

# *The* JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

|                                                |      |
|------------------------------------------------|------|
| The New Educational Statesmanship . . . . .    | 35   |
| The Vocational Schools of Paris . . . . .      | 38   |
| History Textbooks . . . . .                    | 39   |
| Teaching the Dignity of Labor . . . . .        | 41   |
| Homes for Teachers . . . . .                   | 42   |
| Music Memory Contests . . . . .                | 43   |
| The Teacher's Standard of Living . . . . .     | 45   |
| Department of the Interior . . . . .           | 47   |
| First Absences and Pupil Elimination . . . . . | 48   |
| In the Corcoran Gallery of Art . . . . .       | 49   |
| Editorial . . . . .                            | 50   |
| The Teacher's Second Mile . . . . .            | 51   |
| Cooperative Marketing in the Schools . . . . . | 52   |
| Department of Rural Education . . . . .        | 53   |
| A Page of Modern Verse . . . . .               | 54   |
| The New Education Bill . . . . .               | 55   |
| Sixty Educational Books of 1925 . . . . .      | 57   |
| How Shall Schools be Equipped? . . . . .       | 61   |
| Our Heritage in Arithmetic . . . . .           | 62   |
| Special Honor Schools . . . . .                | 63   |
| Department of Superintendence . . . . .        | 65   |
| The Philadelphia Convention . . . . .          | A-54 |
| Notes and Announcements . . . . .              | A-56 |

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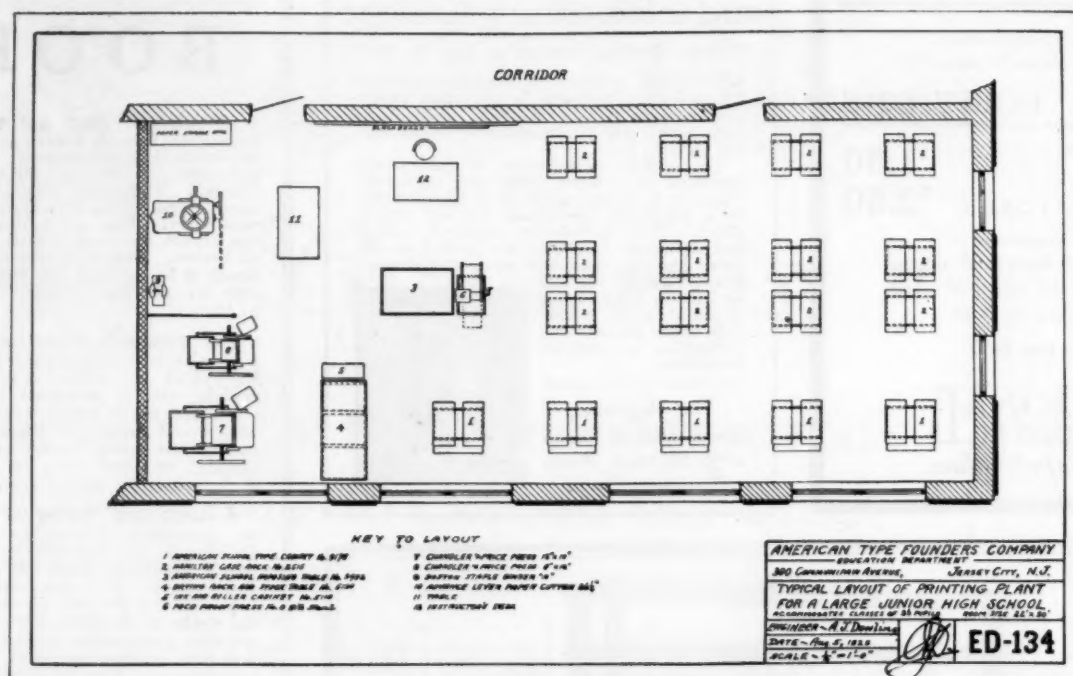
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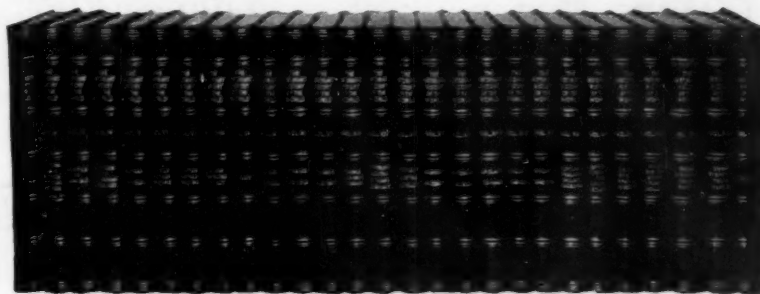
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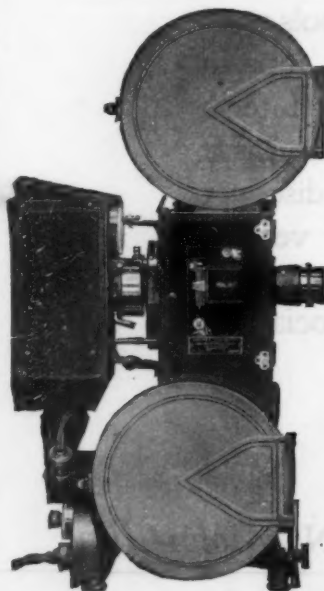
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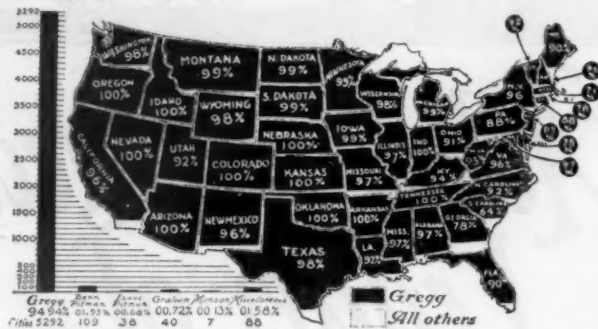


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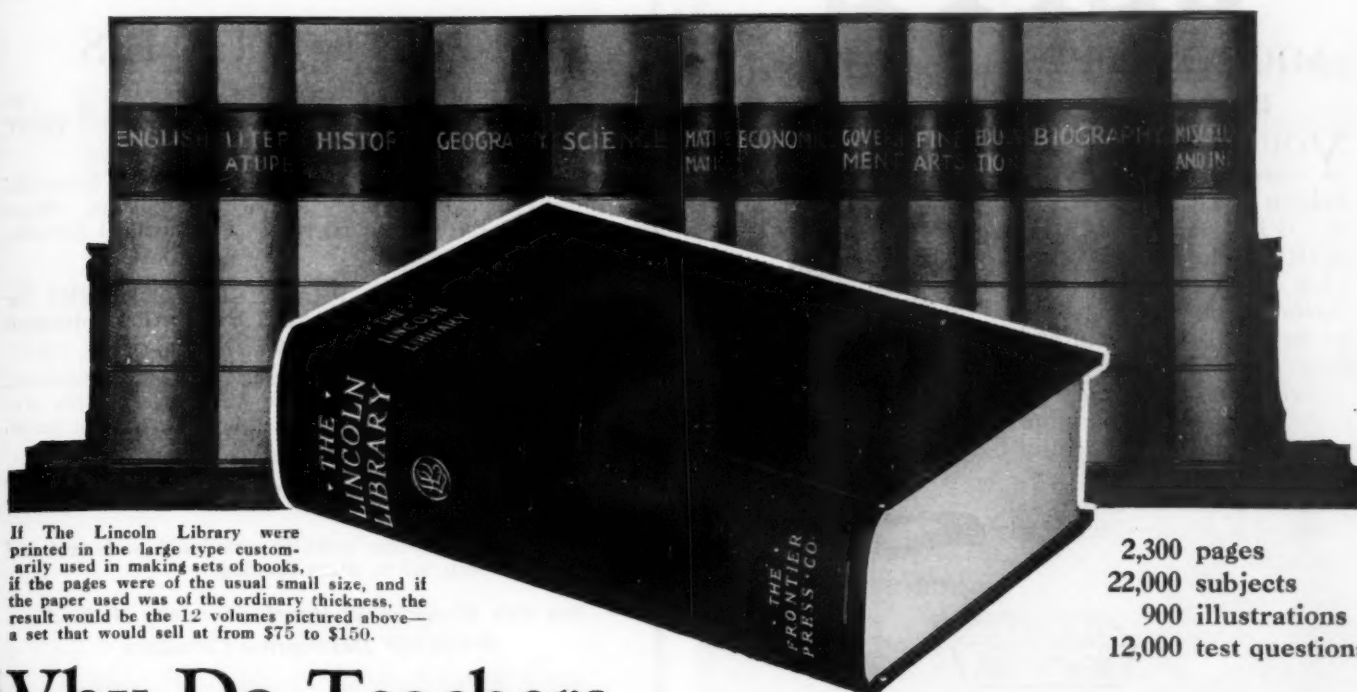
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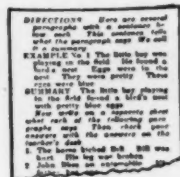
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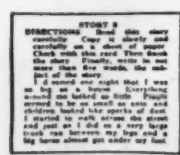
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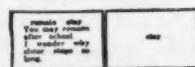
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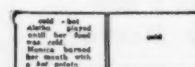
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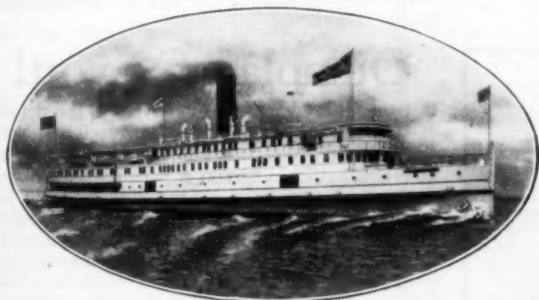
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# The New Educational Statesmanship

