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The Outlook for Western Civilization

GLENN FRANK

SPEAKING on the theme, *The Responsibility of the Press in Interpreting the Schools to the Public*, at the general session of the National Education Association, Thursday evening, July 2, Mr. Frank pointed out the nature of the press and expressed the desire that it would devote itself as faithfully to the literature of hope as it had to the literature of despair. The major portion of this address was a summary of Mr. Frank's thinking on *The Outlook for Western Civilization* as developed in many public lectures and in the pages of *The Century*. The following statement is an abridged report, giving the larger points of the address:

IF this subject, *The Responsibility of the Press in Interpreting the Schools to the Public*, is supposed to place upon me the duty of merely exhorting newspaper and magazine editors to devote more space to news about schools and to publish a larger number of articles about educational institutions, I must refuse to obey orders.

Before we can think straight about the relation of the press to the school, we must recognize two very plain facts about the press: (1) It is the function of a newspaper to handle news, not to convert itself into a preaching agency in behalf of even the best cause, and (2) a newspaper and the press in general is a business institution with a legitimate desire to show a handsome profit at the end of the year.

I am not suggesting the many things that reformers would like to have the press be; I am trying honestly to recognize what the press is. And, personally, I think it will do little good to quarrel with these two facts that characterize the press.

If the press is to do more towards interpreting the schools to the public the primary responsibility for bringing that happy event about will rest, in the practical working out of things, not with the press, but with the schools. If school men want more matter about schools in the press, school men must do more things that have legitimate news value in the minds of the editors.

Personally I should like to see the American press develop more than it has up to date a technique for extracting the real news values that exist in creative ideas. If we journalists are really up



GLENN FRANK, who on September 1 succeeded E. A. Birge as president of the University of Wisconsin (annual enrolment more than 13,000). As editor of *The Century*, social philosopher, and lecturer, Mr. Frank has won wide recognition. He was born in Missouri (1887) and served as assistant to the president of Northwestern University (1912-16).

to our jobs we would realize more than we do that there are as vivid news values in ideas as there are in incidents. But, again, it will do no good for school men to stand on the side lines and tell the journalist how he should run his job.

I suggest, therefore, that we stop centering our energies on trying to wheedle the newspapers into giving more space to the schools; that we do our best to do things in our schools that will be so vital that newspapers will take the initiative in giving more space to our activities, and that we try to make it increasingly clear that press and school

have a joint responsibility in seeing to it that there is thrust into the stream of public thought, in terms that men who haven't a Ph. D. can understand, those new ideas, new idealisms, and new spiritual values that have been thrown up as byproducts of the sciences, philosophies, and practical adventures of the modern mind.

The use of these ideas spells rebirth for our civilization. The failure to use these ideas spells decline for our civilization.

If the press and the school can be brought to realize their joint responsibility in giving wide currency to these new ideas, idealisms, and spiritual values upon which our future depends, we shall have both a better education and a better journalism, and that will be an achievement far bigger than the mere increase in space devoted to school news.

The literature of despair—Since the war we have been deluged with a literature of forecast. The largest section of this literature of forecast has been written by our prophets of doom, by men who doubt that we shall be able to liquidate the treacherous condition into which an inadequate political, economic, and spiritual leadership has plunged Western civilization. These prophets of doom seem to hold the center of the stage for the moment. The professional optimism of doctrinaires thinking in a vacuum was never so seriously discounted as it is today.

The net effect of this literature of despair is to say that we are facing a long spiritual winter, a new dark ages. If this literature of despair consisted entirely of such generalizations, even generalizations by such distinguished minds as Professor Santayana and Dean Inge, we might feel justified in taking it with a rather large grain of salt, and attributing it to the special temperament, the faulty digestion, the insomnia, or the post-war weariness of the prophet in question. But this becomes impossible when we realize that the major part of the literature of despair has been written, or at least inspired, not by gen-

eralizers, but by specialists, by biologists, psychologists, economists, administrators, statesmen, historians, moralists, and other men who have given their lives to the intensive study of particular fields of human society.

I think I am at least within hailing distance of accuracy when I say that this literature has been inspired by at least seven distinct fears that have arisen out of seven distinct fields of research and experience. These fears are:

1. The biological fear.
2. The psychological fear.
3. The political fear.
4. The economic fear.
5. The historical fear.
6. The administrative fear.
7. The moral fear.

First, *the biological fear*. I mean by this the fear that biologically mankind is plunging downward, that we are reproducing from our less and least fit human stocks rather than from our better and best human stocks, that the best blood of the race, particularly of the white race, is turning to water. In simple terms this means that in the judgment of many biologists, the best families are having the smallest families, and that the worst families are having the largest families. The fear that haunts the mind of the biologist is the fear that, if this procedure goes on, the race must sooner or later face biologic bankruptcy.

Second, *the psychological fear*. I mean by this fear that the crowd-man and crowd-processes of thinking are shoving to the wall the freedom-loving and creative-minded individual upon whom we have hitherto looked as the necessary initiator of intellectual and social advance. The psychologist fears that we have built a world in which there is no room for the rebel. He fears that the modern mind has walked all too willingly into a strait-jacket. He fears that we are losing that saving insurgency of the independent mind in a subtle surrender to the crowd-mind. This fear of the domination of the individual citizen by the crowd is of course most keenly realized in time of war. In time of war the individual citizen is nothing; the crowd is everything. The crowd ultimately dominates presidents, even when the president in question is wedded by temperament and philosophy to the processes of peace. Legislators, with a few startling and refreshing exceptions, bow to presidents. Professors take leaves of absence from their scholarly judgments as well as from their chairs and uncritically press-

agent the purposes of their governments. Editors surrender with slight protest the freedom of the press, as if it were only a fair-weather right, and become rubber stamps of the military arm of the government. Ministers put their gospel into cold storage and hunt with the pack. If it comes to a choice between Jesus and the generals, the majority vote of the clergy goes to the generals. The thought of the nation is cut to a pattern. With striking unanimity, we give up thought as well as sugar for the duration of the war. When war comes, both morals and intelligence are adjourned, and the mob is supreme. But—and this is a thing we are likely to forget—war only dramatizes in the extreme a thing that is taking place more subtly in peacetime. Nothing is to be gained by beating about the bush: we are citizens of a crowd-civilization that seeks to standardize thought in terms of crowd-judgments. And the honest psychologist, who has not given too many hostages to fortune, fears the crowd-judgments as he fears a plague.

Third, *the political fear*. I mean by this the fear that the thing we call democracy is not delivering the goods we expected it to deliver when we began experimenting with it. Most of us believe that the future belongs to democracy. We see nothing in sight to take its place. Aristocracies, in the sense of hereditary ruling castes, seem sooner or later to go to seed, politically, if not biologically. Dictators seem sooner or later to become poisoned by their own power. But even democracy cannot be turned loose in the pasture to grow up of its own sweet and unhampered will. Like a colt, it needs attention. It must be fed and curried and trained if it is either to draw loads or win ribbons. The political fear I am suggesting has arisen primarily not in the minds of the enemies of democracy, but in the minds of the anxious lovers of democracy. American democracy is clearly facing a new phase. Since the founding of this Republic we have spent most of our political energy in the *extension* of democracy; our next task is the *development* of democracy. We have been pioneers engaged in a task of extensive conquest; now we must be administrators engaged in a task of intensive cultivation.

Fourth, *the economic fear*. I mean by this fear that an industrial civilization—that is to say, a civilization resting upon minute division of labor, machine production, standardization of product, and quantity output—carries

about in its own body and in its own processes the seeds of its own destruction, the fear that such a civilization must in time exalt quantity above quality and kill the soul of the people that accepts it; the fear that, to use a phrase from Walter Rathenau, mechanization has become the spiritual mistress of existence throughout Western civilization.

Fifth, *the historical fear*. I mean by this fear that haunts the minds of men whose study of history has led them to the conclusion that the life of nations and civilizations moves in cycles, just as the lives of men and women move in cycles; that nations run fairly on schedule time through birth, babyhood, adolescence, radiant youth, middle life, old age, and death. Oswald Spengler's *Der Untergang des Abendlandes* and Flinders Petrie's *The Revolutions of Civilization* are good examples of the sort of literature produced by this historical fear. These men and their like-minded associates tell us that peoples create a "culture" which is a live and growing thing, but that sooner or later this expression of their creative powers begins to crystallize and becomes a "civilization" which is a dying thing. To such men, a civilization is the first stage in the death of a culture. And they have drawn neat charts of the cycle of our Western civilization, showing that we are drawing toward the end of a great adventure.

Sixth, *the administrative fear*. I mean by this fear that the institutions of Western civilization have become so big and so complicated that we simply are not equal to the job of managing them effectively any longer; the fear that the bigness and the complexity of the modern world have outstripped the existing administrative capacity of the race. The men who are haunted by this fear believe that many of our empires, many of our States, many of our industrial organizations, many of our universities and educational systems, have passed the point at which bigness is an asset; that their present dropsical condition is a menacing liability, for the simple reason that we are not breeding enough men who are big enough to run them wisely and effectively.

Seventh, *the moral fear*. I mean by this fear that the present generation has renounced allegiance to all wholesome standards of thought and conduct and is quite definitely on the loose, morally adrift, without rudder or compass. The views of youth regarding sex and religion and politics and economics have kept many students of Western civiliza-

tion awake night after night. The whole array of political and economic radicalism, theological modernism, and the new social frankness has produced this fear in many minds. I have never been able to bring myself to the passing of facile and wholesale judgment upon an entire generation. Judging the younger generation, however, seems to have become a profession all by itself. It has many fluent and eminent practitioners, and they have produced a prodigious literature of despair. That there are legitimate grounds for moral fear regarding the future of our civilization cannot be denied. We must be careful, however, to remember that financiers as well as flappers may pursue shoddy ideals, that statesmen as well as preachers may become heretic to the right, that morals are social as well as personal, public as well as private. It is desirable to keep in mind the fact that this moral fear has to do with both aspects of morals.

The literature of hope—I believe that all of these fears, with the possible exception of the historical fear, rest upon indisputable grounds; I believe that we shall inevitably enter a new dark ages, a period in which civilized values will go into decline and the race be thrust back into the precarious existence of its primitive ancestors, unless we begin with a decent promptness to remove the legitimate grounds for these fears. And it is at just this point that we are likely to forget the one thing we should remember, namely, that we cannot remove the legitimate grounds for these fears by any mere intellectual or emotional incantation. We can remove the grounds for these fears only by sheer feats of biological, psychological, political, social, economic, educational, and spiritual engineering.

Let me review briefly some of the things that our rather uncritical observers have regarded as grounds of hope for Western civilization—things which seem to me to bear no relation to a realistic literature of hope.

First, many Americans believed that the war would stimulate in the men who passed through it a new spirituality that would be the dynamic of a world-wide renewal.

The brutal truth is that war never stimulates spirituality in anybody or anything. Much that passed as renewed spirituality during the war was but the natural reaction of men in the presence of danger and under the lash of fear, an unconscious attempt to use God as a gas-mask. The test of war-induced

devotion comes not during the war, but after the war.

The responsible student of affairs will content himself with a reluctant admission that the war set us back instead of ahead spiritually, that the war left behind a generation of damaged souls instead of the generation of regenerated spirits it promised. This is not, let me

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make clear, a fling at the returned soldier, for the spiritual havoc of the war is far more in evidence in the non-combatants who stayed at home than in the men who bore the brunt of battle. It is the stay-at-homes who are today bringing the firing-squad mind to bear upon the problems of peace. It was Barrie, I think, who suggested that hell hath no fury like a non-combatant. My only point here is that war, however justified it may seem at the moment, is a spiritual liability, not an asset, to a civilization. War unfits men for the procedures of peace, whether in domestic or in foreign policy, and out of war can come no valid contributions to a litera-

ture of hope. The literature of hope that I have in mind now has, then, no relation to the promises of spiritual renewal that were bandied about with so much fervor during the war.

Second, many Americans have seen grounds of hope for our war-blighted civilization in the new mysticism that has swept the world in the wake of the war. I cannot believe, however, that the present popularity of mediums and the current hammerings at the gates of the other world have any basic spiritual significance for the immediate future of Western civilization.

Third, many Americans just now believe that the renewal of civilization depends upon a return to an age of faith. On close examination, it is seen that those who are today talking most about a return to an age of faith mean a return to a blind credulity that will fly in the face of modern thought. And by modern thought I do not mean every gay and irresponsible idea that may be advanced by a 1925-model mind; I mean rather the major conclusions that the race has reached after careful and conscientious research into the machinery and motives of human life on this planet.

Certainly no contribution to a valid literature of hope can come from the apostles of a return to a blind credulity that ignores the discoveries of the modern mind as it has clutched avidly at the garment of God, pleading and plodding for a deeper insight into the meaning of life. And yet there are many who fear that we are on the eve of just such a return to blind credulity. . . . I conceive the anti-modern movement of our time to be not the advance of a conquering host, but the fitful writhing of an old order on its death-bed. Clearly, then, I do not believe that the anti-modernists have any contribution to make to our literature of hope. Although, honesty compels us to admit, many scientists have helped bring the present anti-science movement down upon their heads by the way in which, outside their laboratories, they have indulged in sterile dogmatisms, unsupported by their own researches, which, for the man in the street, have robbed life of its meaning.

It is far from my intention to suggest by all this that the churches will play no part in the needed renewal of our civilization. I mean only that, for the time being, many of our churches are being regrettably rent by doctrinal debates that are paralyzing their power as spiritual factors in our common life. There has never been a time when men

were as spiritually hungry as they are today. This is not an irreligious age. Only the superficial observer will pass such judgment upon it. Men are hungry for spiritual leadership. Men are interested as never before in the mystery and the mastery of life. They want light on the mystery of life and leadership in the mastery of life. And they do not know where to turn for this light and for this leadership. They turn to the scientists, and find that many of them have been so busy with their analyses that they have lost the sense of synthesis; that life, to them, is a series of proved, but unrelated, facts. They turn to the churches, and they find many of them rent with a bitter theological warfare. They find that, in many instances, the praying-ground has been turned into a prize-ring, and that, to paraphrase one of Mr. Bryan's widely quoted phrases, many ministers would travel at least as far to save a syllogism as to save a soul. Warfare, even in defense of a righteous cause, is a spiritually destructive process; and this applies to theological as well as to military warfare. The man in the street does not indulge in nice discriminations. He does not realize that the majority of ministers and laymen are not interested in this ill-advised and ill-mannered boxing-bout of the dogmatists, but are devoting their insight and energy to just the things in which he is interested—the mystery and the mastery of life.

Fourth, I should like to make clear that a realistic literature of hope has no connection with the exploded myth of automatic progress. Any hope that can be entertained by honest minds must be contingent upon humanity's having the wit, the will, and the technic for using the forces of health that may be at hand. The modern mind cannot resign itself to any fatalism, either a fatalism of hope or a fatalism of despair. We are, for good or for ill, the architects of our own future. We are not doomed to war or famine or pestilence. If these come, it will be because we let our knowledge rot in our laboratories and in our brains. And no beneficent power will carry us baby-like into peace, health, prosperity, and happiness. These await our intelligent use of the knowledge that is ours. The blind believer in progress has no contribution to make to our literature of hope.

I make no apology for having consumed virtually all of the time that is at my disposal in saying what the literature of hope is not, and reserving only a few brief moments for a descrip-

tion and analysis of the literature of hope. The present status of the literature of hope makes this the only truthful treatment. The only realistic literature of hope that we have is as yet an almost hopelessly incoordinated mass of raw materials. We may call it a "literature" of hope only by courtesy. It would, for instance, be an easy matter to compile a list of titles for a "five-foot shelf" of the literature of despair, because the literature of despair has been written down in terms of clear-cut generalizations and confident prophecies, the authors of which have consciously set themselves to the task of predicting the future of Western civilization. The literature of despair is essentially a literature of prophecy based upon an analysis of what is happening and what is likely to happen to our civilization because we have run into certain biological, psychological, economic, political, administrative, and moral blind alleys. The literature of hope is not a literature of prophecy at all. It is simply the as yet incoordinated collection of all the new ideas, new idealisms, and new spiritual values that have been thrown up as byproducts of the sciences, philosophies, and practical adventures of the modern mind, which, if we had the wit and will and technic to use wisely in the rearing of our families, the administering of our schools, and the running of our governments, industries, and professions, might close the door to a new dark age and open the door to a new renaissance. Thus we see that our real literature of hope has not been written by optimistic prophets; it has been written by men who may not have been at all concerned with speculations about the future of civilization, but by men who are animated primarily by the itch to know.

Modern biology has thrown up a few ideas that represent biology's net contribution to the social and spiritual future of civilization, a few ideas that we have not yet taken seriously either in our social policies or in our personal lives. What are these ideas? I shall not, as a layman, presume to say. That question must be answered by some man in whom a knowledge of biology and a flair for social leadership meet and merge. Modern psychology has likewise made its contribution to the social and spiritual future of civilization. So has economics. So has sociology. So has the science of administration. So have the men who have given their lives to the study of ethics. So have all the sciences and philosophies. So have all

the practical adventures in politics, in industry, and in the professions. If we could ferret out these creative and germinal ideas and list them, we would have an inventory of the raw materials of renaissance.

Unfortunately, many of these ideas are today buried under the jargon of technical scholarship. Many of them are still under the exclusive patronage of cloistered intellectuals. They are insulated from fruitful contact with our common life. And just as long as we allow these tonic ideas and energizing ideals and creative spiritual values to lie unused in the corners of obscure laboratories, in the far-from-the-world philosopher's closets, and in the brains of more or less inarticulate scholars, our common life will be captured by catchwords, ruled by snap judgments, and rifled by special interests.

There is going on today throughout the civilized world a high-tensioned conflict between what H. G. Wells has described as "very powerful social and political traditions" and "a spreading tide of new knowledge and an unprecedented onrush of new inventions that are entirely incompatible with these social and political traditions that still dominate men's minds."

It is in this "spreading tide of new knowledge" and in this "unprecedented onrush of new inventions" that we must look for our literature of valid hope. We can get along without smiling prophets of a golden age to come if we can only find the men and women who will uncover and thrust into the stream of popular thought these new ideas, these new idealisms, and these new spiritual values upon the use or disuse of which the future of Western civilization depends. Their use will spell renaissance. Failure to use them will spell dark ages. They wait only for adequate leadership to touch them into life.

We may, I am convinced, realize a renaissance of Western civilization within the lifetime of this generation if we consciously set ourselves to the task of making these raw materials the basis of the policy and action of our common life.

Western civilization must, as I see it, choose between voluntary social control and involuntary social suicide. And the only sound social control will be a control in terms of the best knowledge that we have. The problem of our generation is to bring knowledge into contact with life and to make it socially effective. The men and women who can help us to do this will be the engineers of a new renaissance.

The Educational Outlook¹

JESSE H. NEWLON

WHAT is the educational outlook at the end of the first quarter of the twentieth century? I do not pose as a prophet. No one can foretell in any detail what the future holds for education. It should be possible, however, by considering present tendencies, to discern some of the problems which we shall face in the years just ahead. The great builder considers the future. We have come to the time in American education when much thought is given to a consideration of future needs and future problems.

This morning we listened to the story of the progress in the past quarter century. Such an inventory is invaluable in the study of present tendencies and future problems. Without making close distinctions, it may be said that our feet are now guided by two lamps—by experience and by investigation. In proportion as we attempt to foresee the issues that will arise shall we be able wisely to direct the development of our schools and best to serve the State and the Nation in our capacity as teachers.

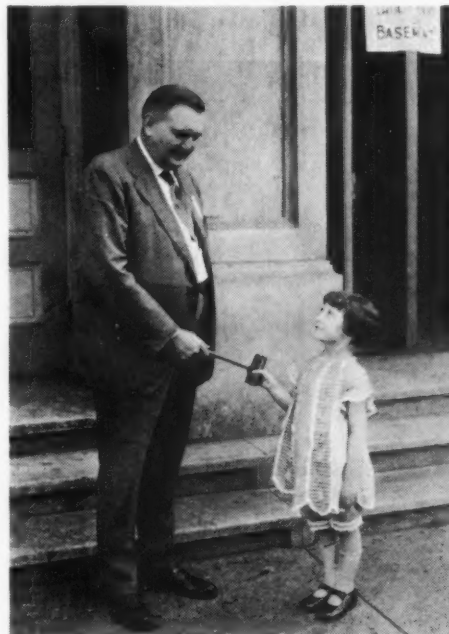
It has been our privilege to live in an heroic age. It is true that we are too close to the events of the last few years properly to evaluate them in all respects. Some tendencies which we consider of most importance may be adjudged of little importance when Time renders his final verdict, but no one who is familiar with history will question that we are living in one of the crucial periods in the development of civilization.

This period has witnessed astonishing progress in science and industry, resulting in a vast accumulation of wealth. Scientific discoveries and inventions have profoundly affected social and economic conditions. The economic and social order has been shaken to its foundations by the World War.

Education has been profoundly influenced by these events. The last quarter century has witnessed tremendous changes in education in this country. Public schools have prospered. In enrolment, in types of service, in financial support, in buildings and equipment, in good will, their unusual growth has been

in keeping with the character of the period.

I wish to note certain tendencies that have been apparent in these years, which to my mind are indicative of some of the tendencies which will be dominant in the



ZADI, saved from disease and starvation by the Near East Relief, created a touching scene in the first session of the Representative Assembly. She presented President Newlon a gavel made by fellow orphans from the olive wood of Bible lands in shops of the Relief Station in Jerusalem, adding, "Every day those children over there say, 'God bless America.'"

immediate future. I shall consider very briefly the importance and need of educational research, the curriculum revision movement and the new demands that are being made of the schools, the new relationship between school and home, the support of public education, the growing consciousness that education is a matter of National concern, the problem of interpreting the schools to the public, and the work of education associations and the World Federation of Education Associations.

First let us consider educational research. This movement is almost entirely the product of this century. No critical student will claim that we have

as yet a comprehensive science of education. Only a beginning has been made. There are many problems which we have been unable to subject to scientific inquiry. But notwithstanding these facts, we have in the last quarter century developed a scientific method for the study of education. Through the application of this method, which has been borrowed largely from the natural sciences, many important facts concerning the educative process have been discovered. These discoveries have resulted in a marked improvement in teaching. For example, the teaching of spelling has been revolutionized as a result of statistical inquiries and the application of the laws of learning. Present methods of teaching spelling are incomparably superior to those of a generation ago. Spelling offers a simple problem compared to most problems of teaching, and yet advance has been made in practically every field. There are, of course, thousands of teachers who have had no professional training and who do not keep abreast of educational knowledge, and whose teaching therefore has not been affected by this scientific study. Good teaching is now dependent on the acquisition of specific, organized facts and skills that constitute the body of knowledge pertaining to education that has been created through scientific inquiry and investigation. Educational research, then, which hardly antedates the beginning of the twentieth century, has, through the accumulation of a body of professional knowledge, created a profession of teaching.

It may be said with assurance that our schools are ineffective today to the extent that we do not have that information supplied by research which enables us to make the most intelligent attack on the problem of education. There are vast regions as yet entirely unexplored. Many of the findings have been proved beyond any question of doubt, but many are still tentative and are yet to be verified.

The American people are spending two billion dollars annually on education. If our courses of study and methods of instruction are ten per cent inefficient, the resultant economic waste is two hundred million dollars annually. Who will maintain for a moment that our courses of study and methods of instruction are as much as ninety per cent efficient?

¹In this address, delivered before the National Education Association at Indianapolis, Indiana, June 29, 1925, President Newlon summarized the Educational Outlook at the end of the First Quarter of the Twentieth Century.

Measured solely in terms of dollars, then, the vital importance and necessity of educational research is immediately apparent. It is impossible to estimate what the country loses in character, in good citizenship, in future productiveness, through ineffective teaching. A proposal to spend two hundred million dollars annually on educational research would meet with a howl of protest from the advocates of economy at any cost, of tax reduction at any price. But we have come to the point in our educational development when larger sums of money must be made available for research. The best interests of the country demand it. In the present mood of the politicians, such funds may not easily be obtained. There is great danger that in our enthusiasm for economy we may adopt a penny-wise and pound-foolish policy. It behooves the friends of public education, to have courage to demand funds for research in order that the progress of the past twenty-five years may not be interrupted. Failure to increase appropriations for research will greatly retard the development of schools and will be done at the expense of the good citizenship of tomorrow.

At no time in the history of education has there been a deeper interest in aims and purposes and in basic principles. In this period has come a general acceptance of the theory of biological and sociological evolution as the foundation of educational method. The findings of research in the social sciences, such as anthropology, sociology, and economics, have had a marked influence on theories of education. The pragmatic educational philosophy of John Dewey, who has best stated the philosophical consideration underlying the present tendencies in American education, assumes the fact of social evolution. The result of the newer philosophy has been the concept of the school as a dynamic social institution, constantly adapting itself to changing conditions, and the development of this concept may well prove to be the most far-reaching achievement of this period.

