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THE FOLLOWING SCHOOLS have completed their reports for one hundred per cent membership enrolment in the National Education Association for 1925-26 since the list was published in the November JOURNAL:

FIVE OR MORE YEARS

AMERICUS, GA., *Americus High School*.
BROOKLINE, MASS., *Edward Devotion School*.
BURLINGTON, IOWA, *Burlington Teachers Association*, Robert K. Corlett, Secretary.
CASTLE HILL, MAINE, *Castle Hill Public Schools*, Elmer H. Weber, Superintendent.
CHAPMAN, MAINE, *Chapman Public Schools*, Elmer H. Weber, Superintendent.
COLUMBUS, OHIO, *Fulton School*.
DEXTER, MAINE, *Pleasant Street School*.
EAST CLEVELAND, OHIO, *Mayfair School*.
FAIRBURY, ILL., *Edison School*; *Isaac Walton School*.
GREELEY, COLO., *North Ward School*.
HAMMOND, IND., *Woodrow Wilson School*.
JACKSONVILLE, ILL., *Morton School*.
LA JUNTA, COLO., *La Junta Public Schools*, Robert M. Tiley, Superintendent; *Boys Club Building*; *Columbian School*; *Junior High School*; *Lincoln School*; *North La Junta School*; *Park School*; *Senior High School*.
MANKATO, MINN., *Franklin School*.
MAPLETON, MAINE, *Mapleton Public Schools*, Elmer H. Weber, Superintendent; *Mapleton High School*.
MARIETTA, OHIO, *Norwood School*.
MEDFORD, MASS., *James School*.
MINNEAPOLIS, MINN., *John Hay School*.
MITCHELL, S. DAK., *Mitchell Teachers Association*, Maude Flanagan, Secretary-Treasurer.
NILES, MICH., *Niles Public Schools*, F. W. Crawford, Superintendent; *Junior High School*; *Senior High School*.
NORWOOD, OHIO, *Sharpsburg School*.
OKMULGEE, OKLA., *Okmulgee Public Schools*, Eugene S. Briggs, Superintendent; *Emerson School*; *Franklin School*; *High School*; *Lee High School*; *McKinley School*; *Roosevelt School*; *Webster School*; *Wilson School*.
PITTSBURGH, PA., *Lawrence School*; *McCleary School*.
PORTLAND, MAINE, *Chapman School*; *Emerson School*; *Heseltine School*; *Monument Street School*; *Nathan Clifford School*; *Peaks Island School*; *Roosevelt School*; *Saunders Street School*; *Shailer School*.
SAN FRANCISCO, CALIF., *Pacific Heights School*.
SAULTE STE. MARIE, MICH., *Washington School*.
SIOUX CITY, IOWA, *Everett School*; *Irving School*; *Smith School*.
STONEHAM, MASS., *South School*.
TOLEDO, OHIO, *Lincoln School*.

FOUR YEARS

ARVADA, COLO., *Arvada Public Schools*, Grover Hooker, Superintendent.
BELLEFONTAINE, OHIO, *Bellefontaine Public Schools*, S. A. Frampton, Superintendent; *Bellefontaine Teachers Association*, Lulu Morgan, Secretary-Treasurer; *Central School*; *High School*; *Hubbard School*; *Lincoln School*; *McBeth School*; *North School*; *South School*.
BROOKLYN, N. Y., *Public School No. 44*.
CLEVELAND, OHIO, *Sunbeam School*.
CORY, PA., *Corry Public Schools*, Milton L. Brown, Superintendent; *Concord School*; *Fairview School*; *Harding School*; *Junior High School*; *Senior High School*; *Washington School*.
DETROIT, MICH., *White School*.
EAST HARTFORD, CONN., *South Burnside School*; *Union School*.
FLEMING, COLO., *Fleming Public Schools*, Harold V. Baker, Superintendent.
GLOBE, ARIZ., *Noftsgen Hill School*.
HOLLAND, MICH., *Holland Public Schools*, E. E. Fell, Superintendent; *Proebel School*; *Horace Mann School*; *Junior High School*; *Lincoln School*; *Longfellow School*; *Senior High School*; *Van Raudt School*; *Washington School*.
LOUISVILLE, KY., *George Washington School*.
MANSFIELD, OHIO, *Hedges School*.
MUSKOGEE, OKLA., *Muskogee Public Schools*, C. K. Reiff, Superintendent; *Central High School*; *Edison School*; *Franklin School*; *Houston School*; *Irving School*; *Jefferson School*; *Longfellow School*; *Sequoia School*; *Washington School*; *West High School*; *Whittier School*.
OLAA, HAWAII, *Waiakea Waena School*.
PLAINFIELD, N. J., *Lincoln School*.
SANDWICH, ILL., *Sandwich Public Schools*, J. R. Cranor, Superintendent; *North Side School*; *South*

Side School; *Township High School*.
SAN FRANCISCO, CALIF., *Golden Gate School*; *Gratton School*.
SANTA ANA, CALIF., *Roosevelt School*.
SIOUX CITY, IOWA, *Cooper School*; *Emerson School*; *McKinley School*.
SOUTH BEND, IND., *Coquillard School*.

New Enrolment Records

What is Yours?

THE LARGEST COUNTY ENROLMENT—

Berks County, Pennsylvania, has enrolled 100 per cent of its teachers (721) in the local, State, and National Associations. E. M. Rapp is superintendent of this county.

THE LARGEST 100 PER CENT CITY—

Springfield, Ohio, has joined the 400 per cent group by enrolling all of her teachers in the city, county, State, and National Associations. They inquire if any other city of equal size has attained this record. According to the Educational Directory, Springfield had a population of 60,840 in 1920. F. M. Shelton is superintendent and E. G. Weller, president of the City Association.

ANOTHER 400 PER CENT RECORD—

Jordan District, Utah, claims a 400 per cent loyalty to the profession, since 100 per cent of its teachers are members of the local, State, and National Associations and 100 per cent of its primary teachers are members of the National Primary Association.

SOUTH HAVEN, MICH., *South Haven Public Schools*, Lloyd C. Mohr, Superintendent; *High School*.
STAMFORD, CONN., *Wall Street School*.
SUMMIT, N. J., *Washington School*.

THREE YEARS

ANN ARBOR, MICH., *Philip Bach School*.
BERLIN, PA., *Berlin Public Schools*, Bert S. Walker, Supervising Principal.
BEVERLY, MASS., *Brown School*.
BROOKLINE, MASS., *Sewall School*.
CADILLAC, MICH., *Cadillac Public Schools*, B. C. Shankland, Superintendent; *Cass School*; *Cooley School*; *Emerson School*; *Franklin School*; *High School*; *Lincoln School*; *McKinley School*; *Whittier School*.
COLORADO SPRINGS, COLO., *Arensdaale School*.
COLUMBUS, OHIO, *Eighth Avenue School*.
DARIEN, CONN., *Holmes School*.
DELAND, ILL., *De Land Township High School*.
DETROIT, MICH., *Jackson School*; *Van Dyke School*.
EAST HARTFORD, CONN., *East Hartford High School*.
ERIE, PA., *Burns School*; *Garfield School*; *Lafayette School*.
FORT WAYNE, IND., *Jefferson Intermediate School*.

GRAND RAPIDS, MICH., *Burton School*; *Juvenile Home School*; *Madison School*.
HAMTRAMCK, MICH., *Playfair School*.
HAZEL PARK, MICH., *Hazel Park Public Schools*, T. F. Davis, Superintendent; *High School*; *Hoover School*; *Lacy School*; *Martin Road School*; *United Oaks School*; *Wanda School*.
HONOLULU, HAWAII, *Kuhio School*.
HOUSTON, TEXAS, *Southmore School*.
HUNTINGTON, IND., *Huntington Public Schools*, Jesse M. Scudder, Superintendent; *Central School*; *High School*; *Lincoln School*; *Riley School*; *State Street School*; *Tipton Street School*; *William Street School*.
IRONWOOD, MICH., *Anrora School*.
JACKSONVILLE, ILL., *Junior High School*.
LYNCHBURG, VA., *Garland-Rodes School*; *Garland-Rodes High School*.
MANSFIELD, OHIO, *Bowman School*.
MINOT, N. DAK., *Roosevelt School*; *Sunnyside School*.
MITCHELL, S. DAK., *Mitchell Public Schools*, J. C. Lindsey, Superintendent; *Eugene Field School*; *Junior High School*; *Litchfield School*; *Senior High School*.
NAMPA, IDAHO, *Nampa High School*.
NORWOOD, OHIO, *North School*.
PLAINFIELD, N. J., *Washington School*.
PONTIAC, ILL., *Pontiac Public Schools*, S. A. Denison, Superintendent; *Central School*; *Ladd School*; *Lincoln School*; *Washington School*.
PORTLAND, MAINE, *Morrill School*.
PUEBLO, COLO., *Lincoln School*.
RAUB, IND., *Raub School*.
SAN FRANCISCO, CALIF., *Madison School*; *Rochambeau School*.
SANTA ANA, CALIF., *Franklin School*; *Jefferson School*; *McKinley School*.
SIOUX FALLS, S. DAK., *Bancroft School*; *Irving School*; *Lincoln School*; *Mark Twain School*.
SIOUX CITY, IOWA, *Riverview School*; *Whittier School*.
SPRINGFIELD, MASS., *Brightwood School*.
TACOMA, WASH., *Central School*; *Franklin School*; *Jefferson School*; *Lincoln School*; *Lowell School*; *Mary Lyon School*; *Point Defiance School*; *Sherman School*; *Washington School*.
TOLEDO, OHIO, *Indiana School*.
WATERLOO, IOWA, *(West Side) Waterloo Public Schools*, Wallace M. Sloan, Superintendent; *Central School*; *Edison School*; *Emerson School*; *High School*; *Irving School*; *Kingsley School*; *Lowell School*; *Whittier School*.
WESTBROOK, MAINE, *Valentine Street School*.
WILMINGTON, DEL., *Public School Number 11*; *Public School Number 23*.
WOOSTER, OHIO, *Beall Avenue School*; *Walnut Street School*.
YOUNGSTOWN, OHIO, *Adams School*; *Poland Avenue School*.
ZANESVILLE, OHIO, *Zanesville Public Schools*, F. C. Kirkendall, Superintendent; *Columbia School*; *Garfield School*; *Grant School*; *Grover Cleveland Senior High School*; *Hancock School*; *Jackson School*; *Lincoln School*; *Madison School*; *McIntire School*; *Moxahala School*; *Munson School*; *Pioneer School*; *Senior High School*; *Sheridan School*; *Stemler School*; *Theodore Roosevelt Junior High School*.
ZEELAND, MICH., *Zeeland Public Schools*, H. S. Denison, Superintendent; *Junior High School*; *Senior High School*.

TWO YEARS

ALEXANDRIA, IND., *Clarke School*.
ANN ARBOR, MICH., *Donovan School*; *James B. Angell School*; *Tappan School*.
BALTIMORE, MD., *Howard Park School*; *Orangeville School*.
BELMONT, MASS., *Winthrop L. Chenery School*.
BELVIDERE, ILL., *Belvidere High School*.
BEVERLY, MASS., *Prospect School*.
BOISE, IDAHO, *Garfield School*.
BRAINTREE, MASS., *Penman School*.
BROOKLINE, MASS., *Michael Driscoll School*.
BURLINGTON, VT., *Adams School*.
CASPER, WYO., *Roosevelt School*; *Washington School*.
CENTERVILLE, IOWA, *Garfield School*.
CHANUTE, KANS., *Chanute Public Schools*, L. H. Petit, Superintendent; *Alcott School*; *Cross School*; *Junior High School*; *Lincoln School*; *Murray Hill School*; *Pioneer School*; *Roosevelt School*; *Senior High School*; *Webster School*.
CHARLESTON, W. VA., *Union School*.
CHERRYVALE, KANS., *Garfield School*.
CLEARFIELD, PA., *Fourth Ward School*.

CLEVELAND HEIGHTS, OHIO, Taylor School.
 COLORADO SPRINGS, COLO., Midland School.
 COLUMBUS, OHIO, Fifth Avenue School; Heyl Avenue School.
 COUNCIL BLUFFS, IOWA, Dodge School; Washington School.
 DANVILLE, CALIF., San Ramon Union Valley High School.
 DARIEN, CONN., Baker School; Roy's School.
 DELTA, COLO., Delta High School.
 DENVER, COLO., Albion School; Ebert School; Fairview School; Globeville School; Lawrence Street School; Logan School; Siedman School; Stevens School.
 DETROIT, MICH., Hancock School; Myra Jones School.
 DUBUQUE, IOWA, Jackson School.
 DUNDEE, ILL., Dundee Community High School.
 EAST MAUCH CHUNK, PA., East Mauch Chunk Public Schools, Lewis N. Snyder, Supervising Principal.
 EDDYSTONE, PA., Grammar School.
 ELLWOOD CITY, PA., Ellwood City Public Schools, W. Ray Smith, Superintendent; Circle School; Hartman School; High School; North Side School; West End School.
 ENGLEWOOD, COLO., Hawthorne School.
 ENGLEWOOD, N. J., Cleveland School; Franklin School; Intermediate School; Lincoln School.
 ERIE, PA., Franklin School; Jones School; Washington School.
 FAIRBURY, NEBR., Fairbury Public Schools, A. M. Nelson, Superintendent; Central Ward School; East Ward School; High School; West Ward School.
 FORT SMITH, ARK., Fort Smith Public Schools, J. W. Ramsey, Superintendent; Albert Pike School; Belle Grove School; Belle Point School; Dunbar School; DuVal School; High School; Howard School; Lincoln School; Mill Creek School; Parker School; Peabody School; Rogers School; South Fort Smith School; Spradling School; Trusty School; Washington School.
 FORT WAYNE, IND., Riverside School.
 GLOUCESTER, MASS., Point Grammar School; Sawyer School.
 GLOVERSVILLE, N. Y., Kingsboro School.
 GRAND HAVEN, MICH., Grand Haven Public Schools, E. H. Babcock, Superintendent; Central School; Fourth Ward School; High School; Junior High School.
 HEMLOCK, MICH., Hemlock Public Schools, Lee O. Clark, Superintendent.
 HOUSTON, TEXAS, Helms School.
 HUMBOLDT, KANS., Humboldt Public Schools, Hale B. Blair, Superintendent; High School; Junior High School; Lincoln School; South School.
 HUTCHINSON, KANS., Avenue A School; Fourth Avenue School.
 JACKSON, MICH., West Intermediate School.
 JACKSONVILLE, ILL., Franklin School; Jefferson School; Josephine Milligan School; Lafayette School; Washington School.
 JAMESTOWN, R. I., Jamestown Public Schools, Roswell C. Palmer, Superintendent; Carr School; Thomas H. Clarke School.
 KENOSHA, WIS., Durkee School; Lincoln Junior High School.
 LODI, CALIF., Needham School.
 LOGAN COUNTY, OHIO, Logan County Public Schools, Glenn Drummond, Superintendent; Belle Center Public School; Bokes Creek Public School; DeGraff Public School; Iron City Public School; Jefferson Public School; Monroe Public School; Perry Public School; Quincy Public School; Rushsylvania Public School; Stokes Public School; Washington Public School; West Liberty Public School; Zane Public School.
 LOMPOC, CALIF., Miguelito School.
 LOUISVILLE, KY., Emerson School; Henry Clay School.
 LYNCHBURG, VA., Floyd School; Miller Park School; White Rock School.
 MAHANOEY CITY, PA., Mahanoy Township School District, Joseph F. Noonan, Superintendent.
 MANKATO, MINN., Roosevelt School.
 MANSFIELD, OHIO, Prospect School.
 MEDFORD, MASS., Osgood School.
 MERIDEN, CONN., Robert Morris School.
 MIDWEST, WYO., Midwest School.
 MILWAUKEE, WIS., Kosciuszko Pre-Vocational School.
 MINNEAPOLIS, MINN., Clara Barton School; Longfellow School; Thomas Lowry School; William Penn School.
 MORRIDGE, S. DAK., North Building.
 MONROVIA, CALIF., Wild Rose Avenue School.
 MORRISTOWN, N. J., Speedwell Avenue School.
 MOUNT HOPE, W. VA., Junior High School.
 MOUNT STERLING, ILL., Mount Sterling Grade School.
 NATCHITOCHES, LA., State Normal School, A. G. Alexander, Secretary.
 NEWARK, N. J., School for the Deaf.
 NEW AUGUSTA, MISS., Oak Grove Consolidated School.
 NEW BRUNSWICK, N. J., Livingston School.
 NORFOLK, VA., John Goode School.
 NORTH ATTLEBORO, MASS., Bank Street School.
 OBERLIN, OHIO, Oberlin Public Schools, Howard L. Rawdon, Superintendent; Junior High School; Pleasant Street School; Prospect Street School; Senior High School.
 PALMERTON, PA., Palmerton Public Schools, B. Frank Rosenberry, Superintendent; Delaware School;

Franklin School; Hazard School; Stephen S. Palmer School.
 PANAMA, NEV., Lincoln County High School.
 PAWTHUSKA, OKLA., Pawthuska Public Schools, J. O. Hall, Superintendent; Century School; Franklin School; High School; Lynn School; Prudom School; Union School.
 PEKIN, ILL., Pekin Community High School.
 PLAINFIELD, N. J., Irving School.
 PORTLAND, MAINE, Longfellow School; Presumpscot School; Riverton School.
 RARITAN, N. J., Fords School Number Twelve.
 RICHMOND, VA., Monroe School.

Coöperation

THE world moves ahead by coöperation. Without it we should all be savages. Each would struggle alone for food and shelter to keep alive. With coöperation we are able to do wonderful things. Because the world had not learned to coöperate to restrain selfish imperialistic ambitions, it spent billions of treasure and millions of lives in a terrible war. It will do so again unless we learn to live and work together in larger units. It is easy to see that the coöperative spirit is a precious asset. It is now growing rapidly among teachers. They are beginning to see what a little time and a little money spent for larger coöperation means to the profession, to children, to the Nation, and to the world. This list of special-honor schools is eloquent testimony of the attitude of the new teacher and the new principal. Never before so early in the school year has the list been so long. Each school in this list is a unit in a volunteer army. Its teachers are loyal. They are professional in spirit. They are coöperating with their fellow-teachers throughout the Nation. They are on the firing line of the greatest educational advance in the history of the world.

ROCHESTER, N. H., East Rochester School.
 ROCKFORD, ILL., Kent School; P. A. Peterson School.
 RUSHVILLE, IND., Havens School.
 RUTHERFORD, N. J., Pierrepont School, Sylvan School.
 SAGINAW, MICH., Otto Rosser School.
 SAN FRANCISCO, CALIF., Harrison School.
 SANTA ANA, CALIF., Edison School.
 SHERBOYAN, WIS., Franklin School; Lincoln School; Longfellow School; U. S. Grant School.
 SIOUX CITY, IOWA, Bancroft School; Crescent School; Emerson School; Floyd School; Franklin School; Grant School; Hawthorne School; Hopkins School; Jay School; Longfellow School; Lowell School; Webster School; Woodrow Wilson Junior High School.
 SIOUX FALLS, S. DAK., Meredith School.
 SOPSIS, COLO., Sopsis Public Schools, I. D. Mahuron, Superintendent.
 SOUTH BEND, IND., Elder School; Girl's Pre-Vocational School; Henry Studebaker School; John F. Nuner School; Lafayette School; Lincoln Platoon School; Linden School; Marquette School; Oliver School; Washington School.
 SOUTH SANPETE DISTRICT, UTAH, South Sanpete School District, E. T. Reid, Superintendent; Axtell School; Centerfield School; Ephraim Elementary School; Ephraim Junior and Senior High School; Fayette School; Gunnison Grade School; Gunnison Valley High School; Manti High School; Manti Junior High School; Manti Primary School; Mayfield Junior High and Elementary School; Mayfield School; Sterling School.
 SPRINGFIELD, MASS., William Street School.
 STRATFORD, CONN., Garden School; Sedgwick School.
 SUMNER, IOWA, Sumner Public Schools, Thomas J. Durant, Superintendent; High School.
 SUMMIT, N. J., Brayton School; Industrial School; Roosevelt School.
 TACOMA, WASH., Grant School.
 TERRE HAUTE, IND., Collett School; Fairbanks

School; Fairview School; McLean Junior High School; Sandison School.
 TOLEDO, OHIO, Alexander Hamilton School; Anna Pickett School; Monroe School.
 TURNERS FALLS, MASS., Turners Falls Public Schools, Joseph S. Keating, Superintendent; Central School; High School; Highland School; Montague Center School; Montague City School; New Eighth Street School; Oakman School; Old Eighth Street School; Portable School; South End School.
 WALTHAM, MASS., Jonathan B. Bright School; Thomas Hill School.
 WARREN, OHIO, Central School; Dickey Avenue School; Elm Street School.
 WASHINGTON, D. C., Brent-Dent School.
 WATERLOO, IOWA, (East Side) East Waterloo Public Schools, Charles W. Kline, Superintendent; East Waterloo Teachers Club, Mildred Schaefer, Secretary; Alcott School; Frances Grout School; Grant School; Hawthorne School; John Fiske School; Junior High School; Lafayette School; Lincoln School; McKinley School; Roosevelt School; Senior High School; Washington School.
 WAUKESHA, ILL., Glen Flora School.
 WESTBROOK, MAINE, Warren School.
 WEST CHELMSFORD, MASS., Quessy School.
 WEST CHESTER, PA., Model School.
 WOBURN, MASS., Wyman School.
 YOUNGSTOWN, OHIO, Haselton Building; Jefferson School.

CURRENT YEAR

ALLENSVILLE, OHIO, Richland High School.
 ANDOVER, MASS., Bradlee School.
 ARENA, N. DAK., Arena Consolidated School.
 ARKANSAS, WIS., Arkansas Public Schools, Joseph H. Walsh, Principal.
 ATHENS, N. Y., Athens Village School.
 ATHOL, MASS., Main Street School.
 AUBURNDALE, MASS., Williams School.
 BALTIMORE, MD., Morrell Park School; Sixteenth Street School.
 BELLEVUE, OHIO, Junior High School; McKim School.
 BLOOMINGTON, IND., Seminary Building.
 BRIDGETON, N. J., South Avenue School.
 BROOKLINE, MASS., Longwood School.
 BUENA PARK, CALIF., Buena Park Grammar School.
 BURLINGTON, IOWA, Burlington Public Schools, W. G. Brooks, Superintendent; Burlington Teachers Association, Robert K. Corlett, Secretary; Corse School; Grimes School; High School; Lanman School; Lincoln School; North Hill School; Perkins School; Prospect Hill School; Salter School; Sanderson School; Sunnyside School; Washington School.
 BURR OAK, KANS., Burr Oak High School.
 CASA GRANDE, ARIZ., Union High School.
 CEDARVALE, N. MEX., Cedarvale School.
 CEDARVILLE, ILL., Cedarville School.
 CENTERVILLE, IOWA, Central School; Lincoln School; McKinley School.
 CHEVLOT, OHIO, Northwestern School.
 CHICAGO, ILL., Dore School; Higginbotham School.
 CHRISMAN, ILL., Chrisman Township High School.
 CINCINNATI, OHIO, Vocational School.
 CLARKSBURG, W. VA., Monticello School.
 CLEMENCEAU, ARIZ., Clemenceau Public Schools, O. K. Garretson, Superintendent.
 CLEVELAND, OHIO, Landon School.
 CLIFF, N. MEX., Cliff High School.
 COLORADO SPRINGS, COLO., Helen Hunt School; Ivywild School.
 COLUMBUS, OHIO, Beck Street School; Bellows Avenue School; Chicago Avenue School; Dana Avenue School; Eastwood School; First Avenue School; John Burrough School; Mount Vernon Avenue School; Ohio Avenue School; Southwood School; Stewart Avenue School.
 CONNERSVILLE, IND., Eighth Street School.
 COUNCIL BLUFFS, IOWA, Courtland School; Eighth Street School; Franklin Pierce School; Gunn School; Roosevelt School.
 DANVERS, MASS., Park Street School.
 DAVIS, CALIF., Davis Joint Grammar School; Davis Joint Union High School.
 DES MOINES, IOWA, Lucas School.
 DOWNTOWN, PA., DOWNTOWN Industrial and Agricultural School.
 ELKINS, W. VA., Carlile School.
 ENGLEWOOD, N. J., Nordhoff School.
 ERIE, PA., Home School.
 EUGENE, OREGON, Roosevelt Junior High School.
 EVERETT, MASS., Winthrop School.
 FAIRMONT, W. VA., William R. White School.
 FALLING WATERS, W. VA., Marlowe Junior High School.
 FORT COLLINS, COLO., Lincoln School.
 FORT GAY, W. VA., Fort Gay Public Schools, M. J. Robinett, Principal.
 FORT LUPTON, COLO., Fort Lupton Public Schools, G. W. Todd, Superintendent.
 FORT WAYNE, IND., McCulloch School; Rolling Mill School.
 FREELAND PARK, IND., Parish Grove Township Schools, L. L. Martin, Principal.
 GARDEN CITY, KANS., Buffalo Jones School.
 GERMANTOWN, MD., Germantown School.
 GILBERT, ARIZ., Gilbert Public Schools, John Branigan, Superintendent.
 GLOUCESTER, N. J., Cumberland Street School.

(Continued on page A-258)

The New Curriculum

FOR the first time in educational history a curriculum is being built broad enough to meet the needs of all the children of all the people and varied enough to serve the interests of the individual child. The contrasts between the old curriculum and the new are striking. The old curriculum was handed down by the school superintendent; the new curriculum is being built by all the school forces working in democratic coöperation. The old curriculum was made for adults; the new curriculum is being made for children. The old curriculum was static; the new curriculum continues to grow. The old curriculum finished the child's education; the new curriculum begins the child's education. The old curriculum called for mastery of facts; the new curriculum calls for mastery of life. It seeks to answer the question, "What shall the child learn?"

The commission appointed by the National Education Association for the revision of secondary education has said that everyone should learn (1) how to keep well; (2) how to use the fundamental processes; (3) how to make a good home and rear his children; (4) how to work efficiently and happily; (5) how to be a faithful citizen; (6) how to spend his leisure wisely and (7) how to regulate his life according to the standards of right living.

These definite categories involve masses of knowledge, habits, skills, ideals, attitudes, and appreciations that can be taught in the school and the home. They recognize frankly that the school is but one of many agencies through which the social inheritance passes on to the new generation. Taken as a whole, they furnish a basis for deciding what shall go into the curriculum.

Health is put first because it is a condition of life itself. Health had a hard struggle to get into the curriculum and is only now becoming effective. Horace Mann was appalled by the amount of sickness and death due to ignorance. He felt that the schools ought to do something about it. But there were conscientious objectors. They said that health was a gift of God and that

disease was the terrible swift lightning of his wrath. No mere teacher should interfere with the sacred relationship. Besides, the human body was a delicate matter. It could not be discussed in public. But Horace Mann wrote to some noted doctors for help. He asked them what fraction of the troubles they

IN an address before the Indianapolis meeting of the Association on "The Responsibility of Educational Journalism in Interpreting the Schools to the Public," the editor attempted to summarize the educational ideas that are oftenest dealt with in the more progressive educational journals. They were discussed under the headings, "The New Curriculum," "The New Statesmanship in Education," and "The New Teacher." The suggestion has come from several sources that these ideas be developed in a series of Journal editorials. This statement is the first of that series.

treated was due to ignorance. Their answers were convincing. They were published in Horace Mann's famous reports. Gradually, it was agreed that the schools should teach children something about their bodies. So the schools went to the medical colleges and borrowed anatomy and physiology. Children learned to name muscles and bones and to trace food on its way through the system. It took several generations to discover that such teaching did not greatly change people's habits of living. Now the best schools are teaching health habits. School dentists, doctors, and nurses are helping children to see that health is not only learning things, but doing things.

The new curriculum is improving the teaching of the fundamental processes. Reading, writing, spelling, and arithmetic are the tools of learning. The test of their worth is the uses to which

they are put. Curriculum revision is cutting from these subjects the dead mass of materials that children do not use. The result is fewer facts better taught and more emphasis on learning how to learn. In the old reading children worked for days over ponderous selections that were meant for adults. In the new school they read widely materials they can understand and enjoy. The old spelling drew long columns of words from the dictionaries. The new spelling selects words from the writings of daily life. The old arithmetic was written to provide material for mental gymnastics. The new arithmetic deals with situations within the experience of the child. The old fundamentals were based on faculty psychology and faith in mental discipline. The new fundamentals are based on life's needs and recognize as much disciplinary value in real problems as in fictitious ones.