THE GATHERING of the Department of Superintendence and related groups in Washington in February promises to be the largest meeting of influential educational workers in the history of the world. The men and women who will gather amid the historic scenes of the nation's capital on that occasion will be chiefs of school systems in states and cities. They will be principals, supervisors, and specialists in educational administration. They are men and women of power and responsibility in their home communities. They are the representatives of the new statesmanship in education.

Thousands of them have taken up the torch which Horace Mann carried so nobly in an earlier day. They seem to stand out less sharply than he because the whole level of leadership has been raised.

All these men and women who will gather in Washington are facing problems much like those upon which Horace Mann worked. They want the public to understand its schools that its support may be intelligent. They want adequate buildings and sound courses of study. They want an up-to-date curriculum and teachers that are well-trained and generously paid. Most of all they want a fair start in life for every American boy and girl. The spirit of Abraham Lincoln is conspicuous among them; they have a feeling for human needs.

But the setting in which they work is different from that of an earlier day. The country has grown; problems are larger and more insistently pressing. The sheer bigness of the units into which modern life is organized is often baffling. Many problems are so large that the individual seems powerless to face them and organization comes into play. The modern educational system works in an heroic age in which things are done on a great scale. It requires men and women of wide vision and great energy to deal with the big problems of educational finance, the training of competent teachers in large numbers, and the coordination of various educational activities.

The problem of finance is changing

because of changes in the distribution of wealth and income. Responsibility for the mental and moral growth of children—long held to be a care of the

**STATESMANSHIP** is coming to have a new meaning. It once indicated activity in a narrow political field. It was associated with authority—the playing of men and forces against each other and the domination of large groups. The new statesmanship promises to be more a matter of creative ideas and masterful performance of the world's work. In it the element of leadership will spring not so much from authority as from sheer worth of ideas. This is merely another way of saying that the time is at hand when the opportunities of statesmanship are open to vast numbers instead of merely to a few.

The world is in such great need of this new kind of leadership that anyone who becomes master of himself and of the fields through which he seeks to express himself may have full opportunity for the use of his energies and vision. The great ideas and inventions are not back of us, but before us.

family only—has been shared in turn by community, state, and nation. The division of financial responsibility between these various units is now a matter of much discussion and controversy. One state after another has had to wage campaigns on the question of taxes versus children. Finance inquiries show plainly that larger areas of support are inevitable as wealth and industry congregate in larger units.

Educational statesmanship is helping the public to understand that centralized wealth and income must be matched by centralized taxation. It is helping the public to appreciate the extent to which giant industry and finance reach out to shape human life and even to dominate government itself. Our huge aggrega-

tions of capital and income, drawn from the remotest hamlets and farms, have left in our less favored areas too few taxables to support an adequate educational program. A fair start in life for every boy and girl cannot be given until we are willing and able to tax the nation's wealth and income for the education of the nation's children.

The new statesmanship also faces the task of coordinating the various units of our school system which have grown up separately. We do not have a system of education. Rather we have systems of elementary schools, secondary schools, colleges, professional schools, libraries, museums, and other agencies. Each of these systems has its own history and its own ideals and is inclined to operate independently of the others.

There are abrupt breaks between one level of education and another. There is a tendency to overemphasize subject-matter and to underemphasize life and growth. The beginnings of unification are now evident in the development of junior high schools, junior colleges, municipal universities, cooperative schools of various types, and in the growth of adult education through public libraries and other agencies.

No less important than these broad problems of finance and management are others involving various branches of educational service—each with its own distinctive problems, demanding a high quality of professional leadership.

*First, teaching.* All through the history of education the names that have been greatest are those of teachers. Even among administrators those who have achieved most have been teachers in a broader sense. America needs examples of great teaching. Lord Fisher remarked, after a recent trip through our country, that great service could be rendered by endowing a few elementary schools so that they might employ at large salaries men and women of energy and outlook. Such persons would have unusual opportunities to apply the science of education and to master the art of teaching. In a measure this opportunity for study and influence is before every teacher in America. The children are there. The opportunity for new insight

into the science of education and for mastery of life is there. The factors that gave Pestalozzi his vision are there. Every teacher is a potential discoverer of great thinkers and statesmen.

*Second, the principalship.* Less than a decade ago there was no nationally organized group of elementary school principals. Much of the real significance of the principal's task had been overlooked. Now there is a vigilant and growing Department of Elementary School Principals in the National Education Association. The small group of men and women that started the Department has grown into a band of nearly three thousand enthusiastic workers, each of whom is an ardent exponent of the gospel of the principalship. The development of the secondary school principal's group is hardly less dramatic and rapid. Here is a field that calls for men and women willing to face the principalship as a life job, willing to throw themselves into community leadership, the guidance of teachers, and the inspiration of pupils in a creative and masterful way. For men and women of vigor and vision here is an appeal that endures.

*Third, the superintendency in city, district, and county.* These offices in America are less than a century old. The earlier superintendents were likely to be politicians or at best men drawn from other professions because they seemed to sense educational opportunities. The modern superintendent is a trained executive, a professionalist of the highest order, combining unusual insight and a working technique with large responsibility and immediate opportunity for guiding the growth of teachers and the development of children. America today has such a wealth of outstanding superintendents—men and women of leadership and influence—that it is not possible even to begin to name them. A few rise above the others, but there are literally thousands in this field that in a very genuine way are statesmen in the qualities of leadership they bring their various communities. There are always hundreds of other cities looking for men and women big enough to give the leadership required for their growing educational activities. If statesmanship consists in the skilful manipulation of many and varied factors, certainly the superintendent, charged with molding public sentiment, mastering finance, welding teachers into a working unity of plans and ideals, keeping before the pupils as well as the public the best conceptions of

education and life—surely one in this position has a first-class opportunity to be a statesman.

*Fourth, the state superintendency.* Until quite recently in most states the state responsibility has been relatively small and nominal. Under new conditions it is becoming large and actual.

**N**EW YORK CITY now has a million school children. Several cities have more than a hundred thousand. Problems of state school administration are growing more complicated. Colleges and universities are hard pressed to care for the oncoming tide of students. The problems of the school administrator are now large-scale problems. He was once referred to as a good tactician. As his duties increased there was talk of educational strategy. The task is now so heavy that we may well adopt a phrase the French generals used during the war—"grand strategy." Grand strategy in education is no less important than grand strategy in war, in industry, or in business.