We now conceive of education as life. The child is best prepared for life's duties by the performance of the duties of life as he finds them in the school and home. Education is growth. The child grows in citizenship through the performance of the duties of a citizen of the school. In discipline, direction has replaced repression. The curriculum must be adapted to the child's nature and must be as many-sided as his interests. In-

terest is the mainspring of effort. Motivated effort is the most effective and productive. The individual emerges better disciplined, better informed, more appreciative of the finer values, more capable of initiative, self-control, and co-operation—in a word, a more effective social being.

As a result of the factors which I have been discussing, there has arisen in America one of the most important movements in the history of education. I refer to the present attempts to revise and improve the courses of study. Partly as a



DEAN HENRY LESTER SMITH, school of education, Indiana University, whose service as State director particularly in connection with the Indianapolis meeting led to his election as Treasurer of the National Education Association in July. Dr. Smith brings rich training and broad experience to the new opportunity.

result of the findings of the scientific study of education and partly as a result of the startling social and economic changes that have been brought about by inventions and scientific discoveries, by the World War, and other influences, the people have suddenly awakened to the fact that our public school curriculum is not adapted as it ought to be to the needs of the individual and of society. We are therefore witnessing a feverish attempt to revise our courses of study and bring them into line with the findings of research and our present knowledge of social and civic needs. Frequently this revision consists only of tinkering. So far it has been altogether

too much a process of tinkering. To an increasing extent, however, it has consisted of detailed, scientifically controlled, thorough-going investigation. The most vital questions are being raised. We are asking ourselves what, after all, is the purpose of public education. What should be its methods? How much responsibility should the school assume in the education of the individual?

This process of curriculum revision is only in its beginning. It will be the dominant issue in education in the next twenty-five years. Courses of study and methods will assume major importance not only in the minds of teachers but in the minds of the public as well. Already there are numerous attempts by contending groups in our body politic to influence or dictate the curriculum. Certain patriotic societies would write our histories in a particular manner. Capital and labor do not always agree as to what economic and social phenomena may be properly treated in the schools nor as to what viewpoints may be properly presented. Advocates of particular religious beliefs have voiced their opposition to the presentation of certain scientific hypotheses. Teachers must stand firmly for the teaching of the truth, and the truth bears the imprint of no particular social, economic, or religious group. In controversial questions, we must demand that both sides be presented.

The astonishing charge was recently brought against the schools that they are responsible in large part for the failure of the American people to exercise the right of suffrage. Only about fifty per cent of the legal voters exercised the franchise in the last presidential election. The school is likewise largely blamed for the wave of crime and lawlessness that is alleged to have been sweeping the country since the close of the War.

What is the meaning of all this? Simply that the schools are being charged with unheard-of responsibilities. The fathers of the Republic believed in public education. They believed in a system of schools that would give the individual the tools with which to inform himself regarding civic problems. Only within recent years have we heard men and women of consequence asserting that the school must be held responsible for the way in which its pupils think and act when they have become men and women. The American people have awakened to the power of education. They are beginning to see that the character of the people a century hence or fifty years or even twenty-five years hence will be de-

terminated in large part by the type of education which they receive in the schools.

In view of these facts, the content of the curriculum and the methods of instruction employed become a matter of supreme concern. Those who hold definite views regarding the kind of a citizenship that we want in this country are becoming intensely interested in our educational program.

Let us not deceive ourselves. The years ahead will be filled with many controversies. The best service the schools can render is to foster the search for truth, to teach boys and girls to think for themselves, inculcate in them capacity for coöperation and self-control, and a high sense of personal and civic duty and loyalty. Any program that is aimed at teaching youth what to think in controversial matters is a menace. There are already those among us who insist that youth shall be taught to hold particular views. Such a policy is inconsistent with the ideals of liberty and freedom on which our government was founded. Such a procedure is dangerous and the schools must stand constantly against it.

In the past generation there was a rapid expansion in the school program. This expansion involved numerous additions to the curriculum and the addition of new types of schools, particularly vocational and technical schools. The junior high school and the junior college were deliberately created for the purpose of improving the existing organization, and represent refinements rather than additions. It is unlikely that there will be so many additions in the way of entirely new types of schools and curricula in the next twenty-five years, but in many directions the present system will be reorganized and perfected and its procedures refined. This will be an inevitable result of the continued advancement of the science of education and of the study of the curriculum.

The next tendency which I wish to note is the increasing intimacy between the school and the home. The National Congress of Parents and Teachers which has developed almost entirely within the last quarter century typifies this movement, and this organization has been chiefly responsible for the great benefits that have come from this closer coöperation and better understanding. Education cannot be accomplished by a single institution. The child is being educated every hour of his life. The joint study of educational problems by teachers and parents is, therefore, of su-

preme importance. Every teacher knows that we as yet fall far short of effecting a complete articulation between the school and home. This problem of articulation of home, school, church, and of all other educative agencies will be a dominant problem in the next quarter century.

The American people have repeatedly expressed their faith in public education. The investment which they have been willing to make in buildings and equip-



THEODORE D. MARTIN, formerly secretary of the Utah Education Association, who came to the Headquarters Staff of the National Education Association in May as director of the new Division of Records and Membership. Mr. Martin was born in Utah and received his higher education in Hamilton College and Columbia University.

ment, in teachers' salaries, in endowments and scholarships bears testimony to this faith. Dr. Strayer has told us how financial support has been increased since 1900. There is no evidence that we have reached the limit of the expenditures which we can afford for this purpose. Less than two per cent of the National income is expended on public education. Measured in terms of dollars, expenditures have greatly increased, but when enrolment and the depreciation of the dollar are taken into consideration the increase is far less than it appears to be, and the total expenditure is not much greater in proportion to the National income than it was a generation ago.

The great problem which America will face in the next generation is the problem of National values. If we as a Nation place material things above spiritual things, if we prefer the luxuries of the flesh to the high idealism and individual discipline that the welfare of this Nation requires, then we may conclude that we cannot afford to carry out an adequate educational program.

National stability and security and the perpetuity of our form of government depend upon a citizenship thoroughly disciplined, intelligent, and well informed, with a capacity for appreciation and enjoyment of the finer values of life, and with a stern sense of civic duty. Such a citizenship is dependent upon an educational program that will involve adequate support for public schools and coöperation between the school, the home, the church, and all other agencies that affect the education of our people. Public school executives and teachers must and will be held responsible for an economical expenditure of funds, but equal and adequate educational opportunities are not yet provided for the youth of America, and our people must be prepared to expend more money on education if they expect to safeguard the future of the Republic.

One of the most notable tendencies in the past generation has been the growing consciousness on the part of the people that education is a National as well as a local problem. This Union is a Union of States. Our Nation will be as strong as the weakest link in this chain of States. Ours is a mobile people. Population is constantly shifting, moving about from State to State. If we believe that the character of our citizenship is determined to any great extent by the quality of our public schools (and if we do not believe this we have no faith in public education), then we must recognize the fact that the educational system of any State is a matter of National concern. If any State fails to maintain an effective public school system, that State is failing in its duty of preparing its youth for the responsibilities of American citizenship, and to the extent to which it fails it jeopardizes the future stability and happiness of our country.

I shall not recount what the War taught us concerning our National educational problems. Thirty per cent of our young men were unfit to bear arms. A large per cent were illiterate. In a National crisis such conditions constitute a serious liability. It is important that our young men should be able to bear

arms and perform the duties of the soldier in time of war. It is of far greater importance that both men and women should be prepared for all the duties of citizenship in times of peace and war. As a Nation, therefore, we are vitally interested in the educational program of every State.

Ours is the only great Nation that has not a ministry of education. This Association, ably supported by millions of citizens, has proposed that our government should recognize the National importance of education by the creation of a Department of Education with a Secretary in the President's Cabinet, and should through this Department give greater encouragement to the development of schools in all our States, territories, and possessions.

The Educational Finance Inquiry revealed the fact that whereas one State has a wealth of \$7000 per capita, another State has a wealth of only \$1200 per capita. The amounts of wealth per capita of the other forty-six States fall between these two extremes. It is readily apparent that the educational burdens in the various States are very unequal. This constitutes a National problem of the utmost importance. The Federal Government almost from its beginning has followed the policy of encouraging public education. Through land grants and in many other ways our Nation has invested in the education of its people. It will be a National calamity if the policy of economy at any cost should blind us to the fact that the welfare of the Republic is dependent upon the investment which we as a people are willing to make in education.

It is an accepted principle in America that the administration and control of schools shall be left to the States. With this principle I am in hearty accord. It is also an accepted principle, practiced for a hundred years, that the National Government should encourage education and should assist in the equalization of the educational burdens of the various States. The public welfare demands the extension of the policy of Federal encouragement and participation in the support of public schools of all kinds. The extent to which the Federal Government should encourage education will be a leading National issue until the question is answered. We shall have a Department of Education in the not distant future. Likewise, the Federal Government will eventually recognize its responsibility further to encourage education by leadership and investment.

The extent and the character of the support of education will always depend upon the extent to which we are able to interpret the schools, their methods, their problems, and their needs to the people.

We have among us those who criticize the schools. They claim that our curriculum is overcrowded and includes many fads and frills; that we do not teach well the tool subjects of education; that the schools are becoming too expensive. The average individual thinks of education as he knew it as a youth. He remembers the country school,

The Master and the Child

Greeting his pupils, the master asked:

What would you learn of me?

And the reply came:

How shall we care for our bodies?

How shall we rear our children?

How shall we work together?

How shall we live with our fellow-men?

How shall we play?

For what end shall we live?

And the teacher pondered these words, and sorrow was in his heart, for his own learning touched not these things.

(From *Forward, in Chapman and Counts' "Principles of Education."*)

the village school, the high school, or the college of fifteen or thirty years ago. He is not a student of the science of education, and he is not aware of the marvelous progress that has been made in methods of teaching in the last generation. Therefore he is likely to fall prey to specious criticism.

We cannot expect the layman to become a technician, but we must realize that the layman *can* understand our educational methods and theories well enough to pass accurate judgment on their validity. Few in this audience would be able to read a technical work on medicine. Were we attending a lecture in a medical college, most of the terms used would be meaningless to us, and yet we are able to understand the underlying principles of modern medicine. The people have accepted the validity of these theories and their practice, as is evidenced by their willingness to expend large sums of money on public health and the maintenance of medical colleges.

Likewise, the layman cannot be ex-

pected to understand many of the technicalities of education. But he *can* understand the basic principles and *can* appraise results. The layman can understand the marvelous advances that have been made in the teaching of spelling, reading, and arithmetic, and other subjects of the curriculum as a result of the development of the science of education. He is perfectly capable of understanding why modern methods are superior to the old ones.

The work of interpretation cannot be done by superintendents alone. It is a responsibility that must be borne jointly by the superintendent, principal, teacher, Parent-Teacher Association, and all who are connected with or deeply interested in public education. One test by which the effectiveness of the teacher of the future will be determined will be the test of whether or not he can interpret to patrons the methods which he is using and the results which he is obtaining. Perhaps the supreme test of the principal will be his ability to interpret the educational program to the citizens of his district. One test of the superintendent will be his ability to organize the educational forces for the interpretation of the schools to the public.

Why is it so difficult to secure a State board of education with the power to appoint a State superintendent of public instruction and thus take that office out of politics? Why is it so difficult to secure for rural districts in the county unit the type of organization that has made for good schools in our urban communities? It is not because these proposals are unsound. It is because the people do not understand.

Most of the criticisms of our present-day schools are honest. Some of the criticisms are just. But most of our critics are uninformed. We have not taken the thought and the time to explain to the people what we are doing. Most of the criticisms will disappear when once our critics understand just what we are about. Moreover, we shall learn much and thus be able to improve the schools if we will take the trouble to explain what we are doing. The extent to which education will be supported in the next quarter century will depend in large measure on our ability to interpret the schools to the people. We have made a beginning of effective school publicity, but the technique of publicity and interpretation still remains very largely to be created.

Teachers' associations have grown with amazing rapidity in the last twenty-

five years. There has been growth both in membership and in the number of professional organizations. The National Education Association is typical. A generation ago we were an Association of eight or ten thousand members. Today we number one hundred fifty thousand, with an effective headquarters staff and a budget that has passed the quarter million mark. State and National associations have won notable victories for education and thus for the public good in this period. In the years just ahead these associations will have three great responsibilities. The first will be that of standing always for the most rigid professional training as a requirement for the admittance of candidates to the teaching profession. The second will be that of fostering educational research and the maintenance of the discussion of educational problems on a high professional plane. The third will be that of leading the friends of public education in the great task of interpreting the schools to the people. For the performance of these tasks the National Education Association, State, and local teachers' associations are indispensable.

I have not spoken of world educational problems. American teachers are intensely patriotic and loyal to their own country and their own form of government. They believe that they can best contribute, through nationalism, to the solution of world problems. We recognize, however, that for the solution of world problems and particularly for the abolition of the evil of war there must be world coöperation and understanding. We believe that our Nation, while preserving its own nationality, should coöperate with other nations in some definite way for the purpose of abolishing war and promoting the interests of humanity in all countries. We recognize that the chief agency for the promotion of a better understanding among nations and ultimately for the abolition of war must be popular education conducted along broad humanitarian lines. We believe the development of the right kind of educational systems in all nations of the world, including our own, will be greatly benefited by a commerce of educational ideas.

To accelerate this exchange of ideas the World Federation of Education Association was formed at the instance of the National Education Association. This is another great achievement of the first quarter of the twentieth century, credit for which can be proudly claimed by our great National Association.

What, then, may we say of the future? We are living in a period of social and economic reconstruction with its attendant baffling problems. Greater and greater burdens are being placed on the school. The school is being held more and more responsible for the conduct of pupils after they have left its precincts. The people are beginning to realize the importance of public education in determining the character of our Nation. Powerful influences would use the schools to attain particular ends. We shall face educational problems of almost superhuman difficulty. Issues will be fought out that will test the courage of every one of us. Upon the outcome

of these struggles will rest the fate of America.

Notwithstanding the difficulties which we face, there is every reason for optimism. The first quarter of the twentieth century has been a period of most rapid advancement in the methods of education and of remarkable extension of the program of public education. Upon the foundation which has been laid we can build a great system of schools that will serve our country well and guarantee the perpetuity of American ideals.

If we do our duty as a profession the people will never lose their faith in education.

Indianapolis Convention

Choice Selections from Addresses

AN EMBARRASSMENT of riches confronted the visitors to the Indianapolis Convention of the National Education Association, June 28 to July 3. Meetings of the Representative Assembly for official delegates from every State and Territory, general sessions for all, general meetings for those not taking part in the Representative Assembly, National Council conferences, programs for fifteen of the Association's departments, and meetings by thirteen allied organizations, not to mention numerous breakfasts, luncheons, dinners, and personal conferences—such were the offerings. In spite of every attempt at simplification and fewer meetings the Association's conventions grow larger—a noble tribute to the sweep and virility of the educational awakening.

Here are choice selections from addresses before general sessions. Summaries of reports of committees and accounts of the meetings of various departments will appear in future numbers of *THE JOURNAL*.

WELCOME—Through the streets of this city great soldiers have ridden, and we greeted them with the blare of trumpets and the roll of drums—our welcome to the defenders of our Nation. You have come in silence, wearing no gorgeous uniforms, no medals of valor upon your breasts; but the Nation knows, when it thinks, that the teachers of America have brooded over its children and have breathed into their souls the very spirit of America without which she could never have had her honor roll of mighty

warriors.—W. P. Dearing, president, Oakland City College, Oakland City, Indiana.

GREETINGS—Upon you rests the destiny of future America. Yours is the greatest peace-time responsibility in our Government. The Legion believes, and rightly so, that many great American lives have been sacrificed to safeguard and protect the ideals and principles upon which our Nation was founded, to insure the perpetuation of our public institutions, and to guarantee to the world that the ideals of liberty, justice, and democracy shall live. You have dedicated your lives to public service. We have dedicated our lives to God and Country.—Garland W. Powell, then Chairman of the Americanism Commission of the American Legion, Indianapolis, Indiana.

THE WIDER welcome and response—The vision of a united profession is taking form in great accomplishments throughout the Republic. The mighty undertaking of America to give to all children in this land such educational opportunity as will meet their fullest needs through a training that recognizes the threefold nature of humanity is gradually taking shape. Deeper thoughts, a wider vision, a more laborious preparation, and a more consecrated devotion are each year being brought to the service of the child, and those of us who are here are doubly consecrated to this task.—Mary C. C. Bradford, State superintendent of public instruction, Denver, Colorado.

THE FAITH of the American people in public education—I believe in the school system of the United States of America as an institution of the people, by the people, for the people, conceived by the founders of this Republic, nurtured for nearly three centuries by our fathers, sustained today by the consent and support of all our citizens. I believe in free universal education, equal opportunities for all our children, which guarantee our democracy within a Republic established upon the principles of freedom, equality, justice, and humanity. I therefore believe it my duty to the school to love it, to support it morally and materially, to send my child to it, to help my neighbors' child to have the same opportunity, and to defend it against all enemies.—John J. Tigert, United States commissioner of education, Washington, D. C.

PROGRESS in the administration and support of schools during the first quarter of the twentieth century—That the administration and support of education during the past twenty-five years has contributed to the realization of the ideal of equality in educational opportunity is evident to the most casual observer. When one inquires concerning the organization of the school system, the buildings and equipment furnished, the adjustment of our courses of study to the needs of the individual pupils, the financing of the program, the supervision of the work done, or the management of the personnel, the answer in every case must be that substantial progress in the realization of our ideal has been made in the quarter of a century about to end.—George D. Strayer, professor of education and director, Institute of Educational Research, Teachers College, Columbia University, New York City.

PROGRESS in the Science of Education—Today the whole child is going to school. Science of education has brought about this development, it has increased our knowledge of the children with whom we deal and has given us a more definite basis for the evaluation of the educational material which we use in classroom instruction. It has extended our interest from the intellectual side of child life to the physical and moral aspects of youth. Beyond the child the vision of the teacher must see clearly the requirements of citizenship. Democratic society for which the schools must prepare the future citizens is more complex than ever before. Con-

scious consideration of that complexity and of its significance is as important to the teacher as a knowledge of the laws of psychology. Distractions are more numerous and more inviting. It should be our solemn obligation that the boys and girls now in our schools shall leave them for the school of life possessed of

TEACHERS are feeling their way toward a scheme of education based increasingly on scientific findings, emphasizing the child more and the system less, concerned over present and future needs more than over traditional procedures, recognizing democracy's obligation to provide the maximum education for every individual.

The Indianapolis meetings were rich in thoughtful papers focused to an unusual degree upon the central theme of interpreting the schools to the public in the light of the progress of the past twenty-five years. One can not contemplate the possibilities of better things for education and democracy that were set forth at Indianapolis without noting the striking inequalities of educational opportunity in America—the vast gap between the best practice and the poorest practice.

This very loitering of practice behind knowledge is a challenge to every teacher to do his part to help the public see the new needs. Many of the problems are so big that the teacher working alone is powerless, but the teachers of the Nation banded together in one dynamic organization are a mighty power in behalf of better things for the children.

knowledge, power to think straight, and ideals of citizenship which are essential to the preservation of democracy.—F. W. Ballou, superintendent of schools, Washington, D. C.

SCHOOLS and the building of character—Men are not divided into good and bad. All men are both good and bad in varying proportions. A school man needs to remember that he is far from perfect himself and then to discover that his worst opponent is not without elements of goodness. The best school men know these things well. They face a corrupt city as they face a bad school—to convert, to rescue, to win the city up to its own best convictions. In this way the so-called bad man who was running amuck through the school system has been led to come around and join the guard about the

school where his children go. He has done this not through the fine diplomacy of anyone, but because at the bottom of his heart there is a good man.—William L. Bryan, president, Indiana University, Bloomington, Indiana.

SIGNIFICANT development in schools and curricula—The quarter century has been a powerful reaction against the "lock step" and along a single track in education. The picture of a modern city school system in 1925 is quite different from the picture of 1900. This difference is largely due to the adjustments to the needs of the individual child to the end that each child might be given opportunity according to his abilities to work at 100-per cent efficiency and in ways and upon matter suited to him and attractive to him.—J. M. Gwinn, superintendent of schools, San Francisco, California.

PROGRESS in colleges and universities—Political enemies may attempt to undermine, critics may cavil, bigots may bluster, but the cold, indisputable fact remains that higher education, during the quarter of century just passing, has furnished more than ever before the germinal nuclei for the permanency and the potency of the doctrine of educational opportunity; and has become the great driving force for the advance of both material and spiritual things.—Edward C. Elliot, pres. Purdue University, La Fayette, Ind.

INTERPRETING the State program—In conclusion permit me to say that when each of the States shall have formulated, projected, and executed a program which will guarantee equality of educational opportunity to all its children, we shall still have gross inequality of educational opportunity among the States themselves. Those inequalities will not be removed until we have developed, interpreted, adopted, and executed a National program of financial support which will guarantee equal educational advantages to all the children of all the States without imposing upon any State or subdivision thereof a tax burden materially heavier than that borne by any other State or subdivision.—John W. Abercrombie, State superintendent of education, Birmingham, Alabama.

INTERPRETING the school to the home—In place of the teaching of the priest, in place of the training of the mother, many a child has only the ideals

implanted by the teacher. It is the biggest call to responsibility the school has ever had. It is a challenge to every teacher in America, this maintenance of American ideals of personal integrity. This is the real call to education.—Anna G. Fraser, vice-principal and teacher, Oakland High School, Oakland, California.

THE STRATEGIC position of the principal in the interpretation of the schools to the people—The people in the community have a right to understand the why and wherefore of the education which is being given their children; they have a right to know when changes are made, why; when policies are changed, and expenditure of money called for, it is the community who are most affected, and to whom explanations should be given; and in interpreting changes, in giving explanations, and in creating and holding the coöperation which would bring success to the undertakings, the principal indeed occupies a strategic position.—Belle M. Monroe, principal of King School, Akron, Ohio.

THE FUNCTIONS of teachers' organizations in interpreting the schools to the public—The confidence of the public will be stimulated by a fine professional spirit in the teaching body, and the cultivation of this spirit is a first essential in teachers' organizations. The cultivation of a professional spirit can come only through happy intercourse among teachers. If associated activities are formal and perfunctory all young and many old teachers will seek their

real pleasures apart from school influences. Professional gatherings, which are also happy social functions, tend to develop an attitude for joyous service which affects both school and patrons.—Ella V. Dobbs, associate professor of industrial arts, University of Missouri, Columbia, Missouri.

INTERPRETING the rural schools to the people—In interpreting the schools to the rural group, the teacher, the superintendent—the interpreter—must avoid the suggestion that he is divinely appointed to lead the rural heathen out of their darkened condition into the light; he must rather come among them as a seeker of light—first gaining their confidence by learning of them and later tactfully building upon the foundation which he finds.—Lillia E. Johnson, county superintendent of schools, Eau Claire, Wisconsin.

THE COLLEGES and the people—With all the imperfection of our present colleges and universities, never in our country's history were institutions of higher education so representative of the aspirations of so many of our people. The thousands of students who pour forth from the colleges with a larger vision are the sacred leaven which is surely bringing nearer the day when these indispensable organs of the higher life of mankind will more efficiently serve the present without surrender to the present and without capitulation to the Pharisee, or the Philistine, or the Charlatan, or the political sportsman of whatever breed.—Ernest Hiram Lind-

ley, chancellor, University of Kansas, Lawrence, Kansas.

CULTURE and brass tacks—The great prayer for America is that in its concern with the material it shall not permit itself to fancy that the hammering of brass tacks even where most efficiently effected, under the direction of great captains of industry, is the whole thing. We need, for the highest realization of the aims of democracy, to maintain as even a balance as may be possible between cultural forces and the production of implements of brass and steel and wood. "The spirit of man is the candle of the Lord," and it is to be hoped that the spiritual flame in America will not falter and grow dim, but become more and more luminous as an expression of the aspirations and endeavors of a people so blessed as we are in advantage and opportunity.—Meredith Nicholson, Indianapolis, Indiana.

STEADY as she goes—The most important single event in the development of orderly freedom was the founding of the American Nation; and the question of our times is whether American institutions will endure. The answer depends upon American teachers more than upon any other one force or influence. So the study and discussion of the fundamentals of American government is of vital interest to those who sow the seed for future public opinion. So just as former times produced masterpieces in literature, philosophy and art, just as our own period is producing masterpieces in science and commercial



EARLY ARRIVAL of Association officers at the Indianapolis Convention brought news photographers into action. Here is a picture report (courtesy Christian Science Monitor) taken on the steps of the Shortridge High School, Convention headquarters. Front row, left to right: Helen T. Hixson, Washington, Director, Division of Accounts; Agnes Winn, Washington, Director, Division of Classroom Service; Jesse H. Newlon, Denver, President, 1924-25; J. W. Crabtree, Washington, Secretary; Ida Christine Iversen, Los Angeles, Member of Executive Committee, 1924-25; and Cornelia S. Adair, Richmond, Virginia, Treasurer, 1920-25. Back row, left to right: E. U. Graff, Superintendent of Schools, Indianapolis; T. D. Martin, Washington, Director, Division of Records and Membership; S. D. Shankland, Washington, Secretary, Department of Superintendence, and Director, Division of Administrative Service; Jessie M. Fink, Grand Rapids, Michigan, President, Department of Elementary School Principals, 1924-25; Joy Elmer Morgan, Washington, Director, Division of Publications; and Harold A. Allan, Washington, Director, Business Division.

