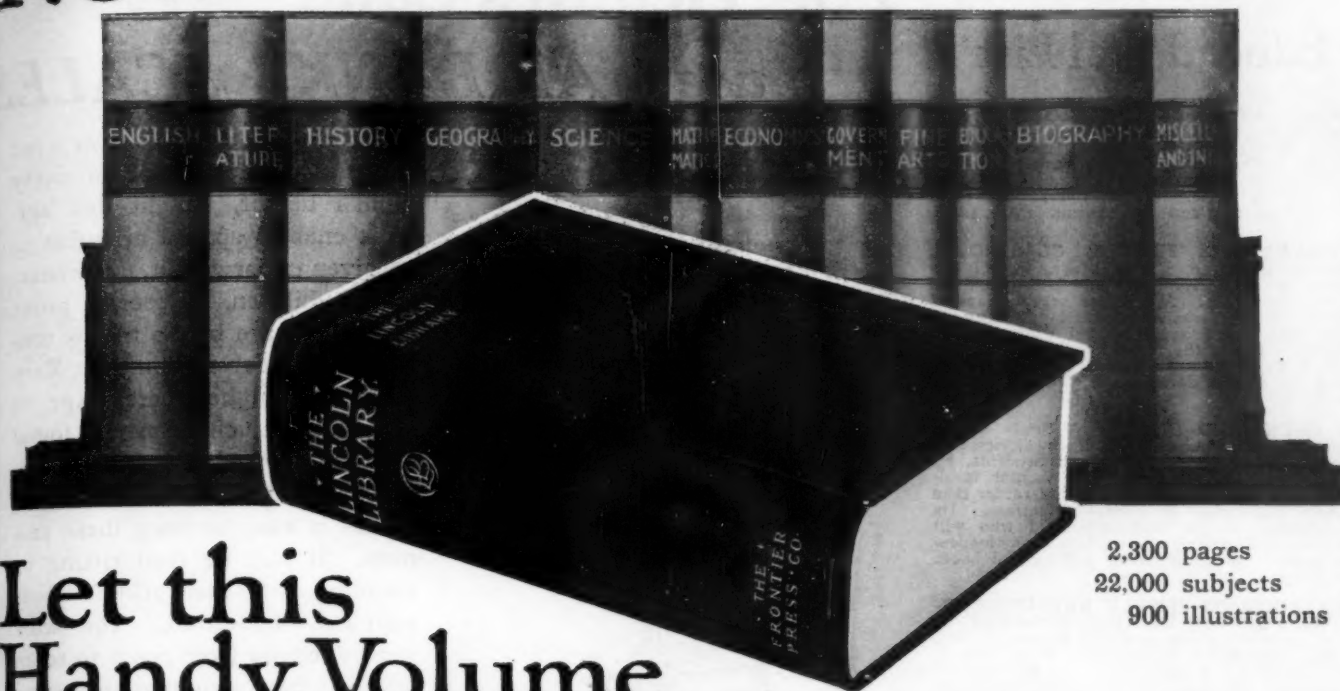
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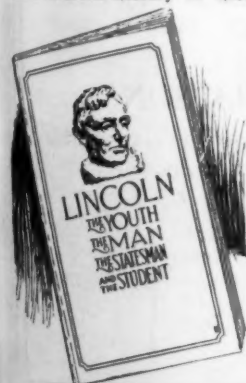
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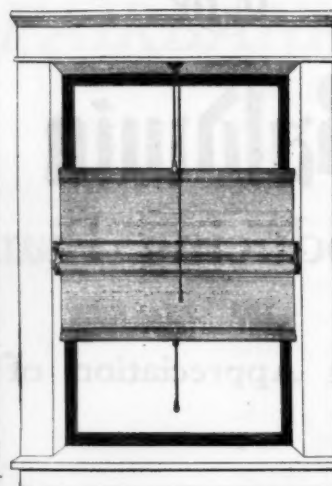
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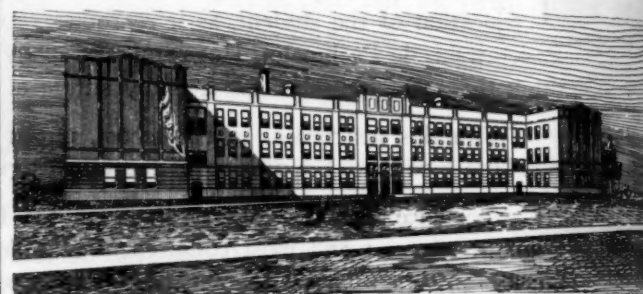


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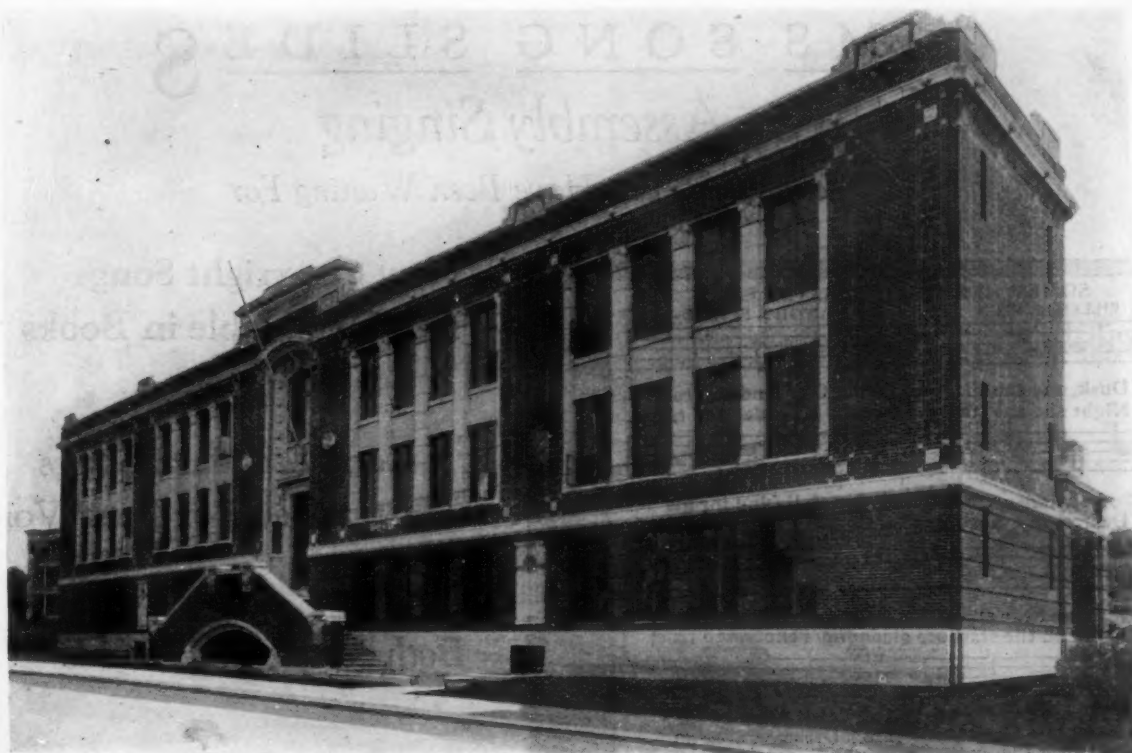
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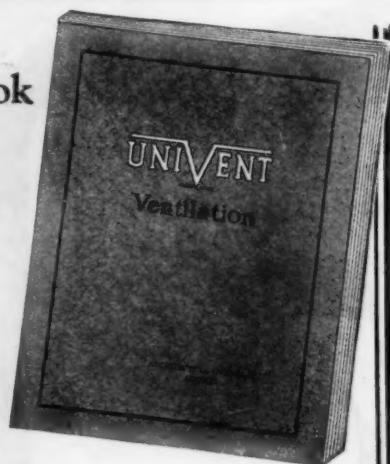
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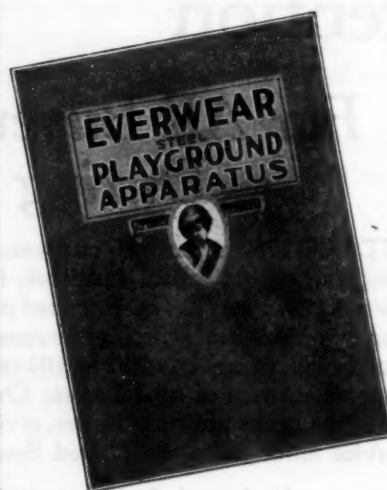
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The motion pictures will show sections of 50,000 Bakhtiari tribespeople—men, women, children—and thousands of tribal animals, making their astonishing migration in quest of grass over "the wickedest 200 miles in the world."