And so with worthy home membership. First came rather technical courses in cooking and sewing; then more practical courses. The work is now being rounded out by other studies which seek to improve the art of living together. During this trying period of unrest when the American home is struggling to adjust itself to new economic conditions and the wider opportunities that are coming to women, the new and broader home economics teaching is like a mighty anchor. More people now enjoy the comforts of well-equipped homes than ever before. Through home economics the new school may match this improved material home with a glorified social and spiritual home atmosphere in which to rear children and to live good lives. Through home economics the schools are exalting and dignifying the American home and the precious ideals for which it stands.

The new curriculum is adjusting the relationships between vocational education and so-called liberal education. The age-old war between these ideas has produced intellectual snobbery on the one hand and vocational peasantry on the other. It is a relic of the early beginnings when education was a special privilege of the leisure classes. It

has no place in a modern democracy, which, as the price of its very existence, must build into the lives of children a right attitude toward work combined with appreciation of the finer things of life. Rich culture springs from the black soil of economic competence and labor is most fruitful when it is fertilized by art and joy and a well-rounded philosophy of life.

The new curriculum emphasizes a vitalized social and civic education. The civic education of a generation ago was borrowed from the law schools. It was a thing of words and not of deeds. The new curriculum deals with civic life within the range of the child's observation. It insists that good citizenship is right acts and attitudes all along the line—obeying laws, being a good neighbor, voting, demanding honest and efficient government. By being a good citizen of the home, the school, and the neighborhood, the child learns to be a useful citizen of the State, the Nation, and the world.

The new curriculum deals also with leisure and ethical character. What shall it profit a man if he earn a living and know not how to live; what shall it profit him if he gain the whole world and lose his own soul? We are told that man will soon be able to meet the world's physical needs on a four-hour working day. What shall be done with the other twenty hours? Shall the answer be dissipation and futility or larger freedom and finer life? Can the schools teach the fine art of living? There is infinite wealth in the literature of the ages. There are abiding satisfactions in great music. The untold riches of nature everywhere await the observing eye and the attentive ear. Here is a glorious field for the curriculum maker. Children are not forced to appreciate the beautiful and the good. They are led to do so by the very atmosphere of the school and the home; by sharing the spiritual heritage of the race with wise parents and noble teachers. They are inspired into appreciation by teachers such as Emerson described when he wrote:

Day by day for her darlings to her much
she added more;
In her hundred gated Thebes every cham-
ber was a door,
A door to something grander—loftier walls
and vaster floor.

These are the elements of the new curriculum. The narrative of its development is a fascinating story. It takes us into the science of education now

struggling in its crude beginnings, even as medicine struggled a century ago. It opens the doors of research bureaus at work on the problems of education, even as engineers study the problems of buildings. It takes us into teachers colleges where psychologists are studying the

learning processes. Most important of all, the story of the new curriculum helps us to vision education as a many-sided process which concerns the entire life of the child on the one hand and the whole life of society on the other.—
J. E. M.

Research in Secondary Education

AS A RESULT of the determination of Commissioner John J. Tigert, of the Federal Bureau of Education, to increase the services of the Bureau in the field of research in secondary education, the National Committee on Research in Secondary Education has been created. This Committee was formed in June, at a meeting in Washington, D. C., of the representatives of certain National and regional organizations in the field of secondary education. The possible strength of the Committee is suggested by the names of the cooperating organizations. These organizations and their official representatives are as follows:

National Society of College Teachers of Education, represented by A. J. Jones, University of Pennsylvania; National Association of Secondary School Principals, William H. Wetzell, Trenton, N. J.; U. S. Bureau of Education, John J. Tigert and E. E. Windes; The Association of Colleges and Secondary Schools of the Southern States, W. R. Smithey, University of Virginia; North Central Association of Colleges and Secondary Schools, J. B. Edmonson, University of Michigan; National Association of High School Inspectors and Supervisors, J. C. Hanna, State Department of Public Instruction, Illinois; National Association of College Registrars, R. M. Dempster, Johns Hopkins University; Educational Research Association, E. J. Ashbaugh, Ohio State University; Research Division of the National Education Association, John K. Norton; California Society for the Study of Secondary Education, Horace M. Rebok.

In addition to the members representing organizations, the Committee elected a limited number of members at large, including:

C. M. Ferriss, Cornell University; W. B. Bliss, Ohio State Department of Education; George S. Counts, Yale; Thomas Briggs, Columbia University; James M. Glass, Pennsylvania State Department of Public Instruction; W. C. Reavis, University of Chicago; Joseph Roemer, University of Florida; J. B. Davis, Boston University; L. V. Koos, University of Minnesota.

Under the constitution adopted by the Committee, the Committee will meet once a year for the election of its officers, to review the work of the previous year, and to formulate plans for future work.

Its meeting will be held at the time of the mid-winter convention of the Department of Superintendence. The Committee organized for its first year of work with the following officers:

Chairman, J. B. Edmonson, University of Michigan; *Vice-Chairman*, W. R. Smithey, University of Virginia; *Secretary*, E. E. Windes, U. S. Bureau of Education.

The purposes of the Committee, as defined in its Constitution, are:

1. To arouse those engaged in the field of secondary education to a consciousness of the need for research and to stimulate them to purposeful research activities in this field.
2. To initiate investigations bearing upon secondary school problems.
3. To advise and aid in investigations initiated by other agencies.
4. To coordinate research activities carried on by agencies interested in secondary education.
5. To act as a clearing-house of information and results pertaining to research in secondary education.

In an effort to carry out the foregoing purposes, the Committee proposes to engage in the following activities:

1. To offer suggestions and outline desirable procedure for research.
2. To collect and file data valuable to those interested.
3. To propose problems for investigation.
4. To publish the results of investigations.
5. To furnish those interested with bibliographies and other information relative to completed and current studies.
6. To furnish clerical and statistical assistance for research enterprises.
7. To promote and hold conferences on secondary school problems.
8. To secure representation at important secondary school conferences.

The National Committee will carry on its work through sub-committees. Four of these have already been created: (1) Junior high schools, (2) senior high schools, (3) large high schools, (4) procedure in research in secondary education. The direction of the work of this National Committee of twenty-five will be in the hands of the Executive Committee, consisting of the officers of the National Committee and the chairmen of the sub-committees.—J. B. E.

Tenure for Teachers

FRED M. HUNTER

Superintendent of Schools, Oakland, California

THE NATIONAL CAMPAIGN for teacher tenure requires a full understanding of the reasons for tenure on the part of the teachers of the Nation. A great many people, including teachers, make up their minds concerning the merit and validity of a measure by rather local personal experiences and happenings with a comparatively small scope of importance. The only fair basis for the consideration of the policy of indefinite or permanent teacher tenure is a review of all the evidence that can be gathered showing the effect of teacher tenure upon the teaching profession and hence upon the schools and upon the children.

The teacher or school patron who is trying to form a judgment upon the problem of teacher tenure should remember that most attitudes upon this subject are the result of prejudices and some preconceived idea arising out of purely local and personal experiences. To make up one's mind concerning this great problem upon the basis of evidence one must vision the teaching profession of this country as a whole.

One must be able to think of the 750,000 teachers of America, half of them untrained and most of them temporarily in their respective positions and changing from one position to another very frequently. One must also vision the 20,000,000 children of America and what it would mean to them to have a stable profession working in the classrooms of the land, well trained for their responsible positions, manned and recruited from the best and ablest youth.

From the data assembled by the Committee of One Hundred of the National Education Association, including evidence from teachers' associations, both State and local, throughout the United States, from a large body of interested laymen, from State and local school officials, and from many careful local studies made of this subject, it may be safely stated that indefinite teacher tenure is primarily in the interest of the schools and the children. This is sustained by evidence showing that indefinite tenure works in the interest of a more permanent and abler teaching body and that more competent young people are thereby attracted to the pro-

fession. The principal reasons for a conclusion of this kind may be summarized as follows:

1. Indefinite or permanent tenure tends to decrease teacher turnover and stabilize the profession.
2. It protects the great body of good teachers from political attack and from dismissal

A TEACHER who is working faithfully in the interests of children has a right to be secure in his job—to be free from political interference and the fear of dismissal for causes that have no connection with professional efficiency. That is the goal toward which the National Education Association is working. For years it has been fighting the battle of teacher tenure. Its present Committee on Tenure, under the chairmanship of Fred M. Hunter, a past president of the Association, has done notable work. In this article Mr. Hunter summarizes the case for tenure. Members will wish to call it to the attention of board members and legislators. Many teachers' clubs and associations are making special studies of the tenure problem. Several State associations are actively working for new tenure laws or the improvement of old ones. It is one of the big problems before the profession. It will not be solved until it is solved right—in the interests of the children of the Nation.

for petty personal and political reasons. It is in accordance with the American principle of civil service and against a political spoils system in the schools.

3. A sound tenure law provides for the easy dismissal of incompetent or insubordinate teachers where just cause can be shown.

4. It encourages professional growth and a higher professional standard for all teachers.

5. It tends to attract to the profession able and competent young persons because of increased stability of the profession and better opportunities for a career in teaching.

Teacher turnover—The facts brought out by the survey of teacher tenure require thoughtful consideration by every teacher and all loyal supporters of America's public school system. The instability of teaching as a profession is only too glaringly shown. Based upon re-

plies direct from all State superintendents of public instruction save one, several State-wide surveys by teachers' associations and school officials, and surveys made by the United States Bureau of Education, the facts are brought out that teacher turnover in the several stages ranges from 4 to 47 per cent with an average of 16 per cent for the Nation as a whole, that rural turnover within the States themselves runs as high as 68 per cent, that the average tenure of superintendents of schools is three years throughout the Nation, that the policy of hiring and firing at will prevails in most States and is the Nation-wide policy, and that unless special legislation is enacted courts everywhere hold to the one-year contract theory of teacher tenure. In general, the returns from the sources just mentioned show that turnover is less and the profession more stable in States where tenure laws have been enacted.

Political dismissals—The harm accruing to the public schools of this country, to the teaching profession, and, consequently, to the children, as a result of the working of sinister political influences is almost incalculable. Political organizations controlling municipal and State politics in many of our large cities seek to dominate the schools by insidious and intriguing methods. The investigation of the National Education Association brought to light many flagrant cases of political dismissal showing attempts to use the schools for purposes of political spoils. Of outstanding importance among these were the series of political dismissals in Portland, leading to the enactment of the law by the Oregon legislature giving the Portland teaching corps the protection of indefinite tenure; the dismissal of sixty-eight teachers in Chicago in June, 1916, without notice, hearing, or charges, all of whom had the rating of "satisfactory" and were recommended for reelection by the superintendent of schools; the dismissal in Denver in June, 1915, of seventy-six teachers, forty-nine of whom had ratings of "A" and "B" on a four-point scale, without hearing, notice, or charges; the dismissal in San Diego, in 1917, of twenty-one teachers, all with records of satisfactory, as a result of a

	Tenure	Dismissal	Are executives and supervisory officers included?
Germany	Life	For cause. Age retirement.	Yes.
Denmark	Indefinite during satisfactory service except in winter country schools.	For cause. Age retirement.	No data.
Switzerland	Differs in the several cantons.	For cause. (Seldom occurs.)	No data.
Netherlands	Indefinite	For cause.	Apparently included.
Finland	Unlimited after two years' probation.	For cause. Inefficiency after warning—crime or immorality without warning.	Yes.
Norway	Indefinite during satisfactory service.	For cause. Age retirement.	Yes.
Sweden	Indefinite after probation.	For cause after warning with right of appeal.	No data.
Great Britain	Indefinite	For cause. Age retirement.	Yes.
France	Indefinite during satisfactory service.	For cause—cases rare.	Yes.

political campaign in the election of a board of education.

In addition to these outstanding ones, there is abundant evidence that in every State there are numerous cases of dismissal of teachers for petty personal reasons either on the part of administrative authorities or boards of trustees in small town and country school districts. Where the right to "hire and fire" in an unlimited way exists, there can be no guarantee that merit will be the basis for either hiring or retaining teachers. Every administrator knows the personal and political pressure that is continually brought to bear for the placing of friends of persons who have large prestige, personal influence, and political power. Every administrator also knows the ease with which a personal grudge can result in the dismissal of a teacher, not because of professional failure, but because of the dislike of some one with political power or in high authority. The cases cited above are indicative of a general trend of policy which is not only possible, but which actually does exist where there is no tenure regulation. A tenure law may occasionally protect a teacher or even a group of teachers who are incompetent and who ought to be dismissed and keep them in office longer than they ought to be kept, but where one such case exists in the protection of an incompetent teacher, there are dozens of cases where teachers are discharged for other reasons than failure to teach well and where political appointees are placed in a school system, not because they are good teachers, but because they have friends with influence. The most dangerous threat to the American public schools today is the threat of powerful

political groups to attack and control them, not in the interest of the children, but in the interest of political machines that operate for spoils purposes. Every American parent would prefer to have his child in a school system in which occasionally an incompetent teacher or superannuated teacher might be kept in the schools through tenure, rather than to submit the child to a school system where political appointment and dismissal for spoils purposes and in the interest of a political machine are the rule.

State tenure laws work well—Eleven States have either State-wide or partial tenure at the present time, and campaigns are in progress in eleven additional States for either the amendment or the enactment of tenure laws.

One State, New Jersey, has had a tenure law since 1910. The operation of this excellent tenure law over a period of fifteen years is the best testimony that tenure is a stimulation to professional growth. Next to California, New Jersey has the ranking school system of all the States of the Nation as adjudged by the most competent critics and the highest recognized standards. The teaching profession has gone forward under able leadership to develop for itself a system of professional advancement. The teacher turnover of New Jersey is comparatively low. High standards of qualifications are maintained. A progressive teacher organization has continually fought for high professional standards and for the maintenance of the tenure law. In Massachusetts and Maryland similar results are to be observed. In all these States it is to be noted that professional prog-

ress is marked, that the good teachers are protected and that incompetents can be and are decreased. In New Jersey, out of thirty-three cases of dismissal of teachers appealed to the Commissioner of Education and the Supreme Court of the State during the operation of the tenure law, sixteen were in favor of the Board of Education which sought to dismiss the teacher, fifteen were in favor of the teacher, and two were undecided at the time the data were gathered. This is pointed evidence as to the proper operation of a sound tenure law in eliminating the unfit.

For the last four years California has had what may be regarded as a fairly satisfactory tenure law. Previous to that considerable protection was afforded by the same type of law that is now called a tenure law in the State of Montana. The school system of California has been benefited without question by the operation of this law. Virtually one half of the teaching profession of the State—namely, the teaching profession in the larger cities, has been protected by the law and has been stabilized thereby.

Tenure provisions in foreign countries—Teachers in the educational systems in European countries where a high degree of school development has taken place are much more completely protected by tenure than are the teachers of the United States. A few months ago the Research Division of the National Education Association published the following table showing the rank of the various European countries and the United States in percentage of illiteracy of the total population.

Country	Per cent of illiteracy
Germany	.2
Denmark	.2
Switzerland	.5
Netherlands	.6
Norway	1.0
Sweden	1.0
Scotland	1.6
England and Wales	1.8
France	4.9
United States	6.0

At the suggestion of the Committee of One Hundred on the Problem of Tenure, the following questions were presented by the Research Division to the embassies of each of these countries:

1. Who appoints teachers in the schools of your country that are supported wholly or principally through public taxation?
2. Are such teachers reappointed at regular intervals, such as once every year, or

are they appointed to a position for an indefinite period so long as they give satisfactory service?

3. For what causes may a teacher be removed from his position?

4. What difference is there in the regulation affecting the appointment and tenure of teachers and those affecting the appointment and tenure of supervisory or executive officials in the schools of your country?

Summary of argument—The argument for teacher tenure, then, is not merely the plea of teachers who feel they have been wronged, nor of groups of incompetents who are seeking to protect themselves in positions for which they are not fitted, nor yet of the militant body of a class-conscious trade or professional group of workers. It is rather a necessity based upon the need of the American school system for a teaching profession which will call to its ranks the outstanding genius and leadership of American youth.

It is the insistent demand of the most expert students of teaching conditions in the United States for the protection of the schools from the gravest attack which threatens a public institution spending large amounts of money and affording the most fertile field for political exploitation.

It is the plea of the American ideal of a public school system which will adequately meet the requirements of young America for a full and complete preparation for useful and happy living in a democratic society, preparation for which should come through the leadership of the best type of manhood and womanhood which America can produce as the teachers and guides of its youth.

It is the children and the schools of America that ask for a stable and professional teaching body for our American school system.

The replies from the various countries are tabulated in the table on page 272.

From these data it is evident that indefinite teacher tenure with service during efficiency and good behavior is practically universal in the best school systems of Europe. No such policy as the "hire-and-fire" practice, common in many of our States, exists. Neither is there such a thing as a "yearly contract" plan of election for teachers. The profession in these respective countries in which illiteracy is very nearly abolished seems to be upon a very stable basis. It is to be noted that age retirement with pension seems almost universal; also that no distinction is made between executives, and supervisors, and teachers in tenure and dismissal provisions.

Why Homogeneous Grouping?

JOHN H. BUTLER

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THERE is no more universal truth than that children differ. They differ in mental capacity; they differ in cultural and educational background, home environment, and the like; they differ in aptitudes, both mental and physical; they differ in physical strength and nervous stability; they differ in a thousand and one other things that always enter into their lives and into the way they learn.

In the past we disregarded these individual differences. We placed children in groups of forty, where we forced them to march woodenly along in the so-called educational lock step. Practically always, chance selected those groups of forty. That each child differed from his fellow in height, length of step, and tempo, made no difference. We put them into the same chain gang; we linked them together, hand and foot, and made them march thus, keeping the same time and taking the same length of step—a mythical time and step vaguely supposed to fit the average child.

But now we are said to have discovered a remedy—homogeneous grouping. The procedure, in general, is this: We give children intelligence tests and use the resulting intelligence scores to divide them into supposedly homogeneous sections: one section for the bright, one section for the dull, and the middle section for the average. Instead of making all children march through the schools in the same lock step we march them through in three sections, with three lock steps. In short, we give each group work that is supposed to fit the capacity of the children arbitrarily placed in it by the intelligence scores. We promote each child every year and maintain that, thus, the duller children are not taught that habit of failure, as under the old system with its non-promotions and demotions.

That this theory of homogeneous grouping is quite unsound needs little proof. It assumes that native mental capacity, as tested by intelligence tests, correlated perfectly with actual school accomplishment. It must assume this, for by the use of the child's intelligence score, it places him in the bright, average, or dull section, which differ from each other in the amount of school accomplishment offered and expected.

Manifestly, *since* the validity of the homogeneous theory is directly dependent upon the degree with which actual school accomplishment correlates with intelligence, as tested by intelligence tests, it follows that every deviation from a perfect correlation between the two, shows up the fallacy of the theory. In short, if the correlation is only 75, we should hesitate before we put homogeneous grouping into practice, and unjustly put into the wrong groups those children that keep the correlation from being perfect, or nearly so.

Now this correlation is variously given from 40 to 60. A conservative estimate seems to be 50. The condemnation of these figures needs no further explanation. If the correlation is not perfect, if it is not even high, something is woefully wrong with the assumptions of homogeneous grouping.

Some maintain that the correlation is much higher than the conservative estimate of 50. There is, however, little reliable evidence to substantiate this claim. Most experiments have been too limited in the number of children experimented with, and in the machinery used, to have any validity. Until several valid experiments, covering enough cases, have been carried out, any scheme of homogeneous grouping can be but a blind, and somewhat stupid, mistake.

As a matter of fact we have little reason to believe that the correlation between intelligence, as tested by intelligence tests, and actual school accomplishment will ever be found to be high. These thousand and one factors, other than the native intelligence that tests prove, also enter into the way that children learn. They enter strongly, and with dismaying regularity. To disregard them with the bland indifference that seems characteristic of the proponents of homogeneous grouping is to admit a peculiar conception of education.

That native intelligence, as tested by intelligence tests, is by far the largest single factor entering into school accomplishment, we must readily admit. That it outweighs all the other thousand and one factors, however, we cannot concede until we have the results of several more valid experiments than those that have given us the conservative correlation of 50. If there is to be any division of

pupil into three or five or more sections, for the differentiation of subject-matter taught, we must cheerfully grant that the best means of allocating children to the different groups is to use the intelligence scores. Our contention is simply that, while the intelligence score is the best *single* means of selection, it is by far too unreliable to warrant serious consideration.

If we wished to quibble over terms we could say that there can be no homogeneous grouping. In the various factors, other than intelligence, that enter into his life and into the way he learns, each child is different. His home environment, his physical strength, his nervous stability, his likes and dislikes that have been built up even before he enters the first grade; these and all the other factors that influence his school performance make him so different that we must consider him a group unto himself. Even in native intelligence, each child in a so-called homogeneous group differs from his fellow, for within each group the distribution of intelligence yet follows a curve, or section of a curve. When we speak of homogeneous grouping, we mean then, not homogeneous, but relative homogeneous grouping—and we must interpret the word “relative” very liberally at that. In order to have homogeneity, we must have one group for every intelligence score, or fraction of a score. In short, homogeneous grouping is but a half measure of those who believe that native intelligence is the only thing that influences school performance.

There is another angle we should consider. Any system of homogeneous grouping puts upon those children unfortunate enough to be placed in the dull group the stigma of stupidity. To a lesser, but still serious, degree, it places the same stigma upon those in the average group—all but those in the superior section. These dull pupils are publicly branded. They are socially branded. There is no way to keep a child from finding out his status and the status of his fellow. What could be more demoralizing to self-respect and courage? The odd thing about it all is that one of the chief arguments put forth by those favoring homogeneous grouping deliberately ignores this fact. By being promoted every year, they say, the children are not taught to fail, as under the old system with its non-promotions and demotions. We wonder if perhaps homogeneous grouping is not more unfair and if it does not teach more children the

habit of failure through this published stigma than the old system taught.

The method of determining the bright, average, and dull groups either by mental age or by I. Q. is clumsy in the extreme. No matter where we draw the line dividing the dull from the average, or the average from the bright, there

PEACE ON EARTH

Edith E. McGee

Norwood, Ohio.

When error flooded all the world
with night
And wrapped men's souls in darkness,
like a gem
Of purest lustre radiant with light,
Rose in the east the star of Bethlehem.

When naught but discords harsh of
strife and sin
Sounded throughout the earth re-
echoing wrong,
In harmony divine above hate's din
Was heard the music of the
angels' song.

And may the light of love yet find
its way
Where error's shadows to the
earth still cling,
And may strife's clamor cease on
Christmas Day
So men can hear the songs the
angels sing.

are always our borderline cases to consider. Are intelligence tests so accurate that we are justified in putting a child with a score 91 into one group while we put his fellow with a score of 92 in another?

The accomplishment ratio has shown us that native capacity is an unreliable indication of the work children do. Is there any justification for holding in the dull group a child who lives up to the limit of his low capacity and thereby excels in school accomplishment a child in a higher group who lives below his higher capacity? Advocates of homogeneous grouping maintain that provision is made for shifting a child from the dull to the average class, or from the average to the bright, as his performance warrants. Theoretically this seems excellent; practically it is ineffective. No adequate standards for this shifting have been, or can be, set up. A child in the average group who is too bright in arithmetic to be held there will be kept back because he is deficient in other subjects. A child in the bright group who is failing in reading and grammar will not be demoted as long as he is holding his

own in other things. When we consider the many complications of this sort we see the impossibility of effective administration of the shifting.

But psychologists say that intelligence is general, not specific; that a child who tends to be bright in one subject will tend to be bright in all subjects. We have no quarrel with the contention that children who *tend* to be bright in one thing, *tend* to be bright in all subjects. All things being equal a child should get the same grade in arithmetic that he gets in dramatics or geography but *all* things are seldom equal. We must deal with conditions as they are, not as they might be if *all* things were equal.

In elementary schools, where one teacher has a pupil in all subjects, that pupil's grades are never uniform. That the average child's grades are as uniform as we do find them is due largely to the fact that his teacher lets his good work in arithmetic influence her when she comes to putting on the report card his bad showing in grammar. Teacher judgment in such matters is notoriously unreliable.

In short the “tendency” of children to do all things equally well is not a faultless rule. The thousand and one things other than intelligence have caused children to like this study, be indifferent to another, and heartily dislike a third. As a result they do well in the first subject, indifferently in the second, and poorly in the third.

All this leads us to this point: Homogeneous grouping is a fallacy. A step forward, yes; but how pitifully small a step when it is so tremendously practical to go the whole way. At the very best it has merely broken up the old chain gang into three or five smaller chain gangs. Certainly it has not taken care of individual differences.

The whole way would put us on the basis of individual progress. Each child would be considered a unit. Each child would study each subject, and progress in each subject at his own speed—not shackled to others. Such individual progress would take the differences in native intelligence into the fullest possible consideration, for every child will be a group to himself. Moreover, every individual difference in the multitude of factors—that so mightily influence the way children learn—will be recognized; and every adjustment to them would be made upon the basis that each child is a free unit to be considered as such—not simply a drab marcher in a drab chain gang.

Early Textbooks—Arithmetics¹

ARITHMETIC as a school subject received more attention during the first half of the nineteenth century than was given it before, or since. At the beginning of this period there were schools in which it was not taught, and many in which the Rule of Three² was the final goal of ambitious pupils. It was not unusual for the teacher to have the only printed book and often he used the *Cyphering Book* of his own school days as the basic text.

Before 1800 most of the arithmetics used in the United States were written in England. *The Schoolmaster's Assistant*, by Thomas Dilworth, was the most widely used. The predecessors in popularity to Dilworth had been Crocker and Hodder. Thus other arithmetics as well as Dilworth's served many members of a family, and sometimes those of several generations. Crocker's *Arithmetic*, published in 1677, offered "a Plain and Familiar Method suitable to the meanest Capacity, for the understanding of that incomparable Art." This has been characterized as the first arithmetic in English "to attain any popularity." The first purely arithmetical work printed in the United States is said to have been a 1719 edition of Hodder's "*Arithmetick*, or that Necessary Art made easy; being explained in a Familiar Way to the capacity of any that desire to learn it in a little time." It was first published in 1661, and over a hundred years later was widely used in the American colonies. It competed with arithmetics written by Americans during the early days of the new republic, and with Dilworth's *Schoolmaster's Assistant*, first published in 1743, but retaining its popularity in both England and America into the nineteenth century. A revision by William Stoddard was published at Troy in 1832.

The honor of having been the first person to write an arithmetic in America appears to have belonged to Isaac Greenwood. His textbook was "*Arithmetick, Vulgar and Decimal with the Application thereof to a variety of Cases in Trade and Commerce* by Isaac Greenwood M. A. and P. M. Boston N. E. Printed by S. Kneeland and T. Green for T. Hancock at the sign of the

Bible and Three Crows in Annstreet MDCCXXIX."

At least twenty Americans wrote arithmetics before 1800, and among these Nicholas Pike holds first place. His great work published in 1788 was a treatise containing nearly all then known on the subject. As a textbook it was too comprehensive and complex for children, but it was superior from a practical point of view to others of the time, which were less scholarly and also less explicit and well arranged. It was better adapted for college students, by whom it was much used during a long period. An abridgment more suitable for elementary schools was published in 1793. The larger textbook, "A New and Compleat Arithmetic composed for Citizens of the United States" comprised 512 pages, 408 devoted to arithmetic, 60 to plane geometry, trigonometry and mensuration, 33 to algebra, and 10 to an introduction to conic sections. It was bound in full leather as were most of the schoolbooks of the time. The price was \$2.50. The fifth edition of it, published in 1832, is believed to have been the last, and the second edition of the abridgment in 1826 seems to have had no successors.

During the years 1800-1850 over two hundred persons whose names are listed by James M. Greenwood and Artemas Martin published arithmetic texts. In his Introductory Notes, Artemas Martin says "Doubtless there are in existence many American arithmetics (some quaint and curious) besides those described." Seven are listed as not examined, but after a study of the work of more than two hundred writers of arithmetic textbooks, Greenwood expresses this opinion: "For fifty years after the appearance of Nicholas Pike's *Arithmetic* little progress was made either in the matter or method of the arithmetics published. (A new era, however, is marked by the writings of Warren Colburn, Greenleaf, Davies, Ray, Perkins, Thomson, Stoddard, and Brooks.)" Monroe, nearly twenty years later, in his "*Development of Arithmetic as a School Subject*" says:

*The men who made our arithmetic—*Warren Colburn without a doubt occupies first place, because of his influence in stimulating and directing the development. Much of our present arithmetic we owe to him directly or indirectly. He himself was much greater than his influence has been, and his writings are still sources of informa-

tion as well as inspiration. To Joseph Ray we should give second place. He was not a great constructive writer and thinker as was Colburn, but his greatness consists rather in his ability to write clearly, to organize and to adapt. Because he could do these things well, his texts have been given a wide and long continued use in our schools. Following these two men, there were many others who have materially contributed to the molding of our present arithmetic and the methods of teaching it. . . . The story of the development of arithmetic which we have traced suggests repeatedly that permanent improvement of content, organization, or methods of teaching must be based upon a clear conception of the child. In this was Colburn's greatness; here also is the foundation of our recent progress.