The Torch

Anna Louise Barney

State Teachers' College, Chico, California

Down through the ages, passed from hand to hand,
The Torch of Truth illumines all the world;
Upon the Peaks of Doubt its light is hurled,
Driving the shades of error from the land.
Each generation boasts a slender band
Of Bearers of the Torch. Its light unfurled
Is, in their eyes, a banner dew-empurpled
With sacrifice. Steadfastly they stand
Upholding Truth. No service is too great
For those to give who guard its sacred flame.
Truth is the Word of Words, illuminate,
The message that the ages shall proclaim.
And he who falters when that torch is passed
May hurl the world to some dread holocaust!

organization, so the architects of the American plan of self-disciplined liberty, produced a masterpiece of free government.—Albert J. Beveridge, Indianapolis, Indiana.

THE NATIONAL EDUCATION
Association as a formative force—The National Education Association must resist with all its power the attempt that is being made to put an iron band around the growing tree of education. In addition to the stratifying influence of fixing by law the specific subjects which shall be taught, we are now faced with a more dangerous proposal to prohibit by law the teaching of certain subjects: a proposal which may close the door to free and open investigation of the truth and padlock that door with a statute. Every good idea, emotion, worth while thought of the past is just as living and vital today as it was at the time it was felt or conceived. Every influence that helps the teacher to keep her windows open towards the stars, to keep her ideas and ideals in the process of becoming, helps to create and maintain a living, growing educational opportunity for the youth of the Republic.—Francis G. Blair, State superintendent of public instruction, Springfield, Illinois.

THE REPRESENTATIVE
ASSEMBLY—*A guarantor*—An organization that curbs too much the appearance of new life loses freshness and new point of view and vigor of execution. But the organization that lets its youth run wild runs the risk of

destroying itself in a single generation. It is a task demanding the exercise of thoughtful judgment to preserve the caution of age and of tradition and of organization and at the same time to preserve in an operative form the spirit of initiative and of innovation that characterizes the new.—Henry Lester Smith, dean, School of Education, Indiana University, Bloomington, Indiana.

OUR CONSTITUENTS—It should be for the best minds of our profession to determine what materials shall be included in our histories and in our books of science. It should not be a matter for legislation. The nineteenth century saw the end of the idea that one person might hold another in slavery. The twentieth century should see the end of all attempts on the part of one group of citizens to compel the intellectual subservency of another.—Olivia Pound, assistant principal, High School, Lincoln, Nebraska.

TEACHER PARTICIPATION *in the determination of policies from the viewpoint of the classroom teacher*—There is no better way for teachers to participate in the determination of policies than that they be asked to help make the rules and regulations under which they work. There is no better way than that they be asked to build up school organization and school policies and then cooperate just as actively to carry them out as they did to build them up.—Anna Lockwood Peterson, teacher, Cincinnati, Ohio.

TEACHER PARTICIPATION *in the determination of school policies from the viewpoint of the classroom teacher*—The teacher is essentially an idealist and a builder. Though he may not give to the world a masterpiece of art, literature, or science, every man or woman who so contributes owes to some teacher part of the training and encouragement that enabled him to reach his desired end.

This movement of teacher cooperation in school administration is not, I believe, a selfish one. It is a part of the larger program of service to our country, to our employers, and to the coming generations.—Cornelia S. Adair, teacher, Richmond, Virginia.

TEACHER PARTICIPATION *in the determination of policies from the principal's viewpoint*—When we come to the improvement of the teacher in service, can that be done right except as the teacher is a participant in the effort for improvement? Does educational psychology, or principles of education, or methods of instruction, or the psychology of elementary-school subjects mean less to the teacher than to the principal? When we both need exactly the same help and incentive, why do we keep the caste lines drawn in our profession? It is a false and mischievous distinction and one that should not be allowed to tie up the wheels of progress and defeat our best hope of achieving our high aims for America.—Mary McSkimmon, principal, Pierce School, Brookline, Massachusetts.

TEACHER PARTICIPATION *in the determination of policies from the viewpoint of the principal*—We may say that teacher participation in determining the policies of a school is a great step in advance and has come to stay, and the principal that cannot handle the situation should look to himself and his own personal equipment. The schools are demanding leadership—trained leadership, efficient leadership. This is not the easy way, the comfortable way to conduct a school, but we believe it is the right way.—W. T. Longshore, principal, Greenwood School, Kansas City, Missouri.

TEACHER PARTICIPATION *in the determination of policies from the viewpoint of the superintendent*—It has been the purpose in Seattle that principals should remain teachers in spirit; that the sympathies, aims, and efforts of the entire corps should be unified; that

service to childhood should be made a motive sufficient to command a united front. This, I believe, has been achieved with a reasonable degree of success. The various teachers organizations through their officers have cooperated heartily with the superintendent and with one another; they stand for professional improvement.—F. E. Willard, assistant superintendent of schools, Seattle, Washington.

THE STATE ASSOCIATION JOURNAL—There are today a multitude of new things under the sun, as every school child knows, and not the least of these is the fact that about half a million, or approximately two thirds of the rank and file of the Nation's teachers, are today members of a State teachers' association, and that in twenty-eight States a full-time secretary is employed to direct a well-rounded program of professional activities.—A. L. Marsh, executive secretary, Washington Education Association, Seattle, Washington.

THE WORK of teachers' organizations and its recognition by school, civic, and political organizations and officials—If rumors are circulated discrediting the officers of your association, cry them down—the rumors, not the officers. In the majority of men's clubs the members struggle strenuously at election times, but the election settled, they give the officers selected by majority vote complete confidence. In many teachers' organizations the election is neglected and then the officers are treated like targets to shy a stick at. Select your officers.—Olive M. Jones, principal, Public School No. 120, New York City.

BUILDING the child's philosophy of life—The true teacher teaches much by indirection. There is an unconscious influence emanating from him. What he really is and profoundly believes, his faith in God, his faith in his fellowman, his spirit of tolerance, his belief in the principles of democracy applied to government and not less to industry, his abhorrence of evil, his purity of thought as well as speech, his optimism, his wholesomeness, these will crop out if he has them, and attract by their genuineness and lack of ostentation.—J. O. Engleman, superintendent of schools, Terre Haute, Indiana.

HOW the teacher molds character—A well informed mind is a good thing, but it is not to be compared with a well-formed character. The child

Hail, Pennsylvania!

Words by EDGAR M. DILLEY.
Unison. Marcato.

1. Hail! Penn-syl - va - ni - a! No - ble and strong; To thee with
 2. Maj - es - ty as a crown Rests on thy brow; Pride, Hon - or,
 3. Hail! Penn-syl - va - ni - a! Guide of our youth; Lead thou thy

loy - al hearts, We raise our song. Swell - ing to Heav-en loud,
 Glo - ry, Love, Be - fore thee bow. Ne'er can thy spir - it die,
 echildren on To light and truth; Thee, when death summons us,

Our prais-es ring; Hail! Pennsylv - va - ni - a, Of thee we sing!
 Thy walls de - cay; Hail! Pennsylv - va - ni - a, For thee we pray!
 Oth - ers shall praise, Hail! Pennsylv - va - ni - a, Thro' end - less days!

must increasingly have his activities motivated so that they promote not only his intellectual, but, far more, his moral and spiritual well-being. Asking the child to enumerate the desired traits will put the sanction in each case within the spirit of the pupil and will not superimpose our wishes upon an unwilling pupil.—Jessie Gray, president, Pennsylvania State Education Association, Philadelphia, Pennsylvania.

THE MORALS of modern youth—What we need is to take the money-making interest out of entertainment and place it upon the principle of character building. To do this churches and

schools must become in part responsible for it. The home, too, must take its place as a producer of wholesome entertainment. And above all young people themselves must be taught to entertain themselves.—Henry Noble Sherwood, State superintendent of public instruction, Indianapolis, Indiana.

THE PARENT'S responsibility for moral education—It is not that parents are worse than they used to be. Like the rising generation, they are much maligned. The explanation lies in the fact that the teaching profession has made tremendous forward strides in the past fifty years. The qualified instruc-

(Concluded on page 219)

World Federation Resolutions

THE IMPORTANCE of the efforts made at San Francisco in 1923 and again at Edinburgh this year to gain world outlook for teachers cannot be exaggerated. The coöperative powers of peoples throughout the long sweep of history have been limited by the breadth of their attitudes and the fund of ideas which they have held in common. Every effort to gain the attitude which applies the golden rule to all humanity, every effort toward wider areas of coöperation deserves the support of teachers, who daily look into the future through the eyes of children and who are in a position to appreciate what the great war chests would accomplish if spent constructively on universal education. Reports of the biennial convention of the World Federation of National Education Associations at Edinburgh indicate that much progress was made toward realizing the aims that emerged at San Francisco. *THE JOURNAL* hopes to give accounts of the meetings in its next number. The resolutions adopted by the plenary session on July 25, 1925, follow:

General—(1) That the W. F. N. E. A. appoint standing committees on pre-school, elementary, secondary, and higher education whose function shall be to coöperate with affiliated associations in furthering the objects approved by the Federation, to make studies and reports upon such matters as the Federation may commit to their charge, and to prepare the program of their sections at each ensuing biennial.

(2) That special committees on health and on the removal of illiteracy be appointed by the W. F. N. E. A. with functions similar to those of the standing committees in the respective fields.

Pre-school education—(3) In view of the supreme educational importance of the first years of childhood, provision should be made in every educational system for a type of education suited to the needs of that period. Such education, whether given in the home or in special groups, should include the formation of desirable physical habits, mental attitudes, and character traits in an environment conducive to freedom, health, and joy of living.

(4) That such pre-school education should be in charge of persons specially trained for the purpose in both mental and physical ways and should be carried on when in special groups in close co-

operation with parents. Public funds should be available for such education and every encouragement should be given to research in this field.

Elementary education—(5) That the W. F. N. E. A. affirms its belief in the potency of Goodwill Day as a factor in creating and fostering international understanding among the children of



***FIVE** hundred and twenty-one Americans attending the biennial conference of the World Federation, July 20-28, 1925, walked daily along this street to the meetings of the Federation, passing the Scott monument on the left. Dr. Thomas writes, "We had a fine attendance from the United States. The official delegation was a distinguished body and all members acquitted themselves nobly. Chairman Russell rose to heights in his service. Walter Siders is a Rock of Gibraltar. There are many invitations from places to hold the next meeting. The Scottish people did everything they could for the success of the Federation."*

the world, and that it recommends that affiliated associations secure where necessary or desirable national or official sanction for the observance of such a day from their government and education authorities; and, further, that steps be taken in each country to prepare for the teachers an outlined program as a suggestive guide.

(6) That the W. F. N. E. A. affirms its belief that geography, history,

and training in citizenship should be taught not only from a national point of view but also from a modern sociological and international point of view.

(7) That the W. F. N. E. A. endorses movements and committees which establish international contacts among school children through correspondence; exchange of school work, and interchange of pupils of suitable age between countries. To promote the more economical exchange of materials, the W. F. N. E. A. shall use its best efforts to secure accommodation in the postal rates.

(8) That textbooks descriptive of child life in all lands and setting forth in brief and simple form the best that each nation has achieved be prepared for the elementary schools of the world.

(9) That in view of the fact that it is of the utmost importance that teachers of all nations should themselves possess the international outlook the World Federation recommends the encouragement of special courses in teacher training institutions and strongly recommends to its affiliated associations the promotion of plans for travel and interchange of teachers.

Secondary education—(10) That the W. F. N. E. A. encourage coöperation with affiliated associations in the promotion of such aids to education as universal biography, visual instruction and the use of motion films particularly when of educational and scientific nature, literature and language study particularly in the modern field, æsthetics, and training for citizenship as possessing great potentialities for the development of an international outlook.

(11) That the W. F. N. E. A. prepare a statement of the ideals which should obtain in history and history teaching. Such statement should emphasize the necessity for an impartial treatment of international intercourse. A frank admission of shortcomings should accompany the claim of services rendered to the cause of human welfare in each country. In proceeding from national to world history emphasis should be laid upon the progress from conflict to conciliation.

Higher education—(12) That resolution 7, 1923, of the W. F. N. E. A. be amended to read "That the W. F. N. E. A. utilize and advance inquiry into universities—their history, contemporary developments, possibilities—and to investigate the question of the establishment of a world university."

(13) That resolution 4, 1923, be amended to read "That the W. F. N. E. A. inquire into the interrelations and increasing unifications of the various fields of knowledge and research and towards the fuller and clearer coördination of subjects of instruction accordingly, with endeavor to bring about a greater unification of scientific terminology."

(14) That resolution 6, 1923, be amended to read: "That the W. F. N. E. A. encourage the establishment of a universal library office and inquire into methods of bibliography and their possible advances. This office may ultimately be connected with a world or international university."

(15) That the recommendations of the national office of French universities and schools be referred for further study, the W. F. N. E. A. affirming its approval of the objects which these resolutions are designed to obtain in an easier, more efficient, and more economical interchange of scholars, whether professors or pupils.

International relations—(16) This conference of the W. F. N. E. A. is of the opinion that it is the function of teachers to help their pupils to realize that the world is a unity, that nations and peoples are interdependent economically and otherwise, and that true nationalism is not inconsistent with true internationalism.

(17) That the W. F. N. E. A. cooperate wherever possible with international organizations and other organizations pursuing similar aims.

Character education—(18) That the W. F. N. E. A. affirms its belief in the importance of character training in education and refers the subject to appropriate committees for future consideration in all sections of the Federation conferences.

Health education—(19) That the W. F. N. E. A. refer to an appropriate committee the detailed recommendations of the conference on health education with instructions to carry forward in coöperation with the affiliated associations the steps recommended so far as these may be approved by competent authority. The W. F. N. E. A. affirms its sense of the importance of the plan presented and affirms its belief that health education is the fundamental basis of all successful education.

Teacher training—(20) That the W. F. N. E. A. gather and collate information upon the systems of training of teachers in the countries represented

by delegates to the conference of 1925 and that such information be made available to all who desire it, special atten-

tion being given to ascertain the steps taken to secure the fitness of entrants to the profession.

The Conscientious Speller

FONETTA FLANSBURG

Colorado Springs, Colorado

WILLIS WILLIAMSON was a dear little boy and well along in the grades for his age, but he did not spell well. I do not say he *could* not, but that he *did* not. Like many others of his sex, he scorned spelling. He had no theories. He did not argue. He simply ignored.

On the day which I record Willis had missed eight words of the twenty in his lesson. He could have told Miss Clark very promptly that eight out of twenty was forty out of a hundred, or only 60 per cent for a mark, but he could not have spelled one of the missed words correctly.

"Willis Williamson may stay after school a few minutes," said Miss Clark very sweetly, as school closed. The children had noticed that the worse things she said the more sweetly she said them.

"Now, Willis," she began when they were nicely alone, "your spelling is very bad, and we must do something about it. You have missed eight words but I am going to let you learn seven of them at home. The eighth is so bad that you must learn it here. It is *conscientious*, and just see how you have spelled it."

Then she carefully and kindly explained to Willis what it was to be conscientious, and recommended him to be so about his spelling.

"Now I am going to write the word at the top of this sheet of paper just as nicely as I can, and I want you to write it yourself fifty times. Then I think you'll remember it."

Willis took the immaculate sheet with the beautifully written word at the top, to his desk and began bravely to copy.

Miss Clark tidied up her table and then stepped out into the hall where two other teachers were gaily laughing at the jokes of the principal. They often did that—it was pleasant and profitable—but on this occasion Willis resented it, and a huge tear, that had been gathering ever since the fifteenth *sconsientius*, fell with a splash upon his paper. Fortunately, a lead pencil had been allowed, so no serious harm was done. Willis

swabbed up that tear and its successors, blew his nose inoffensively, numbered the times down to fifty, and slaved away.

At the thirtieth, on *scontious*, he looked at the clock and saw how much more industrious the minute hand had been than his own. He had just gulped down another threatening tear when, at thirty-five, Miss Clark returned to the room. She, too, looked at the clock.

"My!" she exclaimed, "how late it is. Bring me your paper, Willis. What! only thirty-five times? Well, you may go. I'll see about this in the morning."

When Willis was creeping down the stairs unobtrusively, he saw Miss Clark come out of the room with his paper in her hand, and in a moment rich peals of laughter followed him through the lower hall and down the outer steps.

He did not know they were so jolly over the gradual decline of *conscientious* to *corsius*, but he was sure it was that tear! As he marched resolutely homeward, he said to himself, "I'm through with crying!"

INDIANAPOLIS CONVENTION

(Concluded from page 217)

tor of youth today is not only a pedagog; he is a physiologist, a psychologist, and an administrator, while the parents have remained—just parents.—Mrs. A. H. Reeve, president, National Congress of Parents and Teachers, Philadelphia, Pennsylvania.

MORAL CODE for school children—The idea of setting up a code of morals to be taught to children has met with a country-wide and hearty response of approval from a people within whom the law-making instinct is peculiarly vigorous. It seems so easy and so proper to make rules for children; we can try anything on the kids because they cannot talk back to their elders; and when we are making rules for the kids we are sparing ourselves—or may think we are.—W. O. Saunders, associate editor, *Collier's*, *The National Weekly*, New York City.

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Our Program

EVEN for the youngest beginner in the field of teaching there is much in the program of the National Education Association that appeals strongly. It is *our* program, the creation of our own representatives. It has its foundation in the work of the great spirits who preceded us—the Manns, the Barnards, the Bicknells, the Eliots. They saw ahead of their time and battled valiantly that we might have the advantages that the public now accords teachers—advantages small indeed when measured by the needs of the childhood of our time, but vast when gaged by the meager resources of pioneer teachers. Just at the beginning of this new year we may well look at some of the projects which we are collectively supporting.

First, let us put the enlistment of the profession in local, State, and National associations. What a host of common services these associations perform for us and for which we can never pay!

Second, let us put training *pre-service* and *in-service*. This is a problem we can face both individually and collectively—training equal to our opportunities and responsibilities, growing mastery of the science and art of education.

Third, tenure. No teacher can give his best to the children with the sword of dismissal, for any reason or no reason

at all, suspended above his head. Annual elections and autocratic power of dismissal are an insidious cancer on the efficiency of the schools in the localities that practice them. They are not necessary to insure competent teachers for the children.

Fourth, salaries. We cherish adequate salaries for teachers that they may live adequate lives. Everyone is entitled to an adequate life, but society has a peculiar interest in seeing that teachers' lives are rich and broad because of the shaping influence they exert on the outlook and lives of children.

Fifth, pensions. In our schools are thousands of men and women who have given priceless service to society at compensation that has left them no margin for savings. Now that age and infirmity are coming upon them we cannot wisely ask them to continue the strains of the schoolroom nor leave them to poverty and want. Nor can we afford not to look ahead and devise retirement systems that will protect our younger teachers in their old age.

Sixth, larger units of administration and support. Giant business and industry must be matched by educational vision and leadership equal to the problems of a civilization organized in large units. Society as a whole has a stake in the education of all its children.

Seventh, teacher participation in planning the program of education that the schools may have the benefit of the teachers' experience and that teachers may have contact with the larger problems of public education.

Eighth, child labor. No fog of selfish propaganda must be allowed to make us lose our path as we face the problems of unscrupulous exploitation of childhood in the name of gain.

Ninth, the Education Bill creating a Department of Education with a Secretary in the President's Cabinet. Can we afford to do less for education than we have done for commerce, labor, and agriculture?

Tenth, a curriculum which will give children mastery of life as it should be lived in the light of present knowledge and which will prepare them for life-long self-education.

Eleventh, education for world co-operation. Untold common problems involving wide areas and diverse interests have been solved by intelligence. Heroes of science, education, business, industry, and peaceful government are all about us. Through the National Education Association and the World Federation every teacher is privileged to

have a part in the movement to educate for world goodwill and service.

Any one of these eleven planks is worthy of much study by every teacher. By supporting them the teacher ceases to be an isolated worker and becomes a crusader in a mighty army. What a privilege to lose oneself in such a cause, to feel the forward urge of it, to have the joy of knowing that day by day one is doing his bit in behalf of the enlistment of the profession, better trained teachers, secure tenure, adequate salaries, sound retirement, better administration and support, teacher participation, freedom from exploitation for children, a Department of Education, a vital curriculum, and education for coöperation throughout the great human family.

Spiritualizing Education

AFTER the most remarkable period of expansion in its history, education is beginning to look once more at its underlying values. Questions are abroad that go to the very roots of everything teachers do. There is unrest. The people are not satisfied. Material comforts have not brought inner peace.



MARY McSKIMMON, president of the National Education Association, 1925-26, has been principal of the Pierce School, Brookline, Massachusetts, since 1893. She has been closely connected with the Association for many years, having served as State director, vice-president, and committee worker. Miss McSkimmon was president of the Massachusetts Teachers Federation for five years and has written and spoken widely on professional subjects.

The pitiful beginnings of education that have been given children with little emphasis on lifelong self-education have resulted in too much drifting. Society has not built into the lives of children a challenging appreciation of the fact that education is a conquest—a great adventure that should end only with the grave. Our young people need not look elsewhere for a call to heroism and service when the opportunity for conquest of themselves in the name of service is ever present. The spiritual is not a realm existing apart in glorious isolation. It is a phase of everything we touch and do. It is the warp and woof of the whole of life. It is the inner urge that gives mighty power to the men and women who think most, feel the noblest, act the best. It is the impulse to seek and do the finer thing.

Anyone who reads history knows that there is more of this passion for finer living than ever before. The masses of men are beginning to achieve an inner freedom—a colorful dawn of which political freedom was the first ray of light. As men fought with bayonets for political freedom they are now fighting with their intellectual resources for freedom from ignorance, prejudice, and superstition. Here are immeasurables that may easily be overlooked in our scramble for the trappings and settings of education. But they are not intangible and remote. We have all known a few teachers who seemed to sense a deeper significance in every thing and relationship. They made discoverers of us all. The building that housed us, our teachers, our fellows, our studies, our locality, our age began to show unique qualities that gave us brighter eyes, straighter shoulders, stouter hearts, and a sense of the worthwhileness of life. High adventure was in the air. The curtain seemed ever lifting on charming mysteries.

Great teachers have always had this power of keeping what would otherwise be commonplace things in their spiritual settings. Fineness for them is always concrete. It is everywhere. They create values for their associates. They have almost endless power of making life significant. And it is not make-believe—this power to see the hidden meaning. It is insight. It is a quality that can be developed in young people in our teacher-training institutions. It cannot be mechanized. It is not an object for mass production. It cannot be forced. It is growth. It can be inspired. It springs from soil rich in freedom and multiplies with experience and training.

It is the spiritual element in education. Let us magnify it throughout the year in an effort to create abiding values in the lives of the children.

Significant Statements by President McSkimmon

THAT Mary McSkimmon has been a thoughtful student of education for many years is indicated by an examination of her writings and addresses. The following abstracts from her utterances during the past year reveal significant convictions.

I BELIEVE, first, in teacher participation in educational policies. After all the teacher is responsible for whatever is taught the child and should have a voice in the school's policies. I stand for an equal opportunity for all American children, from the kindergarten to the university. I am wholeheartedly in favor of competent preparation on the part of the teacher. The best hope for the children of America in attaining the things for which I stand is through the education bill that will be introduced during the next session of the Congress, and which will have the enthusiastic support not only of the National Education Association but of thousands of right thinking persons who have no direct connection with the schools.

IF THE EVIL forces of selfishness and ignorance could be confronted by the united army of our profession, they would be destroyed even as the walls of Jericho fell before the trumpet blast. The National Education Association has a membership of nearly 150,000. How incredibly strengthened it would be if it would bind to itself the service of the entire teaching force! There are big problems concerning salaries, and teacher rating, and the curriculum, that remain unsolved because of the weakness of a partial cohesion of the teaching force. A united profession alone will give the basis for a true measure of its status.

WHEN we come to the improvement of the teacher in service, can that be done right except as the teacher is a participant in the effort for improvement? Does educational psychology or principles of education, or methods of instruction, or the psychology of elementary school subjects mean less to the teacher than to the principal? When we both need exactly the same help and incentive, why do we keep the caste lines

drawn in our profession? It is a false and mischievous distinction.

I HAVE seen school systems where the teacher seemed to be thought of as the machine instead of the operator. To expect her to manipulate so costly and delicate a machine as a class of children, without participation in the educational policies that determine its power and direction, is like putting a workman before his machine with his eyes blindfolded and his ears—like those of Ulysses' crew—filled with wax. When these educational policies are earnestly promoted by the various groups making up the entire teaching force, there is no longer any reluctance to welcome supervision, for the keenest minds feel their need of fortifying health from every possible source.