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Merian C. Cooper, the author of "Grass," will describe his experiences as leader of the first group of non-Persians to accompany this amazing nomad migration.

Delegates to the National Education Association also are invited to visit an exhibit of the National Geographic Society's educational activities at Booth No. 155 at the Shortridge High School.



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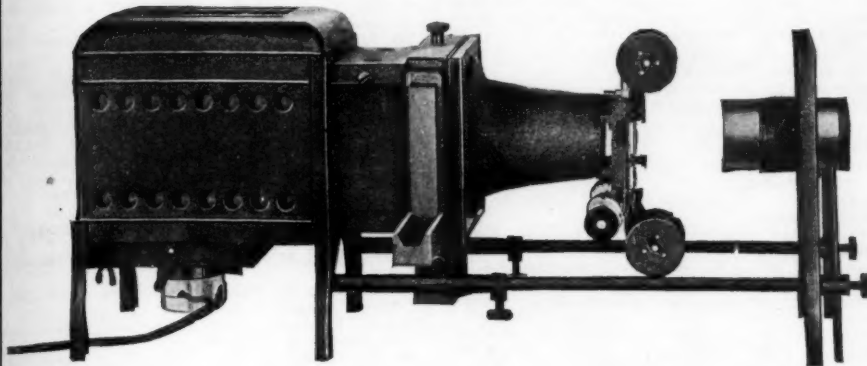
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(Continued from page 198)

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TRAVELING FELLOWSHIP FOR HEALTH STUDY ABROAD—In the interest of health education in America, the health education division of the American Child Health Association has been enabled to offer a traveling fellowship of \$1000, to be used in attending the health education section of the international conference on education in Edinburgh, Scotland, in July. Applicants must be members of faculties belonging to the American Association of Teachers' Colleges, and meet certain requirements.

A THIRD ANNUAL SCHOOL PILGRIMAGE this year will bring 130 public-school boys from Australia to England. The boys will also visit France, Italy, Switzerland, and Belgium. These tours are arranged by the Young Australia League to broaden the educational life of young people of the Commonwealth.—*School Life*.

FOREIGN UNIVERSITIES SEEK AMERICAN STUDENTS—Summer sessions intended especially for foreigners have recently been announced by the universities of Liverpool, Florence, and Toulouse, and by the French Alliance. In general, the courses are designed to acquaint strangers with the language, life, and ideals of the country. The University of Liverpool will hold its sixth annual summer school of Spanish at Santander, Spain, from August 6 to September 2. Classes will be held mostly in the evenings so that the days may be free for excursions, etc. Practical courses in Italian, including the history of Italian art, literature, and music, and outlines of the economic and political conditions in that country will be given by the University of Florence, July 15 to August 31.

Vacation courses for foreign students given at Bagnères-de-Bigorre by the University of Toulouse are either elementary or higher. Conversation classes, extension lectures, and combined courses in both French and Spanish are also parts of the program extending from July 20 to September 15. The vacation courses of the French Alliance in Paris are specifically for the purposes of aiding colonials and aliens to gain a knowledge of the language, literature, institutions, customs, and arts of France.

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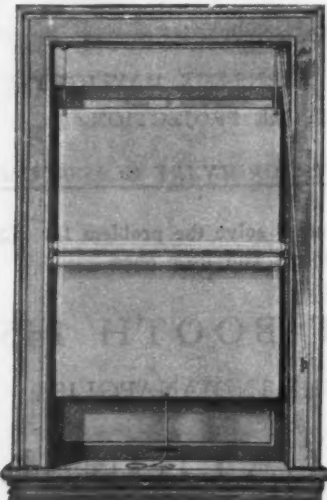
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(Continued from page 195, Column 3)

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It may be had in half-gallon and gallon jars—in handy desk jars and in big 4-ounce tubes. Send for prices today—they will convince you that you, too, should use Gluey Paste exclusively.



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GLUEY PASTE MAY BE HAD IN QUANTITIES TO SUIT YOUR OWN REQUIREMENTS. IN ITS CONTAINERS IT REPRESENTS THE HANDIEST AND MOST USEFUL PASTE FOR SCHOOL USE YOU CAN BUY

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Makers of 67 Different Adhesives

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Columbus, Ohio

Indianapolis Hotels

A list of leading hotels as furnished by the Indianapolis Chamber of Commerce

Applications for room reservations may be made directly to the hotels listed below. If the hotel addressed cannot reserve the accommodations desired your communication will be referred to the Chamber of Commerce and you will be informed of accommodations available. Individual application should be made; block reservations cannot be honored.