Those who wrote arithmetics at the beginning of the century not only had the handicap of a lack of understanding of the mental characteristics of children, but the disadvantages of having a much more complex subject to present. The table of dry measure, which is typical of others, will suggest the difficulties connected with learning to work with denominate numbers, in the early schools of the United States.

Dry Measure—Pike's Arithmetic

2 Pints	1 Quart
2 Quarts	1 Pottle
2 Pottles	1 Gallon
2 Gallons	1 Peck
4 Pecks	1 Bushel
2 Bushels	1 Strike
2 Strikes	1 Coom
2 Cooms	1 Quarter
4 Quarters	1 Chaldron
4½ Quarters	1 Chaldron in London
5 Quarters	1 Wey
2 Weys	1 Last

Clifton Johnson says: "The labor involved in the computation of ordinary business transactions at this period was appalling." The difficulties connected with the currency in use are too complex for explanation but the information on page 14 of "*The American Tutor's Assistant*," by Zachariah Jess, of Wilmington, Delaware, is simpler than that given in some of the textbooks of the time. The page referred to gives the following list of coins:

Gold: A Johannes
An Half Johannes
A Doubloon
A Moidore
An English Guinea
A French Guinea
A Spanish Pistole
A French Pistole

Silver: An English or French Crown
The Dollar of Spain
Sweden or Denmark
An English Shilling
A Pistareen

¹This is the second of a series of articles on early American textbooks by Mary Magruder, Sandy Spring, Maryland.

²A rule for finding any term of a proportion, the three others being given.

In "The District School as It Was", published in 1833, Warren Burton gives an illuminating account of his experiences with Adam's Arithmetic. A number of similar reminiscences by others are interesting, but this is selected as the most explicit concerning what Monroe calls "The Cyphering Book Period."

At the age of twelve, I commenced the study of Arithmetic, that chiefest of sciences in Yankee estimation. The entering on arithmetic was quite an era in my school-boy life. This was placing me decidedly among the great boys, and within hailing distance of manhood. My feelings were consequently considerably elevated. A new Adam's Arithmetic of the latest edition was bought for my use. It was covered by the maternal hand with stout sheepskin, in the economical expectation, that, after I had done with it, it might help still younger heads to the golden science. A quire of foolscap was made to take the form of a manuscript of the full length of the sheet, with a paste-board cover, as more suitable to the dignity of such superior dimensions than flimsy brown paper.

My first exercise was transcribing from my Arithmetic to my manuscript. . . . Every rule was transcribed, and each sum likewise as it stood proposed in the book, and also the whole process of figures by which the answer was found. Each rule, moreover, was, or rather was to be, committed to memory, word for word, which to me was the most tedious and difficult job of the whole.

I advanced as far as Reduction this first winter, and a third through my manuscript, perhaps. The end of the Arithmetic seemed almost as far off in the future as that end of boyhood and under-age restraint, twenty-one.

The next winter I began at Addition again, to advance just through Interest. My third season I went over the same ground again, and, besides that, ciphered to the very last sum in the Rule of Three. This was deemed quite an achievement for a lad only fourteen years old, according to the ideas prevailing at that period. Now and then, a youth, after having been through Adams, entered upon old Pike, the arithmetical sage who "set the sums" for the preceding generation. Such were called great "arithmeticians."

In 1821, Warren Colburn published his "First Lessons in Arithmetic on the Plan of Pestalozzi", a mental arithmetic. More than two million copies of this book were sold within the next fifty years. It substituted in the lower grades practical problems orally given for ciphering often without any understanding of the work and exerted a greater influence on arithmetic teaching than any other book had ever done. Colburn, although (as he acknowledged) indebted to Pestalozzi for some ideas, undoubtedly wrote the most original of our arithmetic textbooks. As Edward G. Davis wrote soon after Colburn's death, "His First

Lessons' was unquestionably the result of his own teaching. He made the book because he needed it and because such a book was needed in the community." All recent students of arithmetic textbooks, especially Walter Scott Monroe, give high praise to Colburn's work.

After the use of textbooks for arithmetic relieved the teacher from "setting



ANNIE E. JOHNSTONE, of Maryland, is enjoying her fifty-seventh year of public school teaching. She is working with her thirty-fifth fourth grade, in a beautiful new school building at Ellicott City, Maryland.

Miss Johnstone was born and educated in Baltimore. After graduation in 1869 at the State Normal School, where she had the inspiring instruction of M. A. Newell and the developing influence of Sarah E. Richmond, she began teaching at Calverton, Baltimore County, Maryland. After twenty-two years of rural school work she came, in 1891 to Ellicott City. At the recent dedication of its high school, appreciative tributes to her long service were included in the program.

sums" he had to contend with a diversity of books. "A Manual of Mutual Instruction," published in 1826 by William Russell, says in advising teachers:

You will find a variety of arithmetics in the school, from Pike's octavo to Temple's primer. . . . It is to be lamented that parents are so unwilling to purchase a new book, however improved, while any book however antiquated and unsuitable is already owned. This embarrasses the teacher and retards the progress of the pupils.

While arithmetic was every child's

major, those who were proficient in it thought of themselves as superior beings and worked out difficult problems with an ardor of ambition now lacking.

Arithmetic was not a simple subject in 1850, but many complexities of the early arithmetics had been eliminated, and the textbooks of Charles Davies, Joseph Ray, and others, while containing much which had little relation with a child's needs, were sufficiently satisfactory to teachers to establish a course in arithmetic which was not radically altered during the second half of the nineteenth century. About a quarter of a century ago a reaction against the conventional mental attitude towards arithmetic challenged much which had been taken for granted.

At the beginning of the nineteenth century, arithmetic was taught because of its practical uses in trade and commerce.

Warren Colburn's point of view was: "Arithmetic properly taught is acknowledged by all to be very important as a discipline of the mind. . . . This is a very important consideration though a secondary one compared with its practical utility." Later writers came to think of arithmetic as primarily of value as mental discipline.

Teachers after accepting the theory that "when properly taught, it gives quickness of perception, keenness of insight, toughness of mental fibre, and an intellectual power and grasp that can be acquired by no other elementary branch of study," came to require that all pupils spend a large part of their time on arithmetic. In some schools more than half of a pupil's working day was devoted to it. Promotions were often made, or the year's work repeated, according to a child's proficiency in it, without regard to natural ability and requirements in other studies.

The stressing of mental discipline by means of arithmetic was challenged by the Report of the Committee of Ten in 1892, and the evaluation of the second quarter of the nineteenth century began to be changed after having remained static for many years. There was also a demand that methods and material formerly of practical value, but no longer used in actual transactions be discarded. The most original development, however, has been the attempt to derive arithmetic problems from life situations, ranging from making chocolate caramels, or taking care of a calf, to buying the winter's supply of coal, or building a shop on the school grounds.

The N. E. A. as a Formative Force¹

FRANCIS G. BLAIR

State Superintendent of Public Instruction, Springfield, Illinois



FRANCIS G. BLAIR

SCIEN -
TISTS are
pretty gen-
erally agreed that
the earth was
once in a neb-
ulous, gaseous
condition; that
through eons of
time, by cooling
and condensation,
a crust was

formed. Then began the great cosmic battle between the forces of stratification and eruption. That battle is on today. The great interior forces of the earth are overlaid by the weight of stratified rock and earth. On or above this stratifying crust rest the seas and the atmosphere. The eruptive forces from within and the forces of wind and water from above are constantly at work, wearing, changing, breaking down the stratification and reshaping into new forms, most of the time gently, but occasionally with great violence.

This same sort of conflict between the stratifying and reshaping forces is on in every human institution. Governments evolved through a great burst of patriotic emotion and idealisms soon stratify in forms of constitutions and laws and customs. Quietly and gently through education and due processes of law, slight modifications are made. But sometimes the eruptive force of a revolution is required to break up and recast these stratifying elements into new forms. Is not the same thing true of all religions? Certainly no one can doubt that these contending forces are at work in all systems of education.

Our educational forefathers, with wonderful foresight, with exceptional constructive imagination, conceived and launched our system of public education. In its very nature education is a process of rethinking all the experience of the past and reshaping it to meet present and future needs. It should always be a process of *becoming*. Of necessity in the several States the school systems were initiated through constitutional and statutory provisions. School

boards were given the power to make rules and regulations. The conservatism of the human mind, the weight of tradition, the hand of the dead past, all joined to repress, overlay, and confine the free, active thought and spirit of education. All progress is conditioned upon those forces which resist this stratifying tendency, which tend to break up and reform and reshape these constitutions and laws and rules insofar as they are

THE NATIONAL Education Association should be the national laboratory where every question relating to the organization, administration, and instruction of the public school system should be subjected to the acid test, reduced to its elements, recast, and reshaped to meet the changing economic and social needs. It should be the open forum for the freest and frankest discussion of every phase of our wide-flung program of American education.

found to encrust and obstruct the free development of our State systems of public instruction.

One of the functions of this National Education Association is to give vent to these eruptive, reconstructive forces. Here we bring the combined, concentrated thought of the leaders of American education to bear upon these lower lifeless forms to raise them to higher and more effective media for educational expression, to break up the stratification into the original plastic elements—in brief, to reduce the educational earth and rocks back to the nebulous and gaseous condition. Some of the enemies of this Association who are disposed to think that it is too nebulous and too gaseous, misunderstand its main purpose. Here the systems of public education are in the puddling pot. Here they are in the state of flux and flow. Out in the districts where something must be done every hour in the day, respect for tradition, for the past, for established rule and method must obtain. Here we can

give ourselves over to the wreckless pastime of educational gods tearing down and rebuilding the educational worlds.

This stratifying tendency is seen clearly in the subjects of instruction. How often through the ages has the human mind allowed itself to be encrusted and overlaid by the strata of conventional forms of subject-matter and programs of study? How valiantly, though often unsuccessfully, the eruptive, transforming forces have struggled to shake from the living body of education this dead body of meaningless form? Here in this Association, through committee work and department investigation, through debate and discussion, curriculums, courses of study, subjects of instruction, are under constant review and analysis, are constantly being reshaped and recast to meet the changing social and economic demands. 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. This Association must resist with all its power this attempt to put an iron band around the growing tree of education.

In the life of every teacher there must be a constant struggle against these forces of stratification. I am one who believes that there is much of value in the past. I believe that every good idea, every good emotion, every worth while thought of the past is just as living and vital today as it was at the time it was felt or conceived, unless that idea has become encrusted or overlaid by some sort of stratification which robs it of its life and vitality. This eruptive, reconstructive process within the individual, within the institution, is not a mere protest against the past. It certainly is not an avowal of a loss of faith in what has gone before. It is simply the struggle of the human soul to have life and that more abundantly. Every teacher within her classroom, in her community, with her daily round of duty, is constantly in danger of lowering the

¹ An address given July 1, before the second business session of the Representative Assembly in Indianapolis.

rate of her professional vibration and suffering stratification and consequent limitation of power and progress. 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. This Association, whose membership represents teachers, research workers, thinkers, philosophers in every field and walk of public education, furnishes the greatest of all workshops for reshaping, remolding all of the matter and forces in the educational systems of America.

As one who has been engaged as a teacher and an administrator in public education for over forty years and who has been a member of this Association for a third of a century, I want to pay my respect to the young men and women who are constantly infusing new life-blood into the veins of public education, who by constantly aligning themselves with this great Association help to keep off the chill of old age and break up the encrustation of conservatism which tends to come to every institution. My congratulations to the young men and women who are unafraid, to those who see no lions in the way that can not be overcome. In your successful efforts to reshape and recast the systems of public education, the courses of study, the ideals and methods of instruction in this Republic, you are the real builders of the commonwealth. This is the Olympus on which you as modern Vulcans are to forge and shape the instruments of a newer, better educational system.

In conclusion may I ask of all you younger members of this Association that you here highly resolve that this Association itself shall not become subject to these encrusting, stratifying influences. In its history it has not been entirely free from such tendencies. Insofar as the establishment of a permanent home for this Association at Washington creates a better means for keeping the Association unfettered and untrammelled, it is to be commended. Insofar as the employment of permanent officers who have a continuing, abiding influence on the programs and the policies of this Association tend to keep the educational waters stirred, tend to keep it free from restraining influences, such a policy of employment should be continued. But we should be ever on our guard against that human tendency towards stratification into bureaus and commissions and groups which seek to

perpetuate their ideas and their plans, whether such ideas and plans meet with the changing thought of the Association or not. Let us keep it an open forum where all matters are considered and settled in the open. Let us keep its

door of opportunity open for all. Let us do all to preserve and strengthen this Association as a living, dynamic force for reshaping, remolding American education to meet the expanding needs of the expanding Republic.

Not a Dead Issue¹

THE CHILD LABOR Amendment is not dead. The States which have acted unfavorably may reverse themselves. The arguments for the Amendment are here briefly summarized:

In 1920, almost 200,000 children between ten and fifteen years of age, inclusive, were employed in manufacturing and mechanical industries. Whatever may be said concerning the harmless character of the labor performed by children on the home farm, the condition of working children on truck farms, tobacco farms, cotton plantations, beet fields, and cranberry marshes, where they are employed away from home and by other persons than their parents, is in the main deplorable. There are many thousands engaged in these forms of industrialized agriculture. Eleven States allow children under sixteen to work from nine to eleven hours a day. Four States do not prohibit night work for children under sixteen. Eight or nine States permit children to work in stores at twelve years of age. Thirty-five States do not adequately prohibit child labor in dangerous occupations below the age of eighteen; fourteen States fail to do so for children below the age of sixteen, while five States have no special restriction whatever for such child labor. Twenty-three States with nominal fourteen-year age limits allow exemptions which practically nullify the protection which the law is supposed to afford. In several States the laws are poorly enforced. While all but two of the States forbid the majority of children under fourteen to be employed in factories, thirty-five States permit children who have reached that age to become wage earners whether or not they have received a common school education. Few States have a sixteen-year age limit for factory occupation, and yet there is good reason to believe that most factory work is unsuitable for children under sixteen.

Dr. Ryan agreed that local control is preferable to National control, but he said that this is true only if other things are equal, and he maintained that other things are not equal in the case of child labor. He stressed the fact that back-

ward States are not strengthening their child labor laws and have done little or nothing since the war. "Only two States have made substantial additions to their child labor restrictions during that period. Despite their protestations that they mean to abolish child labor, none of the legislatures of the backward States made good their protestations during the legislative sessions of 1925. The legislature of North Carolina refused to abolish its eleven-hour day for children under sixteen in factories."

It is a choice, he said, between two evils. "Is the evil of centralized control greater or less than the evil of inadequate regulation by the States? For my part, Federal regulation is a lesser evil than the vast amount of undesirable child labor which exists and which is likely to exist for years to come if the matter is left entirely to the States."

Dr. Ryan closed by answering what he termed "the mendacious and misleading propaganda employed against the Amendment." "It was asserted that the Amendment came from the Communists of Russia, but the assertion is false; it never had in its favor sufficient evidence to arouse even the interest of a critical intelligence. That the Amendment was drafted and forced through Congress by a group of Socialists is equally false; as a member of the Committee which had the matter in charge, I have reason to know that the Socialistic influence was entirely absent. It was asserted that the Amendment would make possible the Federal control of education, but every well-informed person knows that this would not be possible without another Federal amendment. It was asserted that the Amendment would give Congress the power to interfere arbitrarily with the home and the family, but all intelligent persons realize that the interference possible under a Federal child labor law is no greater than, nor different from, interference exercised under the authority of a child labor law enacted by the State legislature."

¹ Arguments from a debate on the Child Labor Amendment which took place at the first session of the Catholic Conference on Industrial Problems, which met in Chicago, in June. The debaters were the Rev. John A. Ryan, professor of moral theology in Catholic University and director of the Social Action Department of the National Catholic Welfare Conference, and Mr. Frederick P. Kenkel, K. S. G., director of the Central Bureau of the Central Verein. Dr. Ryan and Mr. Kenkel had both been leaders, one for and the other against, in the fight over the Federal amendment on child labor.

The Hygiene of Speech

MAY KIRK SCRIPTURE AND JOHN A. GLASSBURG¹

SPEECH, which needs as much care and training as any branch of hygiene, is sorely neglected. The result is slovenly speech. Speech training, scientifically considered, contains a series of exercises for all hygienic purposes. To understand this, let us analyze what takes place in the complex act of speaking.

The foundation is relaxation; only by gaining this can the mind command the speech organs. Relaxation is an excellent exercise for the emotional, hypersensitive, bashful, self-conscious, and over-anxious individual.

Breathing is the other corner-stone of the foundation. Its hygienic value needs no comment. In speaking, proper breathing is an absolute necessity. This involves exercise of the diaphragm, the intercostal or rib muscles, the chest muscles, the larynx or windpipe, and pharynx or gullet muscles, the air-paths through the nose and mouth and the muscles of the body as a whole, for when we speak we do so with our whole body and not with any one set of isolated muscles.

When we come to articulate phonation, we find a field full of hygienic principles. Tongues that are too sluggish or too active, lips that are too lazy or too energetic, jaws that are stiff, palates that are unused, nose muscles that are inept and resonance that is interfered with from lack of breath or an overflow of breath may be trained to perform more accurate coördination and thus bring about better speech and better thinking.

We think in words, and speech is a vehicle of self-expression. If it is carefully watched, many ailments, complexes, and behavior disorders may be obviated. Speech may be considered as an index to character. The breathing habits, the posture, the method of response, the state of the resonance cavities are indicators of the health of the mind and body. In speech, we find a mental and physical discipline.

When and how to use speech as a disciplinary measure can be ascertained by noting the speech activity from in-

fancy to adolescence. At first, there is the natural "baby talk", because the tongue and lips and laryngeal muscles are not ready to respond to all the imitations attempted, but the major part of the child's talk will be that heard from parents and relatives. Here we have the foundation of language habits.

"Baby talk", if prolonged after the

is preferable to the jargon of the street. Unless the child can be made to feel this, he will invariably revert to the incorrect form the moment he leaves school.

The child's auditory sense should be accustomed to correct speech, so that a lasting impression will be made upon his mind. For after all, it is the sense of strangeness which prevents the adoption of good English. The ear should be so attuned to correct speech that some echo of it will last and reassert itself in later years. Correct speech should be made a habit.

The speech of the classroom should not have any flavor of the pedantic or meticulous. Each word should be pronounced carefully, the vowel sounds should be given their full value, and every thought should be expressed in simple everyday language. It should be made apparent that to talk properly is easy and gradually the sense of strangeness will be overcome.

The far-reaching effects of speech disorders are not generally known. But, here, we have a protean source of evil. An individual who possesses a defective speech is intellectually handicapped. The meager vocabulary, the inexact and poorly expressed thoughts, the slovenly diction, all tend to mold the mind into the acceptance of inferior ideas.

The study of speech disorders is a comparatively new field. We speech specialists know that by overcoming a speech disorder we can change the attitude, the behavior, and the personality of an individual so as to readjust him to his environment. Speech defects are curable; the earlier the treatment is instituted, the better the results.

Finally, a course in the reëducation of speech is a course in mental and physical hygiene. Relaxation, proper breathing, good posture, muscular development, poise, equanimity, self-control, mental balance, and straight thinking are some of the results. In brief, speech reëducation is character building.

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 old walls of Jericho fell before the trumpet blast.—Mary McSkimmon, president of the National Education Association.

How to Speak

1. **Speak correctly** — Correctness and preciseness in the use of the mother tongue is one of the first marks of an educated man.
2. **Speak slowly** — Rapid speakers do not hold the attention of listeners. Speaking slowly gives the opportunity for emphasis and allows time to think.
3. **Speak carefully** — Take care of the vowels and the consonants will take care of themselves. Breathe deeply so that you will keep up the voice until the last word is spoken.
4. **Speak simply** — The best words in the English language are the short words. We do not talk for ourselves — we know what we think—but we talk so that others may know what we think.
5. **Speak courageously** — Reserve is force, timidity is weakness, and success belongs to the strong. If the brain is filled with a great enthusiasm, there is no room for fear.

One duty lies in old and young
To guard with filial piety
The glory of the English tongue.

age of infancy, produces many of the lisps, the ineffectual control of breath for intelligent language, the nasality so prevalent in the American voice, the harshness due to over-enervation, the over-anxiety that leads to confusion of thought and cluttering and many other negligencies of ordinary speech.

If the developmental stage is carefully supervised, the speech of the child of school age will be on the road to clearness and correctness. Nevertheless, the rôle of the school in the development of proper speech is not to be underestimated. The teacher and the class, next to the parents and the home, are the important factors in speech education.

It is useless to expect a child to acquire a grammatical and pleasing manner of speaking, unless the teacher, by example and demonstration, can implant in him the thought that good English

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Progress and Peace

CALVIN COOLIDGE

THAT every dollar spent for war and preparation for war reduces by that much the amount available for education, good roads, better homes, and other constructive enterprises of society was admirably emphasized by President Coolidge in his address before the American Legion at Omaha, Nebraska, October 6. In view of the well-known position of the National Education Association on the question of armaments, the following excerpt from this address is gratifying to its members. It is also appropriate to the Christmas season.

OUR COUNTRY has a larger Army and a more powerful Navy, costing annually almost twice as much as it ever before had in time of peace. I am a thorough believer in a policy of adequate military preparation. We are constantly working to perfect our defenses in every branch, land forces, air forces, surface and submarine forces. That work will continue. Our Military Establishment of the Army and Navy, the National Guard, and the Reserve Corps is far superior to anything we have ever maintained before, except in time of war. In the past six years we have expended about \$4,000,000,000 for this purpose. That ought to show results, and those who have correct information, know that it does show results. The country can rest assured that if security lies in military force, it was never so secure before in all its history.

We have been attempting to relieve ourselves and the other nations from the old theory of competitive armaments. In spite of all the arguments in favor of great military forces, no nation ever had an army large enough to guarantee it against attack in time of peace, or to insure its victory in time of war. No nation ever will. Peace and security are more likely to result from fair and honorable dealings, and mutual agreements for a limitation of armaments among nations, than by any attempt at competition in squadrons and battalions. No doubt this country could, if it wished to spend more money, make a better military force, but that is only part of the problem which confronts our Government. The real question is whether spending more money to make a better military force would really make a bet-

ter country. I would be the last to disparage the military art. It is an honorable and patriotic calling of the highest rank. But I can see no merit in any unnecessary expenditure of money to hire men to build fleets and carry muskets, when international relations and agreements permit the turning of such resources into the making of good roads,

THE results of the war will be lost and we shall only be entering a period of preparation for another conflict unless we can demobilize the racial antagonisms, fears, hatreds, and suspicions, and create an attitude of toleration in the public mind of the peoples of the earth. . . . Let us cast off our hatreds. Let us candidly accept our treaties and our natural obligations of peace. We know and everyone knows that these old systems, antagonisms, and reliance on force have failed. If the world has made any progress, it has been the result of the development of other ideals. If we are to maintain and perfect our own civilization, if we are to be of any benefit to the rest of mankind, we must turn aside from the thoughts of destruction and cultivate the thoughts of construction. We cannot place our main reliance upon material forces. We must reaffirm and reinforce our ancient faith in truth and justice, in charitableness and tolerance. We must make our supreme commitment to the everlasting spiritual forces of life. We must mobilize the conscience of mankind.

the building of better homes, the promotion of education, and all the other arts of peace which minister to the advancement of human welfare. . . .

In dealing with our military problems, there is one principle that is exceedingly important. Our institutions are founded not on military power, but on civil authority. We are irrevocably committed to the theory of a government by the people. We have our constitutions and our laws, our executives, our legislatures, and our courts, but ultimately we are governed by public opinion. Our forefathers had seen so much of militarism, and suffered so much from it, that they desired to banish it forever. They believed, and declared, in at least one of their State constitutions, that the military

power should be subordinate to and governed by the civil authorities. It is for this reason that any organization of men in the military service, bent on inflaming the public mind for the purpose of forcing Government action through the pressure of public opinion, is an exceedingly dangerous undertaking and precedent. This is so whatever form it might take, whether it be for the purpose of influencing the Executive, the legislature, or the heads of departments. It is for the civil authority to determine what appropriations shall be granted, what appointments shall be made, and what rules shall be adopted for the conduct of its armed forces. Whenever the military power starts dictating to the civil authority, by whatsoever means adopted, the liberties of the country are beginning to end. National defense should at all times be supported, but any form of militarism should be resisted.

Undoubtedly one of the most important provisions in the preparation for National defense is a proper and sound selective service act. Such a law ought to give authority for a very broad mobilization of all the resources of the country, both persons and materials. . . . The laying of taxes is, of course, in itself a conscription of whatever is necessary of the wealth of the country for National defense but taxation does not meet the full requirements of the situation. In the advent of war, power should be lodged somewhere for the stabilization of prices as far as possible in justice to the country and its defenders.

But it will always be impossible to harmonize justice and war. It is always possible to purchase materials with money, but patriotism can not be purchased. Unless the people are willing to defend their country because of their belief in it, because of their affection for it, and because it is representative of their home, their country can not be defended. If we are looking for a more complete reign of justice, a more complete supremacy of law, a more complete social harmony, we must seek it in the paths of peace. Progress in these directions under the present order of the world is not likely to be made except during a state of domestic and international tranquility. One of the great questions before the nations today is how to promote such tranquility.

\$50,000 for Professors

FRANK BOHN

A PROFESSOR of psychology recently left one of our eastern universities and accepted an advertising position in New York. Thereby his annual salary was increased from \$5000 to \$25,000. . . . Presently one of our very greatest universities offered him a professorship at \$8000 annually. He expressed himself as willing to sacrifice much as between education and business, but the margin of difference made the change unreasonable. So he still writes advertising. . . .

This example can be multiplied by hundreds. Our college and university faculties are being deserted by their first-class members at a rate which calls for a drastic reform of the salary schedules. A generous and well-meaning gentleman gives ten, twenty, or forty millions to found a new university or develop a small college into a large university. How much better it would be to devote all major gifts for a decade to the increase of salaries! The fault lies not only with the donors. Most of our university presidents and boards of trustees are afflicted by our American craze for mere size. A few million dollars more means more buildings, more students, and more teachers, not better teaching by teachers who are paid sufficient salaries and allowed time for study and leisure. . . .

The New York Times calculates that all the gifts for higher education and scientific research during the decade amount to a total of \$2,500,000,000. . . . We have States which now tax their people from \$3,000,000 to \$5,000,000 a year each in support of the colossal "university" which tops the State educational system. A college education for boys and girls alike is now taken for granted by practically all our rich Americans and of nearly all who are comfortably situated. Our city colleges are flooded with the sons and daughters of the higher paid workers.

Ten thousand dollars a year is not at all an extraordinary sum for a scion of wealth to spend for college expenses. Five thousand for a year's expenses is exceedingly common. But three thousand dollars still remains well above the average annual salary for the instructional force at college or university. . . . A majority never get beyond the

associate professorships; and the average salary for that position is \$2800. . . . We have hundreds of thousands of citizens who each spend more for an automobile than the annual salary of the average teacher in college and university. . . .

We in America have spent much money for materials and neglected to

THE NATIONAL EDUCATION ASSOCIATION

has long thrown the entire force of its influence in behalf of better salaries for all branches of the educational service. It believes that young people should be better taught. It holds that the public should elevate the place of the teacher in the community. In this article Frank Bohn, doctor of philosophy from the University of Michigan and a graduate student in various universities, discusses the problem of higher education not as a teacher but rather as a highly informed outsider. The article is abridged by permission of author and the publisher from a longer statement that appeared in "The Forum," for October.

search out the men. Our fashionable secondary schools have been developed largely into mere mechanisms for shunting their students through the university examinations. Our typical large "university" is a combination of vocational school and sporting club. As a result, the mind of our average successful American citizen is notoriously lacking in the elements of a sound culture. . . .

We in America can never have a sound national leadership, either in our public life or the advancement of learning and the arts, until that leadership centers in and radiates from our universities. . . .