YOU TEACHERS head a mighty army of tomorrow's citizens. You teach them how to think. You color their attitude toward life. You draw out their responses toward the things that they must love and the things they must hate. You teach them by your own living whom to honor, and whom to despise. Did any emperor ever command such power?

THE TEACHING world knows that the curriculum must be made entirely over to meet the needs of the life of today, to free the school from the useless cogs fastened there by the honest need or vain caprice of earlier days.

WE ARE MAKING all the children in our classrooms into our future citizens, through their hourly experiences there. We can no longer wash our hands of responsibility by just assigning tasks and testing their accomplishments. Our boys and girls must take their own share of responsibility as members of the group in working out the problems and projects of their own education.

WE KNOW IN THE moments when we are worthy of ourselves that we are discoverers. No schoolroom is so narrow that we may not sail forth to the discovery of the unsuspected leader of men among our children.

Making a Living Curriculum

C*COURSES OF STUDY live only through the activities of teachers and pupils*—How much time do I spend teaching children facts in which they are not interested and for which they will probably have little use? Is the purpose of the public school civic service or the development of individuals to be financial successes? Are the aims and objectives laid down in the course of study in harmony with our American ideals? Isn't the course of study to be covered in grade six too difficult, while that in grade five is comparatively easy? Isn't my method of teaching a particular unit of subject-matter better than that suggested in the course of study and would it not be used by many teachers if they had means of knowing about it?

No longer does the teacher merely raise such questions as these in her own mind. The time has come when they function in the building of a course of study.

The recognition that a course of study doesn't really exist until it lives in the activities of teachers and pupils has led to the rejection of the old method of making courses of study. Today the course of study that a skilful classroom teacher does not see until it is handed to her in final printed form is an anachronism. It has no place in a modern school system. Teachers give life to courses of study by living and "re-living" them with boys and girls. In this way, courses become a reality in the lives of pupils. The more expert the teacher is, the more real the course of study becomes. An educational objective has a greater chance of being "re-lived" when a teacher has given thought to it, understands it, and helps formulate it.

Teachers give and receive help from course of study revision—In many cities, the teacher is acquiring first-hand knowledge of the course of study by helping build or revise it. Under the leadership of specialists, by reading the best literature on the subject of the curriculum, by analyzing present American life needs, by becoming familiar with the local environment in which pupils are growing up, and, by evaluating the existing local course of study, teachers are in a position, not only to help in compiling the course of study, but of still greater importance they are able to make it a part of the lives of their pupils. Trained and experienced teachers also bring to the problem of course of study

revision an understanding of child life that comes from association with developing children and the study of their abilities, interests, and growth wants, and the special needs of individual children.

Teachers who have faced the problem of curriculum revision have a better understanding of what life means and what they are training children for. First of all, they have to build for them-

WHAT IS written into the curriculum makes a world of difference to every teacher and to every child. Through the course of study the schools seek to pass on the knowledge, attitudes, habits, and appreciations that the best minds and finest spirits of the Nation cherish for all citizens. Teachers in daily touch with the throbbing life of the Nation's children have a vital contribution to make. Increasingly they are being asked to suggest improvements in the course of study which it is their daily task to interpret. Through the National Education Association, these efforts of individual teachers, cities, and States are being coördinated into one mighty effort to make our curriculum worthy of the children of today and the America of tomorrow.

selves a philosophy of life and of education. They are faced with these questions: What are the general aims of education? Why do I teach? What desirable knowledge, habits, skills, and attitudes should boys and girls develop through each subject in each grade? As a result of thinking through these questions while making their contribution to the building of the course of study, teachers can do the job of teaching better today than they did yesterday.

What shall be taught is one of the biggest questions before the Nation today.—Teachers can re-live a course of study with their pupils after it is compiled, but its construction demands not only wide knowledge of what is being done in America—how America lives—but also the selection from this great bulk of knowledge those essentials that every citizen should acquire. This compilation and selection of teaching material demands the coöperative thought of America. To secure this the commission on the curriculum of the Depart-

ment of Superintendence of the National Education Association has organized a far-reaching coöperative plan of curriculum revision.

Approximately three hundred school systems have enrolled and each system has appointed one or more people, a part of whose official duties shall be the work of curriculum study and revision. Each teacher, supervisor, principal, superintendent of schools, curriculum specialist, research worker, or interested layman, who makes a real contribution to the solution of curriculum problems in his local school system will also be making a National contribution. This coöperative plan of curriculum revision provides that the Division of Research and the Department of Superintendence of the National Education Association shall act as a National clearing-house. The findings of research in one city will be made available to all coöperating cities.

What does this mean for the individual teacher? It means that the Nation is at work to help in the problem of discovering what to teach in the kindergarten, the elementary school, and the secondary school under different conditions, and to children of different levels of ability.

How may new courses of study be given a fair chance to prove their worth? A conscientious, fair-minded trial by everyone who has the privilege of using them is the only way of testing out the worth of new courses. In many cities, local courses of study have been revised and the new courses will be tried out in classrooms this fall. Honest interpretation of existing courses is a service which can be rendered by every teacher, along with constructive criticism to those who are charged with the problem of curriculum revision. Coöperative effort over a long period of time will do much to produce courses of study that will train children, not only successfully to meet present civic, vocational, and social demands, but also to aspire to life more abundant. In this way civilization advances.

Teachers everywhere in their study of curriculum problems and in the conscientious testing out of new courses may take new courage from the thought that they are not working alone, but as part of a great National program to improve the courses of study of our public schools.—M. M. Alltucker.

Secretary Crabtree's Eighth Annual Report

THIS REPORT is significant because of its clear treatment of the Association's financial policy. Mr. Crabtree starts his new four-year term with the Association out of debt and heightened enthusiasm in every branch of the profession. Since the beginning of his service in July, 1917, Mr. Crabtree has seen active membership grow from fewer than ten thousand to well over a hundred thousand; his official family—the headquarters staff—has grown from a small handful to more than three score and ten; most important of all, Association officers have held closely and constantly to the conviction that the Association belongs to all the teachers of the Nation and finds its mission in the welfare of all the children and all the people. That is a simple platform and an inspiring one. No officer, no headquarters division, no department, no committee, no member of the Association can go far afield in matters of policy or action with that platform ever before him. It is much more than a mere slogan. It has been spiritualized. Association workers have developed a feeling for it that lifts them out of themselves into devoted service and inspires them to throw their whole lives into the cause. Growth in membership, in staff, in projects, and in financial security are as nothing as compared with growth in appreciation of this fundamental mission of the Association, for out of such understanding springs the huge confidence which the American people have in the Association and their willingness to follow its leadership.

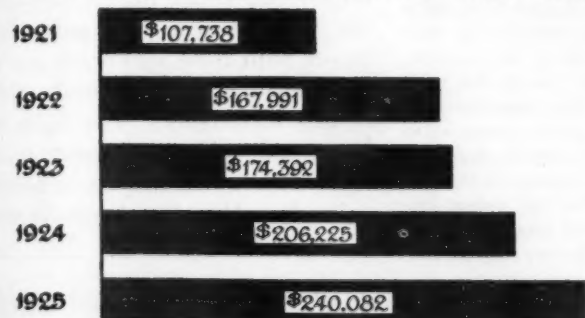
The earlier reports of the secretary are but typewritten documents for the official boards; the later ones, beginning with the first meeting of the Representative Assembly at Des Moines, in 1921, have been printed for distribution to that body and are a part of the Addresses and Proceedings. They are not long documents, but they are clear discussions of matters which concern the Association vitally. Each includes reports of the directors of the various headquarters divisions. The one impression that stands out in one's mind after a rapid review of them is growth—growth in magnitude of activities, growth in technical management of the Association's affairs, growth in spirit and coöperation. The 1921 Report shows four

headquarters divisions; the 1925 Report shows eight and they are all larger.

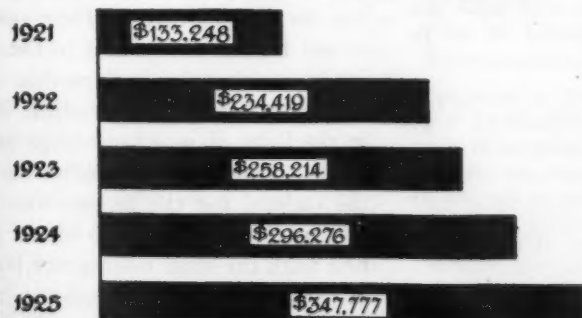
Worthy projects are so numerous that it is easy for an Association to take on more than it can finance. For several years the Association met one emergency after another until at the Washington meeting, in 1924, it became apparent that expenses must be held down until income could catch up with them. The budget must be balanced. President Olive M. Jones appointed a representative budget committee. The new President, Jesse H. Newlon, made balancing the budget one of the big objectives of his administration. Walter R. Siders, chairman of the Board of Trustees, gave much time and thought to the project. The Secretary undertook the difficult task of making ends meet without unnecessary curtailment of activities. The outcome at the end of the year was better than had been expected. The budget was not only balanced, but the deficit which was to have been carried over a period of three years was wiped out in one. It was fitting therefore that the Secretary's Report should have given to the Delegates of the Representative Assembly a full account of the Association's finances. Some of the significant charts from the Report are given below.

Other matters considered in the Report are the work of the new membership division, the importance of continuing THE JOURNAL on its present size and basis; the necessity of higher salaries for teachers; the need of keeping up the fight on child labor until right shall triumph; a clearinghouse for research in education; organization policy of the World Federation; the way in which a study made by one committee or department of the Association, like the notable work of the Department of Superintendence on the curriculum, benefits all branches of the profession; and emphasis on tenure for teachers in all types of schools, from the elementary through the universities, as one of the primary projects of the profession.

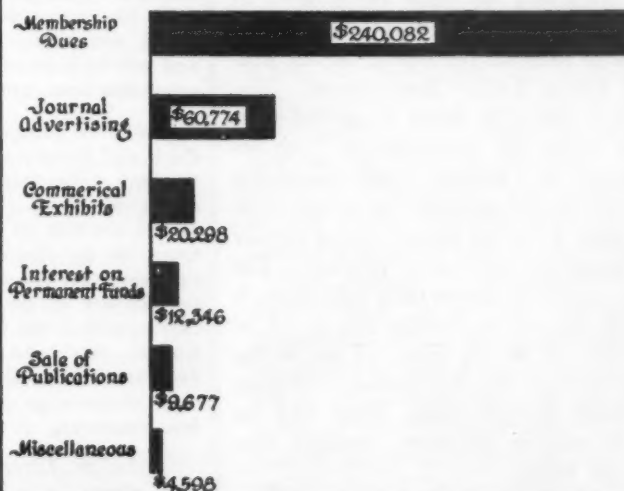
N.E.A. MEMBERSHIP INCOME 1921-1925



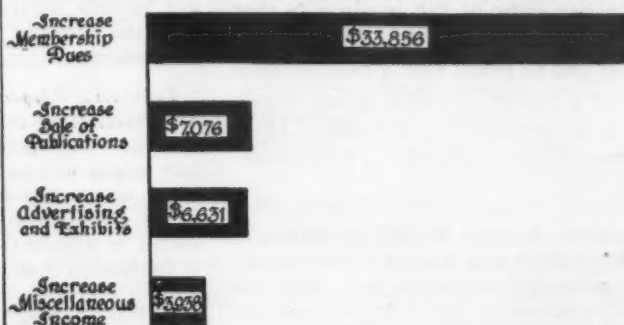
N.E.A. INCOME 1921-1925



SOURCES OF N.E.A. INCOME 1924-1925



INCREASE IN N.E.A. INCOME BY SOURCES 1925 OVER 1924



Our Association and Child Labor

MEMBERS of our Association may have just pride in its long and consistent stand for public policies which mean better opportunities for the Nation's children. It stood for teaching the harmful effects of alcohol and for prohibition. Untold numbers of children now have a better chance because the family income is not spent on drink.

The Association stood for wider opportunities for women and particularly for woman suffrage at a time when people generally did not see so clearly as now that before we can rear great children we must build great mothers.

The Association has stood likewise for the abolition of commercialized child labor. Every thoughtful teacher, like every thoughtful parent, knows that industry is the foundation of sound and happy individual and collective life. He knows that children must be taught respect for work and joy in work. He knows that home chores and school tasks, often involving drudgery, are a proper part of every child's education. These are such obvious facts that it would not seem necessary to state them were it not for the persistent efforts of selfish interests to mislead the public on the proposed Child Labor Amendment.

Let us put this down as settled—the whole trend of education in both its philosophy and practice places increasing emphasis on the necessity for fitting children into a life of happy useful service to themselves and their fellows. The whole trend of democratic education is equally against exploiting the child in the name of selfish gain. That is the significance of the Association's continuous stand against child labor and its earnest support of every measure that promises relief.

In view of a widespread misimpression as to the meaning of the Association's action at Indianapolis in July it is well to cite some of the resolutions that show the growth of the Association's position and to recall that a position once taken on a matter of public policy stands until it is specifically renounced. Here are some of the Association's pronouncements:

Resolution Adopted in 1902 at Minneapolis—We believe that a conservative but efficient compulsory-education law, with the proper regulation of child labor, is necessary to the complete realization of a common school system. While we deplore the con-

ditions which seem to make it necessary sometimes to employ children in factories and workshops, we condemn the practice of such employment and ask for the enactment of such laws by each State as will give to these children the chance of acquiring a common school education, of which they are now deprived.

I WANT to stand for the Child Labor Amendment. All our work in character building will be thrown away unless we have the power to keep the child in school long enough to appeal to his thinking judgment and to help him apply what he has been taught. The children of our schools today are our only excuse for being. They are the great object of our interest with which we are mostly concerned.—Mary McSkimmon, president of the National Education Association.

Resolution Adopted in 1904 at Saint Louis—We advocate the enactment and rigid enforcement of appropriate laws relating to child labor, such as will protect the mental, moral, and physical well-being of the child, and will be conducive to his educational development into American citizenship.

Resolution Adopted in 1905 at Asbury Park, and Reiterated in 1907 and 1908—It is the duty of the State to provide for the education of every child within its borders, and to see that all children obtain the rudiments of an education. The constitutional provision that all persons must contribute to the support of the public schools logically carries with it the implied provision that *no persons should be permitted to defeat the purposes of the public-school law by forcing their children at an early age to become bread-winners.*

Resolution Adopted in 1910 at Boston—The abuses attending the employment of children in industrial occupations tend to limit their educational opportunities, and this Association, therefore, indorses all such wise and humane legislation as shall make possible the broadest development of all the children.

Resolution Adopted in 1918 at Pittsburgh—The Association urges the immediate enactment by Congress of a Federal Child Labor Law which will not only meet the objection found by the Supreme Court in the one declared unconstitutional, but will extend protection to a greater number of the children of the United States.

Resolution Adopted in 1923 at Oakland—The National Education Association in reaffirming its belief in the vital importance to

the children of a law establishing a Federal minimum of protection from premature or excessive employment favors a Child Labor Amendment to the Constitution authorizing Congress to enact such a law.

Resolution Adopted in 1924 at Washington—Believing in Governmental responsibility, we indorse in our last Convention an Amendment to the Constitution empowering Congress to make laws regarding Child Labor. We now advocate the ratification by the States of the Child Labor Amendment passed by the present Congress and urge the members of this Association to make every effort to obtain its ratification by the legislatures of their respective States at the earliest possible date.

Resolution Adopted in 1925 at Indianapolis—The National Education Association reaffirms its position on the subject of child labor and insists upon the speedy passage of such Federal and State legislation, Constitutional and statutory, as will prevent the exploitation and will promote the welfare of the children of America.

The Representative Assembly at Indianapolis on Tuesday morning, June 30, accepted the Report of its Committee on Child Labor as presented by its chairman, John F. Sims, and voted to continue the Committee that it might carry on its work in behalf of ratification of the Twentieth Amendment. Chairman Sims, whose thoughtful efforts were largely responsible for the ratification of the Amendment in Wisconsin, closed his report with these significant words: "It is imperative that we study this vital matter thoroughly. The fight will be long and bitter. Opposition should serve only to stimulate us to battle more valiantly. We will eventually win."

GOVERNMENT, like education, ought to be an adventure rather than a ritual. It is treason to the fathers to assume that their minds died when they wrote the Constitution, and that had they been living all these years they would have settled down to the routine job of running the machine they created, making no attempt to readjust its parts in the light of new knowledge and new needs. Americanism implies loyalty to the fathers, but the highest loyalty consists in meeting the issues of our generation with the same intelligence and sense of responsibility with which they met the issues of their generation.—Glenn Frank in *The Century*.

A Proposal for a New Education Bill¹

GEORGE D. STRAYER

*Professor of Education, Teachers College, Columbia University, and Chairman
Legislative Commission, National Education Association*

HISTORY OF THE MOVEMENT—The National Education Association has supported a bill to establish a Department of Education with a Secretary of Education in the President's Cabinet during the past seven years. The proposals which have been before Congress have not come to a vote. It is significant, however, that the Congressional Committee on the Reorganization of Executive Departments recommended that there be established a department of education and relief. We were all encouraged by the President's address before the National Education Association on July 4, 1924, in which he proposed that the establishment of a department of education and relief representing "an attempt to recognize and dignify the importance of educational effort" . . . had his "heartly endorsement and support."

Federal aid omitted from the bill now proposed—The proposal which will be presented to the next Congress omits additional aid to the States. There has been a sincere difference of opinion with regard to this matter. There is no prospect that Congress will at this time grant additional Federal support.

The drafting of the bill—The proposal which has been drafted and which is being distributed for discussion was developed by leaders in the profession and by laymen interested in the development of education at conferences held in Washington and in Indianapolis in connection with the meeting of the National Education Association. The outstanding features of this proposal, (1) the creation of a Department of Education with a Secretary in the President's Cabinet, (2) the consolidation of Federal agencies dealing with education in the new Department, (3) the provision for adequate support of the Department for the conduct of research in education, (4) the establishment of a Federal conference on education to be made up of representatives from each of the Executive Departments—all of these have been accepted unanimously by those in attendance upon the several conferences.

We need a Department of Education rather than an enlarged Bureau of Education—The consolidation of the agencies of the Federal Government concerned with education and now distributed through the several Executive De-

get by a Cabinet Officer. All matters of National concern involve education. It is of the utmost importance that the representative of this most important governmental service be a member of the President's Cabinet.

The creation of a Federal Department of Education does not involve Federal control of education—We have two kinds of Executive Departments in the Federal Government—those charged with administrative responsibilities, such as War and Treasury, and those organized for the promotion of the general welfare, Agriculture, Commerce, and Labor. The Department of Education should be charged with the responsibility of promoting education through the researches which it undertakes and the information which it distributes. Those who have supported the creation of a Federal Department are unalterably opposed to the centralization of the control of education in the Federal Government. It is just as certainly possible to promote education by reporting experiments which are undertaken and by informing those interested in education throughout the country of the adaptation of education to the needs of particular communities as it has been to promote agriculture through the distribution of the results of experiments in that field.

The Department of Education a fact-finding and fact-distributing agency—Progress in education is dependent upon the scientific evaluation of current practices. Wherever unusual progress is made or a worthwhile experiment carried on, the Federal Department of Education should be in position to make available for the whole country the results of these undertakings. It is through scientific investigation, and in this way only, that we may judge of the value of the proposals which are made for the development of our school system. It is absurd to propose that we may not cooperate in such an important undertaking because this coöperation in order to be most effective must be carried on by a Federal agency.

The establishment of a Department of Education does not involve the Nation in further Federal support for our public schools—The establishment of a Fed-

THE NEW EDUCATION BILL

The proposed new education bill developed in conferences of the leaders of all phases of education and adopted by the National Education Association contains the following proposals:

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

Section 2. Authorizes an Assistant Secretary of Education and other necessary assistants.

Section 3. Provides for the transfer to the Department of Education of the Bureau of Education, the Federal Board for Vocational Education, and of such control as is now exercised over the Columbia Institution for the Deaf and Howard University.

Sections 4, 5, and 6. Define the powers and duties of the Secretary of Education.

Section 7. Provides for a Federal conference on education consisting of one representative from each of the Executive Departments.

Section 8. Provides that the Department of Education shall conduct researches covering the whole field of education, and for the distribution of the results of such researches to educational officials in the several States and to other persons interested in education.

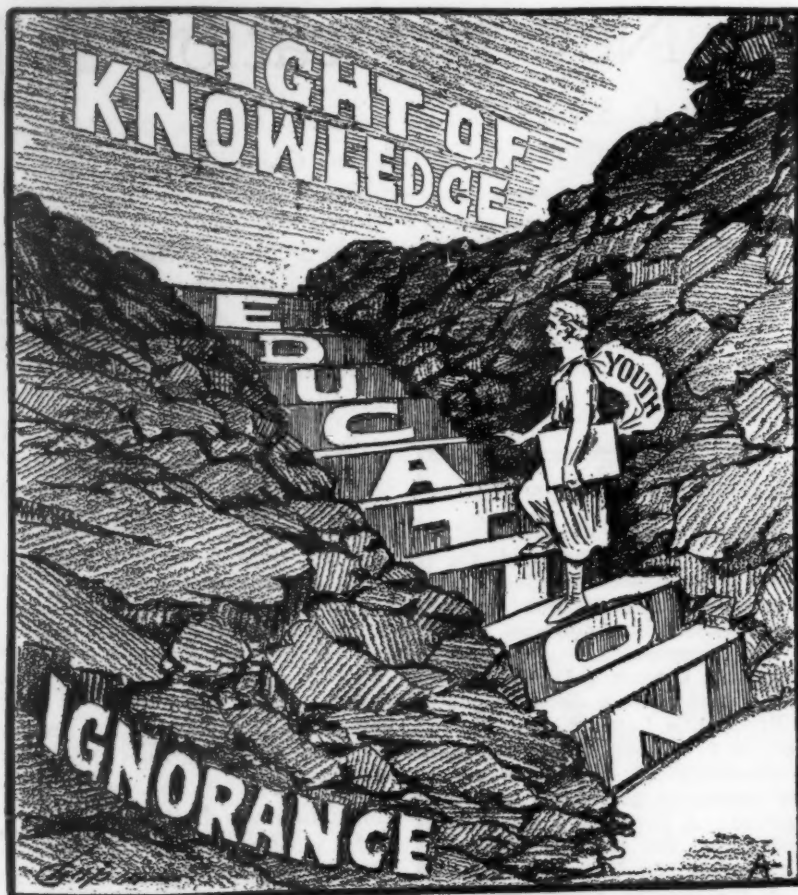
Section 9. Provides appropriations for the support of the work of the Department.

Section 10. Provides that the Secretary of Education shall make an annual report to Congress.

Section 11. An enacting clause.

partments requires the development of a Department of Education. No one would seriously propose that this could be accomplished by transferring these agencies to the Bureau of Education. If educational research is to be adequately supported, it will be necessary that this function of the Federal Government be presented to those in charge of the bud-

¹ The public is deeply interested in a Department of Education. Many readers of THE JOURNAL will wish to take this article to the editors of their local papers with the suggestion that it be published therein.



THE WORLD'S PATH UPWARD—Cartoon from the *San Francisco Examiner*

SO MANY members of the Association have requested copies of this cut for publication in local papers that arrangements have been made to furnish electros made from this plate, price \$2 each; or mats at forty cents each; cash or stamps with order. Request No. A 1. Members will wish to call this to the attention of local editors. Several teachers' clubs are arranging to furnish these cuts to newspapers in their localities. It is planned to add one each month if there is sufficient demand for the service. Address Division of Publications, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

eral Department of Education is distinct from the issue of further Federal support. Scientific research may be expected to add to our resources. In a single field, like that of developing more adequate and more economical plans for school buildings, it is possible to save to the States and to the localities within the States tens of millions of dollars. Every improvement in methods of teaching, in the adaptation of schools to the needs and capacities of children will add untold millions to the wealth of the country. If scientific investigation should develop the fact that further Federal support should be provided, the responsibility for acting upon this evidence will still rest with Congress. Surely no fair-minded person can object to the establishment of a Department of Education whose primary function it is to record the facts, available alike to those who favor larger Federal support

and to those who are opposed to this policy.

Vigorous support of the bill by its friends will insure action by Congress— A great majority of those who are well qualified by experience to anticipate the contribution which may be made by a Federal Department of Education are agreed that it would do much to stimulate educational endeavor and to increase the efficiency of our schools. Efficiency and economy demand that we consolidate within a Department of Education those agencies dealing with education now distributed among the several Executive Departments of our Federal Government. Surely no one who would promote education can object to the establishment of a fact-finding and fact-distributing agency with sufficient support to enable it to conduct inquiries in all of the more important phases of education. The time has come for action. It

is important that our people be fully informed with respect to our program. We shall succeed because of our willing, practical, and thorough-going devotion to the cause.