Instead of one Horace Mann or Henry Barnard for the whole United States, there is now work for several pioneer educational evangelists in every state. The integration of the total educational activity of even our smaller states presents an opportunity greater than Horace Mann had when he took the new-born secretaryship of the state board of education in Massachusetts. Our state school officers have larger staffs than Horace Mann and more authority. They are supported by more associates who have some mastery of the science and art of education. There is almost no limit to the transformations they can make through the creative ideas they set up and the marshalled energy with which they attack the problem of awakening the public to its educational opportunities.

*Fifth, teacher training.* All that has been said under teaching applies here with multiplied force. Many of our teacher-training institutions are in their infancy. More than half of the teachers in America are comparatively untrained. The head of a teacher-training institution or a teacher of teachers has the immediate prospect not only of molding the life in his hands but,

through it, of reaching a long chain of pupils who will catch something of his spirit and technique in working out problems.

*Sixth, college and university service.* The number of men and women who are passing from the secondary schools into the colleges and universities has so increased as to create the most urgent problems of administration, teaching, and student management. These problems have become so pressing that they are raising questions that touch every phase of college and university activity—the whole range of its ideals and organization. Whether from the standpoint of administration or of teaching, here are opportunities far ahead of the available men and women to fill them. University presidencies that offer wider scope for the use of one's powers than even a Napoleon could have dreamed open up every year.

*Seventh, research.* The meaning of the scientific attitude in daily life is only beginning to be appreciated. Most of us solve our daily problems with something of the high-handedness of a medieval monarch who took the first decision that came along and proceeded to act. However, the new attitude toward our individual, as well as our group, problems is fast gaining ground. Bureaus of research have sprung up everywhere, both in the field of education and out. These bureaus are throwing a flood of white light on our common problems, and each is a center for the spread of the scientific idea out into daily life. Research workers will become less and less specialists in the narrower sense of the word and more and more masters of the whole of life, gifted and trained for the scientific technique and attitude.

*Eighth, adult education.* Universal compulsory education on the elementary level is everywhere accepted in America. In some sections it is even accepted on the secondary level. Universal education on these levels is no less essential to the growth and well-being of our society than universal opportunities for lifelong education freed from special interests, as they are where a public library reaches in an aggressive way the entire life of the community. From what notable libraries are now doing it is possible to foresee the day when every community will insist on employing men and women of talent and training as trustees of the intellectual activity of all its adults, just as it makes teachers responsible for the literacy of children. The library follows the school as inevitably as noon



follows morning. Adult education in its many phases is one of the great undeveloped fields in American education.

*Ninth, recreation.* The playground and recreation movement in America is hardly more than a quarter of a century old, but it has already gone far enough to indicate its possibilities. A nation which spends more than half a billion dollars annually on one form of commercialized amusement—the motion picture—can afford to provide men and women who represent the whole public to guide its recreational activities. Recreational work now under way in the more favored cities indicates that there should be at least one full-time trained recreation worker for each two thousand people to obtain the best results—that means more than fifty-five thousand such workers for the nation as a whole.

*Tenth, professional organization.* Al-

most within a decade the function of teachers' organizations in arousing the profession to its opportunities and in carrying on the activities common to the teaching group has become evident. The number of workers now giving their full time to professional organization is comparatively small, but the movement is growing. The secretaryship of state and city associations will come to be recognized for its opportunities even as the state superintendency has grown to be a position of vast responsibility. Before long the nation will have a million teachers. They will be better trained than teachers now are. They will have a clearer conception of their common problems and the necessity of professional organization as a means of solving those problems.

After canvassing these opportunities in education, can anyone feel that the profession should not appeal strongly to our

most talented men and women? Can anyone who is interested in young men or young women struggling with the problem of choosing a life work fail to give serious consideration to education, if the youth in question has the special talent and ability which education needs?

Salaries for the profession as a whole may be low—in certain localities even below the wages of day labor—but the dawn of a new day is here and the salaries of tomorrow are in the hands of the profession itself. In proportion as its leadership is sound, its training ample, its attitude right, and its service in the community outstanding, it will come to command not only better salaries, but along with them better conditions of living. Let us look forward to the time when those who lead the intellectual life of the community in whatever capacity will be its most honored and best rewarded citizens.—J. E. M.



**T**HE MCKIM SCHOOL, the oldest free school in Baltimore, is copied from the old Greek temple of Theseus, at Athens, one of the finest remains of the age of Pericles. The school was founded by John McKim, who, in 1817, bequeathed \$600 annually in ground rents for the support of a free school under the direction of the Friends Society. The building, though following a Greek model, is well adapted to school purposes. A community kindergarten for the little folks of the neighborhood is held in it, and the pupils of Latin classes from all over the city come each year to study its Doric columns.

# The Vocational Schools of Paris

MARY L. RILEY

**D**URING my six weeks' sojourn in Paris this summer, I frequently visited the International Exposition of Decorative and Industrial Arts. The building that made the greatest appeal to teachers was the Pavillon de la Ville de Paris. The buildings of other nations or of the Departments of France exhibited the handiwork of adults while here one saw the manual work of the school children of Paris.

One section of the "Pavilion" is decorated and furnished completely by the elementary school children. One sees the ideal classroom, the library, and the rooms devoted to manual work. On the miniature stage is a setting for "Cinderella," all the scenery, stage properties, and costumes of which were made by the children. Their individuality of expression was in no wise hampered, for one notices the most modern conceptions of design as well as the most conservative. This whole section is a riot of color expressed with the freedom of childhood, guided but not restricted by the instructors.

The larger section is equipped by the pupils of the technical schools. The main salon shows their handiwork from the forged iron doors to the smallest piece of bric-a-brac. One then proceeds to the booths in which on Thursday afternoons the children work. I was struck by their initiative, dexterity, and "gout artistique."

The workers in ceramics are especially interesting. A boy of fourteen deftly molds a vase on a rapidly revolving table. Another boy is outlining the design on a bowl recently baked. The third boy is cutting the design on his piece of pottery, while a fourth is adding the color to his. In the showcases their finished products are offered for sale.

In the same way one can pass from booth to booth and see the making of jewelry, dressmaking, millinery, printing, book-binding, engraving, the tooling of leather, and so on. One leaves with the feeling that the French child has been thoroughly grounded in the fundamental steps, so that, endowed with native talent, he can proceed independent of an instructor.

Fascinated by all I had seen, I made inquiries about the schools. Of the many things I learned\* about their cur-

riculum, I will touch only upon the manual work. In the École Maternelle (our Kindergarten), the aim of manual training is to develop dexterity and the



***M**AIN entrance of the City of Paris Pavilion on the Cours-la-Reine, Paris. In this building of the International Exposition of Decorative and Applied Arts was housed the manual work of the school children of Paris.*

power of observation. However, I noticed that little children of five were weaving a good-sized mat on a loom prepared beforehand by the teacher. In the elementary school the boys learn to handle tools in the making of simple practical articles of wood or iron, while the girls master sewing and domestic science. Throughout the course, drawing occupies a very important place as well as the history of all the arts. For example, in the sewing department, dolls attired in costumes dating from the ancient Gauls to the present age, inspire the girls to conceive new ideas in dress.

The children do not specialize in any branch until the last year of the elementary school. Manual training is now given to facilitate the intelligent acquisition of scientific knowledge, to discover the aptitudes of the pupils, to develop a taste for the trades, and to lead them to choose a life work. At the end of this year a child obliged to go to work is pre-

pared to begin an apprenticeship in some trade. The more fortunate child, however, upon completing the course in the elementary school, may enter the vocational or trade schools.

There are five vocational schools for boys and eight for girls, which are under the direction of a Council, consisting of representatives from the city administration and from the trade syndicates. The latter act as technical advisers. The aim of these schools is to give the pupils technical instruction as well as the intellectual and artistic culture necessary to an artisan in complete possession of his trade. The schools live in direct contact with industry, filling the needs of modern economic life. All instruction is free to resident pupils of Paris. At the end of the third and last year of the course, the boys and girls are given the money raised from the sale of their articles. They also receive a diploma. In addition, those having maintained the highest standards are the recipients of prizes given by the Chambres Syndicales. A position in a business office or a shop is guaranteed to each graduate. Free courses are also given during the day or evening to those children who are unable to attend the trade schools.