Name of Hotel	Location	Rooms	Room Rates per Day							
			Without Private Bath				With Private Bath			
			Single		Double		Single		Double	
			From	To	From	To	From	To	From	To
Barton.....	Delaware and Michigan Sts.....	125	\$1.75	.....	\$2.50	.....	\$2.25	\$3.25	\$3.00	\$3.50
Brevort.....	Illinois and Ohio Sts.....	95	1.25	\$1.50	2.50	\$3.00	2.00	2.50	3.50	4.00
Claypool.....	Washington and Illinois Sts.....	475	2.25	3.75	3.75	5.00	3.25	5.00	5.00	10.00
Denison.....	Pennsylvania and Ohio Sts.....	220	.....	.....	3.50	4.00	.....	.....	4.50	6.00
Edward.....	126 S. Illinois St.....	150	1.75	.....	3.50	.....	2.25	2.75	3.50	4.00
English.....	Monument Place.....	250	1.75	2.25	3.00	4.00	2.25	2.75	4.00	5.00
Lincoln.....	Kentucky Ave. and Washington St.....	400	.....	.....	.....	.....	3.25	5.25	5.00	7.50
Linden.....	313 N. Illinois St.....	225	1.50	1.75	2.50	3.50	2.50	4.50	3.50	5.00
Morton.....	40 Monument Place.....	62	1.75	.....	3.00	3.50	2.25	2.75	4.00	4.50
New Colonial.....	New York and Illinois Sts.....	96	1.50	.....	2.50	3.00	2.00	3.00	3.50	4.00
Puritan.....	Market and New Jersey Sts.....	100	1.25	1.75	2.50	3.50	1.75	2.25	3.00	4.50
Roosevelt.....	220 W. Ohio St.....	200	1.50	1.75	3.00	3.50	2.25	.....	4.00	.....
Royal.....	323 N. Illinois St.....	58	1.75	2.00	2.50	3.00	2.25	.....	3.50	.....
Severin.....	Illinois and Georgia Sts.....	400	.....	.....	.....	.....	2.50	5.50	4.50	10.00
Sherman.....	McCrea and Louisiana Sts.....	75	1.25	.....	2.00	.....	2.25	.....	3.50	.....
Spencer.....	Illinois and Louisiana Sts.....	200	1.75	2.00	2.75	3.50	2.75	3.00	5.00	6.00
Spink.....	233 McCrea Place.....	200	.....	.....	.....	.....	2.00	.....	3.00	.....
Spink Arms.....	410 N. Meridian St.....	100	.....	.....	.....	.....	3.50	.....	6.00	.....
Washington.....	34 E. Washington St.....	250	2.00	.....	.....	.....	2.50	3.75	4.50	5.50
Williams.....	Senate and Washington Sts.....	100	1.50	.....	3.00	.....	2.50	3.75	4.50	5.50

NOTE.—Extra cots and beds will be placed in rooms if desired so that three, four, or five people may be accommodated at a proportionate increase.

Headquarters of the various State Delegations will be located in several different hotels. State Directors can give information as to the selection for their States. No hotel will be selected as General Headquarters for the Association.

HEADQUARTERS

Indianapolis Meeting—National Education Association

GENERAL Headquarters of the National Education Association at Indianapolis will be established at the Shortridge High School. Here will be located Registration, Secretary's Office for Delegates' Credentials, Post Office, Information and Exhibits.

Meetings of the Representative Assembly will be held in the Auditorium of Shortridge High School.

The following States have designated Headquarters Hotels:

Alabama—Severin
Arizona—Lincoln.
California—Lincoln
Colorado—Claypool
Connecticut—Lincoln
Delaware—Denison
Florida—Barton
Georgia—Lincoln
Illinois—Claypool

Indiana—Claypool
Iowa—Lincoln
Kansas—Lincoln
Kentucky—Lincoln
Louisiana—Lincoln
Maine—Lincoln
Maryland—Severin
Massachusetts—Denison

Michigan—Claypool
Minnesota—Claypool
Missouri—Claypool
Nebraska—Claypool
New Mexico—Lincoln
New York—Lincoln
North Dakota—Claypool
Ohio—Claypool

Oklahoma—Spink Arms
Oregon—Washington
Pennsylvania—Claypool
South Dakota—Lincoln
Tennessee—Denison
Texas—Lincoln
Vermont—Lincoln
West Virginia—Lincoln
Wisconsin—Claypool

Meetings of State Delegations will be held at 5:00 P. M. Monday, June 29. State Delegations not having Hotel Headquarters will meet at Shortridge High School.

Complete lists of State Headquarters and meeting places of State Delegations will be posted conspicuously.

George Washington University



SUMMER SCHOOL



Education, Arts and Sciences, Law

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SIX-WEEK CLASSES, JUNE 22-AUGUST 1

A SOJOURN in the Nation's Capital forms a background for both teaching and citizenship. Frequent lectures on the civic and cultural assets of Washington will be given. Summer School Bulletin will be ready about April 1. For illustrated booklet on Washington, address

Director Summer School

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The Status and Professional Activities of the Elementary School Principal

Published as the Third Yearbook of the Department of Elementary School Principals. ARTHUR S. GIST, Editor.



A VOLUME OF REAL SERVICE

to elementary school principals, to educators in general, and to students of elementary education.

440 pages—Price, \$1.50

Make checks payable to COURTLAND V. DAVIS, *Treas.*

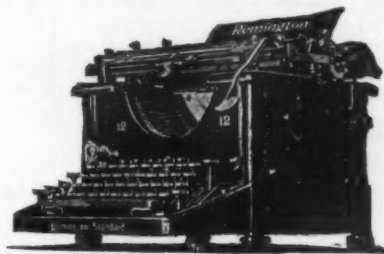
A limited number of copies are available. It is advisable to order promptly. Both the First and Second Yearbooks are out of print.

Department of Elementary School Principals

National Education Association

1201 16th Street N. W.

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Its Performance Speaks For Itself

FROM every school, from every business house, from every individual user of the **New Remington Standard 12**, the testimony is the same.

All experience proves that in speed, in beauty of work, in ease of operation, in versatility, in time saving, in every outstanding quality, it is today's greatest typewriter value among standard machines.

Leading commercial educators the country over have testified to its surpassing efficiency as a teaching machine. In half a century of typewriter history no other standard machine has so quickly won the preference of teachers and students as the

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The Newest Development in Visual Instruction

is revolutionizing the showing of
pictures in the classroom

Coincident with the establishment of the Department of Visual Instruction of the N. E. A. came J. R. Bray's epoch-making invention of the

BRAYCO PROJECTOR

"Click the Trigger—that's all!"

Releases millions of excellent educational still-pictures and those formerly imprisoned in motion-picture film and available to schools only through expensive motion-picture projectors, costly film rental and fire hazard.

Brayco brings the BEST of both the STEREOPTICON and the MOTION picture within the reach of every teacher in the land at the LOWEST PRICE for both LANTERN AND PICTURES ever attained!

Brayco is a scientifically constructed still-picture projector. It uses strips of standard size, non-inflammable motion-picture film, at 1-10th the cost of bulky, breakable glass slides.

Each strip of continuous film contains from 16 to 200 separate pictures and titles on a small spool, which weighs from one to two ounces and easily goes into a vest pocket.