NEW YORK TIMES comments on Indianapolis Convention—With millions of children beginning their vacation, thousands of teachers are gathered in Indianapolis to consider what they can do to make the schools of the Nation more serviceable to its higher good. Not only do they give up a part of their vacation, but often spend from their inadequate salaries for this purpose, many of them traveling from remote parts of the country. It is no junket for them, whatever of pleasure there may be in meeting and exchanging views. So when the public reads of ten thousand or more teachers at the National Education Association Convention, it should be gratefully conscious that they are making this voluntary sacrifice primarily for the public good.

The greatest direct good to come from such an assembling of teachers is in the lifting of the individual to a sense of the high responsibilities of the profession. Professor George Herbert Palmer, of Harvard University, quoting the saying of Goethe, "Be a whole or join a whole," used to urge teachers to seek the wholeness which few if any can find in themselves by loyally identifying themselves with the best tendencies of their profession. It is so that a new sense of dignity and power comes to the individual. Moreover, it is only by the united effort of those within a profession that standards can be raised. . . .

The teachers are asking for a Secretary in the Cabinet, not for their individual advantage, but that the education of children may be represented among the things of most vital concern to the Nation and that the profession of teaching may have this supreme recognition. The maintenance of school systems is the function of the States, but it is not inconsistent with this theory that there should be a National Secretary of Education under whom whatever Federal activities there are might be consolidated, and through whom the teachers of America could make their voices heard in demand for ample teacher-training and for at least a minimum standard of school provision in every community. What is done by the several States is of concern to the whole people. No State educates for itself alone. And no State suffers alone from a neglect of its children.

American Education Week—1925

AMERICAN EDUCATION WEEK has become a permanent institution. It deals with problems so fundamental that it appeals to all the people and becomes more successful each year as parents and teachers understand that education touches the whole of life.

The following program is projected by the National Education Association, the United States Bureau of Education, and the American Legion. It can easily be modified to fit into the plans of different organizations and communities. Many communities and States will follow the program as it stands. Others will provide for special days and topics to meet particular needs.

Plans for proclamations by the President of the United States, by State Governors, and city mayors have already been made more extensively than a year ago. Newspapers, educational journals, general magazines, and radio managers are planning farther ahead for the observance of the Week.

During this Week let every community study not only its educational plant, but also its educational ideals and the community and atmosphere in which children are brought up. Let parents visit teachers and teachers visit parents in an effort to solve the common problems of children. Let the Week be a time of deeper understanding on the part of the people of the role education has played, is playing, and must play in the life of our great democracy.

American Education Week is the only time in all the year when the entire Nation is called upon to dedicate itself anew to the great task of universal education for democratic living. The schools themselves have a remarkable opportunity to teach every boy and girl his responsibility as a citizen to help maintain an educational system which will perpetuate the best in the life and ideals of the Republic.

Monday, November 16, 1925

Constitution Day

The Constitution is the bulwark of democracy and opportunity

1. Unity, justice, tranquility, defense, welfare, and liberty.
2. Our Constitution guarantees these rights.
3. Our Constitution is the expression of the will of the people.

Many readers of THE JOURNAL will wish to take this page to editors of local papers along with announcements of their own plans for observing the Week. It may be freely reprinted without credit.

4. One Constitution, one Union, one Flag, one History.

Slogans—*Ballots, not bullets.*
Know the Constitution.
Visit your schools today.

SUGGESTIONS FOR

Churches, Chambers of Commerce, Labor Organizations, Women's Organizations, Fraternal Bodies, Luncheon Clubs, and Other Cooperating Agencies.

1. Urge the mayor to issue a proclamation setting aside this week as American Education Week and asking the people to cooperate.
2. Urge the newspapers to give all space possible to educational matters, articles, editorials, and news material, including the printing of this program in full.
3. Urge the merchants to use window displays appropriate for the occasion. Urge them to devote as much space as possible to matters of education in their newspaper advertisements.
4. Ask the moving picture theaters to flash slides on the screen urging the people to visit the schools and study educational questions.
5. Urge program managers of radio broadcasting stations to feature educational addresses and school programs.
6. Have speakers at all public meetings held that Week talk a few minutes on the necessity of education.
7. Cooperate with the educational officials and other patriotic, civic, and fraternal organizations.
8. Advertise American Education Week on letterheads and envelopes.
9. Urge ministers of all denominations to preach upon the subject of education, Sunday, November 22, 1925.
10. Persons preparing programs or addresses may obtain from:
American Legion, Indianapolis, Indiana, suggestions for speakers and other material.
National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C., a Research Bulletin giving facts on the program.
U. S. Bureau of Education, Washington, D. C., broadsides and other material on Education Week.

Tuesday, November 17, 1925

Patriotism Day

The Flag of the United States of America is the symbol of the ideals and institutions of our Republic

1. Our Flag insures the sanctity of life and the security of property.
2. Quickens the sense of public duty.
3. Voting is the primary duty of the patriot.
4. Our National honor must be preserved from unjust attack.

Slogans—*America first.*
Vote at all elections.
Visit your schools today.

Wednesday, November 18, 1925

School and Teacher Day

It is not too much to say that the need of civilization is the need of teachers.—Calvin Coolidge

1. The teacher is a nation builder.
2. The school is the foundation of democracy.
3. Provide for the needs of your schools.

4. Trained teachers require adequate compensation.

5. The teaching of patriotism is the duty of all public servants.

Slogans—*The better the teacher the better the school.*
Visit your schools today.

Thursday, November 19, 1925

Conservation and Thrift Day

The forests of America, however slighted by man, must have been a great delight to God—John Muir

1. Conserve our National resources.
2. Prevent forest fires.
3. Industry and thrift spell prosperity.
4. Saving insures happiness.

Slogans—*Plant a tree.*
Work and save.
Visit your schools today.

Friday, November 20, 1925

Know Your School Day

Progressive civilization depends upon progressive education

1. Schools must progress with the times.
2. Preparation for modern-day life demands a broader course of study.
3. The school must be kept abreast of science and invention.
4. A little invested in education saves much expended on crime, poverty, and disease.

Slogans—*Good schools for all communities.*
Make your schools livable.
Visit your schools today.

Saturday, November 21, 1925

Community and Health Day

Physical education means health and strength

1. The school is a community center.
2. Equality of opportunity for every American boy and girl.
3. Public library service for every community.
4. Proper food and rest for children.
5. A health officer for every community.
6. Adequate parks for city, State, and Nation.

Slogans—*A square deal for the country boy and girl.*
A sound mind in a sound body.
Visit your neighbor today.

Sunday, November 22, 1925

For God and Country Day

Religion, morality, and education are necessary for good government

1. Education in the home.
2. Education in the school.
3. Education in the church.

Slogans—*A Godly nation cannot fail.*
Visit your Church today.

Ministers of all denominations are urged to preach a sermon on education, either morning or evening. All communities are urged to hold mass meetings. Local school authorities, posts of the American Legion, State educational institutions, and officers of civic and other cooperating organizations will be glad to furnish speakers. American Legion posts are making special preparation to be of assistance to the educational authorities in every community in the United States.

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OUR LITERARY HERITAGE—Treasured recollections of school days mingle with present appreciation of beauty and ideals as we recall these poems. They are the ones that received the highest number of votes up to July 20 in the graded memory material ballot published in the June JOURNAL. The ballot is still open. If you have not voted turn to the list on another page and do so now. The November JOURNAL will show the new results.

Grade I

My Shadow

ROBERT LOUIS STEVENSON

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nurse as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep in bed.

Grade II

Hiawatha's Childhood—Extract

HENRY WADSWORTH LONGFELLOW

By the shores of Gitche Gumee,
By the shining Big-Sea-Water,
Stood the wigwam of Nokomis,
Daughter of the Moon, Nokomis.
Dark behind it rose the forest,
Rose the black and gloomy pine-trees,
Rose the firs with cones upon them;
Bright before it beat the water,
Beat the clear and sunny water,
Beat the shining Big-Sea-Water.

There the wrinkled old Nokomis
Nursed the little Hiawatha,
Rocked him in his linden cradle,
Bedded soft in moss and rushes,
Safely bound with reindeer sinews;
Stilled his fretful wail by saying,
"Hush! the Naked Bear will hear thee!"
Lulled him into slumber, singing,
"Ewa-yea! my little owl!
Who is this, that lights the wigwam?
With his great eyes lights the wigwam?
Ewa-yea! my little owl!"

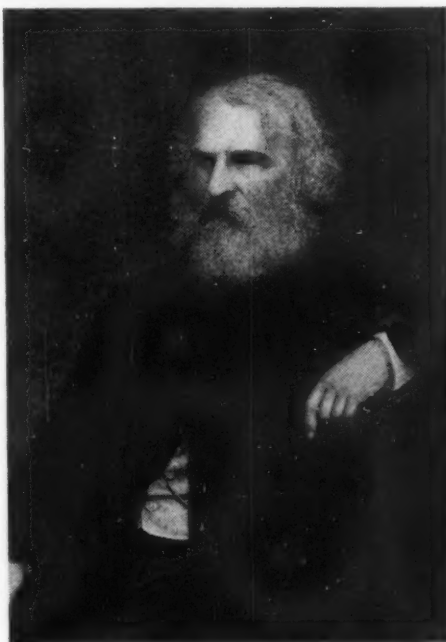
Many things Nokomis taught him
Of the stars that shine in heaven;
Showed him Ishkoodah, the comet,
Ishkoodah, with fiery tresses;
Showed the Death-Dance of the spirits,
Warriors with their plumes and war-clubs,
Flaring far away to northward
In the frosty nights of winter;
Showed the broad white road in heaven,
Pathway of the ghosts, the shadows,
Running straight across the heavens,
Crowded with the ghosts, the shadows.

At the door on summer evenings,
Sat the little Hiawatha;
Heard the whispering of the pine-trees,
Heard the lapping of the waters,
Sounds of music, words of wonder;
"Minne-wawa!" said the pine-trees,
"Mudway-aushka!" said the water.

Saw the fire-fly Wah-wah-taysee,
Flitting through the dusk of evening,
With the twinkle of its candle
Lighting up the brakes and bushes,
And he sang the song of children,
Sang the song Nokomis taught him:
"Wah-wah-taysee, little firefly,
Little, flitting, white-fire insect,
Little, dancing, white-fire creature,
Light me with your little candle,
Ere upon my bed I lay me,
Ere in sleep I close my eyelids!"

Saw the moon rise from the water,
Rippling, rounding from the water,
Saw the flecks and shadows on it,
Whispered, "What is that, Nokomis?"
And the good Nokomis answered:

"Once a warrior, very angry,
Seized his grandmother, and threw her
Up into the sky at midnight;
Right against the moon he threw her;
'Tis her body that you see there."
Saw the rainbow in the heaven,
In the eastern sky, the rainbow,
Whispered, "What is that, Nokomis?"
And the good Nokomis answered:
'Tis the heaven of flowers you see there;
All the wild-flowers of the forest,
All the lilies of the prairie,



HENRY WADSWORTH LONGFELLOW

When on earth they fade and perish,
Blossom in that heaven above us."
When he heard the owls at midnight,
Hooting, laughing in the forest,
"What is that?" he cried in terror;
"What is that," he said, "Nokomis?"
And the good Nokomis answered:
"That is but the owl and owlet,
Talking in their native language,
Talking, scolding at each other."

Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter,
Talked with them whenever he met them,
Called them "Hiawatha's Chickens."
Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whenever he met them,
Called them "Hiawatha's Brothers."

Grade III

O Little Town of Bethlehem

PHILLIPS BROOKS

O little town of Bethlehem,
How still we see thee lie!
Above thy deep and dreamless sleep
The silent stars go by;
Yet in thy dark streets shineth
The everlasting Light;
The hopes and fears of all the years
Are met in thee tonight.

For Christ is born of Mary,
And, gathered all above,
While mortals sleep, the angels keep
Their watch of wondering love.
O morning stars, together
Proclaim the holy birth!
And praises sing to God the King,
And peace to men on earth.

How silently, how silently,
The wondrous gift is given!
So God imparts to human hearts
The blessings of His heaven.
No ear may hear His coming,
But in this world of sin,
Where meek souls will receive Him still,
The dear Christ enters in.

O holy Child of Bethlehem!
Descend to us, we pray;
Cast out our sin, and enter in,
Be born in us today.
We hear the Christmas angels
The great glad tidings tell;
Oh, come to us, abide with us,
Our Lord Emmanuel!

Grade IV

The Village Blacksmith

HENRY WADSWORTH LONGFELLOW

Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice,
Singing in Paradise!
He needs must think of her once more,
How in the grave she lies;
And with his hard, rough hand he wipes
A tear out of his eyes.

Toiling,—rejoicing,—sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought!

Grade V

Paul Revere's Ride

HENRY WADSWORTH LONGFELLOW

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town tonight,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled
oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed the tower of the Old North
Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made
Masses and moving shapes of shade,—
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,—
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle-girth;
But mostly he watched with eager search
The belfry-tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and sombre and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a
spark
Struck out by a steed flying fearless and fleet:
That was all! and yet, through the gloom and
the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his
flight,
Kindled the land into flame with its heat.

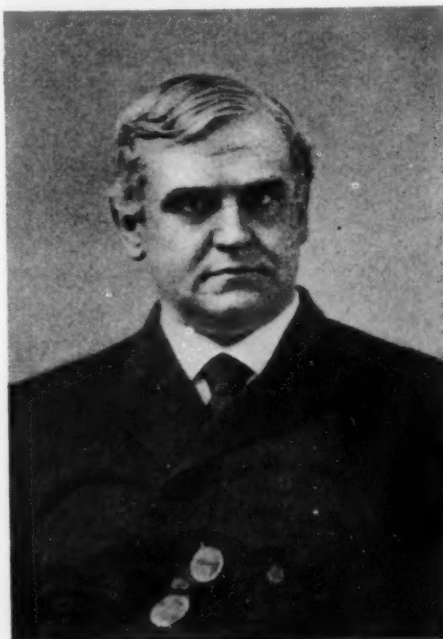
He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.
It was twelve by the village clock,
When he crossed the bridge into Medford
town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed.
And the meeting-house windows, blank and
bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have
read,
How the British Regulars fired and fled,—
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of
alarm
To every Middlesex village and farm,—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.



PHILLIPS BROOKS

Grade VI

I Wandered Lonely as a Cloud

WILLIAM WORDSWORTH

I wandered lonely as a cloud
That floats on high o'er vales and hills
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze

Continuous as the stars that shine
And twinkle in the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Grade VII

Sir Galahad*

ALFRED TENNYSON

My good blade carves the casques of men,
My tough lance thrusteth sure,
My strength is as the strength of ten,
Because my heart is pure.

* Many schools memorize only the first stanza.

The shattering trumpet shrilleth high,
The hard brands shiver on the steel,
The splintered spear-shafts crack and fly,
The horse and rider reel;
They reel, they roll in clanging lists,
And when the tide of combat stands,
Perfume and flowers fall in showers,
That lightly rain from ladies' hands.

How sweet are looks that ladies bend
On whom their favors fall!
For them I battle till the end,
To save from shame and thrall;
But all my heart is drawn above,
My knees are bowed in crypt and shrine;
I never felt the kiss of love,
Nor maiden's hand in mine.
More bounteous aspects on me beam,
Me mightier transports move and thrill;
So keep I fair thro' faith and prayer
A virgin heart in work and will.

When down the stormy crescent goes,
A light before me swims,
Between dark stems the forest glows,
I hear a noise of hymns.
Then by some secret shrine I ride;
I hear a voice, but none are there;
The stalls are void, the doors are wide,
The tapers burning fair.
Fair gleams the snowy altar-cloth,
The silver vessels sparkle clean,
The shrill bell rings, the censer swings,
And solemn chants resound between.

Sometimes on lonely mountain-meres
I find a magic bark.
I leap on board; no helmsman steers;
I float till all is dark.
A gentle sound, an awful light!
Three angels bear the Holy Grail;
With folded feet, in stoles of white,
On sleeping wings they sail.
Ah, blessed vision! blood of God!
My spirit beats her mortal bars,
As down dark tides the glory slides,
And star-like mingles with the stars.

When on my goodly charger borne
Thro' dreaming towns I go,
The cock crows ere the Christmas morn,
The streets are dumb with snow.
The tempest crackles on the leads,
And, ringing, springs from brand and mail;
But o'er the dark a glory spreads,
And gilds the driving hail.
I leave the plain, I climb the height;
No branchy thicket shelter yields;
But blessed forms in whistling storms
Fly o'er waste fens and windy fields.

A maiden knight—to me is given
Such hope, I know not fear;
I yearn to breathe the airs of heaven
That often meet me here.
I muse on joy that will not cease,
Pure spaces clothed in living beams,
Pure lilies of eternal peace,
Whose odors haunt my dreams;
And, stricken by an angel's hand,
This mortal armour that I wear,
This weight and size, this heart and eyes,
Are touched, are turned to finest air.

The clouds are broken in the sky,
And thro' the mountain-walls
A rolling organ-harmony
Swells up and shakes and falls.
Then move the trees, the copses nod,
Wings flutter, voices hover clear:
'O just and faithful knight of God!
Ride on! the prize is near.'
So pass I hostel, hall, and grange;
By bridge and ford, by park and pale,
All-armed I ride, whate'er betide,
Until I find the Holy Grail.

Grade VIII

Breathes There a Man

SIR WALTER SCOTT

Breathes there a man with soul so dead,
Who never to himself hath said,
This is my own, my native land?
Whose heart hath ne'er within him burned,
As home his footsteps he hath turned,
From wandering on a foreign strand?
If such there breathe, go, mark him well;
For him no minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim;
Despite those titles, power, and pelf,
The wretch, concentred all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust, from whence he sprung,
Unwept, unhonored, and unsung.

Have You Voted?

A GRADED LIST of material to be memorized, based on the practice in fifty representative cities, was presented in THE JOURNAL for June and through the columns of cooperating newspapers. Teachers and parents were asked to indicate their choices. The responses show widespread interest and careful discrimination as to the importance of building our literary heritage into the lives of children in ways that will make it an enjoyable abiding experience.

Noted editors, thoughtful parents who recall their own childhood experiences, teachers who are constantly studying children's likes and dislikes and who must face the task of teaching this material, State school officers who feel the importance of a common background of appreciation and ideals for all children who are to live and work together in ever-widening community enterprises—these, and representatives of other groups, have contributed their suggestions. The following points are emphasized and, we believe, well taken:

1. There should be a National list of material set up as an ideal goal—a sort of reservoir from which State and local educational workers may draw in framing courses of study.
2. Children's preferences should be given large weight in the selection of items to be included in memory lists.
3. The material for each year should be divided into two classes—first, material to be memorized and to be carried forward cumulatively from grade to grade so that each pupil is expected to know the specified items for his

and all preceding grades; second, less important material to be memorized without special effort to carry it forward from year to year.

4. That it is better for children not to memorize at all than for such work to be made disagreeable and irritating. The desired material should be kept before the children in ways that will build pleasant associations, until but little additional effort is required to give complete assurance and mastery.

5. Appreciation of beauty and of ideas and ideals is the main end, not mere mastery of word forms.

The ballots received up to July 20 have been tabulated as this number of THE JOURNAL goes to press. The graded list is reproduced below with the poems for each grade arranged in the order of preference as shown by the tabulation. **THE FIRST POEM IN EACH LIST HAD RECEIVED THE HIGHEST NUMBER OF VOTES** on that date. Teachers will wish to try these lists with the children—perhaps to have the children vote their preferences.

THE BALLOT IS STILL OPEN. Will you not vote for the six in each list that you believe should be memorized by the children in that grade, writing in blank spaces ones that you wish added? Encourage fellow-teachers to do likewise. Have newspaper editors reprint this page and ask readers to vote. Every American is interested in this big opportunity to help decide what part of our literary heritage shall go into the course of study. Fill this ballot out and send to Joy Elmer Morgan, Editor, 1201 Sixteenth Street Northwest, Washington, D. C.

Vote for Six in Each Grade (X)

GRADE I		GRADE VI	
Stevenson—My Shadow	_____	Wordsworth—I Wandered Lonely as a Cloud	_____
Field—Why Do Bells for Christ- mas Ring?	_____	Holmes—Old Ironsides	_____
Alexander—All Things Bright and Beautiful	_____	Longfellow—Psalm of Life	_____
Stevenson—Swing	_____	Hunt—Abou Ben Adhem	_____
From the German—Sleep, Baby, Sleep	_____	Longfellow—Builders	_____
Taylor—Twinkle, Twinkle, Little Star	_____	Drake—American Flag	_____
Cooper—Come, Little Leaves	_____	Tennyson—Bugle Song	_____
Rosetti—Wind	_____	Tennyson—Charge of the Light Brigade	_____
Stevenson—Rain	_____	Tennyson—Break, Break, Break	_____
Stevenson—Autumn Fires	_____	Cary—Nobility	_____
Tennyson—Bird and the Baby	_____	Aldrich—Before the Rain	_____
Brown—Little Plant	_____	Wolfe—Burial of Sir John Moore	_____
GRADE II		_____	_____
Longfellow—Hiawatha's Childhood ..	_____	_____	_____
Ingelow—Seven Times One	_____	_____	_____
Cary—Suppose	_____	_____	_____
Larcom—Brown Thrush	_____	_____	_____
Field—Rockabye, Lady	_____	_____	_____
Child—Thanksgiving Day	_____	_____	_____
Lear—Owl and the Pussy Cat	_____	_____	_____
Stevenson—Wind	_____	_____	_____
Sherman—Daisies	_____	_____	_____
Houghton—Lady Moon	_____	_____	_____
Stevenson—Land of Story Books ..	_____	_____	_____
Miller—Blue Bird	_____	_____	_____
Allingham—Fairies	_____	_____	_____
Coleridge—Answer to a Child's Question	_____	_____	_____
Field—Duel	_____	_____	_____
Field—Dutch Lullaby	_____	_____	_____
Kingsley—Lost Doll	_____	_____	_____
Stevenson—Windy Nights	_____	_____	_____
Sherman—Four Winds	_____	_____	_____
GRADE III		_____	_____
Brooks—O Little Town of Bethlehem	_____	_____	_____
Longfellow—Children's Hour	_____	_____	_____
Rands—Great, Wide, Beautiful, Won- derful World	_____	_____	_____
Jackson—September	_____	_____	_____
Longfellow—Hiawatha's Sailing ..	_____	_____	_____
Moore—Visit from St. Nicholas	_____	_____	_____
GRADE IV		_____	_____
Hogg—Boy's Song	_____	_____	_____
Krout—Little Brown Hands	_____	_____	_____
Aldrich—Marjorie's Almanac	_____	_____	_____
Cary—November	_____	_____	_____
Field—Norse Lullaby	_____	_____	_____
Bjornson—Tree	_____	_____	_____
Tennyson—Owl	_____	_____	_____
Allingham—Wishing	_____	_____	_____
GRADE V		_____	_____
Longfellow—Village Blacksmith ..	_____	_____	_____
Jackson—October's Bright Blue ..	_____	_____	_____
Weather	_____	_____	_____
Longfellow—Arrow and the Song ..	_____	_____	_____
Tennyson—Brook	_____	_____	_____
Thaxter—Sandpiper	_____	_____	_____
Lowell—First Snowfall	_____	_____	_____
Bryant—Robert of Lincoln	_____	_____	_____
Riley—Brook Song	_____	_____	_____
Lowell—Fountain	_____	_____	_____
Field—Night Wind	_____	_____	_____
Gould—Frost	_____	_____	_____
Tate—Christmas	_____	_____	_____
Wordsworth—Lucy Gray	_____	_____	_____
GRADE VII		_____	_____
Longfellow—Sir Galahad	_____	_____	_____
Longfellow—Building of the Ship ..	_____	_____	_____
Bryant—To a Waterfowl	_____	_____	_____
Emerson—Snowstorm	_____	_____	_____
Macaulay—Horatius	_____	_____	_____
Miller—Columbus	_____	_____	_____
Browning—Home Thoughts from Abroad	_____	_____	_____
Holland—Gradatim	_____	_____	_____
Lowell—Fatherland	_____	_____	_____
Taylor—Song of the Camp	_____	_____	_____
Lowell—Yussouf	_____	_____	_____
GRADE VIII		_____	_____
Scott—Breathes There a Man	_____	_____	_____
Kipling—Recessional	_____	_____	_____
Shakespeare—Mercy Speech	_____	_____	_____
Shelley—Cloud	_____	_____	_____
Bryant—Thanatopsis	_____	_____	_____
Holmes—Chambered Nautilus	_____	_____	_____
Whittier—Snowbound	_____	_____	_____
Lowell—Day in June	_____	_____	_____
Sill—Opportunity	_____	_____	_____
Whitman—O Captain! My Captain!	_____	_____	_____
Burns—For A' That and A' That ..	_____	_____	_____
Gray—Elegy Written in a Country Churchyard	_____	_____	_____
Holmes—Last Leaf	_____	_____	_____
Shakespeare—Polonius to Laertes ..	_____	_____	_____
Pierpont—Warren's Address	_____	_____	_____

Resolutions Adopted at Indianapolis

THE NEW EDUCATION BILL, providing for a Department of Education with a Secretary in the President's Cabinet, was endorsed in the resolutions adopted at Indianapolis, making the seventh successive time the Association has gone on record in favor of this proposal. Other resolutions urge Congress to deny the privilege of interstate commerce to obscene matter and reaffirm the Association's position on child labor.