The City of Paris through the vocational schools is preparing children to go out into the world of industry with deft hands and trained minds, capable of earning a living. The exhibit of these schools at the Exposition is highly complimentary to the instructors of the arts and crafts, as well as to the ability and ingenuity of the pupils. It demonstrates the care that the educational authorities of Paris are exercising to maintain the high standing of their country in the domain of art.

**W**E SHALL never succeed in educating all of the children of all of the people, till we first succeed in establishing in the minds of our people the basic truth that labor is not a curse but a blessing and that it is not the purpose of an education to free a child from the necessity of labor when he is grown, but that its end and aim is to fit him, so that he can do to perfection the work in this world that he undertakes, or is set to perform.—William Hawley Smith, in *All the Children of All the People*.



# History Textbooks

MARY MAGRUDER<sup>1</sup>

**H**ALF a century after the signing of the Declaration of Independence history textbooks were beginning to be used in the United States. In 1827 a Massachusetts law required towns of fifty families to employ a teacher of reading, writing, arithmetic, geography, English grammar, and good behavior, but every town of five hundred had to provide a master who could teach in addition to the above branches, United States history, bookkeeping (single entry), geometry, surveying, and algebra. In Michigan in 1839, Superintendent Pierce said in his report that history was a subject that should in his judgment be added to the traditional branches.

In 1821 "a citizen of Massachusetts" published a small volume in full leather without maps or illustrations. His preface includes this statement: While our schools abound with a variety of reading books for children and youth, there has never yet appeared a compendious history of the United States fitted for our common schools.

The reading books, following the example of Noah Webster, had included some history; some was also given in geographies. Writing of his own school days immediately before the Revolution, Noah Webster says: No history was read, as far as my knowledge extends, for there was no abridged history of the United States. He states further in regard to the Third Part of his *Grammatical Institute*, the reading book which he published in 1785, that in some of the early editions he "introduced short notices of the geography and history of the United States and these led to more enlarged descriptions of the country. In 1788 at the request of Dr. Morse I wrote an account of the transactions of the United States after the Revolution; which account fills nearly twenty pages, in the first volume of his octavo edition."

S. C. Parker after saying that history was taught only in an incidental way in the schools of the United States during the first quarter of the nineteenth century and "seldom occurred as a separate study in elementary schools," continues:

During the second quarter of the century, however, American history secured a sep-

arate place in many schools. There are several lines of evidence to indicate this fact. In the first place a great many history textbooks were published. Many of these

## The Distinctive Contribution of History

**H**ISTORY deals with the whole past life of mankind and is as many sided as life itself. . . . The distinctive contribution of history to a school curriculum organized around social objectives is the portrayal of human events and activities as they actually occurred; its guiding principles are continuity and development. Therefore these events and activities are not regarded as isolated, unrelated, or of equal importance. Every condition or event is conceived to be related to something that went before and to something that comes after. . . .

History places and helps to explain successive stages in the development of mankind. . . . Furthermore, the study of successive civilizations, with their differences and similarities, promotes a more sympathetic understanding among individuals, groups, and peoples.

History, by creating a sense of perspective, gives an intelligent notion of those human activities, decisions, and achievements which lie behind our present-day institutions and problems. It makes intelligible the constant references to people and conditions of the past in literature, speeches, public discussions, and in the daily press. It affords training in the collecting and weighing of evidence. . . .

History supplies the necessary background for an appreciation of much that is best in literature and art. It gives more interest to travel. . . .

History is to society what memory is to the individual. It is the record of the accumulated experience of the past and serves as the key to the storehouse of human experience for the guidance of man in dealing with the problems of the present.—Joint Commission on the Presentation of Social Studies in the Schools.

issued before 1863 are listed in Barnard's *American Journal of Education*. Of these one United States History and three histories of New England were published before 1821. Eleven United States histories and three state histories were published between 1821 and 1831. Of these "The History of the United States" by C. A. Goodrich, published in 1822, was the most popular.

Of this history Clifton Johnson says that for a long time it surpassed all rivals in popularity. He says further:

Within a dozen years a hundred and fifty thousand copies had been sold. It appeared in various editions, some entirely lacking pictures and none with more than a few insignificant cuts until 1832. Then it was produced in a thick 12mo with forty engravings and a map. Good paper was used, and the pictures were excellent for the time and very well printed. In 1832, also, Noah Webster put forth a school *History of the United States*, to which was "prefixed a brief Account of our (English) Ancestors, from the dispersion at Babel, to their Migration to America." The book ends with the adoption of the Constitution, because, as Mr. Webster explains, "An impartial history cannot be published during the lives of the principal persons concerned in the transactions related, without being exposed to the charge of undue flattery or censure; and unless history is impartial, it misleads the student and frustrates its proper object." The individuality of the book is further emphasized by a chapter of "Advice to the Young"—economical, moral and religious—which the author hopes "will serve in a degree to restrain some of the common vices of our country."

Although "A History of the United States" still commands respect for Charles Augustus Goodrich (1790-1863), the large sale which it had for a dozen years did not continue as long in school use as did the histories of his brother, Samuel Griswold Goodrich (1793-1860), who wrote and edited 170 books under the pseudonym of "Peter Parley." Those written for children had the merit many publications for them lack—they interested young readers. I can make this statement concerning them from actual knowledge. My father, Dr. William E. Magruder (1834-1914), often said that a number of "Peter Parley's" books in his home had supplemented the linguistic and mathematical courses given him in an academy in a valuable way. He regretted for forty years that his share of his father's estate had not included these books! Within a month his sister over eighty years of age was expressing the same dissatisfaction. I believe that my own keen interest in history is in part due to having studied it first in "Peter Parley" form. While I may buy an old book of his partly for the sense of progress which comes to me as I read a chronology which begins with the Creation of the World in 4004 B. C. and

<sup>1</sup>This is the third of a series of articles on early American textbooks by Mary Magruder, Sandy Spring, Maryland.

ends with Pierce's administration, I also enjoy the way in which the familiar information concerning events on this continent are given.

While United States history textbooks were being written for school children an effort was being made to give them general history. In 1818 a first edition of "Sketches of Universal History" was published at Hartford. It included according to the title-page, "History, Sacred and Profane, from the Creation of the World to the year 1818, of the Christian Era," the author's "first object through the whole work being to show the influence and importance of religion—to contrast particularly the religion of Christ and his Apostles with the religion of the Popes and Mahomet: and to show that Martin Luther was the angel of the gospel for the age in which he lived, and will continue to be the angel of the gospel until the millennial day." In this book there is a picture called "Conflagration of Moscow" which would give children the idea that before being burned Moscow was a town of clapboard houses and of churches with pointed spires—producing a general effect identical with the aspect of New England villages of that day.

A universal history by Rev. Royal Robbins published at Hartford in 1835 includes "as a matter of curiosity" reference to theories which he does not accept, but which he fears might appeal to children more strongly than do his own opinions. Some of these follow:

The negroes of the Congo affirm that the world was made by the hands of angels, excepting their own country, which the Supreme Being constructed himself; that he took great pains with the inhabitants, and made them very black and beautiful; and when he had finished the first man he was well pleased with him, and smoothed him over the face, and hence his nose and the noses of all his descendants became flat.

Another statement from Robbins is:

Adam and Eve, the names of the first human pair, were placed by the Deity in the garden of Eden. It is evident that Eden was east of Canaan; but the most extravagant opinions have been entertained on this subject, and not only the four quarters of the globe, but even the air and the moon, have been conjectured to include this delightful abode. The innocence and felicity of the first pair were of very short duration. They violated, with daring impiety, the sole command of their Maker. The precise time of this transaction cannot be determined; but it was probably only a few days after their creation.

Of the Flood he says:

In agreement with the universal voice of tradition the surface of the earth, in various

respects, indicates the occurrence of such a catastrophe. Its broken state, the disposition of its strata, and the remains of marine productions on the tops of the highest mountains, are no doubtful evidence on this subject.

While Robbins was writing his history, Samuel G. Goodrich was probably



at work on a book founded on the same material which was copyrighted by him in 1837 and by his heirs in 1860, 1874, and 1886. Quotations from this will show that "Peter Parley" talked to children at a time when most grown people in textbooks, and often in conversation, discoursed to them.