The complete projector and several rolls of pictures weigh less than 5 pounds. Size from a few inches square up to 8 by 10 feet, and at any distance up to 65 feet.

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Price, \$35, complete, ready for use, with cord and carrying case
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The large and rapidly growing Brayco library of educational and entertainment subjects includes the following pedagogical films, edited by educators:

Agriculture, 20 subjects.
Biology, 32 subjects, including the famous Science of Life Series of 12 pictures produced under direction of U. S. Public Health Service.
Health and Hygiene, 21 subjects.
General Science, 40 subjects.
Civics and Sociology, 20 subjects.
Geography, 74 subjects, including a series of 40 subjects, edited by Dr. Charles T. McFarlane, of Columbia University, and the Burton Holmes Pictures on World Travel.
Primary Grades, 30 subjects.

Send for complete classified Catalogue

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NOTES and ANNOUNCEMENTS

Indianapolis Notes

PERSONS who are not members of the Association and who plan to attend the Indianapolis meeting should pay dues *immediately* and request an identification certificate for reduced round-trip railroad tickets.

HOTEL ACCOMMODATIONS—Information in regard to hotel accommodations is on page A-168 of this issue of THE JOURNAL.

REGISTRATION HEADQUARTERS will be located at the Shortridge High School. Members should bring their membership cards for 1924-25 with them to Indianapolis. Show membership card at registration desk and receive envelop containing the Official Program and other material. Those who do not have membership cards should enrol at the registration desk and receive cards and announcements.

N. E. A. POSTOFFICE AND INFORMATION SERVICE is located at Shortridge High School. Tickets for breakfasts, luncheons, and dinners will be on sale at the Information Service Desk.

OFFICIAL CREDENTIALS—Delegates to the Representative Assembly should register at desk marked "Registration of Delegates" by Monday morning, June 29. It is advisable for them to reach Indianapolis not later than Saturday, June 27, and to register immediately at Shortridge High School.

STATE HEADQUARTERS will be at the various hotels as listed on page A-168 of this issue of THE JOURNAL.

Official Meetings—Tentative Dates

EXECUTIVE COMMITTEE—Friday afternoon, June 26, 2:00 o'clock; Saturday forenoon, June 27, 9:00 o'clock; Friday evening, July 3, 8:00 o'clock. All meetings at the Committee rooms, Shortridge High School.

BOARD OF TRUSTEES—Saturday forenoon, June 27, 10:00 o'clock; and Friday afternoon, July 3, 4:00 o'clock. Meetings in Committee rooms, Shortridge High School.

BOARD OF DIRECTORS—Saturday afternoon, June 27, 2:00 o'clock; Monday forenoon, June 29, 10:30 o'clock; and (new board) Friday afternoon, July 3, 2:00 o'clock. All meetings in Committee rooms, Shortridge High School.

DELEGATES to meet by States, Monday afternoon, June 29, 5:00 o'clock, at State headquarters. Each State is to select its member of each of the Committees on Necrology, Credentials, and Resolutions. Every regularly chosen delegate should attend this meeting. See the program for location of State headquarters.

COMMITTEE ON RESOLUTIONS—Tuesday afternoon, June 30, 2:00 o'clock; Wednesday afternoon, July 1, 2:00 o'clock, at the Shortridge High School.

COMMITTEE ON CREDENTIALS—Monday evening June 29, 9:00 o'clock, at Committee rooms, Shortridge High School.

COMMITTEE ON NECROLOGY—Tuesday afternoon, June 30, 4:00 o'clock, at the Committee rooms, Shortridge High School.

A REMARKABLE GEOGRAPHICAL FILM will accompany the address of Major Merian C. Cooper, explorer and flying ace, before the geography conference to be held under the auspices of the National Geographic Society at the National Education Association Convention in Indianapolis.

Major Cooper will tell what he and two other Americans experienced when they fell in with the fierce Bakhtiari tribe of Persia's "wild west," and accompanied their migration over the "wickedest 200 miles in the world." Ernest P. Shoedsack brought back a film epic of the migration. The National Geographic Society has invited members of the National Education Association attending the convention to hear the address by Major Cooper and see the showing of the motion pictures at the Shortridge High School, 2 o'clock, Thursday, July 2.

SPECIAL SALARY TABLES have been prepared for cities of the following sizes:

Cities over 100,000
Cities 30,000 to 100,000
Cities 10,000 to 30,000
Cities 5000 to 10,000
Cities 2500 to 5000

For each of the population groups a set of 14 salary tables has been prepared. These tables give by individual cities complete distributions of salaries paid, maxima, minima, and medians for 1924-1925, for the following school employees: (1) Kindergarten teachers, (2) elementary teachers, (3) special class teachers, (4) junior high school teachers, (5) high school teachers, (6) teaching elementary principals, (7) supervising elementary principals, (8) junior high school principals, (9) high school principals, (10) assistant or vice principals and deans, (11) school nurses, (12) school janitors, (13) school clerks in principals offices, and (14) clerks in offices of administrative and supervisory officers.

The cost of a set of 14 tables for any population group is \$5. This charge barely covers the cost of reproducing and mailing them. None of the heavy expense of the National Education Association in securing the information on salaries and in tabulating and interpreting the replies from 1449 cities, for over 270,000 school employees is covered by this charge.

In ordering salary tables address the Division of Research, National Education Association, 1201 Sixteenth Street, Washington, D. C.

AMERICAN FEDERATION OF ORGANIZATION FOR THE HARD OF HEARING will hold its sixth annual conference at Minneapolis, June 22-24. Further information may be had by writing Miss Persis Vose, Portland, Maine, or the Minneapolis League for the Hard of Hearing, 1641 Hennepin Avenue, Minneapolis.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS will meet in Edinburgh, Scotland, July 20-28. For agenda, see page 197 of this issue of THE JOURNAL.

THE LONDON EDUCATIONAL OUTLOOK for April, 1925, quotes from a letter by a Baltimore (Continued on page A-173)

BOSTON to HALIFAX and ST. JOHN'S, N. F.

BY MUNSON LINE

An Ideal Inexpensive Vacation

WHERE Northern twilight falls on cool picturesque towns fanned by ocean breezes—where English and Canadian wares fill unaccustomed shops with inviting array—where everything is just a little different—a foreign country, but not a foreign language.

Hundreds of inviting summer hotels, boarding-houses and camping places are available after the short, delightful steamer voyage. Nova Scotia and Newfoundland offer everything for a complete, inexpensive vacation amid ideal surroundings, including hunting, fishing, camping, sightseeing and, above all, the delightful change of a steamer trip to foreign lands.