The resolutions committee consisted of one member elected by each of the State and Territorial delegations. Uel W. Lamkin, president of the Northwest Missouri State Teachers' College, Marysville Missouri, served as chairman, and Miss E. L. Grosvenor, of the District of Columbia, as secretary. The resolutions follow:

WE THANK the good people of the Hoosier State and of their beautiful and busy capital who through their organizations, officials, newspapers, children, teachers, and other citizens have given us such generous and gracious welcome. We have met the Hoosiers elsewhere; we have read their literature; we had eager anticipations of our visit to them; the welcome has exceeded our expectations; we shall tell the pleasant story of it in ten thousand places, even in the islands of the sea.

International peace and goodwill—With international understanding for a basis, international peace and goodwill is promoted. Therefore, education in all nations should purpose to implant a feeling of brotherhood with all mankind and to obliterate the misunderstandings that breed war. The attainment of this purpose is compatible with the maintenance of a sound system of training for citizenship and patriotism within the Nation. Such ends are effectively promoted through the World Conference on Education.

Financial support—The National Education Association again calls attention to the need of adequate financial support of all classes of schools. Large units of taxation and administration increase efficiency without corresponding increase in cost. The Nation, the State, or the community must supply the money necessary to give the children of the Republic the education which will enable them to meet the ever-increasing

demands of a present day civilization. Economical expenditure is an imperative duty of all administrative officers. In every State such provision should be made for the distribution of public funds as will equalize educational opportunities.

Information—The people are entitled to know the purposes, achievements, and needs of their schools. Those charged with administration must accept the responsibility of giving the public the information to which it is entitled.

Health and physical education—Civilization has advanced to the place where health for all is essential to the realization of the best in life. Adequate programs of health and physical education should be established in all parts of our Nation in order that our children may be equipped with sound bodies and alert minds.

Trained teachers in all classrooms—Education is the most complex process with which the human race is concerned. It should not be left to the untrained. The National Education Association reaffirms that our public schools must be fully staffed with trained teachers so that the schools can fully meet their obligations. None but professionally trained teachers should be granted the privilege of presiding over the Nation's classrooms.

Obscene literature, pictures, and tokens—The Congress of the United States has denied the privilege of the mails to obscene and indecent literature, pictures, and tokens, yet such articles reach the youth of our land through various other means of transportation. This Association recommends that its legislative committee memorialize the Congress of the United States to enact legislation prohibiting the transportation in interstate commerce of all such literature, pictures, and tokens, as are now denied the privilege of the United States mails.

Citizenship obligation—The exercise of the suffrage and the observance of law are primary duties of a citizen. Teachers and administrators of schools should teach, both in the schoolroom and by personal conduct, a wholesome respect for an observance of all laws, and should take an active and intelligent part in the selection of public officials and the consideration of public questions.

Child labor—The National Education Association reaffirms its position on the subject of child labor and insists upon the speedy passage of such Federal and State legislation, constitutional and statutory, as will prevent the exploitation and will promote the welfare of the children of America.

Interference by non-educational agencies—The Association recommends that administrative authorities protect schools from attempts by outside agencies to use the school organization for the furtherance of ends not directly connected with the aims of public education.

Teachers' welfare—We urge the adoption by State legislatures of reasonable tenure laws, actuarially sound retirement laws, and teachers' minimum salary laws. We consider these measures essential to the effective development of the teaching profession and the improvement of educational opportunities of the children of the Nation.

Taxation of teachers in Territories—The National Education Association urges Congress to remove any discrimination regarding the payment of Federal income tax by the teachers of the Territorial and insular possessions of the United States.

Association membership—Membership and participation in local, State, and National education associations is urged on all persons engaged in teaching.

Department of Education—We believe that education is a matter of primary concern to the Nation as a whole. This National responsibility for education has been recognized from the earliest days of the Republic by grants of land and of money to the several States in support of their public-school systems. We hold that the Federal Government should promote the further development of our State and local school systems through the establishment of a Department of Education with a Secretary in the President's Cabinet.

Efficiency and economy demand that the several agencies of the Federal Government dealing with education now distributed among the several executive departments be consolidated in a Department of Education. We know that this department, operating as a fact-finding and fact-distributing agency, will aid the several States to improve and develop their public schools.

We urge the Congress to create a Department of Education in accord with the principles embodied in the Bill adopted by this body.

A Rich Harvest for Teachers

Sixty Educational Books of 1924

THIS LIST was prepared by the Youngstown (Ohio) Public Library (Joseph L. Wheeler, Librarian) for the American Library Association. The difficulty of selecting from over 120 books, all worthy, a final list within the means of the normal schools and public libraries is increasingly difficult. All printed reviews have been carefully consulted. This year's list numbers sixty titles, an increase of ten over the lists of 1922 and 1923. The subject arrangement has been adopted by request.

Purposes and Principles

ELIOT, C. W. A late harvest. 305p. 1924. Atlantic Monthly Press. \$3. This latest collection of essays by Dr. Eliot includes six of distinctive educational value: the woman that will survive; bringing up a boy; advantage of poor men's sons; needed changes in secondary education; protection against ignorance; American education since the Civil War. Dr. Eliot in his usual clearly thought out and lucidly expressed manner has stated the keynotes of progress in education: interest, accurate observation, the development of skills, physical recreation, æsthetic appreciation, self-activity, and self-discipline. In all the essays one feels the personality of the man and his intense ambition for race betterment.

ALMACK, J. C. Education for citizenship. 287p. 1924. Houghton. \$2. An intensely practical handbook of democracy which shows the civic values of our common-school program, and how these values may be realized. Would enlarge the social sciences but has also an excellent chapter upon civic training from the "regular" school subjects, such as arithmetic, spelling, reading, languages, art, music, and science. Advocates direct forceful teaching of ethics as a school subject. An illuminating textbook.

COE, G. A. Law and freedom in the school. 133p. 1924. University of Chicago Press. \$1.75. Philosophy of the project method and its place in social education. Coe parallels the English schoolmaster, Sanderson of Oundle, in aim and vision. Both see infinite possibilities in the child project as an approach to better and fuller democracy in the school and the nation. "The real educator leads society into freedom by leading children into it, and this he does by giving them practice in it . . . We grow free . . . only as we think, plan, act, judge, and enjoy together."

CHAPMAN, J. C. & COUNTS, G. S. Principles of education. 645p. 1924. Houghton. \$2.75. Enlightening, readable, and comprehensive analysis revealing a fine mastery of the best speculative thought, empirical conclusion, and scientific research relating to the place, purpose, and processes of education. Organized around four major questions: What is the place of education in individual and social life? What are the psychological foundations of education? What are its sociological foundations? What principles govern the conduct of the school? Part I constitutes a summary of parts 2, 3, and 4, to be read rapidly first, and intensively afterward.

PETERS, C. C. Foundations of educational sociology. 447p. 1924. Macmillan. \$2.50. Perhaps the most complete and serious attempt to formulate this new field. Part I outlines social function of education, relation of school to society, contributions of informal educational agencies, such as family and church, and problems of curriculum-

making. Second part deals with methods of determining objectives and methods and results of several investigations by the author. Three valuable appendixes give tentative lists of objectives in education, a detailed analysis of one objective of cultural education, and a true-false and multiple-answer test of general information.

SMITH, E. R. Education moves ahead. 145p. 1924. Atlantic Monthly Press. \$2. This at-

HOW MANY of these books have you read? One school officer says that every teacher should average a book a month during the school year. Another, who has examined this list, says that every educational worker should have read at least one out of each ten. Another remarks that a list like this from which each teacher may select the books needed for personal growth should take the place of the shorter reading-circle lists. Yet another facetiously notes that more time spent reading professional literature and less on children's written work would help the teacher to make the school more a garden of growth and less the seat of the taskmaster.

This generation of teachers is working in the dawn of a great educational awakening. Education moves ahead in the greatest advance of the centuries. These books are the chronicles of that advance for one year. The teacher who can combine a generous reading of them with close observation of children and the life of the community will go far toward "finding himself" and claiming the larger joys of the profession.

tractive little book by the president of the Progressive Education Association aims to increase coöperation of parents, schools, and public. Much excellent propaganda upon the importance of schools. Other interesting topics: why a child should read before learning the alphabet; why reading aloud to children may harm their progress; children's natural interests as a driving force in school work; new methods of marking; the school a democratic practice-community. Illustrated with well-chosen photographs of actual schoolroom situations. Introduction by Dr. Eliot. "A very fine book—a good text on modern methodology." Angelo Patri.

FRASIER, G. W. & ARMENTROUT, W. D. An introduction to education. 274p. 1924. Scott, Foresman & Co. \$1.50. Attempts very successfully to give a brief and interesting general survey of present education, the various points of view now affecting it, and the various methods and their significance. General divisions: teacher, child, teaching process, school organization and curriculum, democracy. Presented simply and with much apt quotation and illustrative material.

History and Biography

KANDEL, I. L., ed. Twenty-five years of American education. 469p. 1924. Macmillan. \$2.25. Essays written by former students of Professor Paul Monroe in appreciation of his quarter-century of service to Teachers College. Introduction by Henry Suzzallo on the influence of Professor Monroe, and sixteen chapters covering the recent progress of American education. Partial contents: tendencies in educational philosophy (W. H. Kilpatrick); development of educational psychology (D. B. Leary); development of tests and measurements (J. B. Sears); public school administration (E. P. Cubberley); public school finance (F. H. Swift); and secondary education (A. J. Inglis).

CALDWELL, O. W. & COURTIS, S. A. Then and now in education, 1845-1923. 400p. 1924. World Book Co. \$2.20. A most hopeful revelation of the educational progress of seventy-five years. In 1845 a survey was made of the Boston schools—a survey so objective and so modern that suggestive comparisons are possible between then and now. The report of the survey gives examination questions, procedure, and standings of pupils. Caldwell and Curtis gave same questions to pupils of the present day. This book records the results clearly and interestingly.

WELLS, H. G. The story of a great schoolmaster. 176p. 1924. Macmillan. \$1.50. The life of that remarkable English schoolmaster, F. W. Sanderson, and his accomplishments at Oundle School. "The greatest man I have ever known with any degree of intimacy," says Mr. Wells. Sanderson was the great pioneer of the project and coöperative class activity in the English public schools. He broke from the classical tradition, introduced scientific and laboratory methods, and substituted for competition an ideal of coöperation for service and achievement by methods unique when he began them.

Psychology

GROVES, E. R. Personality and social adjustment. 296p. First ed. Oct., 1924, reprint February, 1925, with additions. Longmans. \$1.40. A very sensible interpretation of the discoveries of psychology and testing, with special attention to conduct. Emphasizes importance of right emotional training in early childhood, need for making studies attractive, responsibility of the teacher for wise direction of original tendencies, causes and prevention of unhealthy mental states, and how emotional conditions vary the results of mental tests. Eminently readable and helpful. Topics for discussion, reports, and supplementary readings for each chapter.

AVERILL, L. A. Elements of educational psychology. 425p. 1924. Houghton. \$2.15. Part I, "The motivation of learning" shows value of instructive tendencies as motives and importance of mental attitude. Part II, is devoted to the psychology of learning. Part III, "Results of learning," discusses how training helps development of personality. Brief appendix gives elements of statistical methods. Interesting straightforward style, excellent illustrative material, and adequate bibliographies, questions, and exercises.

LA RUE, D. W. The child's mind and the common branches. 463p. 1924. Macmillan. \$1.60. An applied psychology, containing the best of modern theory, reduced to essentials and

This is an admirable book collection for a teachers' club library

translated into very simple language. Part I shows what happens to the child's mind and personality during the learning process; Part II, how this knowledge may be applied to the teaching of the elementary school subjects. Illustrative examples abundant and well chosen. Class exercises, assignments, and brief bibliographies follow chapters.

GRIFFITTS, C. H. Fundamentals of vocational psychology. 372p. 1924. Macmillan. \$2.50. For employment managers and vocational counselors. The ways in which individuals differ, methods of measuring differences, and knowledge of their causes, as necessary background in vocational work. Many tests included to illustrate general principles and methods. Emphasizes importance of care in testing, and how accurate results are to be obtained and properly interpreted. Partial contents: supplementing the interview by tests; trade tests; motor control, dexterity, and speed; uses of general-intelligence tests; instincts and characters.

O'SHEA, M. V., ed. The child: His nature and his needs. 516p. 1924. Valparaiso, Ind. Children's Foundation. \$1. A symposium published by an endowed organization. Articles on "The present status of our knowledge of child nature, child well-being, and education," by Bird T. Baldwin, Mary T. Whitney, Walter F. Dearborn, H. H. Goddard, Leta S. Hollingworth, and other well-known educators. Edited by Professor M. V. O'Shea. Parts I and II will be of special value to students of child psychology, and the book, though wordy and repetitious, is very much worthwhile. Its wide advertising will create a wide use as a reading-circle text and a study book for parent-teacher groups.

Exceptional Children

IRWIN, F. A., & MARKS, L. A. Fitting the school to the child. 339p. 1924. Macmillan. \$2. Important six year experiment carried on in a large elementary school in New York City. Reorganization of the school is described, coöperation of teacher and psychologist, course of study, problems of varying types of child, vocational counseling, ungraded classes, and health education. Particularly interesting chapters on the dull normal boy, the neurotic child, and the gifted child. Authors conclude: "The public school must have a place for the personality of every kind of child above the grade of idiot. This means a spirit of hospitality as all-embracing as universal compulsory education itself."

MORGAN, J. J. B. The psychology of the unadjusted school child. 300p. 1924. Macmillan. \$2. Primarily for teachers of normal pupils, and taking an encouraging view of possibility of directing development of personality. Deals with the individual's struggle with reality and his ability to make social adjustments. Every individual either meets issues squarely or compromises through forgetting, ignoring, or distorting reality. Discussion of compromise types through a wealth of concrete cases. Indicates how mental deviations arise, how they may be recognized, and measures to prevent the individual from becoming extremely unsocial. Vocabulary carefully simple.

MATEER, FLORENCE. The unstable child. 471p. 1924. Appleton. \$2.75. Analyzes place of the psychological clinic in schools and value of individual study of the child. Attacks the measuring of mentality in terms of figures only. "Intelligence may function efficiently, inefficiently, peculiarly, disastrously, or unpredictably, because of difference of quality." Many valuable studies of cases diagnosed and corrected by special treatment after examination.

WALLIN, J. E. W. The education of handicapped children. 394p. 1924. Houghton. \$2.25. The carefully organized results of years of careful clinical study of thousands of handicapped

children in large public-school systems and child welfare clinics. An authoritative statement of requirements for successful organization of special classes for children who are mentally retarded, delinquent, speech defective, crippled, deaf, blind, hard-of-hearing, or semi-sighted, and a lucid discussion of the theories, definitions, and social consequences of mental deficiencies. Also brief history of care and training of handicapped children in institutions and public schools.

STEDMAN, LULU M. Education of gifted children. 192p. 1924. World Book Co. \$1.80. In Los Angeles there is a special class for the training of gifted children, organized by the au-

NO SCHOOL DISTRICT can afford to be niggardly in furnishing a professional library for its teachers. The best schools are proud of their teachers' libraries because they know that teachers who read and think are the best asset the schools have. Trained and experienced librarians in a large public library that is noted for its work with schools have examined the educational books of 1924. They have compiled this list with a careful note about each book. The American Library Association has distributed the list widely. Several libraries have had editions printed for the use of teachers in their cities. School officers may well purchase the entire list with the assurance that they have most of the cream of the educational books of the year.

thor. She here describes her five years' work, emphasizing individual cases, one, a child possessing the highest I Q yet reported, 214. Measures of intelligence, suggestive group projects and activities also described. An interesting feature is a progress rating card, analyzing "habits of refinement," "study habits," and "social habits." Nineteen specific means for enrichment of the curriculum are outlined. Opposes sending the gifted child to high school at the age at which he is socially unable to mix with his classmates. A stimulating book in a new field.

Teaching Method

HALL-QUEST, A. L. Supervised study in the elementary school. 473p. 1924. Macmillan. \$2. Discusses reasons for supervised study, its many advantages, and administrative technique, and shows its principles concretely applied to elementary school studies. Part I shows relation of plans for the direction of study, to general administration and supervision. In Part II, supervision of study in each subject is treated, including specific aids in teaching and suggestions for overcoming difficulties. "Teaching that aims to train the pupil to teach himself" is adopted as a working definition of supervised study. Carries further the author's earlier book on the general subject.

STORMZAND, M. J. Progressive methods of teaching. 375p. 1924. Houghton. \$2. A very useful presentation of the best of recent experimentation in teaching technique, giving clear practical descriptions and evaluations of all the important methods. Author's point of view is that the teacher should experiment with a variety of methods. Some methods discussed: textbook teaching, using collateral materials, the inductive-development technique, supervised study, the

project and the problem methods, the laboratory method, the appreciation lesson, new methods in testing, and the trend toward individual instruction. Especially good on project and problem methods and supervised study. Will help librarians to make their service more effective in classroom work.

WILSON, H. B., KYTE, G. C., & LULL, H. G. Modern methods in teaching. 286p. 1924. Silver. \$1.64. Dr. H. B. Wilson combines wide experience in successful superintending—Indiana, Illinois, Kansas, and California—with eminent achievement in university lecturing and in writing professional books. Every suggestion in these 300 pages has been tested. Covers philosophical background of modern classroom procedure, work, and motivation in a modern socialized school and organization of teaching procedure. Emphasis upon fundamental principles, with less attention than Stormzand to details of teaching procedure.

FREEMAN, F. N. ed. Visual education. 391p. 1924. University of Chicago Press. \$3.50. Proves by elaborate tests that the motion picture without a skilful teacher is of slight value, but also that teaching is better, easier, and more enjoyable when films and slides are skilfully employed. Shows that films of concrete experience help, while verbal demonstration is more effective for generalizing, and pictures may deaden thought.

HOSIC, J. F., & CHASE, SARA E. Brief guide to the project method. 243p. 1924. World Book Co. \$2. Simple, practical, well-balanced hand book, full of ideas and concrete applications. Ten chapters by Professor Hosic devoted to theory, ten by Miss Chase, of sample projects.

LINCOLN, L. I. Practical projects for elementary schools. 312p. 1924. Ginn. \$1.43. Term "project" is employed in a loose, general sense. Much of the material is information to be given by the teacher to the class, hardly a "project." Part I, Sixteen lessons on the health of the school child, divided into discussions of a hypothetical child, Mary Matilda. Part II, The behavior of Mary Matilda. Part III, Miscellaneous projects, including a school fair, a school store, a circus or zoo, and entertainment for special days. Chief value is suggestions of activities for elementary-school classes.

HOTCHKISS, E. A. Project methods in classroom work. 258p. 1924. Ginn. \$1.43. Discusses in thirty pages psychological principles underlying all learning, and shows how the project in its best form is in accord with them. Remainder of volume gives a detailed description of projects successfully worked out in classroom in connection with work of training teachers. Some projects treated: sand map of Africa, Japanese matinee, milk fairies, American Legion reunion, world's series, Alps, drug store, excursion train, city market. Useful bibliographies of source material for each project. Will be appreciated by teachers in search of material.

Pre-School and Kindergarten

BALDWIN, B. T., & STECHER, L. I. Psychology of the pre-school child. 305p. 1924. Appleton. \$2.25. Presents results from three years' observation and experiments on normal and superior children from two to six years of age. A helpful feature is the brief mention of the characteristic behavior of the children under various tests and during various class exercises and recitations. Describes also pre-school laboratories and methods. References to books, stories, and educational materials. Interesting and illuminating research.

HAMAÏDE, AMÉLIE. The Decroly class. 318p. 1924. Dutton. \$2. A fascinating exposition of the Decroly or Belgian project method, originated by a noted Belgian physician and psychologist. Affords striking similarities to and con-

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trasts with American project teaching. Principal difference consists in more radical applications of project theory than in America, such as more classroom freedom, and systematic utilization of the potential educational facilities which each community possesses.

Grade School Subjects

BRYCE, C. T. Language training in the primary grades. 245p. 1924. Newson. 80 cents. Much helpful material for the daily language period, based on pupils' experiences. Various methods for building good speech habits given in detail or outlined. Drills and games to aid in the elimination of speech errors; exercises to test progress in correct speech habits. Type lessons from actual First and Second Grade classrooms are a unique feature. Seeks to foster and establish good speech habits while pupils are still young. Concrete and practical.

SMITH, E. E. The heart of the curriculum. 363p. 1924. Doubleday. \$1.50. A special plea for reading—not reading as a separate subject taught by reading aloud out of readers, nor purposeless reading of indiscriminate printed matter, but reading as a fine art—constructive, purposeful, conducing to the improvement of all other subjects and to the up-building of moral and civic character. Well stocked with suggestions and illustrations of how this may be done, written by a sensible enthusiast.

UHL, W. L. The materials of reading; their selection and organization. 386p. 1924. Silver. \$1.80. The best general survey of the concrete materials for reading. Both a digest and an appraisal, assembling in readable form procedure and results of scientific studies of vocabularies of readers, the grade-placement of content, the effect of the physical make up of books, children's interests, social worth of reading, reading courses, diagnostic and remedial work, measurement of progress, standards for selecting and organizing reading materials. Careful selection and arrangement of materials and skilful evaluation. Excellent bibliography.

DOHERTY, M. A. Literature in the schools. 172p. 1925. Little. \$1. Brilliant, inspiring plea for informal methods, selection of the best in poetry and prose, emphasis upon appreciation, development of taste and real liking, rather than drill and technique in teaching literature. Author is successful teacher in the Hancock School, Boston, famous for sixty years for its influence in a foreign section through the improvement of children's reading.

CLARK, R. B. Unit studies in geography. 250p. 1924. World Book Co. \$2. Subject matter is divided into workable study units which provide the teacher with a flexible program and abundant helps. Material selected primarily to suit children's needs and interests, brings out the practical business and social significance of geography. Makes use of the best features of both problem and project method and adapted for use with any textbook or course of study. Detailed outlines show how to handle each unit in a new and different way. Good lists of references for each study, and a valuable bibliography.

Junior High

HINES, H. C. Junior high school curricula. 188p. 1924. Macmillan. \$1.50. What subjects shall be taught in the junior high school, and what preparation is required for the teachers? The answers to these questions are largely quotations from other writers which are, in many cases, widely divergent, rendering the book more suggestive than definite. Good points are the clear suggestions for training of teachers and the forward-looking constructive chapter on languages. Valuable for its collection of opinions from the best recent thought.

PECHSTEIN, L. A. & MCGREGOR, A. L. Psychology of the junior high school pupil. 280p. 1924. Houghton. \$2. Supplies a scientific basis for an understanding of the place and peculiar work of the junior high school. Illuminating discussion of different phases of growth, response, mental development, and personality of high school pupils, and resulting principles for the organization and conduct of a junior high school, as it finds expression in the work of instruction, socialization, and educational, moral, social, and physical guidance. Book is based upon experience and experimentation in the Washington junior high school of Rochester, N. Y., and related institutions. Profitable for both junior and senior high school teachers.

THOMAS-TINDAL, E. V. & MYERS, J. Du V. Junior high school life. 287p. 1924. Macmillan. \$2. Keynote of book is guidance,

A MAN of large affairs was recently heard to advise a friend, "Prefer workers who buy and read books—the best that has been written on human problems as well as on the technique of their jobs. A vigorous mental life usually means good physical health, happiness, and efficiency generally. Before you can build a great industry you must first build men and women who are competent in all the relationships of life and work. Any prosperity that ignores the worth of human life is false and fleeting. In organizing industry and in shaping the products to be made, human life is the central consideration. The world is big. Its problems are difficult. No one can be asleep mentally and do his part. Pin your faith on workers who are wide awake because they select and read the best they can find. If they are genuinely ambitious to improve themselves they will be ambitious to improve the work that commands their energies."

educational and vocational, as the fundamental justification for the junior high school movement. The guidance program includes: physical, curricular, social, vocational, civic, avocational, and ethical guidance. Value of school clubs for guidance and socialization stressed. Discussions and illustrations based upon several years of experimentation in Philadelphia. Innumerable devices described. Markedly practical, suggestive, and stimulating.

HAWLEY, H. L. Teaching English in junior high schools. 142p. 1924. Houghton. \$1.20. Helpful compilation of classified teaching devices embodying the spirit of freedom, initiative, and activity which, from the modern social point of view ought to characterize every English classroom. Chapter on "Devices to teach fundamental facts" presents new and interesting special procedures. An attractive little book by no means covering the large subject indicated in title.

BARBER, H. C. Teaching junior high school mathematics. 136p. 1924. Houghton. \$1.20. First book on this subject. Tells what the new program in mathematics is, why it is desirable, and how it may be successfully taught. Well considered discussion of algebra and geometry in the

seventh and eighth grades, the "new algebra" in the ninth grade, and approximate computation.