The political thought of America is today unfitted to direct the world toward organization and peace. We can produce both the winners in the

game of "big business" and the engineering talent they need in the field of economic production. But a Marshall and a Jefferson—these are wholly beyond our national creative power. The age has given us colossal social and political problems, both national and international. What glorious vistas of achievement these problems would have opened up to such minds as organized our American nation! . . .

This nation simply cannot go on without leadership. And in a democracy there is no leadership except the leadership of learning. Ever again we come back to our starting point. The functioning centers of such a leadership in a democracy are naturally the universities.

. . . Higher education among us is sick of a serious malady. . . . Our colleges and universities suffer primarily from elephantiasis. One Western State University advertises that it ministers to over 40,000. . . . The foolish registry of such enormous numbers is largely due to our conventional advertising mania. Our universities have merely surrendered to the grossness which afflicts the whole material side of our national life. A large number of these thousands are usually taught by crowds of very young men who have been recently graduated and stay on at the university in order to continue their studies.

The first step does not lie necessarily in the direction of accumulating greater funds. It might better begin, in most cases, with the restriction of numbers. Quality should replace quantity. Our universities and colleges are smothered by a throng of incompetent students, who should never have been sent up from the preparatory schools.

The first of our greater universities that has the courage to cut its numbers down to a thousand students will put itself in the way of becoming an important cultural institution. The entrance requirements should not only exclude the feeble-minded, the ignorant, and the indolent. They should be at least as carefully selective as the general demands made of the Rhodes scholars.

. . . The applicant should have exhibited, through his years of preparatory work, the student's attitude of mind.

The undergraduate body should be

confined to the two upper college classes. It is a pleasure to note that Johns Hopkins has recently adopted this plan. It will leave the freshman and sophomore years to the junior colleges. . . . With the creation of a system of really efficient American secondary schools our first two years of college work may be eventually dropped.

The undergraduates might number three or four hundred, and the graduates perhaps as many or even more. The more careful selection of candidates for entrance would make much of the routine of present-day college work totally unnecessary. For instance, reading, writing, and intelligible conversation in at least two modern languages, aside from English, should be taken for granted upon entrance. . . . Children should begin their languages in the grade schools, not in our "universities."

The group of professional schools should be restricted to a hundred, or at most two hundred, students each. These would include law, medicine, education, public administration, and the *beaux arts*. Our engineering high schools and colleges must prepare vast numbers of our young men for jobs in the industries. These deserve special foundations apart from the universities. Our student body would thus total from 1200 to 1500. . . .

A faculty of from two hundred to three hundred members would be required. With increase of wealth such a university would increase the teaching and research group rather than the numbers of the undergraduate body. The members of the faculty should be selected on a basis which appraises the quiet manners and leisurely culture of the gentleman as on an equality with scholarship and teaching. . . .

The instructional force would be, as at present, developed by the selection of two classes of teachers. There would be the younger men, averaging perhaps thirty-five years of age upon appointment. Each of these would have received his doctorate after the completion of several years of graduate study. It may be supposed that he has had some experience in teaching, either as an assistant in his department or at some other institution. . . . It may be taken for granted that he is traveled, has developed a cosmopolitan attitude of mind, and has breadth of culture as well as depth of special learning. In all probability he is married or is about to marry. When the university we are here picturing to ourselves invites this

young gentleman to join its instructional force, it should be prepared to offer him at least \$20,000 a year. If retained at the end of five years there should be a substantial increase. It would be the particular task of these younger men to serve for a decade or more as members of the tutorial force for undergraduates, —that part of the teaching organization at Oxford or Cambridge which is the

THE TEACHER

GEORGE CRABBE

He, while his troop light-hearted
leap and play,
Is all intent on duties of the day;
No more the tyrant stern or judge
severe,
He feels the father's and the husband's fear.

Ah! little think the timid, trembling crowd,
That one so wise, so powerful and so proud,
Should feel himself, and dread the humble ills
Of rent-day charges and of coalmen's bills;
That while they mercy from their judge implore,
He fears himself—a knocking at the door:
And feels the burden as his neighbor states
His humble portion to the parish rates.

They sit the allotted hours, then eager run,
Rushing to pleasure when the duty's done;
His hour of pleasure is of different kind,
Then cares domestic rush upon his mind,
And half the ease and comfort he enjoys,
Is when surrounded by slates, books, and boys.

very foundation of undergraduate work.

This university would be constantly on the alert to invite into its organization older scholars and teachers who will have made their mark elsewhere. Some of these would be primarily scholars who would deliver only occasional courses of special lectures. Their original work they will share with their assistants and the members of their seminars. Another sort will be members of this university because they are veritably the anointed ones. They possess the divine gift of the teacher's art. . . .

The salary of either sort of professor should equal that of the average corporation lawyer and the leading scientists in our industrial laboratories. At present the professors should receive from \$30,000 to \$50,000 annually. The

tendency should be, unless the cost of living falls sharply, to pay the higher sum generally. . . . If the whole field of American education offered five hundred positions with such salaries, the standing of the entire teaching profession would be quickly elevated in the public mind.

Some will no doubt be shocked at the size of the salary suggested. Why? This nation spends many hundreds of millions a year upon chewing-gum and candy. Our advertising bills run into billions. We have spent nearly a half-billion upon military and naval aviation since the war. . . . Gifts to science and higher education indicate that the money for education is now forthcoming. Our contention here is that it is not being used to the best advantage.

A group of such universities as we have described could keep in the service of education many of those who are now deserting. Besides, it could draw that part of the intellectual élite of the land who naturally belong in the university environment. . . . Today our distinguished minds do not seek out the university. They flee from it as from a desert isle. The best teachers we have are inquiring, by the hundreds, how they can escape the poverty and drudgery.

The larger significance of a group of such universities as we have described is perfectly evident. They would take their rightful share of the best mentality of the nation out of the strife of competitive business and devote it, free and strong, to the various cultural disciplines. So we might perhaps come to elevate learning and art from being the mere servants to business enterprise to their natural place as the goal of human achievement. . . .

Perhaps four or five such institutions would ultimately be found to be sufficient for our national needs. Our typical "university" of today would gradually find its place in the new system. Perhaps no great harm comes from assembling these vast crowds of healthy, noisy young people.

Probably it would be expecting too much to believe that one of our existing schools can save its soul and regenerate its body after the fashion we have described. But the establishment of the first university of the new type would at once make a profound impression upon all the others. Pay one hundred professors a minimum salary of \$30,000 a year, and the entire profession would very soon demand justice of the public.

Blind Alleys or Open Roads?

SHIRLEY POORE

Berkeley, California

SHALL we pattern pretty objects or produce power? Shall we concern ourselves with passing fancies or lasting principles? Teachers of art may not drift more than do others. Our objectives must be as clearly stated in terms of educational values as are the aims of teachers in other fields. Our position in regard to the educational significance of our particular subject must be as clearly defined as is theirs.

It would seem in this age of the practical when we fear to seem otherwise that we have, in our attempt to justify our subject, allowed a near-by hill, all clothed in technique and "applied" design, to obscure the distant mountain of our high endeavor. Perhaps we need to re-define *practical*—that most typical of words in the American vocabulary. How practical is the education which fits one to count his money but leaves him so insensitive to beauty that the real joys of life are as if they did not exist? *Life is more than earning a living.* And moreover, we live only to that extent of which we are, within ourselves, capable to enjoy and appreciate the environment we create. Is it a practical education, then, that puts into our hands the means with which we create an environment yet leaves us incapable of making fine choices in its creation?

Someone has been bold enough to say: "*Beauty is the most practical thing in the world!*" Given this as our criterion, we have a basis upon which to defend art instruction of the most liberal kind as a practical subject. Is it not a finer and more defensible educational criterion than one based solely on a consideration of dollars and cents? So influenced have been art instructors by the evaluation of subject-matter upon the basis of its ability to increase the earning capacity of students, that to meet the argument upon such a basis much school art work, which as means to an end is justifiable but as an end in itself is unjustifiable, has been given undue prominence and emphasis.

Art is practical, not because it teaches laws of perspective or technique of drawing or because it gives a bit of practice in handwork whereby some few may succeed in earning a living, but because it opens the eyes of the blind and the

understanding of its laws is fundamental to the structure of complete living. Craft as avenues of interest through which we may direct the pupils to a better understanding of the fundamental and all pervasive principles of art, serve a purpose. To teach them vocationally



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THE NATIONAL CAPITOL is viewed at all seasons of the year by thousands of people, but few see it in its winter glory. Late in February, school superintendents may have this opportunity when they attend the convention of the Department of Superintendence. Washington is more and more becoming a convention city. Its new auditorium, seating 6000, is splendidly adapted for displaying the exhibits. Several new hotels and downtown apartment houses add to the excellent housing conditions. Many school people will take advantage of the reduced railroad rates and visit the Capital at this time when Congress is in session.

because some few may thus find a new field for earning a living is hardly justifiable in public school teaching.

Concentration upon the development of power, the ability within oneself to make fine choices, will give new meaning to devices and put them in proper perspective. To one who through them

is finding activities which lead to further activities, not in a narrow field of technique but in the wide field of ever-increasing richness of life, handwork becomes a means to an end. To one who sees education as a mere fitting of oneself to earn a livelihood, these same activities become fields in themselves, not avenues, and art expression is thereby less practical because of the shortsighted vision.

How much time has been wasted in learning the technique of crafts soon out of our changing interests! Looking upon technique as a practical preparation, we have missed our goal. We may have a neat, presentable, and even artistic exhibit at the end of the year but *what of the change within the children?* Have we led thoughts to higher planes, opened new fields of appreciation, or given new meanings to art itself? As to that, do we not need to assure ourselves that such exhibits display, not poor imitations of the sophisticated expressions of grown-ups, but bits of child-like expression complete and fine as such? *Let the child express himself as a child*, ever leading him through these efforts to appreciation of the laws which govern all fine expression in terms of the elements of art. Through such attempts, crude and unusable as they may seem to us who have lost the vision of the child, beauty as something to be achieved becomes a reality.

That art instructor who grasps the opportunities contained within the present experiences of the pupils to give expression to the creative imagination within, will through such directed child interest *develop not just pretty objects but power*; power to again express, perhaps in finer form and in widely different medium; power to choose rightly when choice rather than production is essential. She it is, rather than the one who concentrates upon technique for its own sake or who overemphasizes material expression, who is practical.

What are the art elements to be so clearly held in mind and what principles underlie their use? As the poet uses words and the musician uses notes, so the artist uses *line, mass, and color* as his means of expression. What a range he reaches! How varied are his combina-

tions, his nuances, his harmonies! How varied his results! One produces an exquisite bit of pottery, another a costume of simple and beautiful harmony, another a rare painting.

As definite as the laws of science are the laws which govern the artist as he plays with these three art elements—line, mass, color. How subtle must be his understanding of rhythm, or measured movement, how secure in his knowledge of the psychological effect of line, of the spiritual message it contains, and how sensitive to the harmonies produced by repetition, subordination, and symmetry. These principles, and others, underlying the production of harmony may not be violated without loss, be the work a bit of painting, the making of a vase, or the arrangement of a room.

If, then, so wide is their application, so universal the need of their understanding, so joyous the result of knowledge concerning them, need we not to begin at the earliest possible moment to open opportunities for using them in varied and various ways? Knowledge is the result of *conscious reaction*, reaction to a definite stimulus again and again. Therefore these experiences to which we introduce the pupils will be of most lasting value which most nearly approximate real life experiences. We need to ask quite frankly in what ways will the general public use art knowledge and true up our school program with the answer. Through these vital experiences, varied in all aspects save that the same principles are seen to operate throughout, we may hope to subtract principles as such, thus making them of lasting value in the lives of the students.

Establishing then as our practical purpose the teaching, through definite mental and motor activities, certain fundamental principles, what may the teacher who lacks in art training do? The vistas of service are greater the greater the preparation. But all growth is from the simple to the complex. If one makes choices oneself, then may one learn to help others to choose. If art is a matter of the simplest as well as the most subtle things of life, the range of choice begins well within the experience of everyone. *Choose* and then study *why the choice*.

A teacher far from the museums of art may not study the contour of a rare bit of Chinese pottery treasured for its beauty of form but she may with conscious intent study the grace of a shy wild bloom, a primitive inspiration of artists feeling the power of line to charm. She may not enjoy the harmony of repetition produced by master painters, but she may rearrange the furniture of her room until restfulness is produced by the *repetition of the structural lines of the room itself*. Every day experiences are not to be scorned as teachers.

Why not make the school room itself a study in the production of beauty? A corner set aside as a shrine to beauty may receive special attention, a committee with a changing personnel being responsible for whatever is placed there and its arrangement. The arrangement of the room, the color scheme to be used in its decoration, all the problems which would arise in such an undertaking combine to make a project in interior decoration unexcelled in opportunity for growth in power. During its development what opportunity to open eyes to the spiritual quality of line, the psychology of color, the force of dark and light arrangement! And this is a problem within the range of experience of any teacher. It is her chance to study and her opportunity to teach others. Opportunities for decoration may be given all sorts of avenues of expression. Why not permit the interest thus aroused to express itself in patterns for block printed hangings, monograms for note-books, fine in color and good in workmanship, or paintings expressing the inner experiences of the child? Place his painting on the same practical basis as these other experiences which seem more related to practical purposes. In so far as it gives play to creative ability and offers another opportunity for discussion of the principles of art structure, it is serving the purpose—namely, creating sensitiveness to structural beauty and consciousness of laws underlying its attainment.

The two extremes of what have been falsely called art instruction—that is, representative work, and an overbalanced program of “applied” design, will from this viewpoint appear in their

proper perspective. Is technique to be abandoned? No; no more than drill in numbers, but as drill in numbers has no virtue of itself so neither has technique. Why set aside an hour on Friday afternoon, when the children are tired, to draw an onion so that it looks exactly like a real one? Undoubtedly the standard of such a drawing will be the amount of exact reproduction. The quality of line will hardly be thought worthy of consideration. Or why tint a rose petal as nearly like the Creator’s exquisite bit of color as possible, with no other purpose than *merely to copy* with exactness and call this an “art lesson”?

On the other hand, why eternally enamel boxes that were probably mediocre in shape to begin with or burden the world with another amateurish batik blouse? If, in any one of these processes, we strike a point of interest whereby we may again make a new connection between practice and understanding, give new opportunity for conscious study of principles (or unconscious reaction under guidance), then let us enamel and batik. But ever the *great purpose* must be clearly in mind. We are practical art instructors when we are creating power to appreciate what is fine, not when we are developing that which makes an exhibit tangible to the eye but which may, in reality, be but the result of a blind-alley activity.

Let us be jealous of the high standing of our subject, conscientious in our own attempts to grow, earnest in opening vistas through activities that lead to ever greater activities. Let us remember that we fulfil the most practical purpose when we build the foundation for richer and fuller living. This must include sensitiveness to principles of art in the humblest things and recognition of the same beauty in paintings and sculpture and great architecture. It means power to create an environment satisfying and uplifting. This in its simpler aspects may be achieved by one who has not had extensive training if she but expend her energies in the right direction.

Shall we pattern pretty objects or produce power? Shall we concern ourselves with passing fancies or lasting principles? Let us seek a practical goal by way of a great vision.



Adventures in Health Education¹

C. E. TURNER

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GROWTH As An Educational Device—Are we justified in telling children that their health habits affect their growth? We know that children below the sixth or seventh grade have no understanding of such abstract terms as *health* and that children in the upper grades are much more interested in the concrete evidence of health than in the abstraction. Every child is interested in growing. Is it fair to tell him that his habits of living will affect his rate of growth?

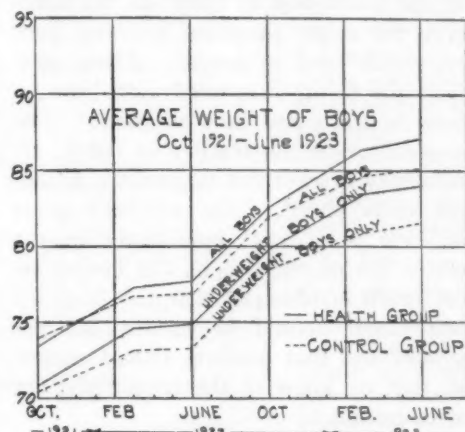
For many years physicians have used the "thinness" of a child as an index of health. They have not used underweight alone as a diagnosis of malnutrition or any other difficulty. They have used it scientifically as one of several facts which, taken together, gave the "clinical picture" of the case. But they have recognized that the failure to attain approximately the average weight for height and age suggests that something may be wrong physically. Growth studies show that growing is a reasonably continuous process and that gain in weight varies more than gain in height.

The teacher is dealing with supposedly well children. Probably few of them are 100 per cent well, but in common parlance they are not "sick." He wants to know whether he is justified in telling the whole class that the growth of each child is affected by his habits of living. What data have we in proof of this?

The sick child fails to gain. The child with improper food, lack of sleep, exercise, or out-of-door life will not gain as he should. Ventilation may be a factor. Dr. Collis in a book entitled *The Health of the Industrial Worker* shows that in Lancashire, England, the children are about the size of the other children in Great Britain up to the age of twelve years, but at this time many of them go to work in the cotton mills on a part-time basis. At the age of eighteen the average height of these cotton mill operatives is one and one

half inches less than the average height of the artisan class.

Dr. Holt in his book on *Food, Health and Growth* says that, while the Russian Jew who comes to this country is about the size of the Italian, the children of those Jews, who have become prosperous and largely Americanized, are about as



THE SOLID line shows the average weight of a group of 132 boys "in training for health," the dotted line shows the average weight of a group of 107 boys who are not. The average height, weight, and relation to "normal" were almost identical. Note the comparative gains in weight, the seasonal fluctuation in rate of gain, and the difference in rate of growth.

large as the American children and are often four or five inches taller than their parents. Studies reported from the Japanese Educational Association indicate that the Japanese children born in America are taller and heavier than those of corresponding ages in Japan.

It is not to be assumed, of course, that the habits of the child entirely determine his growth. Heredity is important and the build of the child is in part determined by it. The use of the average weight tables takes this into consideration in that a child is not regarded as being underweight until he is ten per cent below the average for his height and age. This allows for both variation in the heredity of the child and for the lack of precision in the computation.

There are many factors involved in

the determination of a child's relation to normal or average weight. Teachers must be careful not to draw conclusions from unfair comparisons or inaccurate data.

A part of our Malden experience in comparing the growth of two groups of children—one with a health training program and one without—is here presented. The graph indicates the average growth of two such groups of boys who were fairly comparable in size, race, and social status. There were 132 boys in the first group and 107 in the second group.

If, for the sake of clearness, we take the averages for these two groups of boys as indicating two composite boys, we have in effect the following situation: In October, 1921, Boy *A* undertakes a program of health training. Boy *B* does not. Both children are below average weight for their height and age according to the Wood standard (96 per cent normal). Although *A* is a little older, *B* is a trifle taller and a half pound heavier. *A*'s expected gain for a twenty-month period on the basis of his age alone is 12.7 pounds and *B*'s expected gain is 12.4 pounds. *A* increased his amount of sleep and occasionally took a rest period during the day. He had more milk, more fruit and vegetables, was more careful to have a good breakfast, he spent more time out of doors, ate less candy between meals, drank less tea and coffee, and took more pride in personal appearance. He lived in a schoolroom which was slightly cooler. He nearly gave up the habit of nail-biting and made a definite effort to maintain greater cheerfulness. Between October and a year from the next June *A* gained 13½ pounds and *B* gained 11 1/10 pounds. *A* gained 18.5 per cent of his original weight; *B* gained 15.0 per cent of his.

More than this it was the general testimony of our teachers that children who improved their habits of living appreciably, showed improvement in health and school work. To interest any child in the relationship between his habits and his growth is sound psychologically and biologically.

¹This is one of a series of short articles prepared for THE JOURNAL from the experimental studies in Health Education being carried on at Malden, Mass., by the Massachusetts Institute of Technology.

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Teacher Training

NO PLANK in the platform of the National Education Association is more important than the training of teachers. In a sense all the other objectives of the Association depend on improved teacher training. Good salaries, secure tenure, adequate pensions are closely associated in popular thinking with professional training. Well-trained teachers support their professional organizations. They participate effectively in planning the program of education. They are able to cooperate in curriculum revision. They are quick to see the need of the abolition of child labor. They understand the importance of a Department of Education with a Secretary in the President's Cabinet. They lend their influence to sound movements for world cooperation.

The Association's platform demands for every teacher four years of training beyond the four-year high school as an ultimate goal and two years as an immediate goal. There are thousands of teachers of talent and power with less training and maturity. With fuller training and broader outlook they would be infinitely more powerful.

The need for extensive training of engineers, architects, and surgeons is everywhere recognized. There still lingers in many communities the notion that anyone can teach school. These

communities need to sense the fact that human life is more important than bridges and buildings. They need to understand that educating young people for health and vigor is better for everyone than the correction of defects and the cure of disease that could have been prevented by proper teaching.

While many school systems insist on the maximum of training, the latest estimates indicate that there are hundreds of thousands of teachers in the United States with less than two years of professional training beyond the high school. The public will continue to be satisfied with this situation until teachers exalt their profession. It is for every member of the profession to exert all his influence for more abundant training both pre-service and in-service. Many new facts are being discovered each year on how to learn and how to teach. The importance of the teacher in public affairs may be expected to increase during the years ahead. The teacher's point of view is of vital importance to the whole life of our people. It cannot be too much emphasized that the Nation's best talent should be chosen for the schools and that teachers should master all that we know of the science and art of education.

"The entire profession at work on its problems" is a fitting slogan. No work to be done is more important than higher standards of training, better supported teacher-training institutions, and the awakening of the public to appreciate the need of trained teachers. Ten times more important than any other factor in the educational problem is the teacher. His vision, vitality, and inspiration envelop the unfolding life of the child and determine his growth. The records of great teachers throughout all history show that what the teacher counts for vastly more than the subject-matter he presents. Before we can build great schools, we must develop great teachers.

Fundamentals

BEYOND the tasks of the hour and the day that absorb our attention is the great mission of the school. Too often we take its existence for granted, forgetting the long struggle of the centuries that has given us the school of today. John Dewey, probably the most influential thinker of our time, has dealt with fundamental questions in his various books. In *Democracy and Education* he notes three functions of the school.

First, that our civilization is too com-

plex to be assimilated *in toto* and that the school furnishes a means for breaking it up and assimilating it piecemeal. The school provides a simplified environment.

Second, modern life contains much that is not good for children. It is the business of the school to eliminate unworthy features from influence on children's mental habitudes. Without such conscious selection society would go on indefinitely perpetuating its bad, as well as its good, impulses.

Third, society is now so complex and specialized that the child left to himself and his parents would be able to know only an extremely limited portion of it and would thus find himself restricted throughout life by a narrow experience. It is the office of the school to balance the various elements in the social environment and to see that each individual gets an opportunity to escape from the limitations of the social group in which he was born and to come into contact with a broader environment.

These conceptions have such a fundamental bearing on questions of school organization, curriculum building, and the management of children that they need to be constantly in the minds of educational workers. By meditating much on such principles we may free ourselves from too narrow a view of the school.



CHARLES F. D. BELDEN, librarian of the Boston Public Library, is president of the American Library Association for 1925-26. The Association will celebrate its fiftieth anniversary in connection with its meeting at Philadelphia, October 4-9, 1926.

The Baltimore Situation

THE disastrous results that follow the dependence of the board of education on the City Hall and the Board of Estimate has been apparent in Baltimore for years. More recently it has reached a crisis in the refusal of the Board of Estimate to provide funds to pay the annual tenure increases in salary specified by the schedule adopted by the board of education. The Mayor of Baltimore even went so far as to deny the right of the teachers to organize in order to bring their case before the people. The correspondence printed herewith explains itself.

Baltimore, Maryland, October 19, 1925.

J. W. Crabtree, Secretary
National Education Association
1201 Sixteenth Street Northwest
Washington, D. C.

Dear Sir:—There is much confusion in the public mind as to how certain problems affecting the schools should be solved. Just now the matter of teachers' salaries is receiving much attention.

Below I have asked eight questions that need to be answered. Can you give us authoritative answers to these questions? The citizens of Baltimore will appreciate your assistance.

1. What is a teachers' salary schedule?
2. Have most large cities adopted teachers' salary schedules?
3. Are the yearly salary increases provided for in salary schedules actually paid by cities?
4. Has the city of Baltimore broken faith with its teachers in not granting the salary increases provided for in the schedules adopted by the Board of School Commissioners in 1922?
5. What results may be expected when a city fails to allow the yearly increases provided for in its teachers' salary schedule?
6. How do the salaries now paid Baltimore teachers compare with those paid in other large cities?
7. Have teachers' salaries generally been increased since 1919?
8. Has the cost of living in Baltimore returned to prewar levels?

Very truly yours,
MRS. DONALD R. HOOKER, *Chairman*,
Citizens' Committee for the Advancement of Education

Washington, D. C., October 20, 1925

Mrs. Donald R. Hooker, Chairman
Citizens' Committee for the Advancement of Education
Baltimore, Maryland

My dear Mrs. Hooker:—The National Education Association is anxious to be of service to your Committee and to the citizens of Baltimore. It is with pleasure that I answer the questions in your recent letter.

1. What is a teachers' salary schedule?

A plan adopted by a Board of School Commissioners for the payment of teachers' salaries. Essentially it is an agreement to pay teachers specified salaries over a period of years.

2. Have most large cities adopted teachers' salary schedules?

Yes, every one of 56 cities over 100,000 in population reporting in a recent investigation of the National Education Association stated that they had salary schedules in effect.

3. Are the yearly salary increases provided for in salary schedules actually paid by cities?

Yes; all of the large cities reporting in a recent investigation stated that the yearly increases promised were actually paid.

4. Has the city of Baltimore broken faith with its teachers in not granting the salary increases provided for in the schedules published in 1922?

Yes; the adoption of a teachers' salary schedule is generally regarded as a promise of payment.

5. What results may be expected when a city fails to allow the yearly increases provided for in its teachers' salary schedule?

Lowered teaching efficiency is likely to result, and the children of the city are the sufferers. The meager salaries paid teachers are partly compensated for because of their certainty. When the promises made in teachers' salary schedules are not kept, this certainty is destroyed. Teachers are not able to be sure of even the small salaries promised them. Lowered morale is bound to result. High morale is essential to effective teaching.

6. How do the salaries now paid Baltimore teachers compare with those paid in other large cities?

The salaries paid Baltimore teachers are distinctly lower than those paid in cities of the same population. For example, the average salary paid elementary teachers is \$348 less per year than that paid on the average in cities over 100,000 in population.

7. Have teachers' salaries generally been increased since 1919?

Yes; there have been substantial increases in teachers' salaries throughout the Nation. Elementary school salaries have increased 110 per cent in cities over 100,000 in population. These increases are the result of the recognition that teachers' salaries were generally too low and also that the dollar has greatly depreciated in purchasing power.

8. Has the cost of living in Baltimore returned to prewar levels?

No; the cost of living has increased more rapidly in Baltimore than in many large cities. For example, the average increase in retail food prices in forty large cities since 1913 is 52 per cent; in Baltimore the same increase is 58 per cent.

The school situation in Baltimore has recently attracted Nation-wide attention. We know of no other instance where authorities have considered denying teachers the right to band together in professional teachers' associations. Many cities strongly encourage all teachers to belong to their local, State, and National associations. Such membership is considered a mark of professional spirit and efficiency.

The National Education Association and the country as a whole will continue to be interested in the progress of Baltimore toward a successful solution of its school problems.

The Association hopes that Baltimore will see the wisdom of immediately putting into full effect the salary schedule which it adopted in 1922. We cannot believe that Baltimore holds the education of its children so low in the scale of values that it will be satisfied to continue to pay its teachers salaries distinctly below those generally paid in cities of its size.

Sincerely yours,
J. W. CRABTREE, *Secretary*
National Education Association

CONTROL of School Funds—We insist that it is of paramount importance for the successful administration of public education that all boards of education shall have independent and complete control of all their school finances.—Resolution adopted by the Department of Superintendence at Chicago, Illinois, March 2, 1922.

Business Education at Indianapolis

TRAINING for service in the community, for participation in social life, for knowledge and ability to adapt one's self to business as a whole, are the true objectives of business education according to the speakers before the Department of Business Education at its sessions in Indianapolis.

The close relationship between business and vocational training was emphasized at the joint luncheon of this department with the Department of Vocational Education given under the auspices of the Indianapolis Chamber of Commerce, Tuesday noon, June 30. The custom of arranging a luncheon whereby business men and teachers of commercial education may come together for exchange of ideas was inaugurated at the Oakland-San Francisco meeting in 1923 by Earl W. Barnhart, then president of the Department. The success of the luncheon at Indianapolis again proved the value of these two groups coming together. F. H. Fishback, president of the Indianapolis Chamber of Commerce, presided.