The schedule will call for a round trip every ten days during the summer months, starting June 20th, from Boston to Halifax and St. John's, N. F., calling at Halifax both outward and return. Excellent, comfortable steamer accommodations are obtainable at surprisingly low rates. For further details, apply:

Munson Steamship Lines

General Offices, 67 Wall Street, New York City

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EUROPE \$155 and Return and up

The NEW Tourist Third Cabin

Tourist Specials—Entire Third Cabin accommodations on great ships reserved exclusively for students, teachers, professional men and women and tourists.

Neat, comfortable staterooms. Good table and service. Broad decks for games and lounging. Commodious, well-appointed public rooms.

Over 25 sailings from New York, Boston and Montreal to England, France and Belgium, with direct connection for all other European countries. Complete choice of return dates.



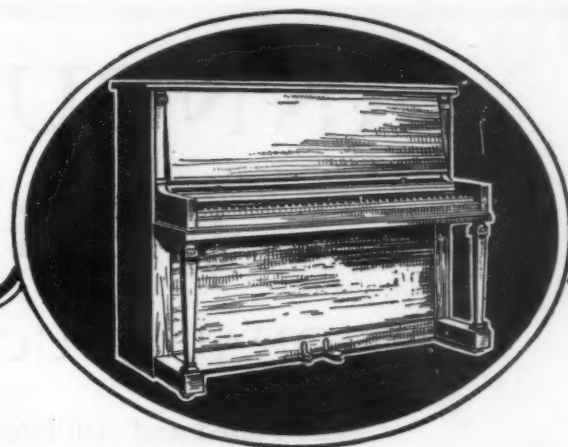
Dancing on deck—A glimmer of moonlight, a dim swish of water. Stars, laughter and music.

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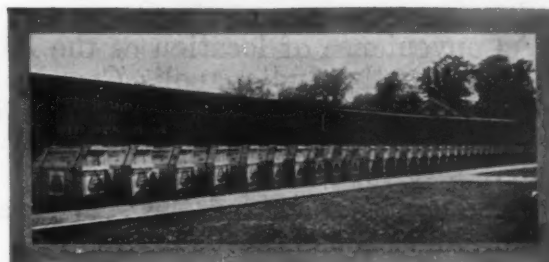
from New York \$215 (up)
for 24 days. From Montreal \$330 for 36 days.

For booklets and helpful information apply to No. 1 Broadway, New York; 127 So. State Street, Chicago; McGill Bldg., Montreal, our offices elsewhere, or any authorized steamship agent.

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INTERNATIONAL MERCANTILE MARINE COMPANY



An Even Hundred CABLE Midgets for Pittsburgh Schools



Shipment of Midget Uprights leaving Cable factories

SO popular has the Cable Midget Upright proven in the Pittsburgh City Schools that the Board of Education recently placed an order for fifty-eight more of these small Pianos, making a total of an even hundred now in use in the Pittsburgh Schools.

Last Fall the Cable Midget Upright was adopted by the Board of Education of the City of Chicago as the official Piano for the kindergartens of this great school system.

The Ideal School Piano

A Piano like the Cable Midget has long been sought as an essential part of modern school equipment. The problem was to get a durable instrument of small size with full music capacity. Now this is to be had in the Cable Midget Upright and schools everywhere are finding this splendid piano indispensable.

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Booths 29 and 30

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I am interested in the Cable Midget Upright. Please send me information of your Special Offer to Schools and the Teaching Profession.

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ANNOUNCEMENT

OF THE

EXHIBIT

OF THE

NATIONAL EDUCATION ASSOCIATION

AND

The Allied and Affiliated Departments and Associations

Indianapolis, June 28—July 3, 1925

An extensive Exhibit of material, equipment and activities directly related to schools will be held at Shortridge High School.

Shortridge High School is Convention Headquarters. It is centrally located and admirably equipped for convention activities. Here are located Registration Headquarters, Secretary's Office, Publicity Rooms, Official Committee Rooms and Auditorium for meetings of the Representative Assembly.

Convenience of location of the Exhibit simplifies its visitation. No member in attendance at the Indianapolis Convention can afford to overlook any Exhibit.

No single feature of the Convention offers as much as the Exhibit in the way of practical suggestion and definite aid. Members should understand that the Exhibit is arranged for their benefit.

Acknowledgment of the service and interest of the following participating firms and organizations is made:

LIST OF EXHIBITORS

(as of May 11, 1925)

Acme Motion Picture Projector Co.
 Aeolian Company, The
 American Art Bureau
 American Art Clay Company
 American Banking Machine Corporation
 American Child Health Association
 American Viewpoint Society, Inc.
 Appleton & Company, D.
 Associated School and Community Films
 Bacon & Vincent Co.
 Baldwin Piano Company, The
 Bausch & Lomb Optical Company
 Beck Duplicator Company, The
 Binney & Smith Company
 Bobbs-Merrill Company, The
 Bray Screen Products, Inc.
 Cable Company, The
 Campbell-Hausfeld Company, The
 Camp Fire Girls
 Charles Company, Thomas
 Chemical Foundation, Inc., The
 Chicago Apparatus Company
 Christian Science Monitor, The
 Clark & Company, George M.
 Compton & Company, F. E.
 Dalton Adding Machine Sales Company
 Dennison Manufacturing Company
 Denoyer-Geppert Company
 Detroit School Equipment Company
 Dodd, Mead & Company, Inc.
 Domore Chair Company
 Draper Shade Company, Luther O.

Educational Publishing Company
 Fairbanks, Morse & Company
 Fisk Teachers' Agency
 Forse Manufacturing Company
 Frontier Press Company, The
 Gregg Publishing Company, The
 Grolier Society, The
 Hall & McCreary Company
 Harter School Supply Company, The
 Heyer Duplicator Company, Inc., The
 Heywood-Wakefield Company
 Hill-Standard Company
 Houghton Mifflin Company
 International Time Recording Company of New York
 Iroquois Publishing Company, Inc.
 Keystone View Company
 Laidlaw Brothers
 Leitz, Inc., E.
 Library Bureau
 Little, Brown & Company
 McConnell School Map Company
 McKnight & McKnight
 Metropolitan Life Insurance Company
 McIndoo Publishing Company
 Milton Bradley Company
 Morse & Burt Company
 Multiplex Display Fixture Company
 National Board, Young Women's Christian Association
 National Child Welfare Association, Inc.

National Committee for the Prevention of Blindness
 National Dairy Council
 National Geographic Society
 National Prosperity Corporation
 National Safety Council, Education Section
 National Teachers' Agency, Inc.
 National Woman's Christian Temperance Union
 Near East Relief
 Nichols Publishing Company, C. A.
 Owen Publishing Company, F. A.
 Palmer Company, A. N., The
 Postum Cereal Company, Inc.
 Practical Drawing Company
 Quarrie & Company, W. F.
 Rand McNally & Company
 Sanborn & Company, Benj. H.
 Sims Song Slide Corporation
 Singer Sewing Machine Company, Inc.
 Society for Visual Education, Inc.
 Spencer Lens Company
 E. R. Squibb & Sons
 Teachers Casualty Underwriters
 Trans-Lux Daylight Picture Screen, Inc.
 Triple Metals Corporation
 Truscon Steel Company
 University of Chicago Press
 University Publishing Company, The
 The Welch Manufacturing Company, W. M.
 Western Electric Company
 Winston Company, The John C.