Secondary Education

MILLIS, W. A. & H. H. The teaching of high school subjects. 477p. 1925. Century. \$2. Deals in an elementary way with specific suggestions for teaching of the various high school subjects. Will be of great benefit to beginning high school teachers. Partial contents: social functions and psychological aspects of the high school; learning and a modified form of the inductive process; memory processes; appreciation; method in English; the teaching of Latin social studies; science; mathematics; the training of aesthetic judgment vocational guidance; moral and religious education.

WAPLES, DOUGLAS. Procedures in high school teaching. 346p. 1924. Macmillan. \$2. An application of the problem method to the teaching of methods of instruction, giving definite information and helps on typical high school problems, while the principles of teaching are elaborated in references listed for the various problems. Seldom has a successful teacher been so successful in setting forth for others the essential elements of his own matured and thoroughly tried technique.

BLACK, H. G. Paths to success. 304p. 1924. Heath. \$1.40. Librarians and teachers may well encourage a wide reading of this badly needed book among parents, pupils, and teachers. Successfully explains in sixteen essays the purpose of each subject in the present high school curriculum, and its practical worth in everyday life. By well known educators, such as Andrew P. West, for Latin; James H. Breasted, for history; William B. Munro, for civics; Robert A. Millikan, for physics; David Snedden, for vocational education. Preceded by a statement on modern education and followed by brief biographical notes on the writers of the essays.

Arts and Vocational

BOAS, BELLE. Art in the school. 128p. 1924. Doubleday. \$3. Describes with helpful detail purposes of the course in art from elementary through high school. Suggestive topics; proper employment of taste and imagination, elements and principles of design, course built on principles of design adapted to children's needs, illustration, figure, landscape, still life, home decoration, color, teaching appreciation, use of the museum. Profuse illustration and discussion of pupils' work adds to effectiveness of text. Based on art instruction at Horace Mann School, Columbia, and practically unique in its field.

JONES, C. T., ed. Teaching business subjects in the secondary school. 307p. 1924. Ronald Press Co. \$2.50. A comprehensive review of present status. The past decade has seen an enormous growth and much confusion has arisen in regard to content and method. Contributors to this volume are successful teachers and give methods and principles developed in everyday practice. Partial contents: content sequence, and variations of commercial courses; qualifications of teachers; business arithmetic; bookkeeping—the balance sheet method; training for reporting; business law; economic and commercial geography; extension business education. Reading lists, questions, and problems for each article.

BEVIER, ISABEL. Home economics in education. 226p. 1924. Lippincott. \$2. Valuable historical survey gathering much scattered source material from various fields. Short sketch of the history of educational ideals and the education of women provides a perspective for the main theme, the development of home economics as a school subject. Volume will find a place beyond the limits of the home economics bookshelf.

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LINCOLN, E. A. Beginnings in educational measurement. 151p. 1924. Lippincott. \$2. An easy introduction to educational measurement that touches briefly on elementary statistics, intelligence tests, character ratings, and achievement tests. Little reference to actual tests. Significant problems are selected for discussion, and simply and clearly presented. Covers a large field in short space.

TRABUE, M. R. Measuring results in education. 492p. 1924. American Book Co. \$2. Professor Trabue's statement of educational measurements is straightforward and sound, although unfortunately quite technical. Many excellent suggestions and criticisms of educational tests. Chapter questions, exercises, and references for further reading. Partial contents: nature of measurements; school marks and pupils' report cards; test for the ages of school pupils; spelling scores of a school system; tests of power in arithmetic; derivation of educational scales.

GILLILAND, A. R. & JORDAN, R. H. Educational measurements and the classroom teacher.

269p. 1924. Century. \$2. Intended as a briefer guide and reference book for teachers in service, and a text for prospective teachers. Shows that achievement tests are valuable for the teacher to understand and use, alone or with the supervisor. After brief summary of general principles of educational measurement, bulk of book describes leading tests in the various elementary and high school subjects, closing with chapters on intelligence tests, statistical and graphic methods.

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Administration Problems and Methods

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MILLER, C. R. & CHARLES, FRED. Publicity and the public school. 179p. 1924. Houghton. \$1.20. A worthy and needed first contribution in this field by the Director of Publications for the Cleveland schools, and an editorial writer of the Cleveland Plain Dealer. Three main themes are: the various media and avenues of publicity, the public press in particular; sound principles and methods of procedure; and questionable practices and pitfalls to be avoided. Lacks illustration.

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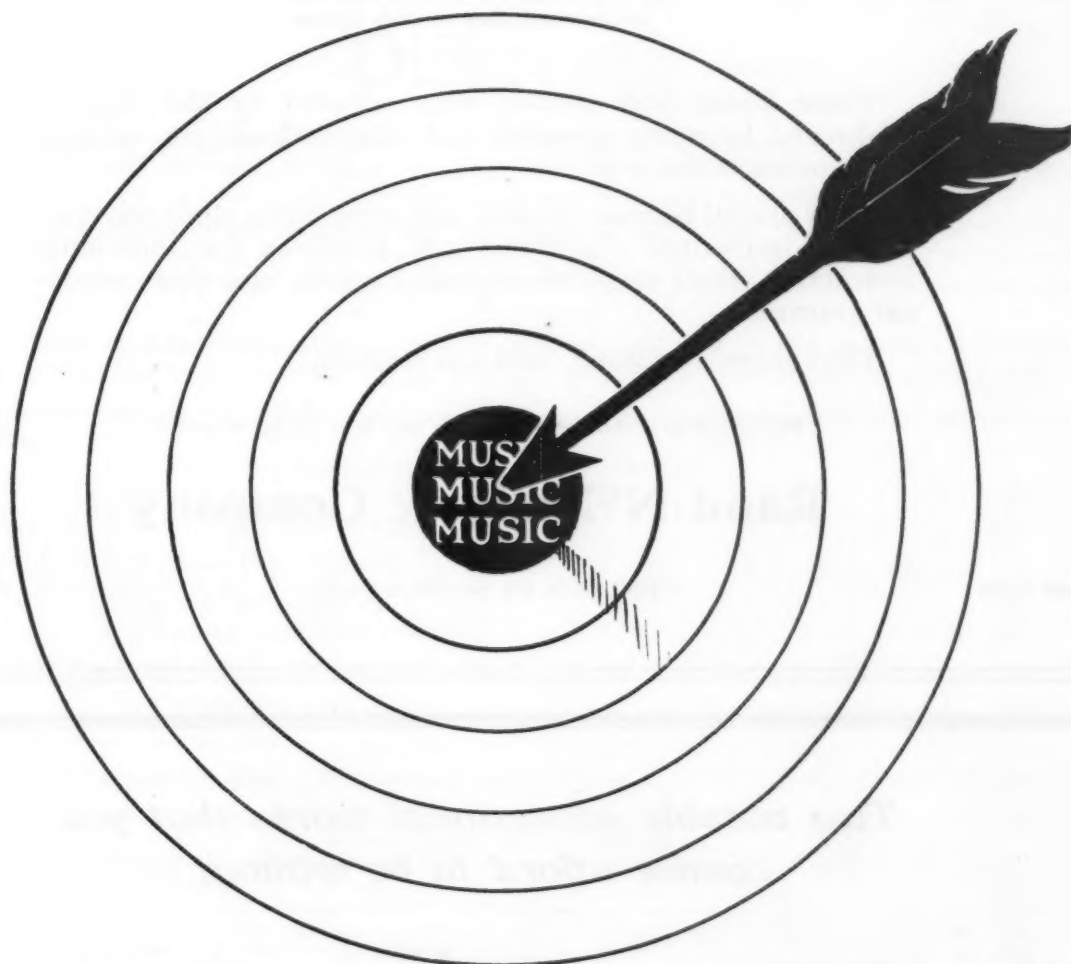
SMITH, W. R. Constructive school discipline. 275p. 1924. American Book Co. \$1.40. The social theory of discipline, and helpful practical suggestions. First attempt to analyze significance and requirements of a socialized disciplinary program, directed toward definite ends. Enlightening argument for building up school spirit that will be a preventative against disorder, provide powerful incentive, and develop right emotional attitude in pupil toward his work and school. Author shows keen understanding of the psychology of youth, and practical knowledge of school conditions.

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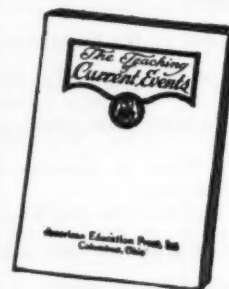
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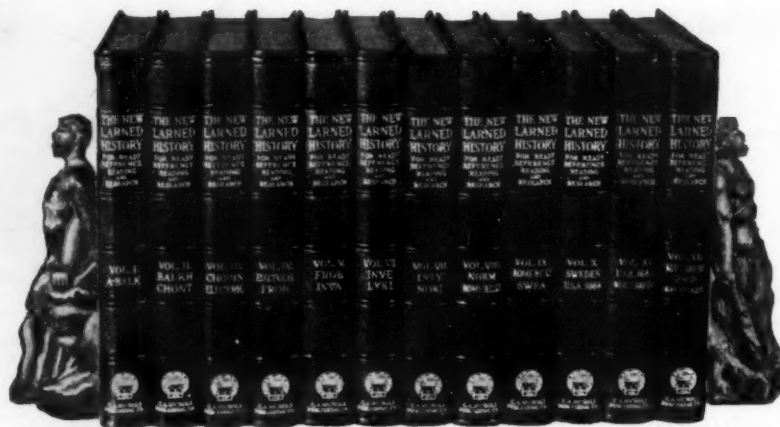
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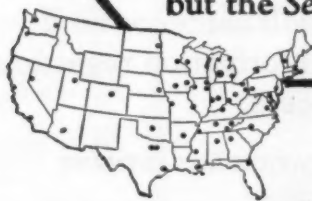
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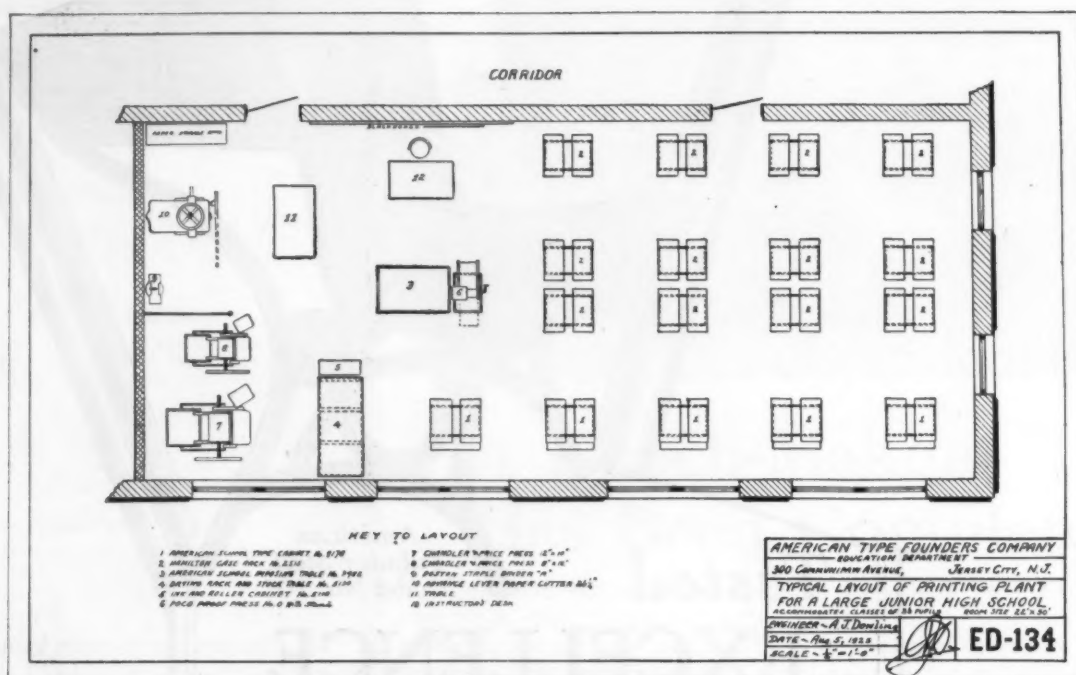
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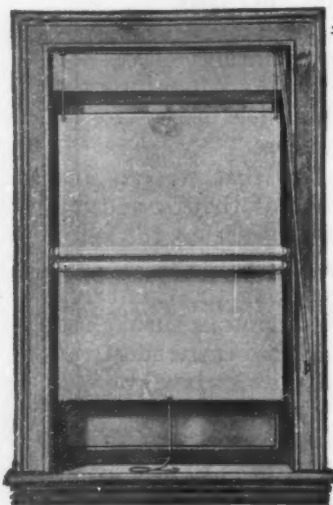
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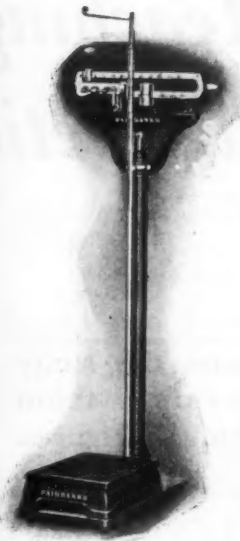
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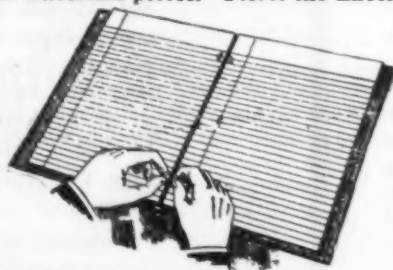
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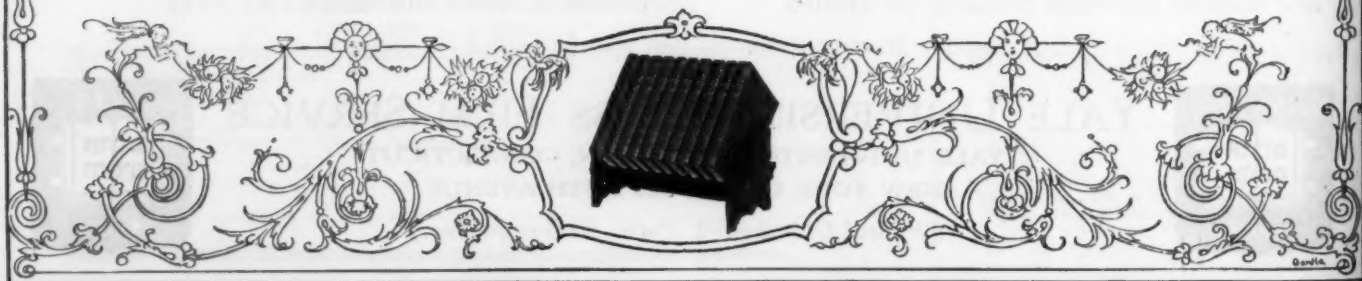
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NOTES *and* ANNOUNCEMENTS

HOTEL reservations for the meeting of the Department of Superintendence, February 21-25, 1926. Persons wishing hotel reservations for the Washington meeting should know that the following hotels are booked to capacity, and can make no further reservations: Annapolis, Congress Hall, Grafton, Hamilton, Harrington, Lafayette, Martinique, Mayflower, Potomac, Powhatan, Raleigh, Shoreham, Wardman Park, Washington, Willard. Single rooms are practically exhausted in all hotels that are members of the Hotelmen's Association. Double rooms and suites are available at the following hotels: Cairo, Capitol Park, Continental, Driscoll, Franklin Square, Lee House, Metropolitan, Roosevelt, St. James, Winston.

PRESIDENT Newlon's selection of a general theme for the Indianapolis meetings proved unusually fortunate. *Interpreting the schools to the public* is the task of every teacher and school officer. The discussions at Indianapolis were rich in suggestions and inspirations that should make a large difference in the way teachers handle their problems during 1925-26.

THE Indianapolis Convention was significant for the wealth of well-written papers on a wide variety of educational subjects presented at its meetings. One of the elders in the Association was once heard to remark that an opportunity to appear on one of its programs should be looked upon as the opportunity of a life time for which no preparation could be too thorough or careful. Progress toward that conception was made by many of the speakers at Indianapolis. The requests of the Association's Press Service for advance abstracts of speeches brought a general response, so that more material was distributed to newspapers from Washington before the meeting opened than is usually handled altogether.

THE programs arranged for persons who did not participate in the Representative Assembly were an unusual feature of the Convention which proved so attractive that it will probably be

continued. These meetings were well attended. They were presided over by Superintendent Frederick M. Hunter, Olive M. Jones, and Superintendent William M. Davidson. The subjects considered were: Teacher Participation in the Determination of Policies, Work

Getting Ready for 1926

GROWTH each year in the Association's meetings has been no less marked than its remarkable increase in membership. As each meeting rises to a new high point of excellence and public interest, the commanding importance of education to the Nation as a whole is driven home. Not in many a year will the Association have a combination like that provided for 1926—both of its great meetings in localities of the utmost historic interest: the Department of Superintendence in the National Capital in February and the June-July general convention in Philadelphia, where the Association had its humble birth in 1857 amid scenes dear in our National history. It is fitting that while our minds are on the finer and greater Nation that the schools are seeking to build through education, we shall thus renew our spirits at the shrines which recall the struggles and sacrifices of the Nation's infancy. Early indications point to record attendance at the 1926 meetings and to programs fully worthy of the attendance.

of Teachers' Organizations, and Moral Education.

MANY an occasion at Indianapolis brought forth comment on the absence of that long and faithful booster of the Association, Dr. A. E. Winship, who was in California attending a special ceremony arranged there in honor of the fiftieth anniversary of his first lecture service in that State.

LEGISLATIVE Commission—Among the reports which were received with the greatest enthusiasm by the Representative Assembly was the report of the Legislative Commission, made by the chairman, George D. Strayer, telling of progress in uniting the educational and lay forces of the country in behalf of the new Education Bill.

WHAT they thought of the convention—One of the most outstanding gatherings in the history of the organization.—E. U. Graff, Indianapolis, Indiana. The work of the Representative Assembly was well organized and carried out in a most effective manner.—Frank A. Weld, of Lincoln, Nebraska. It was a striking and delicate tribute to literary Indiana that was paid by the Association in setting aside one evening to be known as Indiana night. The addresses by ex-senator Beveridge and Meredith Nicholson made Indiana night memorable in Association history.—*American Educational Digest.*

NO finer touch of professional idealism appeared in the Indianapolis meetings than the occasion at the closing session when President Newlon introduced Homer H. Seerley, president of the Iowa State Teachers College, Cedar Falls, veteran member of the Association, loved by all. Out of more than fifty years of successful professional experience Doctor Seerley advised:

I went to Baltimore in 1876, as a young man, to become identified with this Association. Today I come back to my own home State—Indiana, to close the fifty years of my service in this Association.

I want to say one thing, Mr. President, if I had my professional life to begin again and had an opportunity to belong to such an organization as this, I would do just what I did at Baltimore—identify myself personally with that organization and become interested personally and fully in the great movements that such an organization as this represents.

I have often heard it said that there is no organization working more for the welfare of the United States and seeking to uplift all civilization than the National Education Association. I most heartily endorse its movements, its enterprise, and its public service. Those who choose to sacrifice so much to serve you in the capacity of officials might well be appreciated for their genuine service. I am glad to say that in no capacity in which I have been able to work in my present State, Iowa, have I found so much good and helpful interest and direct assistance as has come from this great body of educators.

SUPERINTENDENT J. O. Engleman, Terre Haute, Indiana, formerly field secretary of the National Education Association, was back among his associates at Indianapolis and made several important contributions in the form of reports and addresses.

(Continued on page A-200)

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(Continued from page A-198)

MEMBERSHIP in the Department of Elementary School Principals of the National Education Association is a fair index of the professional training and outlook of the principals of the various States. Ohio ranks first with 226 members; California second with 212; Illinois third with 187; Pennsylvania fourth with 154; Massachusetts fifth with 140; New Jersey sixth with 135; New York seventh with 125; Michigan eighth with 123; and Washington ninth with 109.

THE membership year in the National Education Association is the same as the school year—September 1 to August 31.

PROMISING outlook for the new year—The hundred per cent group grows.—The following telegram received just before going to press indicates the spirit which is growing throughout the country:

J. W. Crabtree, Secretary, National Education Association, Washington, D. C.: Bellefontaine Ohio City Teachers One Hundred Per Cent Members National Association. S. J. Bonham, President.

Similar messages have been received from Superintendent E. M. Rapp, of Berks County, Pennsylvania; Superintendent R. W. Pringle, of Grand Rapids, Ohio; representatives of the Berkeley (California) Teachers' Association;

from the Wabash (Indiana) City Teachers Club; Supt. F. C. Kirkendall, of Zanesville, Ohio, and Supt. A. E. Moody, of Bedford, Ohio.

THE Journal of the National Education Association is mailed to reach subscribers the first of each month, excepting July, August, and September. If **THE JOURNAL** does not reach you by the first of the month, or soon thereafter, kindly send a card or note to the Division of Records and Membership, National Education Association.

THE following are the headquarters divisions and their directors: *Accounts*, Helen T. Hixson; *Business*, Harold A. Allan; *Classroom Service*, Agnes Winn; *Field*, Charl O. Williams; *Publications*, Joy Elmer Morgan; *Records and Membership*, Theodore D. Martin; *Research*, John K. Norton; *Department of Superintendence*, S. D. Shankland, Executive Secretary. Secretary J. W. Crabtree invites you to write to division heads if you are in need of help along any particular line.

MEMBERS of the Association who receive renewal appeals after they have paid their dues should write to the Division of Records and Membership, returning the circulars received so that the records may be carefully checked.

BUREAU of Education Publications—The following publications have been issued by the United States Bureau of Education since the list was published in **THE JOURNAL** for June:

- BULLETIN, 1925, No. 2. *Important state laws relating to education, 1922-1923.* 82p. Paper, 10c.
- BULLETIN, 1925, No. 4. *Land-grant college education, 1910 to 1920. Pt. III, Agriculture.* 108p. Paper, 25c.
- BULLETIN, 1925, No. 5. *Land-grant college education, 1910 to 1920. Pt. IV, Engineering and mechanic arts.* 75p. Paper, 20c.
- BULLETIN, 1925, No. 6. *High school education of the farm population in selected states.* 24p. Paper, 5c.
- BULLETIN, 1925, No. 7. *Kindergarten legislation.* 32p. Paper, 5c.
- BULLETIN, 1925, No. 8. *Elementary instruction of adults. Report of national illiteracy conference committee.* 33p. Paper, 5c.
- BULLETIN, 1925, No. 9. *Some lessons from a decade of rural supervision.* 19p. Paper, 5c.
- BULLETIN, 1925, No. 10. *The rural high school, its organization and curriculum.* 74p. Paper, 10c.
- BULLETIN, 1925, No. 11. *Accredited secondary schools in the United States.* 119p. Paper, 15c.

(Continued on page 202)

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STATISTICAL CIRCULAR, No. 4, 1925. *Per capita costs in city schools, 1923-24.* 7p. Paper, 5c.

COMPLETE sets of the Proceedings of the National Education Association from 1857 to date are available in a number of the older and larger libraries of the country. Other libraries are attempting to complete their sets so far as possible. Any one having copies of volumes for 1870, 1871, 1872, 1877, 1882, 1883, 1885, 1887, for sale should report to the Division of Publications, National Education Association, 1201 Sixteenth Street, Washington, D. C.

ORGANIZED women renew pledges for Child Labor Amendment—Continued effort for ratification of the child labor amendment was pledged by the National Congress of Parents and Teachers at their convention held April 27 to May 2 at Dallas, Texas. Similar action was taken by the National League of Women Voters at its convention in Richmond, Virginia, April 16-22, and by the American Association of University Women at its convention held in Indianapolis, Indiana, April 6-14.

With these three national organizations of women, whose combined membership runs into the millions, pledging renewed support to the child labor amendment, it is predicted that a considerable change in public sentiment concerning the amendment will take place before the legislatures meet again. The women leaders insist that it is only necessary to make clear to the public the actual facts as to the conditions of child labor in the states to secure the necessary coöperation for remedying the evils.

Statements to the effect that adverse action of state legislatures constituted no legal bar to ultimate ratification of the amendment have been confirmed during the past week by an official investigation conducted at the request of Senator William J. Harris, of Georgia, by the legislative reference service of Congress. In a detailed report on the subject the congressional legislative experts say: (1) That a constitutional amendment once submitted by Congress to the states for ratification is not subject to withdrawal or repeal, but remains before the states until ratified; (2) States which have ratified cannot reverse that action; and (3) States which have rejected the proposal can at any time vote to ratify it.