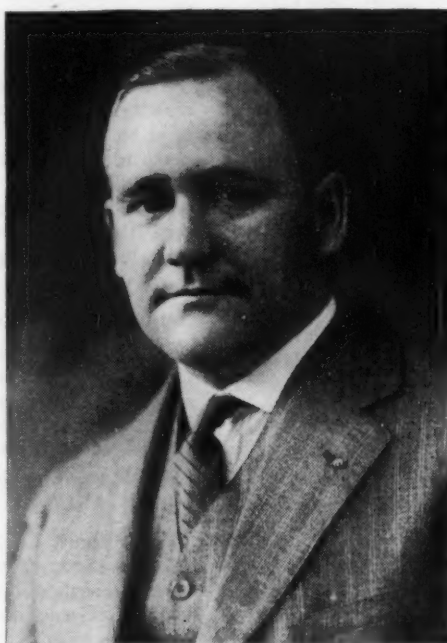
Business training problems were discussed from the viewpoint of the business man by Merle Sidener, president of Sidener-Van Riper Advertising Co., Indianapolis, and Myron Jermaine Jones, director of labor relations, B. F. Goodrich Rubber Co., Akron, Ohio; and from the educator's point of view by Earl W. Barnhart, chief of commercial education service, Federal Board for Vocational Education, Washington, D. C., and John N. Greer, president of Department of Vocational Education, and assistant superintendent of schools, Minneapolis, Minn.

In discussing the subject, *On What Basis Should Our High School Commercial Courses Be Organized*, Mr. Barnhart said in part:

In our democracy every good citizen is expected to be an effective producer in some field or other, whether as farmer, merchant, carpenter, housewife, or doctor. From the very start our high schools have been expected to increase the producing power of those attending it. Unfortunately for many years the largest visible increase in producing power came to those fortunate few high school graduates who were able to enter a university. But nevertheless the community which paid the taxes has always expected the high school to add to the earning power of all who attended it, even though they did not stay in school long enough to graduate.

Of recent years there has been a strong

demand from pupils, parents, employers, and taxpayers for even more practical kinds of high school training. The high school of today does a better job of practical training for production than ever before. There are shop courses for printers, electricians, auto mechanics, and other crafts which prepare boys so well that their school work is taken in lieu of two years of job experience. Here class instruction has been shown to be more effective in training a beginner than job experience.



J. O. MALOTT, president of the Department of Business Education, 1925-26, and teacher in the Commercial Department of Yeatman High School, St. Louis, Missouri.

He then described the courses in retail store training as the best example of efficient training for business and their value either as preparation for employment or as training for social life.

At the first regular session on Tuesday afternoon, Lloyd L. Jones, vocational counselor, West Commerce High School, Cleveland, Ohio, and president of the Department, presided. The discussion of business training problems was continued and included the following subjects: typewriting, secretarial work, bookkeeping, research methods in commercial subjects, and business aspects of school activities. Stanley Roth, personnel manager of L. S. Ayres & Co., Indianapolis, Ind., spoke on *Coördinating Business Education with Vocational Opportunities*. We quote in part:

An appallingly large proportion of all employed people are not doing the kind of work for which they are best fitted. The schools are doing their best to better this condition by training children for vocations and by giving vocational information and counsel. Business, on the other hand, is devoting an increasing amount of attention to the proper selection and placement of employees. Still, I believe both educators and business men will readily admit that much remains to be done.

There is a great opportunity at hand for a far-seeing, patient study, made coöperatively by business representatives and school representatives, to determine to what extent the schools may better distribute their pupils among their vocational classes and better expend their funds available for vocational education.

Interpretation of business and educational requirements was the general theme around which the addresses were grouped at the session on Thursday afternoon, July 2. Irving R. Garbutt, director of commercial education of the Woodward High School, Cincinnati, Ohio, and vice-president of the Department, presided. The closing address of the afternoon was by E. F. Killam, supervisor of commercial education in St. Louis, Missouri, who spoke on *The Function of the Commercial Supervisor*. In conclusion Mr. Killam said:

The supervisor of commercial subjects has a duty that is of vital importance to the school system. He should endeavor by conference with business men to bring the school and the business world more closely together, that each may have a better understanding of the other. The commercial supervisor, working with the commercial teachers, should endeavor to raise the standard of the work so that commercial education will stand second to none in the great educational system of this country.

At the business session which followed, officers for 1925-26 were elected as follows: *President*, J. O. Malott, teacher, Commercial Department, Yeatman High School, St. Louis, Mo.; *vice-president*, J. Walter Ross, teacher, Commercial Department, South Hills High School, Pittsburgh, Pa.; and *secretary*, Helen Haynes, teacher of retailing selling, Emerich Manual Training High School, Indianapolis, Ind.

The history of this department extends over a period of thirty-three years. It was created in response to a petition from the Business Educators' Association requesting admission as a department of the National Education Association at the Saratoga Springs meeting in 1892.—A. W.

Kindergarten Education at Indianapolis

MANY KINDERGARTNERS en route to the annual convention of the International Kindergarten Union, held in Los Angeles this summer, stopped over at Indianapolis to attend the meetings of the Department of Kindergarten Education, which were held June 29 and 30 in the Central Christian Church. This brought together an unusually large and representative group of the kindergartners of the country.

With Miss Edna Dean Baker, president of the Department, presiding, the meetings could not fail to be helpful and inspiring, and the many evidences of gracious hospitality in the form of bouquets for the officers and speakers, and luncheons and social affairs added to the enjoyment. One of the largest of the gatherings arranged by the hostesses was a delightful luncheon given by Mrs. Eliza A. Blaker, of the Indianapolis Teachers College, a much loved pioneer in the kindergarten work of the city. Many also availed themselves of the invitation of Miss Faye Henley to visit the Orchard School and see the possibilities of health work among the children there.

The Department of Kindergarten Education took as its general theme, *The Interpretation of the Kindergarten to the Public*, with a summary of the last twenty-five years of progress. Two strong addresses were presented at the first session. Miss Lucy E. Gage, of George Peabody College, Nashville, Tennessee, spoke of *Kindergarten Extension* during the last quarter century, and brought out in a graphic way the growth in numbers and in means of extension, giving grateful credit to the pioneers who were influential in building up the movement—such workers as Madame Kraus-Boelte, Susan Blow, Caroline T. Haven, Lucy Wheelock, Annie Laws, Elizabeth Harrison, Mary C. McCulloch, Mary Boomer Page, and a host of other splendid women who paved the way and through whom such organizations as the Department of Kindergarten Education and the International Kindergarten Union have been made possible. To these women the younger and the coming generations owe an undying loyalty.

During the period under considera-

tion the kindergarten was given recognition in a prominent way through the appointment of kindergarten specialists in the U. S. Bureau of Education, brought about during the term of office of Commissioner Claxton, and in this capacity Myra Winchester, Julia Wade



MAY HILL, president of the Department of Kindergarten Education, 1925-26, and principal of the Kindergarten-Primary Training School, Cleveland, Ohio.

Abbott, and Nina C. Vandewalker have given valuable help to the kindergarten cause by their compilation of accurate information and statistics.

Professor Patty Smith Hill, of Teachers College, Columbia University, New York City, reviewed the *Changes in Method and Curriculum*, showing the influence of some of the educational leaders of the past twenty-five years, notably Francis Parker, who helped to unify the kindergarten and first grade; G. Stanley Hall, who gave an impetus to the health movement in the kindergarten; John Dewey, with his contribution to the reconstruction of the new order out of the old; Dr. Montessori and her principle of self-government. Miss Hill also added to these important influences the nursery or pre-school movement, with its emphasis on nurturing care for the very small child, and the modern psychological tests and measurements, which are contributing so much

to the methods of improving physical and mental health.

The subject for the second session was *Present Kindergarten Practice Throughout the Country*, and the discussion of the afternoon centered about the Report of the Study of Kindergarten Practice under the direction of the Research Committee of the Department, made by Mary Dabney Davis, chairman of this committee. This report is the result of the study and investigation of a large committee, representing the main geographical divisions of the country. The data concerning kindergarten practice secured by this committee have been analyzed by the chairman, with the counsel and advice of members of the faculty of Teachers College, and the able assistance of Agnes Winn, director of Classroom Service of the National Education Association, and the report has been issued in printed form,¹ making a valuable contribution to educational material and to kindergarten work in particular.

George D. Strayer, of Teachers College, read a paper on an *Appraisal of the Study*, in which he commended the work of the committee and stated his belief that such a study would affect not only the kindergarten but primary and higher grade work. Alice Temple, of Chicago University, opened the discussion of the report, taking up the *Value and Implications of the Study on Future Progress*. She urged the coöperation of the Department of Kindergarten Education with the International Kindergarten Union and the National Council of Primary Education in the work of research. Margaret C. Holmes, of New York City, spoke from the standpoint of the supervisor, showing how the report would be of practical value. Jane Joslin, of Cleveland, gave the view of the classroom teacher and urged the development of standards to determine the number of children under one teacher and other practical questions. Miss Baker recommended to the Department that the Committee on Research be retained, with Miss Davis as chairman.

The new officers of the Department are: *President*, May Hill, kindergarten primary training school, Cleveland, Ohio; *vice-president*, Clara Meisner, State normal school, Ellensburg, Washington; *secretary*, Ruth Patterson, Indianapolis, Indiana.—M. M.

¹ *General Practice in Kindergarten Education in the United States*. Published by National Education Association, Washington, D. C. Price, \$1.

National Council of Education

THE NATIONAL COUNCIL of Education, as is its custom, held two meetings in 1925—at Cincinnati and Indianapolis. At the first session at Indianapolis, Monday, June 29, J. J. Tigert, United States Commissioner of Education, spoke on the *Year's Progress in Education*. He first told of increased attendance and school costs. In mentioning the generous provision of State subsidies for rural schools and enlarged areas of consolidated units, he said, "No less than ten States passed legislation this year definitely improving the situation with reference to consolidated districts."

Dr. Tigert then spoke in order on the following developments of 1924: wider adoption of the budget system for county and other school taxing units; failure of legislation to replace the popular election of county superintendents with appointment by county boards; transformation of normal schools into teachers' colleges; reorganization of curriculum material to meet modern needs; an awakening of the need of moral and character instruction; better individualized instruction, the success of standardized intelligence and achievement tests; emphasis on research and scientific methods in education; and progress in kindergarten education and the growth of junior high schools.

The final report of the Committee on the Status of the American Woman Teacher was presented by the chairman, Anna Laura Force, principal of Lincoln School, Denver, Colorado. The report touched on the problem of the rural teacher, the single salary schedule, marriage of women teachers, and women in administrative positions. The following recommendations were made to the Council: (1) The legal status of the teacher should be clearly defined by the passage of certification, tenure, and pension laws. (2) The economic status should be determined by commensurate salaries, stable tenure, and proper pension and retirement allowances. (3) The professional status will be determined by the legal and economic status.

Miss Force's report was supplemented by a paper on *Growth of Teachers in Service*, by A. L. Threlkeld, deputy superintendent of schools, Denver, Colorado. The discussion which followed centered on the single salary schedule recommended by the Committee. On the motion of John R. Kirk, the report was unanimously approved. Mr.

Threlkeld believes it somewhat misleading to speak of teacher growth in service because that implies growth elsewhere instead of originating in and focusing on everyday work. We quote his concluding remarks:

So what I have tried to emphasize here is, first, that growth comes out of dynamic qualities, that it is inseparably linked with activity, with doing something combined with reflective study, resulting in meanings which give the means by which further growth is to be directed. Second, the source of such activity originates in and focuses upon the teacher's job in the field. All else is contributory in character and must function as means to this end. In the third place, I have attempted to illustrate the sort of thing in the field which is necessary in order that teachers may have the opportunity for professional study and growth—namely, continuous curriculum reconstruction.

Henry Lester Smith, chairman of the Committee on Vocational Education, presented a report on the first division of the work of the Subcommittee on Part-time Education, dealing with an analysis of the social position, educational status, and current working conditions of the part-time student group.

At the second afternoon session, Tuesday, June 30, a report of the Committee on Membership was approved. It was followed by a motion by Superintendent E. E. Oberholtzer, Houston, Texas, and unanimously voted upon to recommend to the National Education Association that a representation from the Association's departments (15 in number) be admitted to the Council, but that it be restricted to three from each department and these three to be chosen as follows: One with membership expiring in two years, one in four years, one in six years, and one elected biennially thereafter.

An open forum on *Continuity of Education* was conducted by Joseph M. Gwinn, chairman of the Council Committee on Continuity of Education. He opened the forum by a discussion of the plan used in the San Francisco schools to bring about continuity of education by maintaining as little supervision as possible up to the third grade. Not only was the continuity of education from grade to grade considered, but from subject to subject in the same grade, and from school to outside agencies.

Mrs. Cora Wilson Stewart, chairman of the Committee on Illiteracy, presented the report of A. B. Meredith, State commissioner of education, Hartford, Con-

necticut, on *Financing the Education of Adult Illiterates*. H. V. Holloway, State superintendent of public instruction, Dover, Delaware, then spoke on suitable texts for adult beginners. He said that the subject-matter must meet a felt need on the part of the learner. No grown-up person will be over-enthusiastic about reading if the sentences are of the Can-kitty-see-me variety. He added:

In the light of its purposes the subject matter must concern itself with the individual, the support and education of his family; his social needs and obligations, his political duties, his obligations to the State in the way of obedience to its laws, and sharing in its expense; his work and the necessity for it, and the like necessity for saving a portion of his earnings and the wise spending of the rest; the wise use of his leisure time through the instrumentalities of music, art, nature, recreation, books, the theater; and finally and above all, it must be set forth in simple form his fundamental moral and religious obligations. This subject-matter should be so arranged as to present the fewest difficulties possible, beginning with those situations which present the greatest need, and gradually, very gradually, progressing toward the more difficult ones. Most of our books proceed entirely too rapidly to this point and thus discourage the learner, if he has not a very good teacher. The learner must look forward to the time in his work when he can read not only the sentences of each page, but the stories in the later pages, stories full of dramatic interest . . .

The officers of the Council are: *President*, Henry Lester Smith, dean, School of Education, Indiana University, Bloomington, Indiana; *Vice-president*, Florence M. Hale, State supervisor of rural education, Augusta, Maine; *Secretary*, Adelaide S. Baylor, chief, home economics education service, Federal Board for Vocational Education, Washington, D. C.; *Executive Committee*, the President (ex officio), chairman; Anna Laura Force, Denver, Colorado; George W. Child, Salt Lake City, Utah; and A. J. Matthews, Tempe, Arizona.—J. M. R.

THE GROWTH of professional consciousness has been largely the result of the growth of the scientific spirit in education, together with the development of local and National organizations, working, not for selfish, personal interests, but for the betterment of public education in the interests of the child. Progress in this direction since 1910 has been great, but the future holds forth even greater opportunity for the teaching profession if its members will continue their group activities upon the same plane.—Frank Cody in *The Detroit Educational Bulletin*.

Bicknell's Service to the Association

THE ENTHUSIASTIC delegate to a summer convention of the National Education Association can hardly conceive how times have changed since the Association started in 1857. For twenty-five years, the average attendance at these meetings was less than 300 people, mostly men.

The summer meeting of 1883 at Saratoga, N. Y., found the Association in debt, with no funds to print its annual proceedings. A plan for dividing the Association into three sections was brought before the Executive Committee for discussion. In the midst of this unsettled condition and discouraging prospect, Thomas W. Bicknell was elected President for the year 1883-84.

His first thought was to establish the Association on a firmer foundation and make it more truly national. To accomplish this, it was necessary to enlist responsible moneyed interests, as book publishers and railroad organizations, to gain publicity for the coming convention, and choose a suitable place of meeting. All this required work, and the year was spent in preparation for the meeting, even to the detriment of Mr. Bicknell's editorial and publishing interests. It was, moreover, uphill work, for educators of that day did not recognize the value of common helpfulness and co-operation. A selfish policy and an isolated existence characterized both its men and institutions.

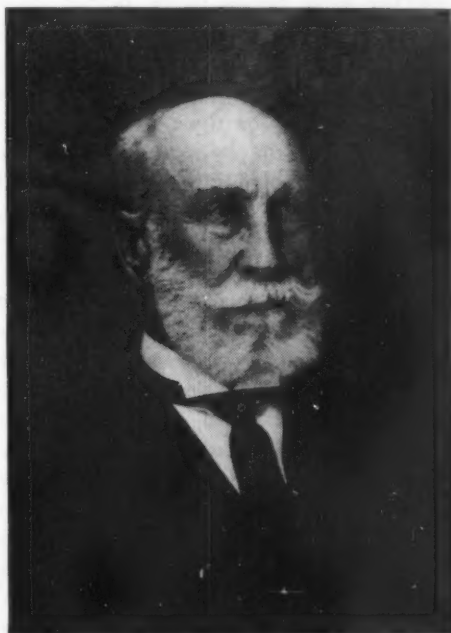
Madison, Wisconsin, was finally decided upon as the place of meeting. Mr. Bicknell, in telling of his aims for its success, says:

"I wanted to make Madison the gateway of the Central West and Northwest, and I hoped to make it the doorway to our great mountain plateaus, our great national parks and lakes, to the Pacific coast and to Alaska, and through six excursion departments, this scheme was carried out. Most of all I sought to make such a meeting at Madison, that all could be lifted into new educational ambitions, inspired to nobler service, and consecrated to a new and higher idealism in the work of teaching. That the immediate results were commensurate with the plans and expectations of the President, the resolutions, adopted by the Association, July 18, 1884, at Madison, attest."

Without doubt this convention was the largest and most noted educational

meeting held in this country up to 1884. Fifty years later, on July 9, 1912, in an historical address, given at the fiftieth anniversary of the National Education Association in Chicago, Mr. Bicknell said:

"The Madison meeting set forever at rest the question of sectional jealousies and rivalries and was as complete a



THOMAS W. BICKNELL, whose death on October 6, 1925, at Providence, Rhode Island, terminated a career of ninety-one years as scholar, lecturer, and historian. As a teacher in his earlier years, and as an educational writer and publisher in his later, he contributed immeasurable service to education.

solvent of educational separation as was the Civil War of the doctrine of state secession. The National Education Association became a Nation-wide institution in 1884.

"The principle of National unity in education as the basis of democratic institutions was most emphatically illustrated and enforced at Madison in the broader scope given to association work—a principle which has been recognized in an expanding measure in all the subsequent history of the National Education Association.

"The new education, then coming to the front, had a distinguished advocate in Colonel F. W. Parker. This and kindred topics lifted the association out of the ruts of conventionalism and sent

it along the highway of human thought and progress. Men and women felt the cohesive force of unity in a great cause, and the divisive force of personal ambition was of necessity banished from thought and act. The sublimity of a great cause thwarted individual conceits, and the presence of the matchless womanhood of Frances E. Willard, May Wright Sewall, and Clara E. Conway, and the grand manhood of Josiah L. Pickard, Emerson E. White, Albert G. Lane, George Howland, John D. Philbrick, J. L. M. Curry, Alexander Graham Bell, and William Torrey Harris made lesser men humble and docile, as are the lesser Alps in the presence of Mount Blanc.

"There is another and possibly a still larger consideration that received its great momentum at Madison, proceeding from the new sensation of great strength, both numerical and financial, and that was the spirit and initiative of large plans and undertakings—new ideals.

... It is safe to state that the Association came into a realization and possession of its larger self and a fuller self-consciousness, and growing out of that enlargement, it has fulfilled the Virgilian adage, *Possunt quia posse videntur*. It is on this principle that all growth and progress proceeds, and the Association will continue its growth so long as it seeks new and larger fields of work and flinches not in the presence of mountains of labor."

Many later conventions of the Association have eclipsed the one at Madison in size; several conventions have seen transacted business that has revolutionized its policies, but none have so marked a turning-point in its annals as did this notable gathering. To Thomas W. Bicknell, the Association is forever indebted. As founder of the National Council of Education, which has been allied with the Association since its establishment in 1880, he won great distinction. His editorial interests were many. He founded the *New England Journal of Education*, now the *Journal of Education*, the *Primary Teacher*, and *Good Times*, afterwards changed to the *Popular Educator*. As an executive of marked ability in organization and in unifying educational forces and work, his talent was displayed in his work as president of thirty-seven different organizations.—J. M. R.

The School Assembly Lecture

ARTHUR DE V. CARPENTER

THERE are certain important subjects that ordinarily cannot be taught in the public school for lack of time or other worthy reasons, but may be presented to large assembly groups by specialists who are competent to hold such groups intently by effective method of presentation and a thorough mastery of the subject.

The presentation of such subjects may be made the occasion for a marked diversion from the usual routine of classroom activity; may almost be treated as a recreational hour and so awaken a line of new sensations among the mental processes of pupils while they are acquiring knowledge.

The writer holds that schooling is not to be regarded exclusively as a process of disciplining the mind. There are subjects for consideration that may serve to awaken the latent emotions and create a strong desire for wider and deeper knowledge—subjects that are not an end in themselves but which serve to stimulate the intellect and prepare it to take on the investigation of other subjects that might never have been looked into but for the awakening which came through the inspirational topic.

It is said of the late Professor John Martin Schaeberle that as a boy he was an apprentice in a machine shop in Chicago, and while there, by chance became interested in astronomy. This awakening convinced him that a thorough knowledge of astronomy required a thorough mastery of mathematics. To obtain such a mastery, he went to Ann Arbor to study. He went through Ann Arbor High School and then on to Michigan University, where he graduated. In after years Professor Schaeberle held a distinguished position with Lick Observatory. Astronomy proved to be the stimulus that awakened the mind of Schaeberle and gave him the impetus to become proficient in mathematics.

Such awakening may come in various ways: It may be through the magic influence of a teacher in the classroom who has a deep flowing current of inspiration in his nature; it may come from the reading of a book into which the author has flung a subtle enthusiasm that becomes contagious; or it may arise from listening to a man bred to the work of popular platform presentation who hurls the mental electric spark across from the platform to the hearer. The auditor

goes away kindled with a new fire; a fresh enthusiasm has laid hold of his nature; latent mental forces spring into action; and he begins to make surprising strides along the path of intellectual development.

Educators, leaders of thought in the intermediate and high schools of America, are recognizing with growing interest the high values to be placed upon school assembly lectures of the right sort. The building of large assembly halls in modern schools is a tribute to the fact that much may be done for the educational life of the boys and girls while they are assembled in large groups and under no one teacher's supervision. These halls are now often used for establishing closer community relations.

Men who fill this much needed place on the platform efficiently and effectively have, as a rule, acquired their unique skill by many years of experience before audiences, and especially before audiences composed of the young. For it requires a special gift to address the young effectively and at the same time impart ideas that are worthwhile. It is a common complaint among educators of intermediate and high schools that among those who appear before their assemblies, there are but comparatively few who manifest the ability to really put their messages across. There is no doubt that the time devoted to an assembly to listen to a speaker who is ill qualified by nature and by training to enlist and truly inspire young life is time wasted. On the other hand, an assembly called to listen to a speaker who is vibrant and animated with a great theme full of vision and who interprets his theme in terms within the radius of youthful grasp is one of the greatest and most helpful events that can come to any school. Such an occasion is worth holding during school time. Discerning educators are coming to discover this fact and are arranging assembly occasions accordingly.

Probably there never was a time when capable personality was more highly appreciated upon the platform than now. The printed page, phonographic record, the radio, all are agencies which supplement, but do not become a substitute in the work of the platform artist or lecturer. The living personality, the flash of the eye, the gesture of the body, carry a subtle element of power, for

which there can be no real substitute.

Real school assembly lecturers, like real school teachers, are born and not made. If they remain in the field long enough, the school world comes to know them and recognize their worth. A return engagement is heralded with joy. They unfold great outlines of subject-matter that are essential for youth to know but that on account of already fully elaborated classroom programs cannot well be embraced in the curricula. They stimulate many worthy boys and girls to pursue courses of learning in colleges and universities; they broaden youthful vision and inspire high ideals; they encourage talent and fan the spark of genius often lying dormant in the youthful heart.

Such is one of the growing departments of intermediate and high school activities made possible by the larger grouping of students in elaborate school buildings, where financial expenditure has not been sacrificed to the supreme enterprise of developing intelligent, well-poised citizens.

THE CORNERSTONE of our profession is service to the public, and everything that we do as a great professional group must be justified by a clear benefit to the cause in which we are enlisted. We are not organized for individual profit or for group aggrandizement, but solely to promote our service, to see to it that the education of all the children of all the people is what it should be in a great democracy.

In the second place, the effectiveness of our profession in promoting educational progress will depend almost wholly upon the confidence that the public has, or will come to have, for our collective judgment. This confidence in turn will depend in part upon the inherent worth and reasonableness of the proposals that we make. In a much larger degree, it will depend upon the confidence which a citizen has in the individual teachers that he knows, and especially in the teachers with whom his children are in contact. Nothing could give greater force and wider influence to our professional recommendations than the feeling on the part of a citizen that the teachers of his children and of his neighbor's children, are masters of the art of teaching. The best way in which a teacher can serve the profession and strengthen its place in the public confidence is for him or her to do the day's work passing well.—William C. Bagley.

Catechism on the New Education Bill

INQUIRIES from every section of the country indicate that the New Education Bill has aroused even wider interest than its predecessor. It was said of the former Education Bill that it had the active support of more men and women who had carefully read its provisions than any other measure ever before Congress. The New Education Bill has even a wider support than the former measure and is gaining in favor as its provisions are understood by educational and civic leaders throughout the Nation. This catechism answers questions which have been most often asked.

1. What is the New Education Bill?

A measure proposing to create a Department of Education with a Secretary in the President's Cabinet, worked out by the National Education Association and allied educational and lay groups for introduction into the Sixty-ninth Congress.

2. What are the main provisions of the New Education Bill?

(a) The creation of a Department of Education with a Secretary in the President's Cabinet,

(b) The consolidation in the new Department of Federal agencies dealing with education,

(c) Provision for adequate support of the Department for the conduct of research in education,

(d) The establishment of an inter-departmental council on education to be made up of representatives from each of the executive departments.

3. How does the New Education Bill differ from the former Education Bill?

The former Bill sought to deal with several National educational problems in one measure. The New Education Bill takes the feature from the old Bill which was most widely accepted—the proposal for a Department of Education. This proposal is more fully developed in the new Bill than in the old, particularly in that the new Bill names existing educational activities to be coordinated in the new Department, including the Bureau of Education, the Federal Board for Vocational Education, the Columbian Institution for the Deaf, and Howard University. The new Bill does not deal with the problem of Federal aid.

4. How is the New Education Bill related to the so-called reorganization program?

In 1921, under the leadership of General Sawyer, there was proposed a Department of Welfare including education. Later Chairman Brown, of the Joint

Committee on the Reorganization of Executive Departments, urged a Department of Welfare and Education. A later proposal of the Committee suggested a Department of Education and Welfare. The latest proposal suggests a Department of Education and Relief with divisions devoted to education, public health, and the Veterans' Bureau. The New Education Bill is the logical next step in this evolution in that it divorces educa-

WHEN we stop to think that the United States is today the only great Nation in the world which has not an officer of the Government devoting himself to education, it seems to me that the question of whether we should have a Secretary of Education in the Cabinet answers itself. With a country so needful of the extension of educational advantages, there are few more urgent necessities than that the Federal Government should work with the States along educational lines. Almost every question has two sides, but this, it seems to me, has only one.—Edward W. Bok, Author and Editor.

tion from activities except those directly related to it.

5. Who will sponsor the New Education Bill before Congress?

In the Senate it will be sponsored by Senator Charles Curtis, who has been a member of the House or Senate almost continuously since 1893 and who is the floor leader for the Republican Party in the Senate. In the House the Bill will be sponsored by Representative Daniel A. Reed, of New York. Mr. Reed has sponsored the educational program of the National Education Association for several years, and the establishment of a Department of Education was an issue in his campaign for re-election. It is reported that he received the largest majority of any Congressman elected to the Sixty-ninth Congress.