In Chapter XI of his Universal History, he says:

History is the story of mankind since the world was created and may be compared to an old man who has lived for thousands of years, and who has seen cities built and fall into decay; who has seen nations rise, flourish and disappear; and who, with a memory full of wonderful things, sets down to tell you of all that has happened during many ages. \* \* \*

I shall try in the progress of my story to tell you of the great nations that have existed, of the battles that have been fought, and of the deeds of celebrated persons.

In conclusion he says:

I have attempted to give you some idea of the origin and progress of government, of architecture, and commerce; but there are still many things necessary to be known, in order to understand the manners, customs,

feelings, and opinions of mankind in former ages.

When you read of such a great man as Julius Caesar, and know that he had immense wealth at his command, you might imagine that he rode in a beautiful coach, wore a fine beaver hat, silk stockings, leather shoes with silver buckles, and that he carried a splendid gold watch in his pocket.

But you must remember that no such things as coaches, hats, stockings, shoes, buckles, or watches were invented till long after the time of Julius Caesar. The truth is, that by far the largest portion of the articles of furniture and of clothing as well as the greater part of the tools and implements now in use have been invented within the last five hundred years. I will endeavor to give you some little idea of the origin and progress of various inventions which essentially contribute to our comfort and convenience. \* \* \*

The poorest person now enjoys a multitude of comforts, conveniences and luxuries which Caesar, with all his wealth did not possess. \* \* \*

I will now give you a list of various discoveries and inventions, and tell you their dates. When you read this list, I should like to have you tell which of these things was known in the time of Julius Caesar, which in the time of Constantine, which in the time of Charlemagne, and which in the time of Louis XIV.

This exercise has more in common with junior high school work than with most of the textbooks written before 1850. The above quotations, taken from the introduction and from the concluding chapter, may suggest why this book was having public school use over fifty years after it was first published when others of its time were forgotten. Goodrich's Universal History links the past with the interesting recent developments in history.

REPUBLICS abound in young civilizations who believe that the laws of the city, that grave modifications of the policy and modes of living, and employments of the population, that commerce, education, and religion, may be voted in or out and that any measure, though it were absurd, may be imposed on a people if only you can get sufficient voices to make it a law. But the wise know that foolish legislation is a rope of sand, which perishes in the twisting; that the state must follow, and not lead, the character and progress of the citizen; the strongest usurper is quickly got rid of; and they only who build on ideas build for eternity; and that the form of government which prevails is the expression of what cultivation exists in the population which permits it.—William Lyon Phelps, Public Orator of Yale University, in *Some Makers of American Literature*.



# Teaching the Dignity of Labor

ALFRED J. CRABAUGH

OVER-EDUCATION at the top and under-education at the bottom is the greatest defect of our whole educational system today," declares John E. Brown, evangelist, educator-philanthropist, and founder of the John E. Brown College, "America's wholly-pay-by-work college and preparatory school." "Ninety percent of the young people in our colleges and universities are training for the professions or for 'white-collar' positions, governmental labor bureau figures show, while there is only room for about ten percent of these."

Four hours of constructive labor a day is the basis upon which the John E. Brown College is built. These hours of work, right living, right thinking, and daily Bible study is all that is required of the hundreds of boys and girls who are getting an education at his college in lieu of matriculation and tuition fees, board bills, and room rents demanded at other colleges. No student pays one dollar in actual cash for the multifold education secured at the little college located in the Ozark Mountains near the outskirts of Siloam Springs, Arkansas; no students able to pay even part of their way through a standard institution of learning are accepted at the work school. Last year over 5000 applications were received, but only 250 could be admitted, because of limited facilities.

"Education and manual labor can and should go hand in hand," says the founder of the John E. Brown College. "Whether we intend it or not, the impression is made on the minds of students today that education means emancipation from daily toil. Thousands of

parents are making unbelievable sacrifices that their children may have the advantages of an education in order that their children may not have to work



*JOHN E. BROWN, evangelist and founder and guiding spirit of the coeducational college in Arkansas which bears his name.*

as hard as they themselves have worked. Education, these parents believe, is the 'open sesame' to freedom from manual labor."

Four hours of class work, four hours of productive labor, and Bible study compose the daily program for the students of the John E. Brown College. Little time is left for recreation, an hour a day being the average. Inter-collegiate

athletics are barred, not only because there is little time available for the specialized training which athletes ordinarily undergo, but because its founder believes that "the present-day emphasis on sports tends to obscure in the minds of our boys the effort that goes with the larger success of scholarship and service to God and to our fellows." Fraternities, or any group organizations based on class divisions, likewise come under the ban.

Along with practical work in agriculture and dairying on the 510-acre college farm with its large herd of registered and grade jerseys, courses in agriculture are offered. Students work in the printing plant—which publishes three monthly magazines and two weekly newspapers, as well as job work—as reporters, proof-readers, copy-readers, linotype operators, composers, pressmen, and at a multitude of tasks in the book bindery, and take journalism in the classroom. Hand in hand with four hours' labor a day in the garage are textbook courses for auto mechanics.

Student teachers have practice teaching as well as theoretical instruction in pedagogy. Other students are employed in the construction of the new California building, which is being financed by the people of California, and which is to serve as a girls' dormitory when completed. The boys' brick dormitory (see view at bottom of page), the temporary frame administration building, and all the other buildings on the campus were built almost entirely by student labor. A brush factory is operated solely by students.

The kitchen and dining-room, the bakery, and the laundry are manned by



students, while other boys and girls serve as bookkeepers, typists, janitors, and at a score of other tasks.

Department heads, as they are called, are employed to serve as foremen for the various industries and as teachers of the various vocations. Separate and distinct is the corps of teachers employed to teach the cultural subjects.

Recently Mr. Brown founded another school, at Sulphur Springs, Arkansas, thirty miles from Siloam Springs, where only students who are able to pay their expenses may go. Two hours of vocational training, one hour of which is accredited, is required of all students in the new institution. The students are allowed to choose the type of vocational training they wish to take.

John E. Brown himself was denied by poverty the scholastic training which he is now giving boys and girls. Cracking limestone rocks and wheeling them to the lime kiln was his first occupation on coming to Arkansas, a lad of seventeen. He entered religious work as a Salvation Army exhorter and was stationed for a time at Siloam Springs, which is now his home and the location of the John E. Brown College.

It was as president of Scarritt College, Neosho, Missouri, which post he took at the age of twenty-one, that the dream

of his college came. Finding the school program partially swamped by athletics, sensing the sacrifices made by many parents to send their children there, and rebelling against the half-concealed snobbery that drew an invisible boundary between the few students who worked their way through school and the student body as a whole, the youthful president dreamed of a school where manual labor should not be considered menial, where athletics should be properly subordinated to the more serious school program, and where students might employ their spare hours in gaining practical, helpful knowledge. Six years ago his dream school came into existence.

Turning over to the school the private fortune he had accumulated, and aided by his many friends, he launched the school, despite the predictions that it could not succeed. Within six years the assets of the school have increased fourfold, and the original student body of 60 has grown to 250. Contributions from every state in the nation have poured in to give students unable to pay their way through the standard institutions the same educational advantages as their wealthier fellows and at the same time to allow them to gain a practical working knowledge of some trade while working their way through college.

She is ignored, perhaps insulted by young people. Those of her own age are busy with their cares and their families. The worn-out teacher is not wanted anywhere.

Even men teachers who marry and have children sometimes find themselves one too many. The son's wife wishes the old man were out of the way.

Why cannot the teachers of the United States support homes, where the surroundings that a teacher loves can be provided: good music, books, lectures, and association with cultured people who have lived such lives that they have something to give others and trained minds to carry away with them? Why cannot there be some interesting, beautiful spot where teachers can build their own homes, if they wish? When their lives here are over, their property could pass to other teachers. Where can we put our money to better use than to give it for a teachers' home?

**EDITORIAL NOTE**—In 1924, Miss Parker provided that at her death her estate, amounting to several thousand dollars, should go to the National Education Association to be used as the nucleus of a fund to provide homes for retired teachers. At the Indianapolis Convention Olive M. Jones was authorized by the Association to prepare plans for financing such homes and to present these plans to the various states through an advisory committee consisting of educators interested in this phase of teacher welfare. The first of the homes will be in or near Washington, D. C.