LIFE memberships in the National Education Association, are becoming increasingly popular as gifts in recognition

(Continued on page A-204)

(Continued from page A-200)

- BULLETIN, 1925, No. 12. *Statistics of State Universities and State colleges for year ending June 30, 1924.* 23p. Paper, 5c.
- BULLETIN, 1925, No. 13. *Bibliography of science teaching in secondary schools.* 161p. Paper, 20c.
- BULLETIN, 1925, No. 14. *Record of current educational publications, April 1, 1925.* 59p. Paper, 10c.
- CITY SCHOOL LEAFLET, No. 20, 1925. *Use of intelligence and achievement tests in 215 cities.* 3p. Paper, 5c.
- HOME EDUCATION CIRCULAR No. 7, 1925. *Teachers' and pupils' reading circles sponsored or conducted by state departments of education.* 12p. Paper, 5c.

KINDERGARTEN CIRCULAR, No. 18, 1925. *How the kindergarten educates.* 5p. Paper, 5c.

LIBRARY LEAFLET, No. 31, 1925. *List of references on student self-government and the honor system.* 6p. Paper, 5c.

PHYSICAL EDUCATION SERIES, No. 6. *The school as the people's clubhouse.* 16p. Paper, 5c.

RURAL SCHOOL LEAFLET, No. 37, 1925. *Courses in rural education offered in universities, colleges, and normal schools.* 18p. Paper, 5c.

RURAL SCHOOL LEAFLET, No. 38, 1925. *Preparation of teachers for rural consolidated and village schools.* 8p. Paper, 5c.

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School Position

(Continued from page A-202)

of notable professional service. They also make a strong appeal to younger members of the profession who look upon them as an excellent life investment.

REPORTS from the field indicate that many teacher's clubs and school faculties are planning to use *THE JOURNAL* during 1925-26 as the basis of discussion in the regular meetings. Provision is also being made in teacher-training institutions for its use with junior and senior classes. The following letter from a well-known teacher of education is suggestive:

I am planning to ask our senior teaching group next year to subscribe to *THE JOURNAL* instead of buying a single textbook on teaching. Examination of *THE JOURNAL* for the past six months makes me feel certain that teachers who read it will get more actual information about teaching than by buying a single textbook, and they will also begin earlier than they otherwise would a professional connection with the National Education Association.

STOCKS of back numbers of *THE JOURNAL* are becoming more and more depleted. Persons wishing to complete their files are advised to order now missing numbers at twenty-five cents a copy.

EVERY principal and vice-principal of an elementary school should be a member of the Department of Elementary School Principals. Send two dollars (\$2) to the treasurer, Courtland V. Davis, 1201 Sixteenth Street Northwest, Washington, D. C.

IT is the testimony of young men and women in our profession that they were most helped by those teachers in their training days who gave them a permanent interest in the profession. Each year the number of schools urging their seniors to become members of the National Education Association increases. The students not only have the benefit of *THE JOURNAL* for use during their senior years; they have also the benefit of the early connection with their professional organization.

LIFE memberships in the National Education Association have been given to State Superintendent Will C. Wood of California and Superintendent Mark Keppel of the Los Angeles County schools by the California Council of Education in recognition of notable service rendered in the State.

A life membership in the National Education Association was presented to Superintendent O. H. Locke, Woodlawn, Pennsylvania, by the Woodlawn

Teachers Association at the annual commencement exercises, June 9, 1925.

THE JOURNAL is delighted to record the names of men and women who have given long and outstanding service to the profession. Miss Susan Smith Sheridan, of New Haven, Connecticut, began teaching in one of the grammar schools in that city in 1870. She continued her professional training and advancement until she earned her doctor's degree from Yale University, and became head of the department of English in the New Haven High School. When in 1923 Dr. Sheridan asked to be relieved of heavy responsibilities, she was made English adviser.

D. W. Parratt was appointed executive secretary of the Utah Educational Association for the next two years at a meeting of the Board of Trustees on May 6, to succeed T. D. Martin, who is now director of the Division of Records and Membership of the National Education Association. Mr. Parratt was formerly superintendent of schools of Granite District.

SARAH A. Stewart, who had continuous membership in the National Education Association since 1884, died at Avon by the Sea, New Jersey, on May 16. As one of the earliest life members of the Association, Miss Stewart had great pleasure in seeing it come to Washington and develop its enlarged program of service.

MANY of the good things that have come in law and medicine have come through emphasis, during the training period, on the student's responsibility to contribute his share to the improvement of the profession through organization. Can the teaching profession afford to do less?

JOHN Enright, commissioner of education for New Jersey, resigned the office on May 2 and retired, having completed fifty-four years of continuous service in the public school system of New Jersey. His more than half a century of service ranged from teacher of a one-room school to the highest educational office in the State. The record is quite exceptional. Mr. Enright's many friends wish him long years of health and leisure.

THE Twelfth National Recreation Congress will meet under the auspices of the Playground and Recreation Association of America October 5-10, at Asheville, North Carolina. Among

(Continued on page A-206)

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National Education Association

1201 16th St. N. W., Washington, D. C.

(Continued from page A-204)

topics scheduled for consideration are Home Recreation and the Training of Leaders.

GLENN Frank's refusal to announce a policy for the University of Wisconsin on assuming its presidency in September on the ground that policies are the joint product of the university as a whole—not the pronouncement of one individual—is significant of the new spirit in education. In another form it is a declaration in favor of one of the planks in the Association's platform—teacher participation in the determination of policies. More and more the great administrator is not so much a decider of policies as a moderator seeking so to co-ordinate the thinking of many workers that the wisest points of view may emerge and prevail.

FOUR different manufacturers and dealers in school supplies have called attention to the fact that orders for the school year just opened were from twenty to thirty days later in placement than is usual. These four companies are in different sections of the country and each is doing a national business. None of them could explain the condition. Each asked "Why are schools so late in placing orders this year?" A well-known manufacturer writes, "Laboratory furniture should be ordered in the early spring, supplies and equipment by the first of July, and textbooks as soon afterward as possible. In the end the schools pay the cost of rush work and last-minute mistakes and have the worry and delay thrown in. *Moral: Plan ahead and order early.*"

L. E. Wolfe, of San Antonio, Texas, the oldest active member of the Association of that State, died April 20, 1925. During recent years Mr. Wolfe has been active in encouraging closer relationships between school and home by means of industrial home projects for boys and girls.

BRAZIL, South America, has recently adopted a national law providing for the regulation of the work of women and children. The law provides that no minor can be employed for gain until he has completed the minimum of schooling required by law. No child of less than twelve can be employed in any labor outside his own family. Between the ages of fourteen and eighteen no child can be employed more than six hours daily or thirty-six hours weekly, nor later than eight o'clock at night nor earlier than seven o'clock in the morning in the winter and six in the summer.

A NATIONAL Committee on Research in Secondary Education has been formed, including representatives from the United States Bureau of Education, the Society of College Teachers of Education, National Association of Secondary School Principals, Association of Colleges and Secondary Schools of the United States, North Central Association of Colleges and Secondary Schools, National Association of High School Inspectors and Supervisors, National Association of College Registrars, Educational Research Association, California Society for the Study of Education, and the Research Division of the National Education Association. The Committee will meet each year at the time of the Convention of the Department of Superintendence for the election of officers, to review work of the previous year, and to formulate plans for its future work. Mr. J. B. Edmonson, of the University of Michigan, is chairman.

THE Board of Education of the Terre Haute, Indiana, public schools at a recent meeting adopted a series of progressive rules for the improvement of the teaching staff, including the single salary schedule, special provision for additional training with a salary schedule recognizing such training and encouraging teachers to improve themselves in service. One of the new rules provides that: "Teachers who have taught five years without attending a summer school or its equivalent, and earning credit in at least two subjects studied for a minimum of five and a half weeks, with a minimum of twenty-two recitation hours per week in each, will not be eligible for reappointment. This rule becomes operative after June, 1926." Mr. J. O. Engleman, formerly field secretary of the National Education Association, is superintendent of schools at Terre Haute.

PRIZES amounting to twelve hundred dollars are offered in the World Hero Prize Competition which has been made possible by Clement M. Biddle, of New York. The heroes are to be determined by vote of the schools of the world "due consideration being given to nobility of character, fearless and self-sacrificing devotion to a great cause, and constructive work for humanity of a permanent character." The competition will end May 18, 1926, which is World Goodwill Day. Augustus O. Thomas, president of the World Federation of National Education Associations is chairman of the Committee of Award. Complete announcement of rules may be had

(Continued on page A-208)

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thousands of teachers, every year, find, in the use of the Perry Pictures, a method of giving life and meaning to textbooks and lectures.

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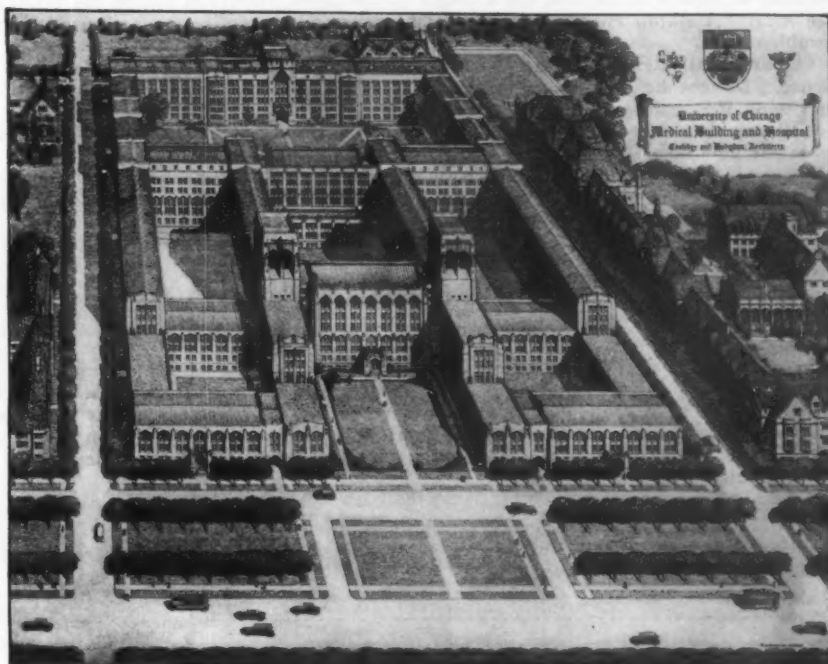
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(Continued from page A-206)

from the National Council for Prevention of War, 532 Seventeenth Street Northwest, Washington, D. C.

NATIONAL Thrift Week has been announced for January 17-23, 1926. Readers of *THE JOURNAL* may obtain a package of material on teaching thrift from the National Thrift Committee, 347 Madison Avenue, New York City, for one dollar.

THE School Review for June, 1925, suggests that the number of high school units required for admission to college should be reduced to twelve, leaving the junior high school entirely free to shape its courses without the formalizing influence of college entrance requirements.

A **PIONEER** educator passed with the death of Prince Lucian Campbell, president of the University of Oregon, on August 14. Thirty-five of Mr.

Campbell's sixty-four years were spent as head of two institutions of higher education in Oregon—the Oregon Normal School at Monmouth from 1890 to 1902, and the remaining years of his life at the State University.

RADIO installations are being included in new school buildings, connecting every room with the principal's office and opening to any or all of the school a wide range of lectures and music.

TEACHER Honored—A fitting service was held at the Abraham Lincoln School, Boston, May 26, in memory of the late George W. Ransom, who was principal from 1911 to 1923. The occasion was the unveiling of a bronze tablet in the assembly hall, the gift of the teachers in the district who served under him and pupils to whom he was an inspiration. Below the name and dates on the tablet are the words: "A lover of children; a zealous teacher; a devoted friend."

BACK to School—Some 20,000,000 school children up and down this country are getting ready to go back to school if they aren't back already. In anticipation of the event, the National Education Association has sent out a letter reminding us that "newspapers do not now assume that the typical American child thoroughly hates school and his lessons and his teachers." The editor of today, we are advised, does not consider the teacher "an entirely contemptible public servant."

That lets us in as an editor of today. We think enough of the quality of the teaching to advocate subjecting children to it for 12 months a year, abolishing the long vacation for children whose parents want to send them to school in summer. Perhaps there is still here or there a spinster of acid temper ruling a schoolroom, but we doubt if they guide educational practice. In general, we believe, the atmosphere of the schoolroom is more genial than it was a generation or two ago and we are glad of it.

Having said that much, we hope we may add a word for the teacher whose pupils do not love her too dearly. The atmosphere of the schoolroom ought not to be too joyful. We are old fashioned enough to believe there are a good many things to be learned in school which cannot, and indeed ought not, be made too pleasant. Multiplication tables, for instance. They have to be learned tediously because there isn't any other way for most children to learn them.—*Chicago Tribune*, August 31, 1925.

Renew Membership Now

To Active Members of the National Education Association:

The new membership year is at hand. It coincides with the school year. A prompt remittance of dues will increase the strength of the Association and hasten the realization of the ideal, "A stabilized all-inclusive membership and the entire profession at work on its problems."

The attached "Renewal Blank" and "Time Check" have been provided for your convenience. Do not hesitate to use them. The check will not be cashed until the date placed upon it.

Will you not assist in securing "A Complete Enlistment of the Profession" by getting at least one new member? Twenty-five thousand members did this last year.

Yours for a United Teaching Profession,

J. W. CRABTREE, Secretary.

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I hereby apply for the renewal of my membership in the NATIONAL EDUCATION ASSOCIATION and again pledge my support for the improvement of the Association and for arousing a high degree of professional spirit among teachers. I am in favor of promoting the interests of local, state and national associations and I believe in a 100 per cent loyalty to the profession.

1. Name.....
(Print name or write plainly)

2. Position.....

3. Address for School Year.....
Street City State

NOTE—Send the renewal through office of school, local or state association or send it direct to the National Education Association, 1201 Sixteenth Street N. W., Washington, D. C. Send immediately so as not to miss any number of *THE JOURNAL*.

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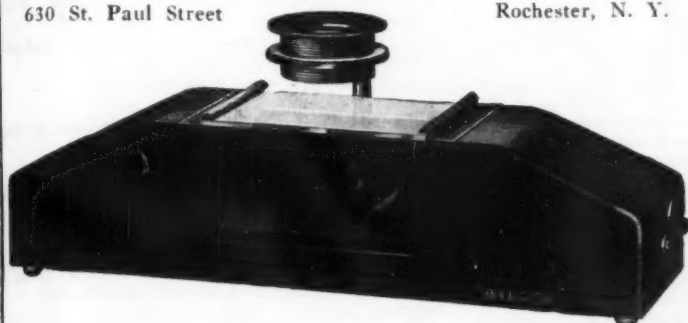
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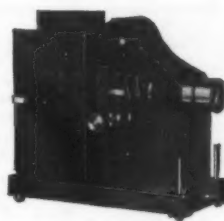
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 DORCHESTER, MASS., *Boston High School Women's Club*, L. Mildred Greeley, Secretary.
 LIHUE, KAUAI, T. H., *Kauai Education Association*, M. Louise Johnson, Secretary.
 LOS ANGELES, CALIF., *Los Angeles Kindergarten Club*, Mrs. Bess Steigleder, Secretary; *Los Angeles High School Principals Association*, Edith M. Hodgkins, Secretary.
 LOUISVILLE, KY., *Faculty League*, *Atherton High School*, Katherine U. Kornfeld, Secretary.
 LOWELL, MASS., *Lowell Teachers Organization*, Katherine Kelly, Secretary.
 NEW YORK CITY, N. Y., *High School Teachers Association of New York City*, Harriet F. Hale, Secretary.
 NILES, OHIO, *Niles Teachers Association*, Lulu Drake, Secretary.
 PROVO, UTAH, *Provo City Teachers Association*, Jennie Harding, Secretary.
 ROCHESTER, N. Y., *Rochester Kindergarten Association*, Martha Vick, President.
 ROCKFORD, ILL., *Winnebago County School League*, Emma H. Michael, Secretary-Treasurer.
 SKOWHEGAN, MAINE, *Somerset County Teachers Association*, Mrs. Gertrude T. Greene, Secretary.
 WILMINGTON, DEL., *Wilmington Teachers Association*, Sallie Reid Shaw, Secretary.

Completed Enrolments

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 June JOURNAL. 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. Hats off to these schools with a hundred per cent enrolment in the National Education Association!

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FOUR YEARS

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 SANTA ANA, CALIF., *Roosevelt School*.

TWO YEARS

ADNA, WASH., *Adna Public School*.
 BRADFORD, PA., *Bradford Public Schools*; *Fifth Ward School*; *Fourth Ward School*; *High School*; *Sixth Ward School*; *Third Ward School*.
 BROOKLINE, MASS., *Parsons School*.
 DECATUR, ILL., *Central Junior High School*; *Dennis School*; *E. A. Gastman School*; *Jackson Street School*; *Oakland School*; *Oglesby School*; *Riverside School*; *Roosevelt Junior High School*; *Ullrich School*; *Warren Street School*.
 DULUTH, MINN., *Jackson School*.
 EL PASO, TEXAS, *Burleson School*.
 HOUSTON, TEXAS, *Southmore School*.
 KANSAS CITY, MO., *Jefferson School*.
 LANSING, MICH., *Holmes Street School*.
 LAUREL, MD., *Lower Laurel School*.
 MINOT, N. D., *Roosevelt School*.
 PARKERSBURG, W. VA., *McKinley School*.
 PITTSBURGH, PA., *Wickersham School*.
 RABIT, OKLA., *Hickory Grove School*.
 SAN DIEGO, CALIF., *Detention Home School*.
 SOUTH PARIS, MAINE, *South Paris High School*.
 TACOMA, WASH., *Jefferson School*.

CURRENT YEAR

ALEXANDRIA, IND., *Tomlinson School*.
 ANTIGO, WIS., *Fourth Ward School*; *Kellogg School*; *Sixth Ward School*; *Third Ward School*.
 AUBURN, IND., *High School*.
 BALDWIN, MISS., *Mauldin School*.
 BARRINGTON, R. I., *Nayatt School*.
 BELFAST, MAINE, *McLellan School*.
 BEVERLY, MASS., *Ryal Side School*.
 BINGHAM CANYON, UTAH, U. S. Mines School; *Upper Bingham School*.
 BROCKTON, MASS., *Center School*; *Shaw School*.
 BROOKLINE, MASS., *Heath School*; *Longwood School*; *William H. Lincoln School*.
 CASPER, WYO., *Lincoln School*; *Natrona County High School*; *Roosevelt School*.
 CENTERVILLE, IOWA, *Garfield School*.
 CHARLESTON, W. VA., *Kanawha School*.
 CHEBOYGAN, MICH., *Cheboygan High School*.
 CHESTER, PA., *Dewey Grammar School*; *Horace Mann School*; *Morton School*; *Patterson School*; *Starr School*.
 CHICAGO, ILL., *Falconer School*.
 CLARKSDALE, MISS., *Eliza Clark School*; *Elizabeth Dorr High School*; *Oakhurst School*.
 COLUMBUS, IND., *Columbus High School*; *Garfield School*; *Jefferson School*; *McKinley School*.
 CRAWFORDSVILLE, IND., *Crawfordsville Public Schools*; *Horace Mann School*; *John Beard School*; *Junior-Senior High School*; *Lincoln School*; *Mills School*; *Tuttle School*; *Wilson School*.
 CRESTON, COLO., *Creston School*.
 CROOKSTON, MINN., *Eugene Field School*.
 DECATUR, ILL., *Homeland School*; *Lincoln School*.
 DETROIT, MICH., *Birchurst School*.
 EDDYSTONE, PA., *Eddystone Grammar School*.
 ELKHART, IND., *Roosevelt School*.
 ELMHURST, ILL., *Hawthorne School*; *Lincoln School*; *Theodore Roosevelt School*.
 EASTON, MD., *Talbot County Schools*.
 EAST SAINT LOUIS, ILL., *East Saint Louis Junior High School*.
 EDDYSTONE, PA., *Eddystone Grammar School*.
 ELKHART, IND., *Roosevelt School*.
 ELMHURST, ILL., *Hawthorne School*; *Lincoln School*; *Theodore Roosevelt School*.
 EVANSTON, ILL., *Crawdon School*; *Lincolnwood School*; *Orrington School*.
 EVANSTON, ILL., *Crawdon School*; *Lincolnwood School*; *Orrington School*.
 EVANSVILLE, IND., *Benjamin Bosse High School*; *Bosse High School*; *Carpenter School*; *Centennial School*; *Central High School*; *Chestnut-Walnut School*; *Columbia School*; *Delaware School*; *Fulton School*; *Henry Ries School*; *Howard Roosa School*; *Howell School*; *Wheeler School*.
 FORT MADISON, IOWA, *Jefferson School*.
 FORT WAYNE, IND., *Forest Park School*; *Lakeside School*; *Nebraska School*; *Miner School*.
 FRANKLIN, IND., *High School*; *North School*; *South School*; *Second Ward School*.
 GASTON, IND., *Gaston High School*.
 GLASCO, KANS., *Glasco Rural High School*.
 GLENWOOD, HAWAII, *Glenwood School*.
 GLOUCESTER, MASS., *Haskell School*.
 GOSHEN, IND., *Pike Street School*.
 HALFWAY, MICH., *Erin School*.
 HAMMOND, IND., *Technical High School*.
 HEBRON, IND., *Clinton Township School*.
 HILO, HAWAII, *Haahoe School*; *Hilo Teachers Union*; *Kapiolani School*; *Olaa School*; *Waiakea-Kai School*.
 HOLLYWOOD, CALIF., *El Retiro School*.
 HOUSTON, TEXAS, *Durkee School*; *Sunset Heights School*.
 INDIANAPOLIS, IND., *Catharine Merrill School*; *Emmerich Manual Training High School*; *William D. McCoy No. 24*; *Public School No. 54*; *School No. 1*; *School No. 29*; *School No. 76*.
 IISHPEMING, MICH., *Cleveland School*; *Ridge Street School*.
 KANE, WYO., *Kane Consolidated School*.
 KANSAS CITY, MO., *Border Star School*; *Sanford B. Ladd School*.
 KENNEY, ILL., *Kenney Community School*.
 KEOKUK, IOWA, *Keokuk Junior High School*.
 LA CROSSE, IND., *Dewey Township School*.
 LAKESIDE, NEBR., *Lakeside School*.
 LEE, MASS., *East Lee School*.
 LITTLE ROCK, ARK., *Rightsell School*.
 LOMPOC, CALIF., *Miguelition School*.
 LOS ANGELES, CALIF., *Chatsworth School*; *San Fernando School*; *182nd Street School*.
 LOUISVILLE, KY., *E. T. Salisbury School*.
 MACON, GA., *Winship School*.
 MARTINSVILLE, IND., *South School*.
 MECHANICVILLE, N. Y., *Chestnut Street School*.
 MEDFORD, MASS., *Hervey School*.
 MILLBURY, OHIO, *Lake Township School*.
 MILLS, WYO., *Mills and Mt. View Schools*.
 MINNEAPOLIS, MINN., *Charles M. Loving School*; *Cyrus Northrop School*; *Edith Cavell School*; *Hiawatha School*; *Pillsbury School*; *Simmons School*.
 MUNCIE, IND., *Wilson High School*.
 MURRAY, UTAH, *Butler School*.
 MURRAY CITY, UTAH, *Liberty School*.
 MUSKEGON, MICH., *Vander Laan School*.
 NEW CASTLE, IND., *New Castle Public Schools*; *Central Building*; *East Building*; *Holland Building*; *Junior High School*; *Park Avenue Building*; *Senior High School*; *South Building*.
 NEW CASTLE, WYO., *New Castle Public Schools*.
 NEW DORP, STATEN ISLAND, N. Y., *Public School No. Nine*.
 NEW GLOUCESTER, MAINE, *New Gloucester High School*.
 NEWPORT, R. I., *Thayer School*.
 NEW YORK CITY, N. Y., *Public School One Hundred Eight, Queens*.
 NILES, OHIO, *Harrison School*; *Jackson School*; *Monroe School*; *Roosevelt School*.
 NINEVAH, IND., *Ninevah School*.
 NORFOLK, VA., *John Marshall School*.
 NORTH BALTIMORE, OHIO, *North Baltimore Village School*.
 NORVIEW, VA., *Norview High School*.
 OMAHA, NEBR., *Belvidere School*; *Rosehill School*.
 PARSONS, KANS., *Garfield School*.
 PASSAIC, N. J., *School Number Six*.
 PATERSON, N. J., *Public School Number Ten*.
 PENDLETON, IND., *Pendleton Public Schools*; *Pendleton High School*; *Pendleton Ward Schools*.
 PERRYSBURG, OHIO, *Perrysburg School*.
 PORTLAND, ORE., *Rose City Park School*.
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 PRINCETON, IND., *Princeton City Schools*.
 PROVINCETOWN, MASS., *Conant Street School*; *Eastern School*; *Governor Bradford School*.
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 RALEIGH, N. C., *Pilot Mills School*.
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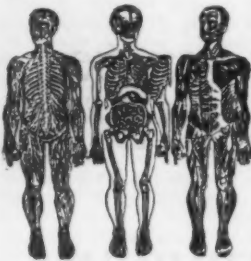
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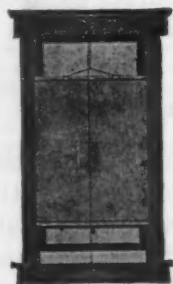
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