6. By what organizations is the proposal for a Department of Education supported?

Among national organizations which supported the former Education Bill and which are continuing their work for a Department of Education are:

National Education Association
American Federation of Teachers
American Federation of Labor
National Committee for a Department of Education
National Council of Women
National Congress of Parents and Teachers
General Federation of Women's Clubs
National League of Women Voters
Supreme Council, Scottish Rite of Freemasonry,
Southern Jurisdiction, United States

International Council of Religious Education
National Council of Jewish Women
National Woman's Christian Temperance Union
American Association of University Women
National Federation of Business and Professional Women's Clubs
General Grand Chapter, Order of the Eastern Star
National Women's Trade Union League
National Board of the Young Women's Christian Associations
National Society, Daughters of the American Revolution
National Federation of Music Clubs
American Library Association
Woman's Relief Corps
Federal Council of the Churches of Christ in America
National Kindergarten Association
American Home Economics Association
American Hellenic Educational Progressive Association
American Nurses Association

Among groups which are supporting the New Education Bill but which did not actively support the earlier measures are the National Society for Vocational Education and groups associated with Dr. C. R. Mann, secretary of the American Council on Education, and Dr. Charles H. Judd, dean of the School of Education, University of Chicago. These groups are actively supporting the new measure.

7. By whom is the New Education Bill opposed?

Very little opposition has developed. It is remarked that no worker in an educational institution which derives its income from public taxation, who is sufficiently established to have his name appear in "Who's Who in America," is known to oppose the measure. Most of the opposition which has appeared thus far is confined to groups which opposed the Woman's Suffrage and Prohibition Amendments.

8. Will the New Education Bill, if enacted into law, interfere in any way with parochial or private schools?

No. The control and management of education would remain where it has always been—in the hands of the several States. In fact through provision for research, which would throw much light upon a wide range of educational problems, the new Department would be of great service to every educational enterprise either public or private.

9. What are some of the reasons for the passage of the New Education Bill?

Wider research is needed—Our State and local governments spend annually more than \$1,750,000,000 for public education. In order that this vast sum may be spent wisely and effectively, it is necessary to have certain facts made available on a Nation-wide scale. For example, if through research and the spread of information the schools could be made one per cent more efficient without increasing the expenditure, the saving would amount to more than \$17,500,000 annually. For school building alone there was spent in the United States during 1922 over \$268,000,000. A saving of

one per cent on this sum would amount to \$2,680,000 a year. The National Committee on Schoolhouse Planning, after a careful study, reported that "the amount of waste in schoolhouse construction is enormous." Perhaps there could be a saving of at least five per cent in this one item. A million children fail to be promoted each year. Research could undoubtedly reduce the tremendous loss resulting from these failures. Other fields in need of research are the curriculum, school financing and budgeting, rural education, training of teachers, higher education, physical education, and adult education.

Coördination is imperative—The existing educational activities of the Federal Government can work to the best advantage only as they are coördinated in one department which will eliminate duplication and secure unity of plan and purpose.

The growing importance of education demands Cabinet recognition—Education is so essential to the life and welfare of the Nation as a whole that it should have a place in the President's Cabinet along with agriculture, commerce, and labor. The United States is the only great Nation in the world without a minister of education. If educational research is to be adequately supported and education is to have that leadership and public consideration which its primary importance deserves, it must have a spokesman in the Cabinet.

10. Cannot the Bureau of Education be made to meet all needs?

No. The Bureau of Education has rendered notable service, considering the meager funds which have been available for its work and the limitations of its status as a bureau. It cannot, however, accomplish the ends sought through the creation of a Department of Education. No one would seriously propose that present Government agencies dealing with education, such as the Federal Board for Vocational Education, could be coördinated in the Bureau. Educational enterprises in our various States and cities are now so large that they cannot be expected to follow the leadership of a small bureau which is obliged to pay its specialists salaries less than those now received by many elementary school principals.

11. Does the creation of a Federal Department of Education mean Federal control of education?

No. A reading of the Bill itself shows that it merely coördinates existing educational activities and provides for much needed research in education and the distribution of information resulting from this research. Those who have supported the creation of a Federal Department are utterly opposed to the centralization of control of education in the Federal Government. They believe that it is just as feasible to promote education through research and the dissemination of information as it has been to promote

agriculture through the distribution of the results of experiments in that field.

12. Does the establishment of a Federal Department of Education involve Federal support of public schools?

No. The issues are entirely separate. The proposal for the establishment of a Department is being supported by many people who believe that the question of Federal support for education in the States should receive further consideration and study before any policy is formed. There is no connection between the two proposals. The new Bill does not deal with the problem of Federal aid.

13. What can I do to help obtain the passage of the New Education Bill?

Bring the information contained in this catechism to the attention of as many people as possible. Write and ask your friends to write to their Representatives and Senators for copies of the Bill. Study it carefully and have it endorsed by any group with which you happen to be associated. Bring these endorsements along with your personal approval of the measure, to the attention of those who represent you in Congress. Copies of the Bill in final form should be available soon after the opening of Congress on December 11.

Spelling by Radio

A COAST-TO-COAST spelling bee, unique in the history of schooling and radio, as well, is to be one of the novel features used this winter in connection with the Second National Spelling Bee. The National Contest, the second of its kind, will be sponsored by *The Courier-Journal* of Louisville, which has invited schools throughout the country to join it in an attempt to find the champion graded school speller of the Nation. A newspaper in each coöperating city sponsors the local contest and gives it the requisite publicity, besides defraying expenses of the contest.

The radio contest will, it is believed, attract the attention of both students and teachers throughout the United States. It is planned for January, as a tentative date only, and arrangements now are being made by the director of WHAS, radiophone of *The Courier-Journal* and *The Louisville Times*, to draw in representative spelling teams from a dozen or more cities.

Radio stations from New England to California will be used, each selecting a team of ten graded school spellers who have shown proficiency in the Second National Spelling Bee. On a given evening or afternoon all teams will stand before their respective microphones at the same moment, after watches have been synchronized. Using WHAS as a control station, the spellers will start from a standard word list, New England spelling first for a given period—three to four minutes.

Spellers and radiophone listeners throughout the country will be able to hear the New Englanders and will catch misspelled words. The number of "casuals" in the New England ranks will be announced immediately after that section has spelled, and the Atlantic coast will take up the bee next. Section by section, children will spell until the

breadth of the country has been covered. The bee will end with Pacific Coast children spelling.

A central announcer then will "count heads" among the remaining spellers and will announce the winning section. A prize of some description, not yet announced, will be awarded by the director of the Second National Spelling Bee. The Second Bee, announcement of which was made in the November JOURNAL, is growing rapidly, with cities enrolling through newspapers, and prospects are that thirty to forty representative cities will take part this year. Among the cities already enrolled are:

Atlantic City, N. J., Washington, D. C., Binghamton, N. Y., New Bedford, Mass., Louisville, Ky., Hartford, Conn., Trenton, N. J., Houston, Texas, New Britain, Conn., New Haven, Conn., Rochester, N. Y., Akron, Ohio, Erie, Pa., Reading, Pa., Scranton, Pa., Lancaster, Pa., Nashville, Tenn., Charlotte, N. C., Winston-Salem, N. C., Fall River, Mass., Rockford, Ill., Springfield, Ill., South Bend, Ind., Wilmington, Del., Youngstown, Ohio.

Many of the local contests will begin immediately after the Christmas holidays and will continue until early spring, when city-wide finals will be held. After all cities have selected their champions, the latter will gather in Washington early in June for a week of sightseeing. The climax of the trip will be the National finals, at which John J. Tigert, U. S. Commissioner of Education, has been asked to preside.

The champions will spell for a prize list exceeding \$1000 in gold. Frank Neuhauser, 11 years old, of Louisville, Ky., is 1925 champion, having won the initial contest in Washington on June 17, by spelling "gladiolus." The 1925 contest enrolled two million student spellers in fourteen States. Rules for the contest were printed in the November JOURNAL.



THE TOWN OF BETHLEHEM IN THE
PATHE SERIES, "A PILGRIMAGE
TO PALESTINE". COURTESY OF
PATHE.

O LITTLE TOWN OF BETHLEHEM,
HOW STILL WE SEE THEE LIE!
ABOVE THY DEEP AND DREAMLESS SLEEP
THE SILENT STARS GO BY.....

Morning at School

MARION B. CRAIG

Webster, Massachusetts

A moment more and they will gather—some
With faces shy, and some with eager smiles;
With welcoming eyes, and all the little wiles
That speak of love and trust though lips are
dumb.
Soon this hushed room will quicken with the
hum
Of many voices, and these narrow aisles
Will feel the tread of softly-walking files—
Only a moment more and they will come.

O, I am glad today that I may stand
Again within the walls of this glad place;
Dwelling once more in Life's bright border-
land,
A tenant in Youth's country for a space;
Holding awhile sweet Childhood by the hand—
Teacher of little children, by God's grace!

Our Literary Heritage

To My Class on Beginning English
Literature

EDNA LINSLEY GRESSITT

Colfax, California

Come with me, my pupils,
Across the lavish years,
Across a whole millennium
Of triumphs and of tears;
Come to search the sources
Of this, your treasure store,
A thousand years of literature
And half a thousand more
Before the English people
Were on the English land,
Before they spoke an English tongue
That you can understand,
Before the magic printer
Or the monk's painstaking pen,
The Saxon scop and gleeman
Were singing for you then,—

Those stalwart, light-haired Saxons
With their courage fierce and stern,
Begetters of the hero hearts
That in you students burn,
So bleak their lands and waters!
So grim their faith and fear!
Yet thro' vast and bloody daring
They still saw Heaven clear.
They wrought out law and freedom
For our fairer, clearer climes;
Their revered Home and Woman
Still sanctify our times.
Their great capacity for life
Your heritage and mine,
In history and literature
All down the English line.
Come with me, my pupils,
Across the crowded years,
These are your shouts in battle,
Your prayers, your loves, your fears.

Father of Waters

RUTH CROCKER HOFFMAN

Riverside, California

First as a vapor light,
Inland you take your flight,
Winged, on the wind, to the mountains you flee.
Then as white snow you fall,
Or as the rain you call
Out to the fountain, the flower, the tree.

Then joining hands again,
Down past the haunts of men,
Lending your energy, speeding along
Op'ning new mountain gates
Leaping to meet your mates,
Come from the prairie and plain with their
song.

Glacier and snowbank white,
Pine gloom, savanna bright,
Cane brake, magnolia, are all on your way.
Geysers are at your head,
From the great seas you're fed,
Father of Waters, glide, roaring and gray!

Now rapids booming broad,
Only by man o'erawed,
Strength, you are lending, as Samson of old,
Grinding his wheat to flour,
Freed then, at last, but dour
Springing away as a robber most bold.

Leaping from out your banks,
Playing the weirdest pranks,
Building, uprooting, then planting anew.
Spoiling both field and town,
Feeding land farther down,
Father of Waters, from vapor you grew!

Then on your broad expanse,
Commerce has found advance,
You've carried her loads from the fields to the
sea,
But now your work is done,
Clear from the setting sun,
You've wearily toiled, but to rest now you're
free.

Thus is the life of man,
Only the briefest span,
Tired, tho' exulting o'er victories won.
Out of eternity,
Into eternity,
As from ocean to ocean the river has run.

Road to Laughtertown

KATHERINE D. BLAKE

Would ye learn the road to Laughtertown,
O ye who have lost the way?
Would ye have young heart, though your hair
be gray?
Go learn from a little child each day.
Go serve his wants and play his play,
And catch the ring of his laughter gay,
And follow his dancing feet as they stray,
For he knows the road to Laughtertown,
O ye who have lost the way.

Any Teacher to Any Parent

ETHEL E. HOLMES

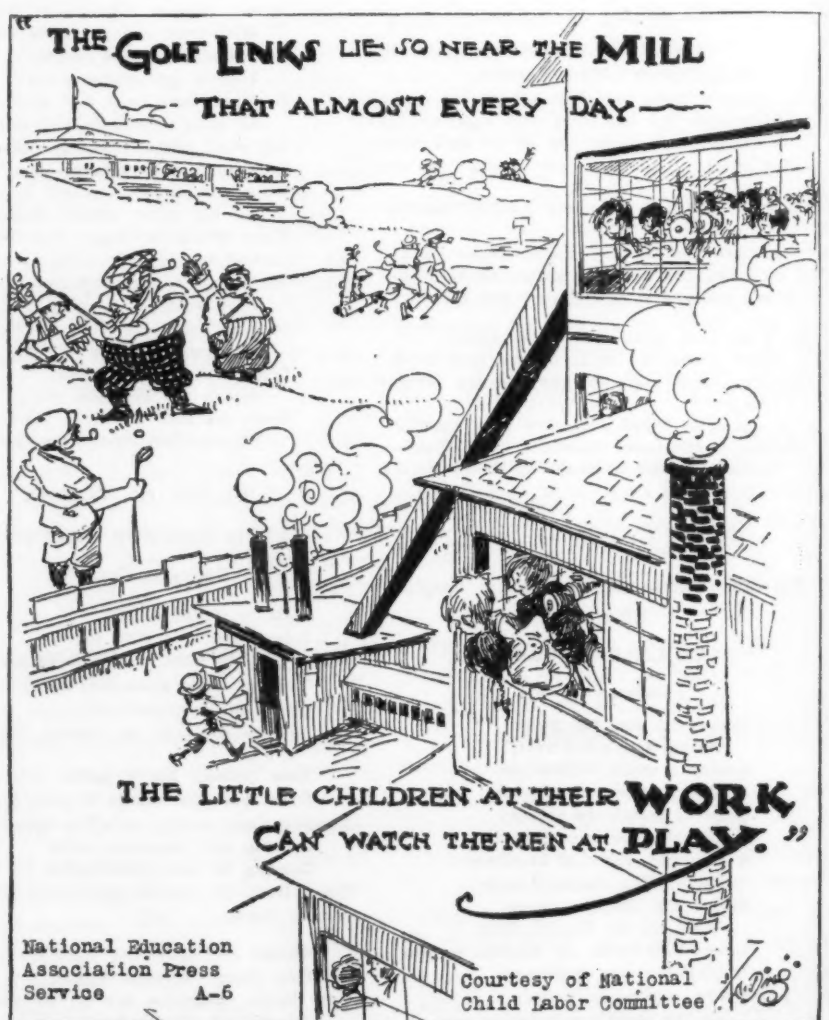
*Student Counselor, Skinner Junior High School
Denver, Colorado*

I thank you for lending me your little child
today. All the years of love and care and
training which you have given him have stood
him in good stead in his work and in his play.
I send him home to you tonight, I hope a
little stronger, a little taller, a little freer, a
little nearer his goal. Lend him to me again
tomorrow, I pray you. In my care of him
I shall show my gratitude.



THE two cartoons on this page deal with problems which concern educational workers directly and vitally. The schooling of great numbers of children is being interfered with by their employment in shop and factory. The campaign of misrepresentation by the factory interests has produced a widespread misconception of the proposed Child Labor Amendment to the Constitution, which will have to be slowly corrected by teachers and parents who realize that children are more important than profits. Gambling investments are each year drawing hundreds of millions of dollars of surplus wealth which should be spent for education and other constructive enterprises. Teachers can do much to help children realize that joy in life comes not from the miserly accumulation of money by "get-rich-quick" or any other scheme, but by the giving of service and the development of wholesome life interests and companionships.

Mats made from either of these plates may be had for forty cents each, or electros at \$2 each; cash or stamps with order. For the "Get-Rich-Quick" cartoon, request Number A-5; for the Child Labor cartoon, request Number A-6. Address the Division of Publications, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.



Our Literary Heritage

TEACHER participation—More significant even than the results of the ballots in Our Literary Heritage is the attention which teachers throughout the country are giving to the matter. The National Education Association has as one of the planks in its platform teacher participation in the determination of the educational program. Through their votes on Our Literary Heritage and the letters which teachers are sending to THE JOURNAL office, they are having a very real part in deciding what American school children shall be led to memorize. Reports from several cities and States indicate that the lists appearing in THE JOURNAL will be given much weight in determining the courses of study.

Pupil participation—There is a growing feeling among experts who are studying children's tastes and their learning ability that children's preferences should be given large weight in the selection of items to be included in memory lists. Committees working on the revision of the course of study in such cities as Denver, Colorado; Los Angeles, California; and Winnetka, Illinois, are very decided on this point. They believe that it is neither necessary nor desirable to require a child to memorize a poem which he does not appreciate. They believe that poems which children choose because they enjoy them are as rich in literary and social value as the poems which teachers and other adults think children ought to like. Ballots which record the judgment of whole classes of children are especially welcomed.

Experts find poems too difficult—Helen K. Mackintosh, assistant professor of elementary education in the University of Pittsburgh, who has studied the problem for several years, writes:

I am intensely interested in seeing that this list which is to be broadcast nationally should be one that will appeal to children rather than to adults. "We must begin with the children where they are." Children do not like the thoughtful meditative type of poem. By actual experiment it has been found that the following poems should not be used before the grades indicated:

The First Snowfall.....	9
Children's Hour.....	7
Landing of the Pilgrims.....	6
In School Days.....	7
Thanatopsis	9

Superintendent Susan M. Dorsey, of the school of Los Angeles, California,

reports that she and her supervisors think that

Selections in some instances are beyond the experiences of the children and are not properly graded. Our supervisor in the fourth grade feels that that list is especially difficult with little to touch the universal child of today. *The Village Blacksmith* contains content so remote from the actual experiences of present-day life that the poem requires a special development of background for the child to understand.

Need for recent poems—It is natural for educational workers to write into the course of study the poems that they themselves memorized, which tends to shut out more recent poems of even greater merit. The fourth grade supervisor in Los Angeles writes:

There is such a wonderful heritage in some of the poems of our later writers. I do not see how *Lucy Gray*, *The Arrow and the Song*, or *The First Snowfall* can find place in a fourth grade list and such poems as Henry van Dyke's *America for Me*, the beautiful thought back of Rose Fyleman's *The Fairies Have Never a Penny to Spend*, and some of the opportunities for developing sympathy and understanding of citizenship needs through the use of E. P. Daley's dialect poems can all be ignored.

A committee in the Oakland, California schools consisting of Elizabeth S. Madison, Sue L. Fratis, and Ida Bander-gaw, sends in a list of selections with the following comment:

If we are going to give young people things which they will wish to remember all their lives, we must be very careful not to select material which contains sham, pretense, sentimental moralizing, or statements obviously at variance with fact. There was a period in American letters when the Puritan and Quaker spirit largely predominated, preaching subjection of self, a stifling of inquiry, a pat parable to explain all things and a highly artificial and monotonous standard of beauty and expression. It was under the influence of this epoch that many of our so-called American "classics" were written. When we give these "classics" to our young people today their keenness of judgment, their experience of modern life, their tendency to question everything, develops in them a skeptical attitude for the things which we have offered. The epoch of the modern poets much more truly represents the fundamental traditions of the American race than does the poetry of our early Puritan-Quaker period, which was a phase and not an epoch in our racial history. For this reason we recommend the use of a great deal of the more modern and undeniably brilliant poets. We have to remember also that when we ask children to memorize poetry today we are asking them to memorize something which they will wish to keep with them twenty or forty years from now.

Katherine D. Blake, of New York City, a well-known student of poetry as well as a teacher and principal, writes:

The list of verse submitted is the best list I have ever seen, but I believe that better things can be chosen for the first and second years, particularly. I have checked those that I thought most valuable. I am glad to see that Mother Goose is omitted.

War spirit and sectionalism—A number of writers express the conviction that children should not be required to memorize poems which tend to glorify war. Present-day interest is shifted to the heroism and adventures of constructive activity. These students of the problem would omit the *Charge of the Light Brigade* and *Barbara Frietchie*.

Selections from the Bible—To meet the need of those who have asked for memory selections chosen from the Bible, the following list from the course of study used in the schools of Lincoln, Nebraska, will be useful:

Grade III—23d Psalm; Grade IV—100th Psalm; Grade V—121st Psalm; Grade VI—19th Psalm; Grade VII—Matthew 5:3-11 (The Beatitudes); Grade VIII—1st Psalm; Grade IX—First Corinthians 13th Chapter.

The basis of selection—Katherine Kenehan, who has written several most helpful letters in behalf of the committee of the Denver schools that is revising the elementary course of study in English, inclosed the following suggestions with one of her letters:

1. The real test of whether a poem is worthwhile is whether it has withstood the ages. Have people enjoyed it and thought it worthy of remembering? Has it been handed down from generation to generation as an important household heritage?

2. What are the literary selections that have come to us from the past? The *Mother Goose Rhymes*; the old ballads, such as, *Sir Patrick Spense*; some later ones, as, *Lochinvar*.

3. What are the more modern selections which should be presented? Those which children enjoy; those of a humorous type, or patriotic selections. In the lower grades, singing games.

4. How should these poems be presented? How is poetry enjoyed outside of school? They should be read to children and re-read as often as requested. In this way some of them will eventually be memorized.

Those poems which have come down to us through the ages have survived through singing. Because they have lived through singing, they should be taught through singing.

5. An ungraded list is probably more valuable than a graded one. All things which are great are simple and are enjoyed by old as well as young. If children do not enjoy a poem, lay it aside. They may enjoy it later if the pleasure is not killed through unpleasant associations.

Our Literary Heritage

THE THIRD count of the ballots for Our Literary Heritage brings to the top two new firsts—Longfellow's *Children's Hour* in the third grade and Hunt's *About Ben Adhem* in the sixth grade. Whittier's *Barefoot Boy* and Bryant's *To a Waterfowl* are advanced to second place in the fifth and seventh grades, respectively. The balloting is still going on. A new tabulation will be made before the January JOURNAL goes to press. The count today shows the following poems leading in each of the various grades:

GRADE I	GRADE III	GRADE V	GRADE VII
Stevenson—My Shadow. Stevenson—Swing. Taylor—Twinkle, Twinkle, Little Star.	Longfellow—Children's Hour. Brooks—O Little Town of Bethlehem. Rands—The Wonderful World.	Longfellow—Paul Revere's Ride. Whittier—Barefoot Boy. Hemans—Landing of the Pilgrims.	Longfellow—Building of the Ship. Bryant—To a Waterfowl. Tennyson—Sir Galahad.
GRADE II	GRADE IV	GRADE VI	GRADE VIII
Longfellow—Hiawatha's Childhood. Ingelow—Seven Times One. Cary—Suppose!	Longfellow—Village Blacksmith. Jackson—October's Bright Blue Weather. Longfellow—Arrow and the Song.	Hunt—About Ben Adhem. Holmes—Old Ironsides. Wordsworth—I Wandered Lonely as a Cloud.	Scott—Breathes There a Man. Kipling—Recessional. Holmes—Chambered Nautilus.

These selections are ranked according to the number of votes received. Are they in your judgment the best poems for the grades indicated? What do you think of them in the light of the statements made on another page in this JOURNAL under the heading "Our Literary Heritage"? If you believe that a better choice can be made you still have an opportunity to make your vote count. You may wish to tabulate and send in the votes of all the teachers of your building or of all the children in your room. Tear out page 231 of the October JOURNAL and fill out the ballot or simply indicate on a blank sheet of paper the six selections for each grade you think should be memorized and send it to Joy Elmer Morgan, 1201 Sixteenth Street Northwest, Washington, D. C.

Below are printed additional selections which are among the first three chosen thus far for the grades represented.

Grade II

Suppose!

PHOEBE CARY

Suppose, my little lady,
Your doll should break her head,
Could you make it whole by crying
Till your eyes and nose are red?
And wouldn't it be pleasanter
To treat it as a joke;
And say you're glad "Twas Dolly's
And not your head that broke"?

Suppose you're dressed for walking,
And the rain comes pouring down,
Will it clear off any sooner
Because you scold and frown?
And wouldn't it be nicer
For you to smile than pout,
And so make sunshine in the house
When there is none without?

Suppose your task, my little man,
Is very hard to get,
Will it make it any easier
For you to sit and fret?
And wouldn't it be wiser
Than waiting like a dunce,
To go to work in earnest
And learn the thing at once?

Suppose that some boys have a horse,
And some a coach and pair,
Will it tire you less while walking
To say, "It isn't fair"?
And wouldn't it be nobler
To keep your temper sweet,
And in your heart be thankful
You can walk upon your feet?

And suppose the world don't please you,
Nor the way some people do,
Do you think the whole creation
Will be altered just for you?
And isn't it, my boy or girl,
The wisest, bravest plan,
Whatever comes, or doesn't come,
To do the best you can?

Grade VI

About Ben Adhem

LEIGH HUNT

About Ben Adhem (may his tribe increase!)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich, and like a lily in bloom,
An angel writing in a book of gold:—
Exceeding peace had made Ben Adhem bold,

And to the Presence in the room he said,
"What writest thou?"—The vision raised its
head,
And with a look made of all sweet accord,
Answered, "The names of those who love the
Lord."

"And is mine one?" said Abou. "Nay, not
so,"
Replied the Angel. Abou spoke more low,
But cheerily still; and said, "I pray thee, then,
Write me as one that loves his fellow-men."

The Angel wrote, and vanished. The next
night
It came again with a great wakening light,
And showed the names whom love of God
had blessed,
And lo! Ben Adhem's name led all the rest.

Grade VII

To a Waterfowl

WILLIAM CULLEN BRYANT

Whither, midst falling dew,
While glow the heavens with the last steps of
day,
Far, through their rosy depths, dost thou
pursue
Thy solitary way?

Vainly the fowler's eye
Might mark thy distant flight to do thee
wrong,
As, darkly painted on the crimson sky,
Thy figure floats along.

Seek'st thou the plashy brink
Of weedy lake, or marge of river wide,
Or where the rocking billows rise and sink
On the chafed ocean-side?

There is a Power whose care
Teaches thy way along that pathless coast,—
The desert and illimitable air,—
Lone wandering, but not lost.

All day thy wings have fanned,
At that far height, the cold, thin atmosphere,
Yet stoop not, weary, to the welcome land,
Though the dark night is near.

And soon that toil shall end;
Soon shalt thou find a summer home, and rest,
And scream among thy fellows; reeds shall
bend,
Soon, o'er thy sheltered nest.

Thou'rt gone, the abyss of heaven
Hath swallowed up thy form; yet, on my heart
Deeply hath sunk the lesson thou hast given,
And shall not soon depart.

He who, from zone to zone,
Guides through the boundless sky thy certain
flight,
In the long way that I must tread alone,
Will lead my steps aright.

Grade VIII

The Chambered Nautilus

OLIVER WENDELL HOLMES

This is the ship of pearl, which, poets feign,
Sails the unshadowed main,—
The venturous bark that flings
On the sweet summer wind its purpled wings
In gulfs enchanted, where the Siren sings,
And coral reefs lie bare,
Where the cold sea-maids rise to sun their
streaming hair.

Its webs of living gauze no more unfurl;
Wrecked is the ship of pearl!
And every chambered cell,
Where its dim dreaming life was wont to dwell,
As the frail tenant shaped his growing shell,
Before thee lies revealed,—
Its irised ceiling rent, its sunless crypt un-
sealed!

Year after year beheld the silent toil
That spread his lustrous coil;
Still, as the spiral grew,
He left the past year's dwelling for the new,
Stole with soft step its shining archway
through,
Built up its idle door,
Stretched in his last-found home, and knew
the old no more.

Thanks for the heavenly message brought by
thee,
Child of the wandering sea,
Cast from her lap, forlorn!
From thy dead lips a clearer note is born
Than ever Triton blew from wreathed horn!
While on mine ear it rings,
Through the deep caves of thought I hear a
voice that sings—

Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's un-
resting sea!

Every Child's Book Heritage

MANY times blessed is the child who has in home and school and community much companionship with books. They reflect the great spirits of the ages and record the great deeds and thrilling discoveries and epoch-making inventions, as well as the facts and techniques needed in our daily lives. Books are not to be worshipped, but to be used. Their service is not so much to take us away from life and things, but to take us deeper into life and to give us greater mastery over things. Books are the most powerful tools the race has developed. Every child needs his own library. The books in the following lists are books that should be in every school library and that many parents will wish to buy for their children. Many of them are excellent for Christmas gifts and for supplementary reading in the schoolroom. They have been most carefully chosen from a select graded list of two hundred books made up by expert children's librarians.

This graded list of twenty-five books for each grade was submitted to teachers and children's librarians who were asked to choose the smaller list on the basis of their experience with the children. The three lists below are based entirely on their votes, except for the four Newbery medal books which have been added and which are indicated by an asterisk. The selections show a decided preference for books of established worth which no child should miss.

Many of these books are issued by several publishers. For the convenience of JOURNAL readers the names of publishers and the prices of various editions have been given for many of the titles. Many of the books may be had with beautiful colored illustrations by those in position to pay the higher prices. A list of publishers, giving the address of each, appears on the next page. "C. C." following a note indicates that it has been taken from the *Children's Catalog*, published by the H. W. Wilson Company, New York City. This catalog contains 4100 titles of children's books.