Could every teacher provide in his will that one tenth of his estate, after expenses were paid, should go to the National Education Association to further some such worthy project as homes for retired teachers, his influence would be far-reaching. Such contributions placed in the permanent fund would go on rendering service in perpetuity. Teachers who have no dependents may wish to leave all of their estate to the Association.

**I THINK** we may assert that in a hundred men there are more than ninety who are what they are, good or bad, useful or pernicious to society, from the instruction they have received. The least and most imperceptible impressions received in our infancy have consequences very important and of a long duration. . . . We may turn the minds of children to what direction we please.—Locke.

## Homes for Teachers

MARILLA Z. PARKER

*Wendell Phillips High School, Chicago, Illinois*

**I**T WAS a cold winter's day that I saw her standing on the sidewalk waiting for a street car. She looked old and frail and she said she was just over the flu. I had known her in our church socials. She was a public school teacher living on her small pension. For many years she had taught our little children while supporting her mother and an invalid sister. Now she was left alone with only a pension of sixty dollars a month to keep her from the poorhouse. I inquired if I could help her in any way. "Oh, no," she said, "I can get along if I can only be well. When my rent went up, I moved into a small side room. The trouble is that, after my rent is paid, I haven't much money left for food. I shall get along. The Lord will provide."

Just then her car came and she smiled bravely as she bade me goodby. I wondered whether the Lord expected us to help along His work. A few weeks

later I heard that the old teacher had died and friends had buried her in her simple grave. Another heroic soul, who had spent her life in the service of others, had passed on.

This is only an example of many devoted teachers. "The foxes have holes, the birds of the air have nests," but many teachers have no place to lay their heads when their teaching days are over, except the poorhouse. The old soldier has his home, many a working-man's union has provided for its own members, but the teacher has been forgotten.

If the woman teacher maintains a home for herself, she must, usually, depend upon hired help for her care and sometimes she is left alone when she most needs assistance. If she goes to a family hotel in order that she may have social intercourse with other people, she finds it noisy. Children cry and victrilas hurt the nerves strained by long years of work with excitable children.



# Music Memory Contests

C. M. TREMAINE

**T**HE REMARKABLE success of music memory contests indicates that they embody an element of definite value. Every school authority recognizes that the receptivity of the individual is a primary essential to the easy acquisition of knowledge, and modern methods of teaching are based on the psychology of creating this receptivity in the mind of the pupil. Music memory contests do this successfully. Each contest is a course in music appreciation that arouses the interest and secures the co-operative response of the children.

The practice of holding music memory contests is spreading rapidly throughout the country. Contests have been held in over 1400 cities, many of which have had them several years in succession. They have been conducted on a county-wide scale in 106 counties and in four states under the auspices of the state educational authorities.

The value of music in education is becoming more and more clearly recognized. This is evidenced by the increasing time given the subject in the curriculum, the school credits for private study granted in many places, and the frequency of the public discussions of the subject. Music is a mind trainer, and it prepares for a broader, fuller, happier life.

Music memory contests have proved an effective device for familiarizing children with good music and for inculcating in them that love for music which makes it a resource, a companion, and an enrichment of later life. Acquaintance is likely to merge into liking, and liking to mature into love. The important thing is for every child to get acquainted early.

Music memory contests may be made as thorough a course in music appreciation as desired, including the study of musical form, history of music, biography of the composers, and the like. The fact that in nearly every city or town in which contests are held, they are becoming an annual event gives them a permanent value which cannot easily be overestimated. Three or four repetitions of the contest, with different lists of selections each time, result in a few years in giving the participants a broad range of acquaintance among musical gems.

Such work in appreciation, while beneficial to all children, is particularly desirable for those who are, or who intend, taking music lessons. Music should be a great and satisfying pleasure,

**T**HE LIST of selections given in this article includes gems which music supervisors believe everyone should know. The public as well as the children are interested in the list. Readers of *The Journal* may encourage newspapers to reprint it with suitable comment. Music supervisors may well take it to program managers of broadcasting stations. Some of these managers will wish to call attention to pieces on this list as they are played into the microphone on regular programs. The rapid development of radio and phonograph equipment puts untold musical wealth within the reach of all. As a part of their efforts to prepare young people for the wise use of leisure forward-looking schools are now cooperating with all the agencies in the community that are attempting to build higher recreational values. Fine music is one of the most universal forms of beauty toward the appreciation of which every school should contribute all it can.

not a task. Instead of driving children to it we should lead them to it, so that they may know for themselves that it is something to be enjoyed. We should provide the means whereby they may hear it. We should associate it in their minds with other pleasures, and it will always be thought of as a pleasure.

*Scope and plan*—The participants in a music contest may be the children of one family or neighborhood, the pupils of the upper grades of one or more schools, or all the school children of suitable age in the city or town. The grades usually included are the sixth, seventh, and eighth of the elementary

school, and often also the high school, either separately or in conjunction with the grammar grades.

The contest involves a period of preparation lasting from six to twelve weeks, during which time the participants are given opportunity to hear as often as possible all the numbers of a selected list of thirty-five to fifty standard compositions. At the end of the period, the competing children are required to identify by name and composer a certain number of the original list published at the beginning of the contest. Prizes of small monetary value are given those who make the highest scores, this feature being merely to add interest and incentive, and should not be regarded as in any way an essential element.

*Extent of cooperation*—The best organized contests are those which enlist the cooperation of the school authorities and of local forces outside the schools interested in the cultural advancement of the community. These cooperating forces are usually women's clubs, musical societies, civic bodies, chambers of commerce, parent-teachers associations, the local press, radio program managers, and the music trade.

*Supervisor of music*—The supervisor of music is unquestionably the person best equipped to take direct charge of the contest. All preparatory work in the schools should certainly be in his hands. His efforts are primarily responsible for the success of the contest.

The supervisor generally arranges directly or through his teachers to have a few of the list of selected compositions played for the children each day, or several times weekly, either during the music period, during assembly, luncheon, recess, or after school, or by radio. The supervisor also directs the final and preliminary contests. In the absence of a music supervisor, the contest may be initiated by any music club or women's organization.

*Cooperating committee*—Working with the supervisor there should be, and very often is, a committee representing the various local elements outside the schools. They need not necessarily be formally organized into a committee, but their aid should be available to the school authorities. Their assistance is chiefly in two directions: (1) Offering and

securing some of the prizes and (2) arranging supplementary opportunities outside of school for the participants to hear the selections on the contest list. They also help with and frequently take charge of the publicity.

*Cooperation of the press*—In order to gain the cooperation of the press, two methods may be employed: Enlist the support of all the newspapers equally and supply them impartially with publicity matter, or arrange with one newspaper only to give generous space to the contest. Local conditions will indicate specifically which is the better plan to follow.

*Preparation at home*—Parents of the competing children will naturally desire to supplement the training for the contest received at school with drilling at home and the children will be equally eager to familiarize themselves with the music in this way. Where no member of the family plays the piano the contest numbers can easily be rendered at home on the player-piano, phonograph, or other musical instrument.

With the development of the radio, depending upon music for so large a share of its popularity, it was natural that broadcasting station managers should utilize the music memory contest both as an immediate attraction and as a means of building up that wider appreciation for what the radio had to offer which would affect future markets. The first to do so was one of the Chicago stations about two years ago. This was followed shortly by a combination of stations in New York, which arranged with an important phonograph house, for the presentation of the contest numbers by well-known artists. Of course there is no reliable means of checking up results of radio contests as there is in school contests, but, on the other hand, they have the advantage of reaching the adults as well as the children and of giving the numbers on the instruments for which they are written, which cannot always be done in the school work.

During the first year or two the contests are organized in any town, they are usually held in their simplest form, the participants being required to identify the music they have heard and sometimes to give a little information concerning the composition and composer. Later there is a tendency to elaborate the plan and introduce such elements as discrimination among rhythms, recognition of national char-

acter in music, and the like. The main objective of the plan is to foster a love of good music.