Plan your time for an early and thorough inspection.

NATIONAL EDUCATION ASSOCIATION

*Teachers and Superintendents are
cordially invited to visit the*

MILTON BRADLEY COMPANY

Exhibit of Art Materials
and School Supplies

Displayed at the

Indianapolis Convention

A remarkable line of educational material conscientiously designed for true betterment work in practically every grade; widely diversified in character, but of one standard quality in every division of Bradley products, whether designed for kindergarten or high school.

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Boston, New York, Philadelphia, Atlanta, San Francisco; Chicago: Thomas Charles Co., Agts.; Kansas City: Hoover Bros., Agts.



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"Scene in Egypt"

VISUAL EDUCATION

Classified Material for All Grades.

Classroom Lanterns, Slides, Stereographs,
Stereoscopes.

VISIT BOOTHS 142-143
at INDIANAPOLIS
MEETING

Keystone View Co.
Meadville, Pa.

(Continued from page A-170)

timore opponent of ratification of the Child Labor Amendment and remarks that "it is reminiscent of the view of many of our own factory masters of a century ago."

THE STATE DEPARTMENT OF EDUCATION, Boston, Mass., in a report of the Committee on Progressive Movements in Town and City School Systems includes these items indicating progress: 97 per cent of the teaching force in Revere enrolled in professional courses in 1924; scholarship fund established for high school graduates by Maynard Teachers' Club; reduction in the number of pupils per teacher from 40 to 35 in Norwood; social and educational guidance by deans of girls at Brookline, Cambridge, and Haverhill; vocational guidance at Pittsfield and Southbridge; the work in printing at Beverly; the teacherage recently built at Wellesley; and employment bureau for high school pupils in Braintree, Pittsfield, Southbridge, and Winthrop.

THE FIRST SESSION of the American Institute of Coöperation will be held at the University of Pennsylvania, Philadelphia, July 20 to August 15. The Institute includes sixteen great groups of general farm organizations, coöperative organizations, and associations of State marketing officials and educators. The session will be conducted as a combination of a school and a conference, and a number of meetings will be open to the public.

THE MINNESOTA STATE BOARD OF EDUCATION at its April meeting unanimously re-elected State Commissioner James M. McConnell for another term of six years.

A LETTER from Dean H. C. Minnich commending the list of books on page 138 of the April JOURNAL suggests that there should be added to the list Mr. Walter S. Guiler's *Teaching arithmetic through games and other pupil activities*, published by Edwards Brothers, Ann Arbor, Michigan.

LEAGUE COLLEGE, sponsored by the National League of Teachers' Associations, will hold its first annual summer session in connection with the Marquette University, Milwaukee, Wis., immediately following the Indianapolis Convention. The idea is to develop a group of facts and courses on the problems of teachers' associations.

FORTY-TWO out of the fifty-six counties in California now give free book service to every resident, no matter how far he lives from the base of supplies. A new book, *County Library Service*, published by the American Library Association, Chicago, tells how the county library may coöperate with existing agencies to increase its usefulness to the community. Granges, clubs, county organizations—agricultural, educational, religious, and social—wanting to bring books to their communities will find here a great deal of specific information telling them how to go about it.

LONGER SCHOOL DAY IN MASSACHUSETTS—Agawam, Easton, Fall River, Needham, and

Reading, Massachusetts, have the six-hour school day. Fall River reports the junior high school in session 6 hours and 40 minutes daily; the senior high school in session five hours and 40 minutes daily. In Clinton, three of the six periods in high school have been lengthened to 65 minutes each to provide for supervised study. The other three periods are forty minutes in length. On alternate weeks the program is reversed, so that all subjects may share the longer periods.

SEATTLE, WASHINGTON, has adopted a sabatical leave plan for its teachers. Each year a limited number of teachers who have been in service in the Seattle schools seven or more years are granted a leave of absence for one or two semesters for approved study or travel. The teacher on leave receives during his absence the difference between his salary and that of a Class 1 substitute teacher.

THE INSTITUTE OF INTERNATIONAL EDUCATION announces that Professor J. J. Findlay, of London, England, will lecture in this country beginning January, 1926. His lecture subjects include: The Making of Man, Educational Reform, and Current Problems in British Politics. For further information address Miss Elsy Findlay, 67 East 59th St., New York City.

TEACHER PARTICIPATION IN CURRICULUM MAKING IN MASSACHUSETTS—Recent curriculum changes in which teachers have taken
(Continued on page A-174)

Public School Salaries in 1924-1925

A comprehensive survey of the salary situation in 1924-1925 for approximately 1,500 cities.

Seventy-two pages of the latest information on the ever-present salary question; illustrated by forty-nine tables and fourteen charts.

RESEARCH BULLETIN National Education Association

Vol. III, Nos. 1 and 2

DOUBLE NUMBER 72 PAGES

50c. per copy

Lots of ten or more at reduced rates.

Special Salary Service

Are you in need of salary data for cities the size of yours?

Sets of 14 tables, giving complete distribution of salaries paid 14 groups of school employees in individual cities, arranged according to five population groups, are available. The cost of a set of 14 tables for any population group is \$5.00.

National Education Association
1201 16th Street Northwest
Washington, D. C.

(Continued from page A-173)

a prominent part have been at Abington, Andover, Athol, Belmont, Beverly, Bridgewater, Concord, Easton, Fall River, Franklin, Gardner, Haverhill, Lexington, Medford, Methuen, Montague, New Bedford, Newton, North Attleborough, Reading, Revere, Salem, Saugus, Somerville, Stoneham, Swampscott, Ware, Watertown, Wellesley, Weymouth, Winchester, and Woburn. The survey reveals: (a) An endeavor to arrange courses that can be readily adjusted to the needs of individual pupils; (b) universal practice of revising courses of study, one subject at a time, the revision growing out of an intensive study over a period of a year or more; (c) the use of loose-leaf or multigraphed courses of study as a basis for classroom experimentation and as a means of frequent revision.

CHILDHOOD EDUCATION is the new magazine published by the International Kindergarten Union, which recently established its headquarters in Washington, D. C. Miss May Murray and Miss Mabel Osgood, of Springfield, Mass., are in charge.

CAMP DIRECTORS AND COUNCELLORS are eagerly asking, "What plays and stunts can we give?" The Community Drama Service of the Playground Association has prepared a bulletin, which may be obtained without charge from the Association at 315 Fourth Avenue, New York City. It gives lists of plays, campfire stunts, minstrel shows, circus drills, etc., which are adapted to presentation in boys' and girls' camps, telling where and at what price each may be obtained.