For Young Children

ÆSOP. Fables. Warne, \$1.50. Rand, \$2. Doubleday, \$3.50. Ginn, 60c. Crowell, \$2. Also other publishers.

These fables have been handed down for centuries. Their homely truths, pungent wit,

and stinging satire have cast an untold influence over races and generations.

BROOKS, LEONARD LESLIE. Johnny Crow's Garden. Warne, \$1.75.

Old nursery rhyme with humorous illustrations in black and white and full-page drawings in color.—C. C.

BROOKS, LEONARD LESLIE. Golden Goose book. Warne, \$3, \$2, and 75c.

A Gift to a Child

WILLIAM L. STIDGER
Detroit, Michigan

He who gives a child a book
Gives that child a sweeping look
Through its pages
Down the ages;

Gives that child a ship to sail
Where the far adventures hail
Down the sea
Of destiny;

Gives that child a vision,—wide
As the skies where stars abide
Anchored in
The love of him;

Gives that child great dreams to
dream:
Sun-lit ways that glint and gleam
Where the sages
Tramp the ages.

Clearly printed, with artistic cover, and admirable drawings in black and white and color, full of action and humor.—C. C.

BROWNING, ROBERT. Pied Piper of Hamelin. Warne, \$2.50, illus. by Kate Greenaway in color. Rand, \$1.50, illus. by Dunlap in color.

Children love the action and adventure of this poem.

BALDWIN, JAMES. Fifty famous stories re-told. American Book Co., 56c.

Legends and historical tales from literature of many lands.—C. C.

BANNERMAN, MRS. HELEN. Story of Little Black Sambo. Stokes, 75c.

Tiger stories with colored pictures. Very popular.—C. C.

CHANCE, LULU MAUDE. Little folks of many lands. Ginn, 64c.

Stories of Indian, Eskimo, Dutch, African, Arabian, Filipino, and Japanese children.—C. C.

CARRICK, VALÉRY. Picture tales. Stokes, \$1.25.

Animal folk tales with many illustrations in black and white.

CRANE, WALTER. This little big picture book. Dodd, \$1.50.

Three nursery stories illustrated in color.

LEFÈVRE, FÉLICITÉ. Cock, the mouse, and the little red hen. Jacobs, \$1.

An old folk-tale re-told. Illustrated in color. One of the best liked of little children's books.—C. C.

LORENZINI, CARLO. Pinocchio. Ginn, 64c. Dutton, 80c, \$1, and \$3. Lippincott, \$1, \$1.50, \$3.

Capers and wonderful adventures of a wooden marionette.—C. C.

LUCIA, ROSE. Peter and Polly in Winter. American Book Co., 60c.

Stories of the home life and open-air frolics of a little brother and sister who live on a farm. Interesting, and attractively illustrated.—C. C.

MOTHER GOOSE. Nursery rhymes and melodies. McKay, \$2.50 and \$3. McLoughlin, \$1.25. Macmillan, \$2.25. Rand, \$2, and 75c. Heath, 76c. Nelson, \$2, and other publishers.

Many illustrations in color.

PERKINS, MRS. LUCY FITCH. Dutch twins. Houghton, \$1.75; school edition, 88c.

Delightful book for very little children, giving with extreme simplicity a good idea of the every-day life of a Dutch brother and sister. Attractive illustrations.—C. C.

POTTER, BEATRIX. Tales of Peter Rabbit. Warne, 75c.

The favorite of a dozen stories of animals who do human things. Colored illustrations add to the charm of the book.

SMITH, E. B. Farm book. Houghton, \$3.

Colored pictures of real life on the farm.

STEVENSON, ROBERT LOUIS. Child's garden of verses. Scribner, \$2.50, \$1.75, \$1, and 64c. McKay, \$1.25. Rand, 75c. Ed. Pub. Co., 60c., and other publishers.

Became a children's classic long ago. Jessie Wilcox Smith, Florence Edith Storer, Millicent Sowerby, and other illustrators have added to the attractiveness of this book.

For Intermediate Children

ALCOTT, LOUISA M. Little women. Little, \$2.50, \$2, \$1.50.

One of the best stories for girls ever written. Drawn largely from the girlhood life of Miss Alcott and her sisters.—C. C.

ANDERSEN, HANS CHRISTIAN. Fairy tales. Dutton, \$3. Jacobs, \$1.50. Macmillan, \$1.75. Houghton, \$2. Ginn, 60c. American Book Co., 52c. Also other publishers.

ARABIAN NIGHTS. Tales of ghouls and genii and of princesses who work magic spells. Putnam, \$1.25, \$2.50. Scribner, \$2.25. Holt, \$1.50. Longmans, \$1. Houghton, 50c. Also other publishers.

BOUTET DE MONVEL. Joan of Arc. Century, \$4. McKay, \$1.50.

New edition of one of the most beautiful picture books ever published in this country for children. All illustrations are colored.

CARROLL, LEWIS. *Alice's Adventures in Wonderland*. Macmillan, \$1.75. Harper, \$1.75. Lippincott, \$2.50. Stokes, \$2. Doubleday, \$2.50. Merrill, 40c., and other publishers.

Written for Alice Liddell, published, and the first copy given to her in 1865. Illustrated by Tenniel, Peter Newell, and others.

COLUM, PADRIAC. *Adventures of Odysseus*. Macmillan, \$2, \$1.20 (sch. ed.)

Retold from the Iliad and the Odyssey in narrative style.

CRAIK, MRS. DINAH MARIA. *Little lame prince*. Harper, 75c. Heath, 64c. Rand, \$1.50. Lippincott, 75c. Macmillan, \$1.

A modern fairy tale, beautiful in spirit, unusual in theme and setting.—C. C.

DEFOE, DANIEL. *Robinson Crusoe*. Doran, \$2. Harper, \$1.50. Houghton, \$1.50, 92c. Dutton, \$2.50. American Book Co., 35c., and other publishers.

Said to be one of two stories most widely circulated in the English language. The author said of this book, "The adventures of Robinson Crusoe are one whole scheme of a real life of eight and twenty years, spent in the most wandering, desolate, and afflicting circumstances that ever man went through."

DODGE, MARY MAPES. *Hans Brinker, or The Silver Skates*. Scribner, \$2.50, \$1.50, \$1, 76c. Rand, \$1.25. McKay, \$3.50. Also other publishers.

First published in 1865 and since translated into many languages, this book still stands as the picture of life in Holland to give to boys and girls.—C. C. Many colored illustrations.

*FINGER, CHARLES J. *Tales from Silver Lands*. Doubleday, \$3.50.

The 1924 Newbery medal book. Nineteen legendary stories of South America, based upon first-hand information from Indians met by the author in his travels.

HARRIS, JOEL CHANDLER. *Uncle Remus*. Houghton, \$2.25, \$2. Appleton, \$2.

The original Uncle Remus book containing "The Tar Baby" and other favorites.

KIPLING, RUDYARD. *Jungle book*. Doubleday, \$1.90.

A story of jungle animals and the boy Mowgli.

KIPLING, RUDYARD. *Just So stories*. Doubleday, \$1.90.

Answers fully such questions as where the elephant got his trunk, how the camel got its hump, etc.—C. C.

*LOFTING, HUGH. *Voyages of Dr. Dolittle*. Stokes, \$2.50.

The 1922 Newbery medal book. Story of a queer, kind doctor and his animal patients.

MACLEOD, MARY. *Book of King Arthur and his noble knights*. Stokes, \$2.50.

The marvelous conquests and adventures of King Arthur and his noble knights of the Round Table. Illustrations from drawings by A. G. Walker, sculptor.

PYLE, HOWARD. *Merry Adventures of Robin Hood*. Scribner, \$3.50, 76c. (sch. ed.)

Reproduces the free outdoor life of the outlaws of Merrie England. Illustrated by the author.

SPYRI, JOHANNA. *Heidi*. Lippincott, \$1, \$1.50, \$3, \$6. Crowell, \$1.50. McKay, \$3.50. Dutton, 80c. Houghton, \$2. Also other publishers.

ANY books in this list may be had from their publishers, whose addresses appear below, or the entire list may be had in one order from reliable book jobbers, such as A. C. McClurg, 330 East Ohio Street, Chicago, Illinois; or Library Department, G. P. Putnam's Sons, 2 West Forty-fifth Street, New York City.

American Book Company, 100 Washington Square, New York City
D. Appleton & Co., 35 West Thirty-second Street, New York City
Atlantic Monthly Press, 8 Arlington Street, Boston, Massachusetts
Century Company, 353 Fourth Avenue, New York City
Thomas Y. Crowell Co., 387-393 Fourth Avenue, New York City
Dodd Mead & Co., Fourth Avenue and Thirtieth Street, New York City
Doubleday, Page & Co., Garden City, Long Island, New York
E. P. Dutton & Co., 681 Fifth Avenue, New York City
Educational Publishing Co., 18 East Seventeenth Street, New York City
Ginn & Company, 15 Ashburton Place, Boston, Massachusetts
Grosset & Dunlap, 1140 Broadway, New York City
Harper & Brothers, 49 East Thirty-third Street, New York City
D. C. Heath & Co., 231 West Thirty-ninth Street, New York City
Henry Holt Co., 19 West Forty-fourth Street, New York City
Houghton Mifflin Co., 4 Park Street, Boston, Massachusetts
George W. Jacobs & Co., 1628 Chestnut Street, Philadelphia, Pennsylvania
J. B. Lippincott Co., East Washington Square, Philadelphia, Pennsylvania
Little, Brown & Co., 34 Beacon Street, Boston, Massachusetts
Longmans, Green & Co., 55 Fifth Avenue, New York City
David McKay, 604 South Washington Square, Philadelphia, Pennsylvania
McLoughlin Brothers, Springfield, Massachusetts
Macmillan Company, 66 Fifth Avenue, New York City
C. E. Merrill Co., 440 Fourth Avenue, New York City
Thomas Nelson & Sons, 381 Fourth Avenue, New York City
G. P. Putnam's Sons, 2 West Forty-fifth Street, New York City
Rand, McNally Co., 536 South Clark Street, Chicago, Illinois
Charles Scribner's Sons, 597 Fifth Avenue, New York City
Frederick A. Stokes Co., 448 Fourth Avenue, New York City
Frederick Warne & Co., 26 East Twenty-second Street, New York City

Heidi is one of the immortal children of literature. Illustrations in color by Jessie Wilcox Smith, Maria L. Kirk, and others.

For Older Children

BLACKMORE, RICHARD D. *Lorna Doone*. Crowell, \$2.25 and \$2.50. Jacobs, \$2.25. Also other publishers.

Tells of the savage deeds of the outlaw Doones, the maid, Lorna, and John Ridd of Herculean power.

CLEMENS, S. L. (Mark Twain) *Tom Sawyer*. Harper, \$2.25, \$2.50, \$3.

A story of boys' play at being pirates and robbers and their accidental discovery of a real villain and his hidden treasure.

COOPER, JAMES FENIMORE. *Last of the Mohicans*. Grosset, 90c. Scribner, \$2.50. Also other publishers.

Story of frontiersmen and savages during the French and Indian War. Colored illustrations by N. C. Wyeth and others.

DICKENS, CHARLES. *Christmas Carol*. Lippincott, \$2.50. Putman, \$1.75. Houghton, \$1. McKay, \$1.25. Macmillan, \$1.75, 56c. Also other publishers.

The ghosts who visit old Scrooge on Christmas Eve show him how much of Christmas happiness he has missed.—C. C.

HAGEDORN, HERMAN. *Boy's life of Roosevelt*. Harper, \$1.75.

A well-told, well-balanced biography, beginning with Roosevelt's parentage and ending with the death of his son Quentin in France.—C. C.

*HAWES, CHARLES BOARDMAN. *Dark Frigate*. Atlantic Monthly, \$2.

The 1923 Newbery medal book. Story of adventure in the time of Cromwell. A pirate tale, full of action and changing scene from lanes and highroads, inns and sailor haunts of England to the high seas.

KELLER, HELEN. *Story of my life*. Grosset, 90c. Doubleday, \$1.50.

How Helen Keller, the little blind and deaf girl, learned to read and speak, made many friends, and afterward went through college.—C. C.

KIPLING, RUDYARD. *Captains Courageous*. Doubleday, \$1.90.

Life on a fishing schooner on the Newfoundland banks.

LONDON, JACK. *Call of the wild*. Grosset, 90c. Macmillan, \$1.50.

Dog story of the Klondike.

NICOLAY, HELEN. *Boy's Life of Lincoln*. Century, \$1.75.

Well-written, absorbing, and inspiring.—C. C.

SCOTT, SIR WALTER. *Ivanhoe*. Houghton, \$4, \$2, \$1.10. Dodd, \$2. Crowell, \$2.25. Dutton, 80c. McKay, \$3. Also other publishers.

Story of the Saxons and Normans in England after the Norman conquest. Gives children an idea of the Crusades.

STEVENSON, ROBERT LOUIS. *Treasure Island*. Harper, \$1.75. Dutton, 80c., \$1. Scribner, 90c., \$1, \$1.50, \$1.75, \$2.50. Macmillan, \$1.75. Grosset, 90c. Also other publishers.

Favorite story of pirates, hidden treasures, and adventures on land and sea.

*VAN LOON, HENDRIK WILLEM. *Story of mankind*. Boni & Liveright, \$5. Newbery medal edition, \$2.50.

The 1921 Newbery medal book. Outline of universal history for children from cave-man to 1920. Over 150 illustrations and maps by the author. A distinguished book for grown people as well.—C. C.

WIGGIN, KATE DOUGLAS. *Rebecca of Sunnybrook Farm*. Grosset, 90c. Houghton, \$1.90 and \$2.25.

Story of little girl who does all sorts of lively things at home and at boarding-school.—C. C.

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Do You Know

That 21,000,000 letters and 803,000 parcels went to the Dead Letter Office last year?

That 100,000 letters are mailed yearly in blank envelopes?

That \$55,000 in cash and \$12,000 in postage stamps are removed annually from misdirected envelopes?

That \$3,000,000 in checks, drafts, and money orders never reach intended owners?

That it costs Uncle Sam \$1,740,000 yearly to look up addresses on 200,000,000 misdirected letters?

That it costs in one city alone \$500 daily?

AND DO YOU KNOW

That this vast sum could be saved and the Dead Letter Office abolished if each piece of mail carried a return address, and if each parcel were wrapped in stout paper and tied with strong cord? Can these things be taught?

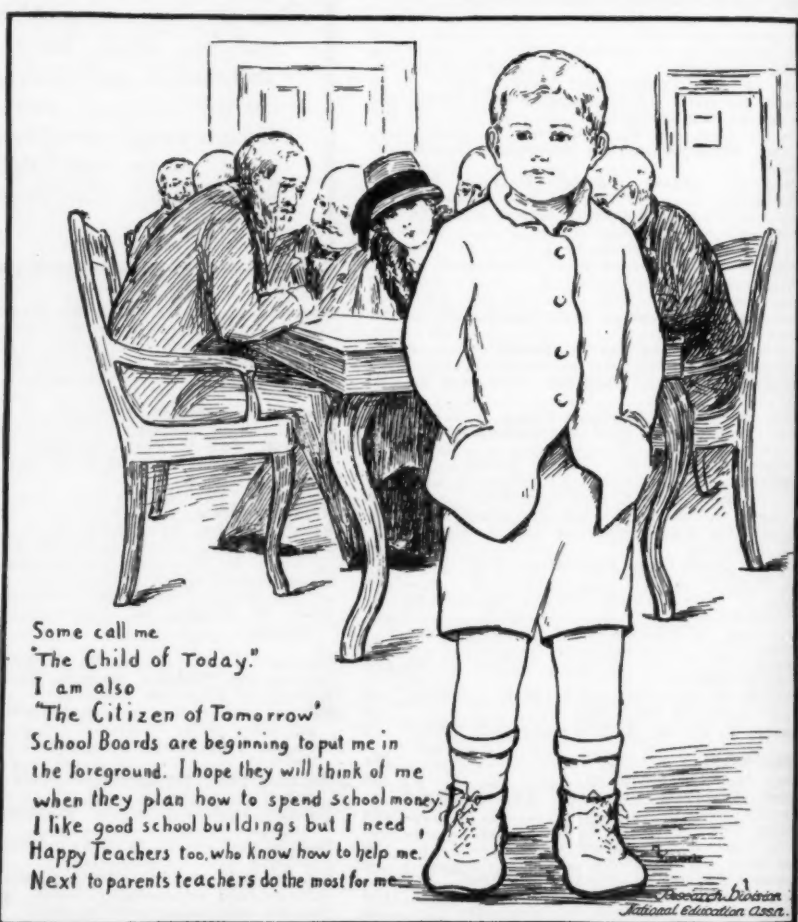
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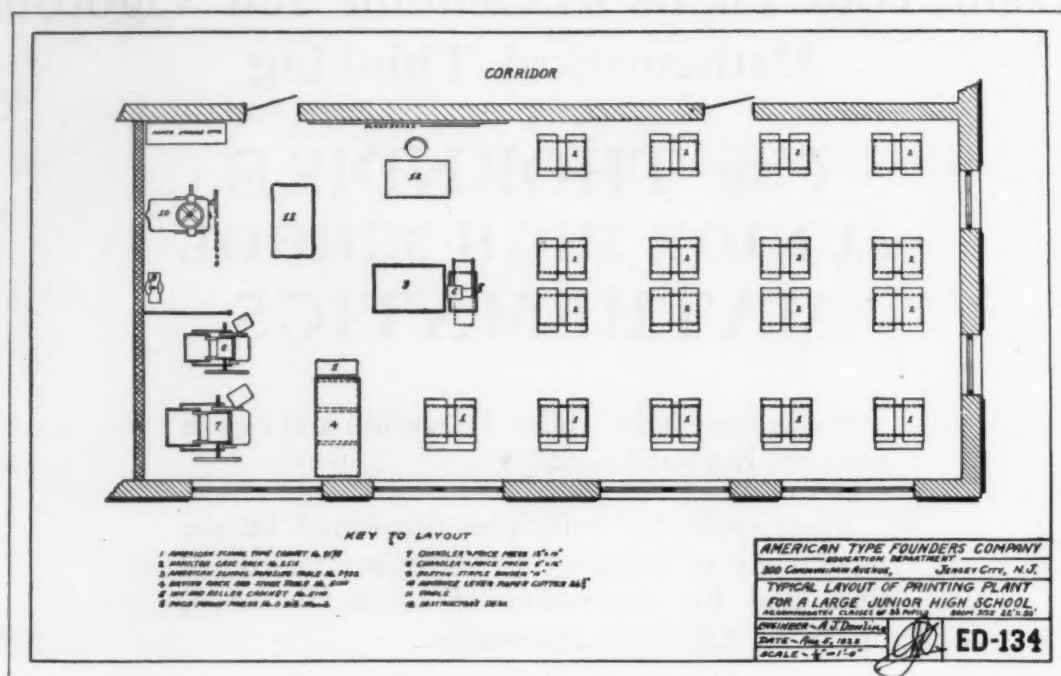
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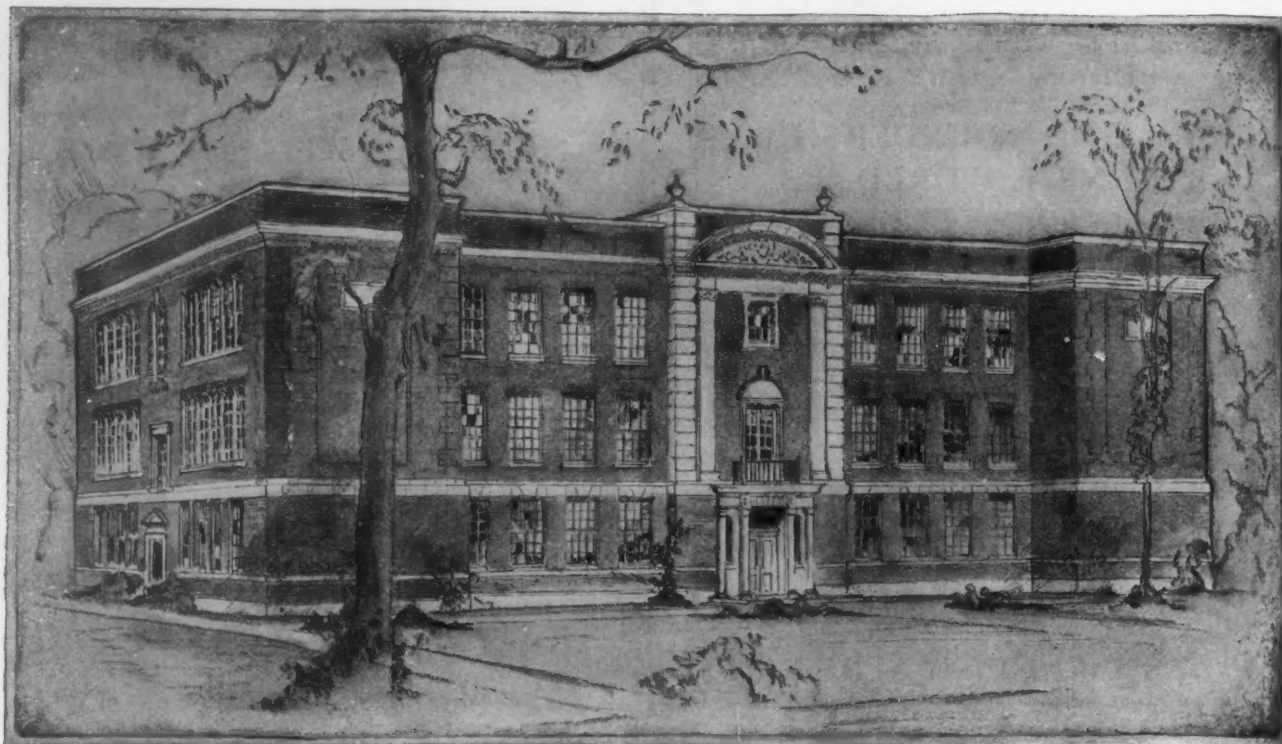
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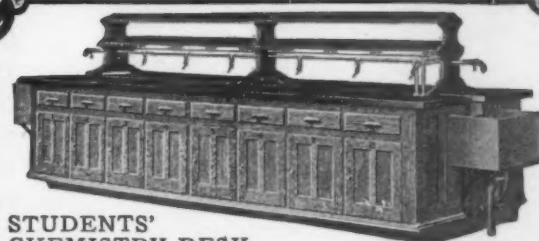
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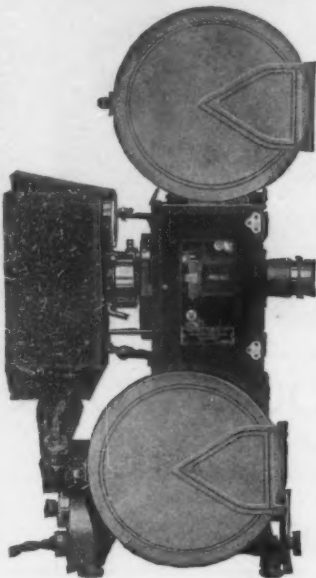
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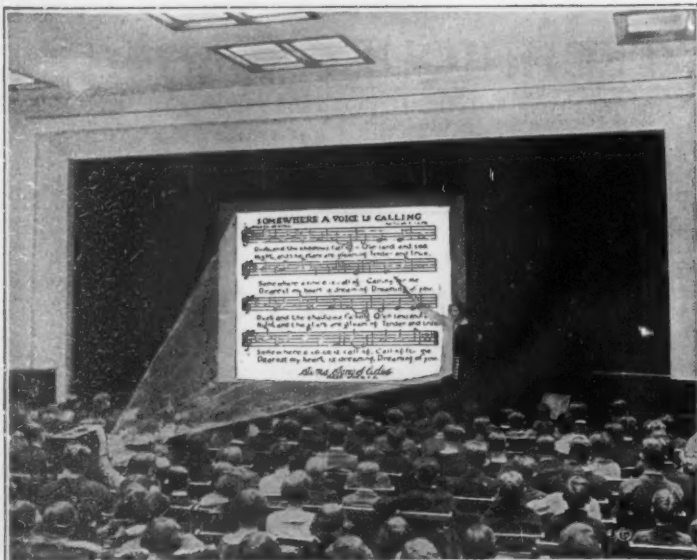
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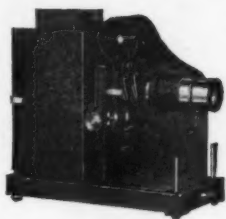
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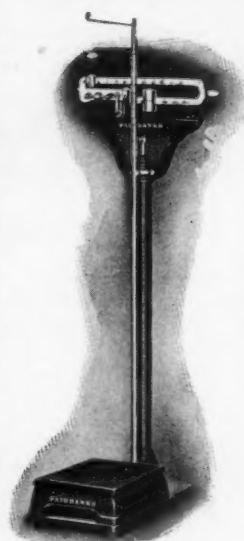
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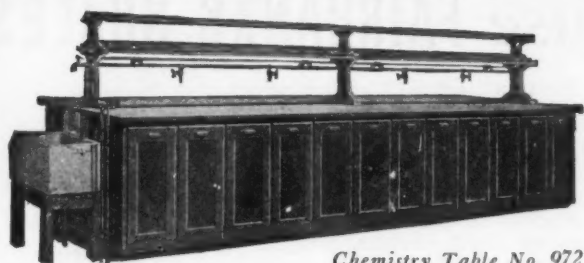


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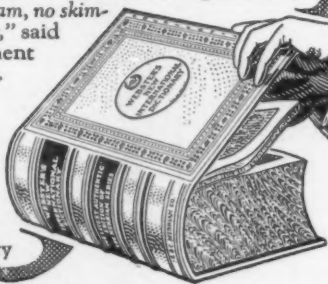
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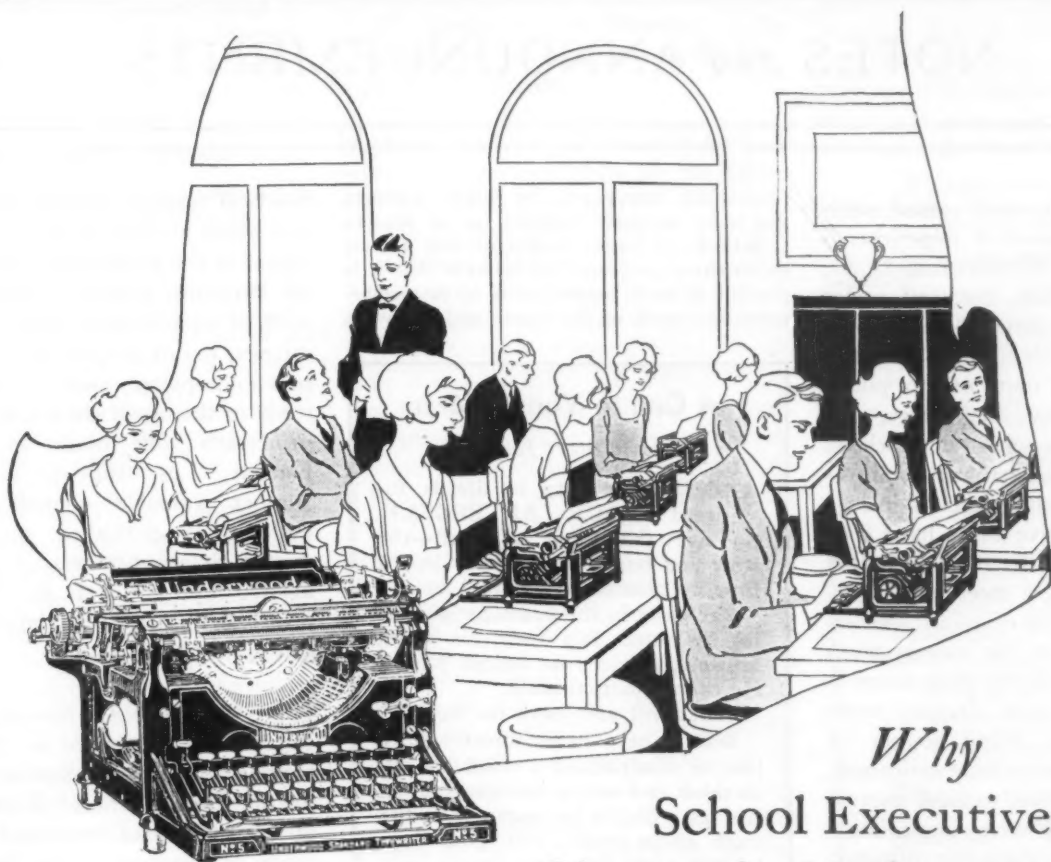
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SOUTHINGTON, CONN., Lewis High School.
SPRINGBROOK, ORE., School District No. 56.
SPRINGDALE, OHIO, Springdale School.
SPRINGFIELD, MASS., Eastern Avenue School.
SPRINGFIELD, OHIO, High School.
STARKS, LA., Starks School.
STOCKTON, CALIF., Monroe Primary School.
TACOMA, WASH., Tacoma Principals Association, Johanna Johnson, Secretary-Treasurer; Brown's Point School; Bryant School; Fern Hill School; Horace Mann School; Logan School; Oakland School; Regents Park School.
TERRYVILLE, CONN., Terryville High School.
TEXARKANA, TEXAS, Highland Park School; Rose Hill School.
THATCHER, COLO., Thatcher Public Schools, W. L. Vikan, Superintendent.
TOLEDO, OHIO, Walbridge School.
TOMPKINSVILLE, N. Y., Public School 15 Richmond.
WABAN, MASS., Albert E. Angier School.
WAKONDA, S. DAK., Wakonda Consolidated School, E. L. Bersagel, Superintendent.
WATERBORO, S. C., Waterboro Public Schools, W. H. Ward, Superintendent; Grammar School High School.
WALTHAM, MASS., Old High School.
WATER VALLEY, MISS., Shiloh School.
WATERVILLE, MAINE, Grove Street School; South Grammar School.
WESTBROOK, MAINE, Saco Street School.
WESTONTOWN, N. J., Westontown School.
WHITINSVILLE, MASS., Center School.
WICHITA, KANS., Roosevelt Junior High School.
WILCOX, NEBR., Wilcox Consolidated School.
WINCHENDON, MASS., Ephraim Murdoch School; Poland School; Wheeler School.
WINCHESTER, MASS., Noonan School; Wyman School.
WORCESTER COUNTY, MD., Worcester County Schools, A. C. Humphreys, Superintendent; Berlin School; Bishopville Public School; Girdle-tree School; Ocean City School; Pocomoke School; St. Martins School; Snow Hill School; Stockton School; Whaleyville School.
WRAY, COLO., Yuma County High Schools, C. E. Patton, Superintendent.
YOUNGSTOWN, OHIO, Elm Street School; Madison School.