In a recent article on the music memory contest, Thomas H. Briggs, professor of education, Teachers College, Columbia University,<sup>1</sup> summarizes its purposes as follows: (1) To enable pupils to share the inheritance of the race; (2) to familiarize pupils with desirable music in the hope that they will demand more of it; (3) to break down prejudice against music and popularize it; (4) to afford criteria; (5) to make later re-hearings of the same music more pleasurable; (6) to furnish a common background for reference; (7) to give a knowledge of what may interpret or express a mood; (8) to integrate the group.

*Compositions for contest*—As a suggestive guide to those planning music memory contests, the National Bureau for the Advancement of Music has compiled a list of the one hundred selections most frequently used in representative contests in as many cities.

### One Hundred Selections Most Frequently Used in Music Memory Contests.

The numbers are listed in the order of their popularity in these contests.

|                                              |             |
|----------------------------------------------|-------------|
| Minuet in G                                  | Beethoven   |
| To a Wild Rose                               | MacDowell   |
| Spring Song                                  | Mendelssohn |
| Barcarolle (Tales of Hoffman)                | Offenbach   |
| Melody in F                                  | Rubenstein  |
| Humoresque                                   | Dvorák      |
| Anita's Dance (Peer Gynt)                    | Grieg       |
| Träumerei                                    | Schumann    |
| Morning (Peer Gynt)                          | Grieg       |
| Hallelujah Chorus (Messiah)                  | Handel      |
| Blue Danube Waltzes                          | Strauss     |
| William Tell Overture—The Storm              | Rossini     |
| New World Symphony—Largo                     | Dvorák      |
| Pilgrims' Chorus (Tannhäuser)                | Wagner      |
| Anvil Chorus (Trovatore)                     | Verdi       |
| Swan, The                                    | Saint-Saëns |
| William Tell Overture—The Dawn               | Rossini     |
| From the Land of the Sky Blue Water          | Cadman      |
| William Tell Overture—Finale                 | Rossini     |
| Narcissus                                    | Nevin       |
| Sextette (Lucia)                             | Donizetti   |
| Berceuse (Jocelyn)                           | Godard      |
| William Tell Overture—The Calm               | Rossini     |
| Stars and Stripes Forever                    | Sousa       |
| Largo (Xerxes)                               | Handel      |
| Intermezzo (Cavalleria Rusticana)            | Mascagni    |
| Hungarian Dance No. 5                        | Brahms      |
| Soldiers' Chorus (Faust)                     | Gounod      |
| Toreador Song (Carmen)                       | Bizet       |
| In the Hall of the Mountain King (Peer Gynt) | Grieg       |
| Souvenir                                     | Drda        |
| Liebestraum                                  | Liszt       |
| Minuet G Major                               | Paderevski  |
| Danse Macabre                                | Saint-Saëns |

|                                                  |                     |
|--------------------------------------------------|---------------------|
| Serenade                                         | Schubert            |
| Cradle Song                                      | Brahms              |
| Amoryllis                                        | Ghys                |
| Marche Militaire                                 | Schubert            |
| Hark, Hark, the Lark                             | Schubert            |
| Triumphal March (Aida)                           | Verdi               |
| O Sole Mio                                       | Italian Folk Song   |
| Prelude in C Sharp Minor                         | Rachmaninoff        |
| Rigoletto Quartet                                | Verdi               |
| Ave Maria                                        | Bach-Gounod         |
| Unfinished Symphony, B Minor—First Movement      | Schubert            |
| Elegie                                           | Massenet            |
| Asa's Death (Peer Gynt)                          | Grieg               |
| By the Waters of Minnetonka                      | Lieurance           |
| Midsummer Night's Dream—Overture                 | Mendelssohn         |
| Fifth Symphony—Andante                           | Beethoven           |
| Hungarian Rhapsody No. 2                         | Liszt               |
| Swing Low, Sweet Chariot                         | Negro Spiritual     |
| Minute Waltz                                     | Chopin              |
| Bridal Chorus (Lohengrin)                        | Wagner              |
| O, Thou Sublime, Sweet Evening Star (Tannhäuser) | Wagner              |
| Marche Slave                                     | Tschaikowsky        |
| Meditation (Thais)                               | Massenet            |
| Salut d'Amour                                    | Elgar               |
| Miserere (Trovatore)                             | Verdi               |
| Drink to Me Only with Thine Eyes                 | Old English         |
| Funeral March                                    | Chopin              |
| Ave Maria                                        | Schubert            |
| Air for G String                                 | Bach                |
| Surprise Symphony—Andante                        | Haydn               |
| All Through the Night                            | Old Welsh Folk Song |
| Moment Musical                                   | Schubert            |
| Midsummer Night's Dream—Wedding March            | Mendelssohn         |
| To a Water Lily                                  | MacDowell           |
| Bee, The                                         | Francois Schubert   |
| Turkish March (Ruins of Athens)                  | Beethoven           |
| La Paloma                                        | Yradier             |
| Polonaise Militaire                              | Chopin              |
| Nocturne in E Flat                               | Chopin              |
| Poet and Peasant—Overture                        | Von Suppe           |
| Unfinished Symphony, B Minor—Second Movement     | Schubert            |
| Midsummer Night's Dream—Nocturne                 | Mendelssohn         |
| My Heart at Thy Sweet Voice (Samson and Delilah) | Saint-Saëns         |
| Deep River                                       | Coleridge           |
| Minuet (Don Juan)                                | Mozart              |
| Invitation to the Dance                          | Weber               |
| Caprice Viennois                                 | Kreisler            |
| Home to Our Mountains (Trovatore)                | Verdi               |
| Two Grenadiers                                   | Schumann            |
| Celeste Aida                                     | Verdi               |
| Mighty Lak' a Rose                               | Nevin               |
| Erking                                           | Schubert            |
| Valse Triste                                     | Sibelius            |
| To Spring                                        | Grieg               |
| Lost Chord                                       | Sullivan            |
| Pomp and Circumstance                            | Elgar               |
| Dagger Dance                                     | Herbert             |
| Danse Arabe (Nutcracker Suite)                   | Tschaikowsky        |
| Old Folks at Home                                | Foster              |
| Dance of the Hours (Gioconda)                    | Ponchielli          |
| Ride of the Valkyries                            | Wagner              |
| Cavatina                                         | Raff                |
| Rosary, The                                      | Nevin               |
| Molly on the Shore                               | Grainger            |
| Moonlight Sonata—First Movement                  | Beethoven           |
| Waltz of the Flowers (Nutcracker Suite)          | Tschaikowsky        |

<sup>1</sup> Teachers College Record, December, 1924.



# The Teacher's Standard of Living

THE STANDARD of living of the country as a whole was the highest in our history, and, therefore, the highest of all history."

Herbert Hoover makes this statement in a recent review of 1925 economic conditions. This higher standard of living is the result of what Secretary Hoover terms "one of the most astonishing transformations in economic history." Since 1920, wage rates have increased while both wholesale and retail prices have decreased. In 1924, the worker paid \$1.71 for commodities costing \$1 in 1913, but in 1924 he had \$2.28 in his pay envelope for every \$1 found there in 1913. We have thus, according to the Secretary of Commerce, "the highest real wage in our history." Wages will buy more than ever before.

What has made possible this apparent overturning of the laws of economics? These factors have contributed, according to Secretary Hoover: elimination of waste through cooperative action, notable advances in science, and prohibition.

Few would wish to challenge Mr. Hoover's analysis of the causes of this unusual economic development. But in accepting the factors enumerated as the immediate causes, it should be realized that they in turn rest upon a more remote but none the less fundamental cause—the high level of educational attainment of the American people.

The elimination of waste in industrial processes, which has saved the nation billions in recent years, has been brought about, according to Secretary Hoover, "solely by cooperative action." Would this cooperative action have been possible among a less well-educated people? Is not the readiness with which the American people cooperate on the higher levels of human endeavor at least partly the result of the conscious effort our schools have been making to give the nation's coming citizens practice in working together? Campaigns of waste elimination, such as that organized by the Department of Commerce, would be much less successful if the schools had not shown children the benefits of cooperation.