THE LIBRARY is to the junior high school what the circulating blood is to the human organism. It is the source and current of life-giving strength and vitality to each junior high school activity. To each early adolescent girl and boy standing at the threshold of a transition from irresponsible childhood to responsible womanhood and manhood, the junior high school library brings a wider and truer vision of life, greater strength of purpose, more useful motives, greater courage to endure, greater power to realize the high destiny of many, and a richer personality.—James M. Glass, before the School Library Section of the American Library Association, Saratoga Springs, New York, July, 1924.

A PROJECT DIVISION is reported as a highly useful feature of the Teachers Professional Library, Oakland, California, in a recent letter from Superintendent Frederick M. Hunter. In this division there is brought together more than a hundred five-year accounts of school activities recorded by teachers and pupils as they have evaluated the results of their work together. Among the subjects covered are My Thrift Book; A Rainy Day; How a School Saves; Our Paper Drive; Our Store; Our Bank.

WITTER BYNNER, the poet, has announced the creation of a new annual award to be known as the "Witter Bynner Scholastic Poetry Competition." It will be open to all high school students in the United States or its territories and will be awarded through the *Scholastic*, a national high school magazine published semi-monthly at Pittsburgh.

A COURSE OF STUDY in geography, grades three to six inclusive, has just been pub-

lished by the Board of Education, Cleveland, Ohio. It contains the result of three years' work of committees of teachers, supervisors, and principals of the Cleveland public schools under the direction of the assistant superintendent in charge of elementary schools and a central committee. Single copies will be furnished at \$2 as long as the supply lasts by the Division of Publications, Board of Education, Cleveland, Ohio.

The Administration of State Teachers Colleges Through Faculty Committees is the title of a monograph by Charles C. Sherrod, recently published by George Peabody College for Teachers, Nashville, Tennessee.

A NEW JOURNAL to be called "American Speech" and edited by Dr. Louise Pound, of the University of Nebraska, will be inaugurated in September. Associated with Dr. Pound will be Kemp Malone, of the Johns Hopkins University, and Arthur Kennedy, of Stanford University, who will have charge of the department of book reviews. The journal will present a monthly review of the living language. Comments on current usage, phenomena of vocabulary, shifting pronunciations, lure of place names, studies in style, studies of local dialects, discussions of slang and slang usages will be among the wide range of topics which the new journal will discuss.

Criticism We Like

TWO CONCEPTS of libraries—

In the April number of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION appeared a very beautiful tribute to libraries, inspired by the handsome new building of the University of Washington Library. The dignified and mellow background of this tribute, however, fails to reflect accurately the dynamic qualities of modern library work. There is a kind of old-world atmosphere about it, redolent of venerable cathedrals and historic art galleries and museums. The modern library spirit, while yielding none of the flavor of ancient culture so characteristic of repositories of human knowledge, is nevertheless strongly influenced by the present-day urge toward efficiency, based on a scientific investigation of facts. Library architecture is bound, of course, to reflect the popular conception of the spirit of library work.

As a study in contrasting concepts, it may be interesting to quote the original tribute, followed by a paraphrase designed to bring out the modern tendencies.

1. "Libraries are the memory of the race. They preserve for the present and future generations the worthwhile things that it has thought and done and dreamed of doing. They give it that background for intelligent action which is analogous to judgment in a mature

(Continued on page A-179)

Your opportunity to help decide what part of our literary heritage American children shall memorize

A SMALL PART of our literature is so fine in thought and so beautiful in form that we wish our children to build it into their very lives to form a background of American ideals, a philosophy of life, and an appreciation of the beautiful in nature and in literature. The body of such material that every American child should learn in this exact way is necessarily small, but it is of primary importance to every teacher and every citizen. In a sense it is almost the backbone of our common culture.

In line with the extensive curriculum revision that is now going on throughout the country, THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION proposes during the school year 1925-26 to give attention to this problem of material to be memorized—to publish lists and, as the material is agreed upon to publish the poems and prose selections that are most widely acceptable. *The following lists are taken from a careful study of fifty representative courses of study in American cities of various sizes, which was made by Velda C. Barnesberger. They show what the prevailing practice was in 1920. They are a beginning with which we may start. They include poetry only. Prose items should be added. Perhaps they give too little attention to recent authors. Will you not vote for the six in each list which you believe should be memorized by the children in that grade, writing in the blank spaces ones that you think should be added? Encourage your fellow-teachers to do likewise. Have the editors of local papers reprint this page and ask their readers to vote. Every American is interested in this problem. Here is the biggest opportunity that has ever been given for a vital part of the course of study to be determined fresh from the classrooms and the homes. The course-of-study makers want to know what you think about our American literary heritage. Fill this ballot out and send to Joy Elmer Morgan, Managing Editor, 1201 Sixteenth Street Northwest, Washington, D. C.*

Vote for Six in Each Grade (X)

GRADE I

Alexander—All Things Bright and Beautiful
Brown—Little Plant
From the German—Sleep, Baby, Sleep
Stevenson—Autumn Fires
Stevenson—Rain
Stevenson—Swing
Taylor—Twinkle, Twinkle, Little Star
Tennyson—Bird and the Baby
Cooper—Come, Little Leaves
Field—Why Do Bells for Christmas Ring?
Rosetti—Wind
Stevenson—My Shadow

GRADE II

Allingham—Fairies
Cary—Suppose
Child—Thanksgiving Day
Coleridge—Answer to a Child's Question
Field—Dutch Lullaby
Field—Rockabye, Lady
Houghton—Lady Moon
Ingelow—Seven Times One
Kingsley—Lost Doll
Larcom—Brown Thrush
Lear—Owl and the Pussy Cat
Sherman—Daisies
Sherman—Four Winds
Stevenson—Land of Story Books
Field—Duel
Longfellow—Hiawatha's Childhood
Miller—Blue Bird
Stevenson—Wind
Stevenson—Windy Nights

GRADE III

Aldrich—Marjorie's Almanac
Allingham—Wishing
Bjornson—Tree
Brooks—O Little Town of Bethlehem
Cary—November
Field—Norse Lullaby
Hogg—Boy's Song
Krout—Little Brown Hands
Longfellow—Hiawatha's Sailing

Moore—Visit from St. Nicholas
Tennyson—Owl
Jackson—September
Longfellow—Children's Hour
Rands—Great, Wide, Beautiful, Wonderful World

GRADE IV

Field—Night Wind
Gould—Frost
Jackson—October's Bright Blue Weather
Longfellow—Village Blacksmith
Lowell—Fountain
Tate—Christmas
Tennyson—Brook
Thaxter—Sandpiper
Wordsworth—Lucy Gray
Bryant—Robert of Lincoln
Longfellow—Arrow and the Song
Lowell—First Snowfall
Riley—Brook Song