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NOTES *and* ANNOUNCEMENTS

PLANS for the fifty-sixth annual meeting of the Department of Superintendence, to be held in Washington, D. C., February 21-25, 1926, are well under way. Three of the general sessions will be devoted to a consideration of the principal administrative units of our public schools—namely, the elementary, the junior high, and the senior high school. Officers of allied departments and organizations and persons interested in each of these administrative units have been invited by President Frank W. Ballou to participate in these meetings.

Washington is a city of hotels. Nevertheless, every one of the twenty-seven hotels listed by the Hotel Association is booked to capacity and sleeping room accommodations are being sought in apartment houses and private residences. Those who have not yet secured reservations will do well to write immediately to C. E. LaVigne, executive director, Washington Convention Bureau, 19th Street and New York Avenue, Washington, D. C. Be sure to state exact time of arrival and give names of persons to be accommodated.

BECAUSE of misleading newspaper reports in Washington and other papers late in October, which seemed to connect the new Education Bill with the movement to abolish private and parochial schools, Secretary Crabtree issued the following statement which appeared in newspapers on November 1:

"The passage of the Education Bill ought to enhance rather than hinder the improvement of private and parochial schools. If the Department of Education is established private schools will get all the advantages of the extensive and helpful research work that the Department might undertake. Private and parochial as well as public schools would be free to accept or reject the research according to their own judgment.

"It is not the purpose of the Education Bill to eliminate any institution where children may receive an education, but to improve education in all schools, both public and private. The National Education Association is solidly behind the Bill. It stands for the improvement of all schools. It believes in compulsory school attendance enforced to provide fair educational advantages for all children, whether in public or private schools. It believes in an improved

curriculum, better pay for better teachers, and more adequate facilities for all schools. It believes in higher standards and a more constructive program. It believes that it is possible to make better points of contact between the work of the school and the work

A Call to Young Men

David Starr Jordan

YOUR first duty in life is toward **YOUR AFTERSELF.** So live that your afterself—the man you ought to be—may in his time be possible and actual.

Far away in the years he is waiting his turn. His body, his brain, his soul, are in your boyish hands. He cannot help himself.

What will you leave for him?

Will it be a brain unspoiled by lust or dissipation; a mind trained to think and act; a nervous system true as a dial in its response to the truth about you? Will you, Boy, let him come as a man among men in his time?

Or will you throw away his inheritance before he has had the chance to touch it? Will you turn over to him a brain distorted, a mind diseased; a will untrained to action; a spinal cord grown through and through with the devil grass we call wild oats?

Will you let him come, taking your place, gaining through your experience, happy in your friendships, hallowed through your joys, building on them his own?

Or will you fling it all away, decreeing, wanton-like, that the man you might have been shall never be?

This is your problem in life—the problem vastly more important to you than any or all others. How will you meet it, as a man or as a fool? It is your problem today and every day, and the hour of your decision is the crisis in your destiny!

of the home and community in all schools.

"The Department of Education will have the same wholesome effect on education that the establishment of a Department of Agriculture has had on agriculture. It will result in better and more up-to-date schools everywhere, both public and private."

THE OCTOBER issue of the Bulletin of the Department of Elementary School Principals is unusually rich in

practical material prepared by principals as a result of their own experience. The report of the Committee on Salaries, Ide G. Sargeant, chairman, records the results of a painstaking study, not only of salaries, but of the cost of living for persons occupying such positions. The study of the use of the elementary school principal's time made by Menlo S. Kuehny, Los Angeles, California, is another valuable contribution. The bulletin is published quarterly and mailed to all members of the Department. The editor is E. Ruth Pyrtle, principal of the McKinley School, Lincoln, Nebraska.

EDUCATIONAL Research Service—

Forty cities subscribed in 1924 for the Special Educational Service authorized by the Department of Superintendence at Cleveland and organized by the Division of Research of the National Education Association. Since this was an untried venture, subscriptions were accepted from but a limited number of cities the first year.

At the beginning of the present school year, this service was enlarged and improved. Subscriptions can now be accepted from two hundred cities. Checks of \$25 each, to cover renewal for another year, have been received from practically all of the boards of education of the cities subscribing the first year. New enrollments on October 31 brought the total number of subscribing cities to 122. It is expected that the limit of two hundred cities that can be effectively served this year will be enrolled before the completion of this school year.

These types of service are guaranteed to subscribers for 1925-26: Special Studies and Tabulations for Individual Cities, made upon request; Advance Copies of Publications of Peculiar Interest to Superintendents; Special Material Prepared for Use in Programs of Curriculum Revision; Timely Material for Use on Special Occasions, such as Education Week.

For further information address S. D. Shankland, Executive Secretary, Department of Superintendence, 1201 Sixteenth Street N. W., Washington, D. C.

HEREWITH is a statement issued by J. W. Crabtree to Miss E. A. Doetsch, of the *Baltimore News*, in connection with the failure of the Baltimore officials to grant the salary item as requested by the Board of School Commissioners:

The National Education Association regrets that the teachers of Baltimore are to be continued on a schedule of payment distinctly lower than that in effect in cities of similar population. That such action has been taken indicates the need that exists for the close coöperation of the teachers of the city in a Professional Educational Association. Such Association should have as one of its primary purposes the securing of the financial recognition that the importance of public education justifies.

FOR ILLUSTRATIVE purposes THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION is building up a collection of photographs of young children. Teachers can help by sending or having parents send to THE JOURNAL unmounted photographs of especially good or attractive children. In any use that is made of these photographs the names will be omitted. They should be sent to the Division of Publications, National Education Association.

A NEW TECHNOLOGICAL COLLEGE has been opened, October 1,

1925, by the State of Texas at Lubbock. J. M. Gordon, former President of the University of Tulsa, is dean of the College of Liberal Arts.

ROCHESTER SCHOOLWAYS, a new periodical published by the teachers association of Rochester, has outlined a definite series of topics for careful treatment for each issue of the year. The leading article of the first issue is "The Relation of a Rochester Teacher to Professional Organizations—local, state and national." In future issues, the following topics will be featured: December 14—The Rochester School System (an attempt to give all teachers a broader view of the work); February 16—The State Teachers' Retirement System; April 12—The Work of the Rochester Teachers' Association; June 7—The Ethics of the Profession.

CHARL ORMOND WILLIAMS, director of the Field Division of the headquarters staff of the National Education Association, was honored by Southwestern Presbyterian University, Clarksville, Tennessee, at the time of its fiftieth anniversary celebration on November 27, with the degree of Doctor of Literature. The officer sending the in-

itation writes: "This is the first time an honorary degree from this college has ever been conferred on a woman. I am sure you will appreciate this all the more when you learn that a little more than ten years ago we were fighting hard to

(Continued on page A-262)

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(Continued from page A-261)

get the college to admit women students at all. Finally they were admitted for class instruction without privilege of degrees, and then later on were admitted to full studentship in the college."

HENRY J. WATERS, agricultural expert and editor of the weekly *Kansas City Star*, died October 26. Dr. Waters was president of the Kansas State Agricultural College before he took up journalistic work and had held many positions under the Federal Government and the States of Missouri and Kansas. He was the author of several books on agriculture.

COLUMBUS TEACHERS' FED-
eration adopt the Professional Budget—
Heretofore much annoyance has been felt by teachers being approached by from three to five persons collecting dues for as many professional organizations. Last year the Executive Council recommended that dues be budgeted. Seven or eight tried the plan and found it satisfactory. At the meeting of the National Education Association in Indianapolis, your President had a conference with T. D. Martin, in charge of Memberships and Records for the National Education Association, and with F. E. Reynolds, secretary of the Ohio State Teachers' Association. As a result of this conference the present plan was worked out and the blanks prepared by which each teacher can indicate to which organizations he wishes to belong and pay all dues at once. The president of the High School Teachers' Association, R. B. Fairgrieve, and the president of the Elementary Teachers' Association, Beulah Smith, were also consulted and approved of the plan. It should appeal to teachers as a much more dignified and professional method of paying dues.—
From *Columbus Teachers' Federation Bulletin*, October, 1925.

AT THE ANNUAL teachers' institute of Wallowa and Union Counties in Oregon, this resolution was passed: That we give our unqualified support to the National Education Association and to the Oregon State Teachers' Association in their programs.

APPLICATION has been made to the passenger associations for reduced railroad rates on account of the meeting of the Department of Superintendence at Washington, D. C., February 21-26,

1926. Identification certificates will be ready for distribution about January 10, 1926.

THE NATIONAL EDUCATION ASSOCIATION desires brief but specific descriptions (approximately two hundred words) telling how different cities celebrated American Education Week. These accounts should be addressed to the Division of Research, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. Send in your experiences now.

THE FIFTIETH Anniversary Conference of the American Library Association will be held October 4-9, 1926, at Atlantic City and Philadelphia.

THE BALTIMORE SCHOOL BOARD rules that motherhood shall bar teachers two years. Married women teaching in the Baltimore public schools will be required to take leave of absence without pay for at least two years following the birth of a child.

MEMBERS of the National Education Association may become members of the American Association for the Advancement of Science without paying the usual five-dollar entrance fee. This special privilege, made possible by the recent affiliation of the National Education Association with the American Association for the Advancement of Science, has been extended until January 1, 1926, when it will automatically end. Information about the American Association and sample copies of its journals may be had from the permanent secretary, Smithsonian Institution Building, Washington, D. C.

LEETHA G. TROXEL, a valued and beloved member of the National Education Association staff, in the prime of life passed away suddenly, October 12, 1925. As an assistant in the Business Division charged with the responsibility for handling the many details of the JOURNAL advertising, she rendered an unusual type of service to the JOURNAL and its readers. She was recognized as a beautiful and cultured woman, helpful to her younger associates, substantial in business judgment, and as one who rendered most efficient service to the Association. Her departure brings sorrow to the members of the Headquarters Staff and to the officers and many members of the Association.

THE TEACHERS JOURNAL AND ABSTRACT is the title of a new monthly magazine which will appear in January, 1926, under the auspices of the Colorado State Teachers College, Greeley, Colorado. George W. Frazier, president of the college, is editor; Earl U. Rugg, managing editor, and Harry Stanley Ganders, assistant editor. There is also an advisory board. The prospectus announces that it will provide a service that makes it possible to keep up to date by: (a) giving monthly in abstract form the kernel of what appears in significant articles in all other educational periodicals; (b) abstracting educational monographs; (c) reviewing new educational books; (d) printing bibliographies on special subjects; and (e) serving as a guide to the professional literature in all fields of education.

SECRETARY CRABTREE has sent the following letter to heads of teacher-training institutions throughout the United States. It emphasizes a problem of such importance to the profession as a whole that **JOURNAL** readers will be interested in the letter.

I am enclosing a copy of a letter to principals (see **JOURNAL** for November, page A-230). The response is much better than expected. Hundreds of elementary and high schools now hold faculty meetings regularly on the problems of the particular school and on the problems of the profession. Hundreds of others are planning to arrange for doing this work. It looks as if it is possible to secure the general adoption of the plan throughout the country. Then will come the equally large problem of keeping the work going.

It occurs to me that you and your faculty may wish to lead in the promotion of the plan in your territory. If so, you can count on the fullest support of the State and National Associations. The State magazine and that of the National Education Association will shape material to aid in this study, which will be in harmony with needs as they arise. It would please me to have your views on this question and to receive suggestions from you as to what the Association could do to aid in making the plan more effective.

This study at the schools creates greater interest for meetings of the larger local organizations. It prepares teachers for participating in State and National meetings. It makes them worth-while members of the profession.

We are receiving many letters from heads of departments of education for material on professional organization. Some of them are giving special courses on organization. Some are using the information in connection with other courses. The purpose is to give information of practical value to those entering the teaching profession and to inspire them with high professional ideals. This

movement, like that of the organized study to which we have referred, is one full of promise for professional advancement.

If the head of your department of education is doing work along this line, I wish you would ask him to write me in detail about it. Later I may be able to let you know what is being done in other institutions. If you have the time, I wish you would write me on the question of these courses and as to what you think should be their content. I wonder whether you see the degree of importance in each of these items that I am attaching to them?

I am sure you will lend your fullest support to a program of this kind. As you readily see, I view these questions fully as much from the standpoint of my many years'

experience as president of teachers' colleges as from the standpoint of the National Education Association.

A GOOD IDEA for Teachers' Meetings—The use of **THE JOURNAL** in meetings of school faculties and teachers' clubs is increasing rapidly. Persons planning programs for January will be especially interested in the January **JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION**. This number is often referred to as the best summary of educational progress available for the preceding year.

(Continued on page A-264)

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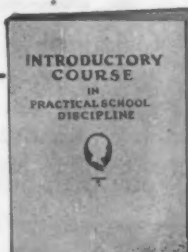
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(Continued from page A-263)

SUPERINTENDENT Jesse H. Newlon, Denver, Colorado, writes:

Our Board of Education has just unanimously approved salary increases for the fifth time under the Denver salary schedule. One more time will put the schedule into complete operation. By that time practically all the older teachers will have reached their maximums.

GRACE ABBOTT, chief of the Children's Bureau, in commenting upon the report of work done under the Federal Maternity and Infancy Act, said:

The provisional figures for 1924 of the vital-statistics division of the Bureau of the Census indicate a substantial drop in the infant death rate for both urban and rural communities in the United States birth-registration area, but even with this improvement the United States cannot afford to slacken its interest or reduce in any way the intelligent expenditure of funds to lower the death rate among babies. A very high percentage of the losses are due to preventable causes. Demonstrations of successful methods of conducting prenatal clinics have been made in many places. A beginning has been made in getting a State program of work understood and actually under way in some communities. On the basis of this experience an expansion of the work can economically be undertaken. The United States Government is expending at the present time less than \$1,000,000 a year in subsidies to the States for the promotion of a health program for mothers and babies.

A GREAT WORLD EVENT—
The achievement at Locarno on October 15 is unquestionably the greatest diplomatic event in the life of any person now living. Perhaps the most significant phase of it is the absence of any part in it by the United States. Germany and France really did it by themselves, but the delight with which Italy, Belgium, and England endorsed the action of Germany and France was of high significance.

Of course every one knows that the United States is with this No More War action heart and soul, and with the United States are all of the New World countries. There will be no more war among highly civilized peoples. War is to be as impossible among these nations as is a duel among gentlemen.

To have lived to see this hour is a notable achievement for any one. There is now something to be taught that

makes the teaching of the wars that have been as out of place as teaching boys of today how to yoke oxen and "break" steers.

Even the World War story should be deleted. It should be regarded as disloyal to the Locarno compact to have any children study about any battle between 1914 and 1918. In the same way the Revolutionary War and the Civil War should be eliminated. What would be thought of a school that would teach young Americans the code of ethics in dueling?

Let us all rise to the emergency of the hour and demonstrate by our courses of study that the days of warfare are over. It is probably too much to ask politicians to reduce the army to a police basis and turn the navy into commercial service after it has completed its anti-liquor campaign.—A. E. Winship, in *Journal of Education*.

JOHN H. LOGAN, formerly professor of history and political science in Rutgers College, has been appointed Commissioner of Education of New Jersey, by Governor Silzer for a term of five years. His appointment was confirmed by the Senate at a special session on September 22.

SECRETARY F. E. REYNOLDS, of the Ohio State Teachers' Association, writes: "Ohio will have more members in her State Association this year than ever before." Secretary Reynolds is also working for a greatly increased enrollment in the National Education Association. He has recently been reelected for another three-year term at a substantial increase in salary.

OHIO WESLEYAN UNIVERSITY, Department of Oratory, conducts an annual State high school extempore speaking contest open to any high school in Ohio. Ten prizes, totaling \$465, are offered. The contest for 1926 will be held in April. Contestants must be familiar with any five of the seven general topics which have been selected by the contest committee. Contestants will draw specific subjects by lot the morning preceding the contest and will have the afternoon for the preparation of their speeches. Subjects selected for this year's contest afford a wide variety of interest: Consolidated schools in rural communities, conservation of our natural resources, the English language, polar expeditions, air navigation in National defense, women in politics, and physical education.

Research Bulletin

National Education Association

The payment of the \$5.00 membership fee in the National Education Association entitles one to receive the RESEARCH BULLETIN and certain other publications of the Association in addition to the JOURNAL. Those who hold \$2.00 memberships do not receive the RESEARCH BULLETIN, but may subscribe for this bulletin at \$1.00 per year for the five issues.

Important issues of the RESEARCH BULLETIN are already out of print. Insure having a complete set by subscribing now. The titles of some of the forthcoming bulletins follow:

Rebuilding the School Curriculum
Crucial Issues in School Finance
The Status of the Teaching Profession

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REGIONAL conferences have recently been held by the Department of Classroom Teachers in the following places: Tacoma, Wash.; Denver and Pueblo, Colo.; Norfolk and Cape Charles, Va.; and St. Louis, Mo. A conference will be held in Portland, Oregon, during Christmas week at the time of the meeting of the State Teachers' Association. Others are being planned by the Department officers and will be announced later.

BOOKS on *Education in the Grand Rapids Public Library* is published jointly by the Library Board and the Board of Education of Grand Rapids, Michigan. A committee of the Teachers' Club helped in the preparation of the booklet. This is an attractive volume of eighty-eight pages, printed by the students of the Grand Rapids Vocational School.

ALL-THE-YEAR sessions are proposed for the high schools of Omaha, Nebr., following the successful experience of the technical high school with the four-quarter plan. This school has been operating 48 weeks a year for seven years, and the plan has proved satisfactory.

ENOUGH LOTS have been completed and staked out for sale in Florida and enough acreage sold to be subdivided to amount to approximately twenty million lots, according to a report in *The Literary Digest*. If a house were built on each of these lots to accommodate six people, the entire population of the United States could be housed.

J. J. MELVIN, Principal, Dixon High School, Dixon, Mississippi, writes: "Our teachers are enrolled one hundred per cent. Dixon is a large country school, clear out of hearing of railroad and factory whistles, in the heart of rural Mississippi. There are nearly four hundred children here and we are striving to give them practical rural-life education, having agriculture and home science departments under the provisions of the Smith-Hughes Bill."

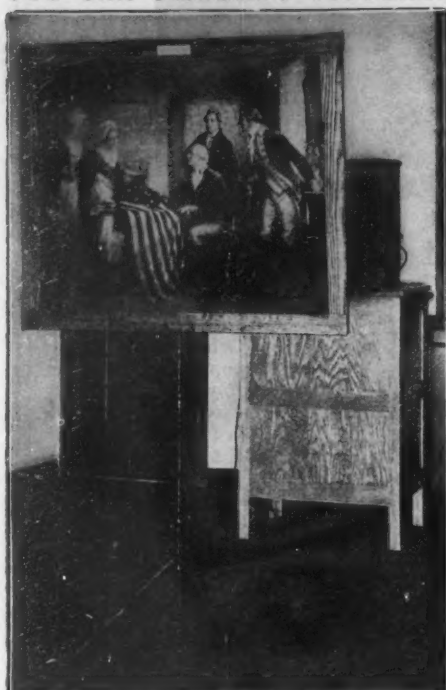
IN A CAMPAIGN to reduce illiteracy in the United States, a complete census of illiterates will be taken within the next year by the General Federation of Women's Clubs, in cooperation with the U. S. Bureau of Education and other agencies, including the American Federation of Labor, the Chamber of Com-

merce of the United States of America, the American Red Cross.

TOBACCO and Scholarship is the title of a pamphlet issued by Antioch College, Yellow Springs, Ohio. It is based on an objective study of smoking among men students at Antioch. "The Antioch purpose is to bring about a balanced development of character, intelligence, and power. Any novelty in its program is due to the endeavor to correct prevailing disproportionate emphasis upon elements of personality or of environment. Antioch combines in six years a liberal college education, vocational training, and apprenticeship to practical life. Required courses include widely varied liberal subjects, and training for physical health and economic sense. Vocational courses help students decide upon their vocations and prepare for callings such as engineering, business administration, journalism, home and institutional management, and education. Administrative ability is emphasized rather than specialized technique. Half-time practical work in alternate five-week periods develops responsibility and helps students decide upon and prepare for vocations."

(Continued on page 266)

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(Continued from page A-265)

ACTING SUPERINTENDENT

Edward D. Roberts, Cincinnati public schools, gives these five essentials of a complete education: (1) Living itself—conditions necessary for physical health, (2) making a living—learning to work and to understand how to have others work for us, (3) getting along with other people—establishing social and civil standards, (4) raising these standards—establishing moral value, (5) enjoyment of life—appreciation of recreation, music, art, literature.

WILLIAM C. BAGLEY, chairman of the Editorial Council for *THE JOURNAL*, writes a most interesting letter from Paris. He says:

"I have been having a good time in Europe. After the Edinburgh conference I spent a week in London and some time in Paris. I then went with Will Russell to the International Conference on Secondary Education, held at Belgrade, August 24 to 29, visiting en route Vienna and Budapest, where we had conferences with the educational ministries of Austria and Hungary. Coming back, Russell and I visited Naples, Rome, Venice, and Turin. Russell, by the way, did great work as chairman of the American delegation at Edinburgh, and made a distinct impression upon all the delegates by his paper at one of the general sessions. For his services at the Edinburgh and Belgrade conferences he was decorated by King Alexander of Yugoslavia with the Order of St. Save."

THERE have been few educators in the last seventy-five years whose opinion on any educational subject was of value ten years after they ceased professional activity.—A. E. Winship, in the *Journal of Education*.

EDUCATION for simplification—By using standard gauge rails and uniform car couplings material is shipped from one end of the country to the other without reloading. By standardizing parts of automobiles and other machinery it has been possible to develop automatic production on a gigantic scale. Failure to apply the principle of simplification more widely accounts for a large fraction of the cost of living. For most of the things we use in daily life one size or form or color may be as good as another. As a part of the work in civics, schools may well call attention to the work in simplified practice now carried on by the United States Department of Commerce. Over a hundred programs of simplification are under way.

TEACHERS of modern foreign languages will be interested in studies

which are being carried on by the Modern Foreign Language Study Bureau, 561 West 116th Street, New York City. This agency is undertaking extended research involving a number of controlled experiments in the classroom and the wide administration of achievement tests. Full information will be furnished on request sent to the above address.

THE MASSACHUSETTS Federation of Teachers' Clubs has been given a home and recreation retreat at Sherborn, Mass., twenty miles from Boston. This property comprises a fine home and several acres of land in good condition. It will be used for teachers' week-end parties, for holidays and vacations at a nominal fee. Several rooms are now ready for the occupancy of retired teachers. *The Journal of Education* says, "This is the first teacher-owned, teacher-managed retreat for the profession, active and retired, in the country."

THE STATE NORMAL SCHOOL at Slippery Rock, Pa., held a conference on November 13 and 14 of superintendents, principals, and teachers in the regions served by that institution. Health education, arithmetic, and nature study were selected for special emphasis this year.

NEARLY two thirds of the entire teaching force in the public schools of Virginia devoted from 6 to 12 weeks during the recent summer vacation to professional study.

THE NATIONAL Commercial Teachers' Federation will hold its twenty-eighth annual meeting in Cincinnati, Ohio, Dec. 28-30, 1925. The following educators will speak: R. J. Condon, Herman Schneider, Arnon W. Welch, Edward D. Roberts, and Charles M. Hay. Further particulars may be had of Irving R. Garbutt, chairman of the local committee, Cincinnati, Ohio.

THE WORLD ESSAY CONTEST, 1925-26, of the American School Citizenship League, is open to students of all countries. Methods of Promoting World Friendship through Education is the topic for students in teachers' colleges; The Organization of the World for the Prevention of War is the topic for seniors in secondary schools. The contest closes June 1, 1926. Further particulars may be had from Mrs. Fannie Fern Andrews, 405 Marlborough Street, Boston, Mass.

GENERAL PRACTICE IN KINDERGARTEN EDUCATION IN THE UNITED STATES

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SMALLPOX, a preventable disease, is a 20-page edition of the new smallpox pamphlet issued by the American Association for Medical Progress. The United States had 55,538 cases of smallpox during the past year, the largest number of any country in the world. Copies of the pamphlet will be sent on request to interested persons. Address B. C. Gruenberg, managing director, American Association for Medical Progress, 370 Seventh Avenue, New York City.

THAT IT is not necessary that one become peevish and childish in the declining years of their life, is well demonstrated by A. C. Herford, aged 78, of Hugart, Greenbrier County, West Virginia, who is the oldest teacher in the State. Though having taught for 57 years and closed successfully 72 terms of school, he is still strong and stalwart, with a clear and active mind, and is very much interested in all educational advancements. Recently Mr. Herford gave up his pedagogical career and went to Omaha, Nebraska, where he had accepted a position as manager of a branch office of the National School and Educational Society of Cincinnati.

HIGHER EDUCATION in Kansas will be administered in future by a board of regents, consisting of nine persons, appointed by the governor without restriction as to political affiliation, residence, or connection with educational institutions. This plan is practically that suggested three years ago by the Bureau of Education of the Department of the Interior in its survey of higher institutions of Kansas. Previously the control of the 27 State institutions—penal, eleemosynary, and educational—has been in a board of administration, of which the governor was chairman.

A NUMBER of English and French teachers of secondary schools have changed places for a year of exchange work, each taking over the entire work of the other. An English teacher, to be eligible for this assignment, must be 25 years of age or over, a graduate of a British university, and must have been an instructor for at least two years in a secondary school in England or Wales, with experience in teaching French. Teachers will continue to be paid by their own school authorities, and the exchange service will be recognized for pension purposes.

TEACHERS of home economics will be especially interested in a bibliography on *Art in Home Economics* compiled by Mary A. Clark and others and published by the University of Chicago Press, price postpaid \$1.60. Among the topics treated in detail are costume design, history of design, interior decoration, history of furniture, architecture.

THE OFFICIAL Information Bureau of Switzerland, 241 Fifth Avenue, New York City, extends a cordial invitation to all lecturers, educators, and other persons contemplating to lecture about Switzerland, before public audiences, to avail themselves of the attractive lantern slides and motion picture films which the Bureau loans entirely free of charge to such parties. Descriptive and illustrated literature about the land of the Alps is also at the disposal of persons desirous of gathering additional material.

A SAVING of \$300 a day to a manufacturer of a wooden part for automobiles is said to have resulted from three days' attendance by one of the company's technical representatives upon the forest products laboratory course in gluing wood at the University of Wisconsin.

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