GRADE V

Bryant—Gladness of Nature
Bryant—Planting of the Apple Tree
Carlyle—Today
Hemans—Landing of the Pilgrims
Jackson—Down to Sleep
Longfellow—Excelsior
Longfellow—Paul Revere's Ride
Longfellow—Day is Done
Longfellow—Old Clock on the Stairs
Morris—Woodman, Spare That Tree
Shakespeare—Under the Greenwood Tree
Whittier—In School Days
Whittier—Barefoot Boy
Whittier—Corn Song
Emerson—Fable
Whittier—Barbara Frietchie

GRADE VI

Aldrich—Before the Rain
Cary—Nobility

Drake—American Flag
Holmes—Old Ironsides
Hunt—Abou Ben Adhem
Longfellow—Builders
Tennyson—Charge of the Light Brigade
Wolfe—Burial of Sir John Moore
Wordsworth—I Wandered Lonely as a Cloud
Longfellow—Psalm of Life
Tennyson—Break, Break, Break
Tennyson—Bugle Song

GRADE VII

Bryant—To a Waterfowl
Emerson—Snowstorm
Holland—Gradatim
Miller—Columbus
Browning—Home Thoughts from Abroad
Longfellow—Building of the Ship
Lowell—Fatherland
Lowell—Yussouf
Macaulay—Horatius
Taylor—Song of the Camp
Tennyson—Sir Galahad

GRADE VIII

Bryant—Thanatopsis
Holmes—Last Leaf
Kipling—Recessional
Pierpont—Warren's Address
Shakespeare—Mercy Speech
Shelley—Cloud
Sill—Opportunity
Whitman—O Captain! My Captain!
Whittier—Snowbound
Burns—For A' That and A' That
Gray—Elegy Written in a Country Churchyard
Holmes—Chambered Nautilus
Lowell—Day in June
Scott—Breathes There a Man
Shakespeare—Polonius to Laertes

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cational and Related Philo-
sophical Views, by John S.
Roberts. (Cloth Bound.)
250 pp.\$2.00

Report of Joint Committee on
Grammatical Nomenclature,
December, 1913. Revised
October, 1923. 76 pp.25

Report of Committee on
School House Planning.
164 pp. 1.00

Health Education, a program
for public schools and
teacher training institutions.
162 pp. 1.00

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ment of Superintendence,
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NATION Maintains an Educational Standard of a Low Income Family—It is interesting to make a rough comparison between the National expenditure for public education and the family expenditure for education. The recent charges of extravagance lead statisticians to calculate what portion of the National income is spent for public education. It was then possible to compare the amount spent for education with that spent for other purposes. Similarly, statistics of expenditure for large groups of representative American families enable us to discover the place of education in the family as measured by expenditure and to compare it with the place of education in the Nation.

The United States Bureau of Labor Statistics reports the results of an investigation of budgetary habits of over 12,000 families in 92 localities made in 1918-1919. Among other things the data show how much the average American family spends for education. Expenditures classified as educational include newspapers, magazines, books, tuition, textbooks, and music. The average family has an annual income of \$1513.29 and of this spends \$17.82 for education. Thus the expenditure for education is 1.18 per cent of the family income.¹

At approximately the same time (1918) the National income was sixty-one billion dollars² while the National expenditure for public education was \$763,678,089.³ That is, the Nation spent 1.25 per cent of its income for public education.

A comparison of the Nation's allotment for public education with the family allotment reveals a remarkable parallel. Both the Nation and the family spend between one and two per cent for education. The comparison suggests several interesting speculative inferences. It appears that governmental opinion on educational expenditure is a cross section of American popular opinion on educational expenditure. It suggests that possibly when the family begins to attach more importance to education, legislative bodies will do likewise. Furthermore, the comparison suggests that the Nation, at present, is satisfied to maintain an educational standard of a low-income family, a family which can barely purchase the necessities of life.—Henry Harap, Cleveland School of Education, Cleveland, Ohio.

¹ United States Bureau of Labor Statistics: Cost of Living in the United States. Bulletin No. 357, page 451.

² National Bureau of Economic Research—Income in the United States, Vol. 1, page 76.

³ United States Department of Commerce, Statistical Abstract for 1923, page 848.

PHOTOGRAPHY and world peace—Photography, like printing, is now one of the practical arts, and pictures of all forms are an instrument of civilization just as books are. The art of printing has during the last four hundred years raised civilization to startling heights of efficiency and human welfare. It has accomplished this by the conservation and dissemination of human culture—knowledge, idealism, art, invention, and so on. And this accumulation of the social inheritance has resulted in the amazing progress of the past century and its particularly brilliant spurt during the last three decades. If printing could only have overcome the language barriers which exist between nations, it would undoubtedly have accomplished far more.

But it remains for photography, as a powerful ally of the printed word, to break down the barriers among the nations. Photography will thus during the next hundred years accomplish the "impossible," especially in the direction of mass education for intelligent citizenship, higher training for service and leadership, the practical application of the laws of eugenics, greater social and economic interdependence, a common understanding among nations, the realization of universal brotherhood, a world state for all humanity, and permanent peace; in short, a millennium that merits the sanction of human reason.

How can photography accomplish all this? It can accomplish it by being instrumental in the creation of a universal language, a language with an artistic word-picture balance, a language which will be the product of (1) the different vernaculars of the earth interwoven with (2) the universally understood realism of photography—the realism being the great common denominator for the variable vernaculars as long as they endure. This universal language will pave the way for common understanding; and common understanding, fed by our modern means of communication, will, under the pressure of economic interdependence, result in an international organization—a state, league, or federation—whose central purpose will be the beneficent control of the world.—Joseph J. Weber, Professor of Secondary Education, University of Arkansas, Fayetteville, Ark.

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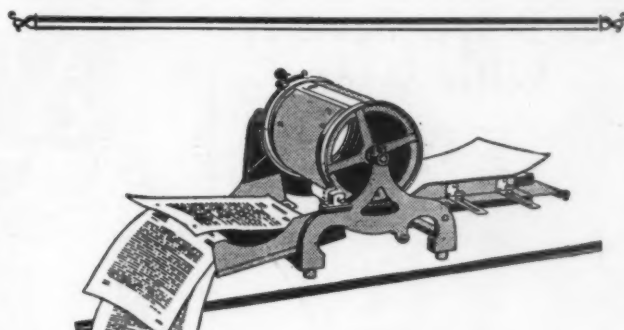
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(Continued from page A-174)

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LANGUAGE teaching by radio — The language teaching of America is woefully inefficient. Students with four years in French or German in high school and perhaps two more in college are usually unable to read or speak the language so that a native could understand them. In Europe, with much less study, nearly every educated person speaks two or three languages presentably. The great difficulty is that we do not hear foreign languages spoken.

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