"Notable advances in science" is listed as another reason for the higher standard of living. But how slow are mechanical invention and scientific discovery to affect life in an uneducated populace. "Lack of rudimentary knowledge of the writ-

ten language, which is the key to many new knowledges needed for the improvement of farming, and the lack of sanitary control, which is undermining the health of the farmers and their children," were recently given as among the causes

## GROWING MEMBERSHIP

has made it possible for the National Education Association to increase the effectiveness of its leadership for professional salaries for teachers. The Association's Research Division now maintains a continuing salary service to serve all members of the profession. Comprehensive and current facts as to salary schedules in effect are collected regularly. Studies bearing upon the problem of lifting the scales of compensation to a professional level are constantly in progress. This article presents findings from the Association's recent investigations in this field of interest to all members of the profession.

most influential in keeping China's 200,000,000 illiterates close to a level of mere existence. Even in our own country we have had an illustration of the difficulty of stamping out pests such as the boll-weevil in sections where education has lagged. Knowledge as to how to eradicate the boll-weevil is not lacking. "Cooperative effort" by some of those most affected by its ravages is lacking. Present indications do not promise that the results of biological research are likely to affect seriously modern life in a state where education is relatively low.

Prohibition is another of the factors that has assisted in lifting the standard of living, according to Secretary Hoover. A recent study of state school legislation reveals that instruction as to the effects of alcohol is prescribed more often than the three R's. The existence of the Eighteenth Amendment is closely tied up with the results of education. Education is the force that will be most potent in bringing about its observance.

The school may justly claim that the high level of educational attainment in the United States is one of the major factors that has made it true, as *Collier's Weekly* points out, that "The average family has today comforts and conveniences which millionaires could not buy a quarter of a century ago."

If the school may claim a share of the credit for the higher standard of living the American people enjoy, it seems justifiable to inquire: What has happened to the standard of living of those who conduct the schools—the teachers of the United States?

Data essential to an exact answer to this question are not available. Nevertheless, from various scattered sources, it is possible to assemble some facts that are pertinent to a consideration of the teacher's standard of living.

In the rural schools, median yearly salaries paid elementary teachers in 1924 ranged from \$755 in one-teacher schools to \$1114 paid in small villages. The average salary paid teachers in one-room schools in 1924, with some 3,500,000 children under their charge, has approximately the same purchasing power as a salary of \$441 had before the war. Figures are not available for comparing salaries paid rural teachers in 1924 with those paid in 1913. It is evident, however, that rural salaries are generally too low to attract sufficient teachers with ability and training to the country schools.

In some cities of the United States, teachers' salaries have increased more rapidly than the cost of living. On the other hand, they have, with a few important exceptions, failed to keep pace with the increases in wage rates, as the chart shows.

The 1925 salaries paid elementary teachers range from a median of \$1968 paid in cities over 100,000, to \$1129 paid in towns from 2500 to 5000 in population. In cities of the same size, junior high teachers received \$2220 and \$1307, and senior high teachers \$2536 and \$1491, respectively. These salaries are still too low considering the training and experience required of these groups. For example, practically all high school teachers in cities over 100,000 in population are college graduates. Their average salary is \$2536. The average salary earned by graduates of Stanford University, a comparatively young institution, is \$4499. Graduates of this institution under thirty years of age now enjoy an average yearly income of \$3572.

It is encouraging that at least 972 elementary principals are receiving salaries of \$4000 or over and that those receiving a salary of \$5000 or over can be numbered in the hundreds. The

median salary paid supervising elementary principals ranges from \$3307 in cities over 100,000, to \$2057 in cities from 2500 to 5000 in population. Senior high school principals are receiving median salaries ranging from \$4750 paid in cities over 100,000 in population to \$2300 paid in towns of 2500 to 5000 in population. Junior high school principals' salaries fall between those paid supervising elementary principals and senior high principals. The salaries of thousands of school principals are still short of what they should be, especially when one considers the longer training and increasing responsibility that changes in school organization are exacting from this group of school workers.

Although the salaries paid most classes of school workers have failed to increase as rapidly as wage rates they have increased more rapidly than the cost of living since 1913. This is true except for high school principals in large cities and superintendents of schools. The salaries paid these officers buy less than those received before the war. Since 1913, the salaries paid elementary and junior high school teachers have shown the same percentage increases as general wage rates. Salaries paid all other school employees are relatively lower on the scale of economic compensation than before the war. The salaries paid high school principals and superintendents have increased but half as rapidly as teachers' salaries. This last fact deserves further consideration.

First, it is probably true that the general tendency of democratic life is to give those on the lower levels of compensation a relatively greater share in the products resulting from the work of all classes. Also, it should be remembered that the cost of living line in the chart refers to the cost of living of workers' families and, therefore, it is possible that it needs considerable revision before it can be used in measuring variations in the cost of living of teachers. No reliable index is available which shows the variations in the prices of commodities consumed by teachers, and particularly by those receiving the higher salaries. Such investigation as has been made of this subject indicates that the prices of commodities bought by the better paid classes of our population have not increased as rapidly as the prices of articles consumed by the less well compensated fraction of our population.

On the other hand, there exists a zone of safety beyond which it is dangerous to go in lowering the purchasing power

and the relative position of the higher levels of compensation. If the tendency shown in the chart continues, the result eventually will be calamitous to school progress. It will mean that a less and less capable quality of human material will be commanded by the salaries paid the leaders of the profession. Not only all members of the teaching profession, but more important, the children of the

improve their position on the economic scale, they cannot divide their strength when urging increases in salaries.

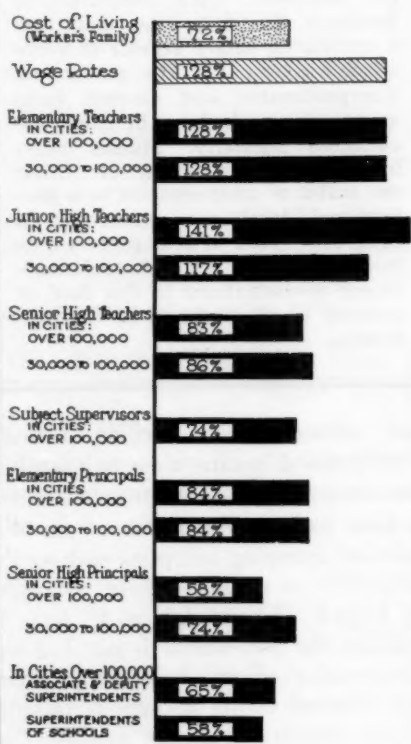
Such divisions usually result from a failure to realize that the amount of money which can be appropriated for school salaries is not a fixed sum. If principals receive substantial increases, this does not mean that teachers or superintendents need receive less. The factor which in the long run determines the salaries paid one group of teachers is not the salaries paid other groups, but the share of the nation's total income invested in education. The United States with its sixty to seventy billions of yearly income can well afford to pay salaries that will command the type of ability and training essential for efficiency on all levels of educational service. Such salaries could now be paid out of a minor fraction of the amounts frittered away on the non-essentials of civilized life. Such salaries will be paid as the public comes better to appreciate the rôle of the school in civilization's upward march.

The profession should stand together and present a united front, not only in making its service of greater and greater significance to the children of the nation, but also in urging with every legitimate resource at its command that teaching is so important to social progress that the meager salaries now paid teachers on *all levels* should be substantially increased. Such action is imperative if the profession is to lift itself to an economic position befitting its importance.

If the teaching profession had been compensated at a high level before the war, the situation would be different. As it is, teaching, poorly recompensed at the beginning of the war, has in post-war readjustment barely held its own in some instances, and in others is worse off than before the war. A continuance of this condition inevitably means a lowering of the quality of human material that will offer itself for school service.

Campaigns to bring about substantial salary increases are justified in every community where the scale of teacher compensation has failed to keep pace with the rising cost of living. When campaigns have attained this objective, new ones should be launched to lift teaching to a new position in the economic scale. Teachers should stand shoulder to shoulder, using every legitimate influence at their command to lift the *teacher's standard of living* far above any yet enjoyed by those charged with the training of the nation's future citizens.—J. K. N.

### PERCENTAGE INCREASES IN COST OF LIVING, WAGE RATES, AND PUBLIC SCHOOL SALARIES 1913 to 1925



Research Division  
National Education Assn.

nation would suffer from such a tendency. In surveying the chart, we may well pause and ask whether the time has not already come for the profession to take heed lest it be deprived of leaders of first-rate ability.

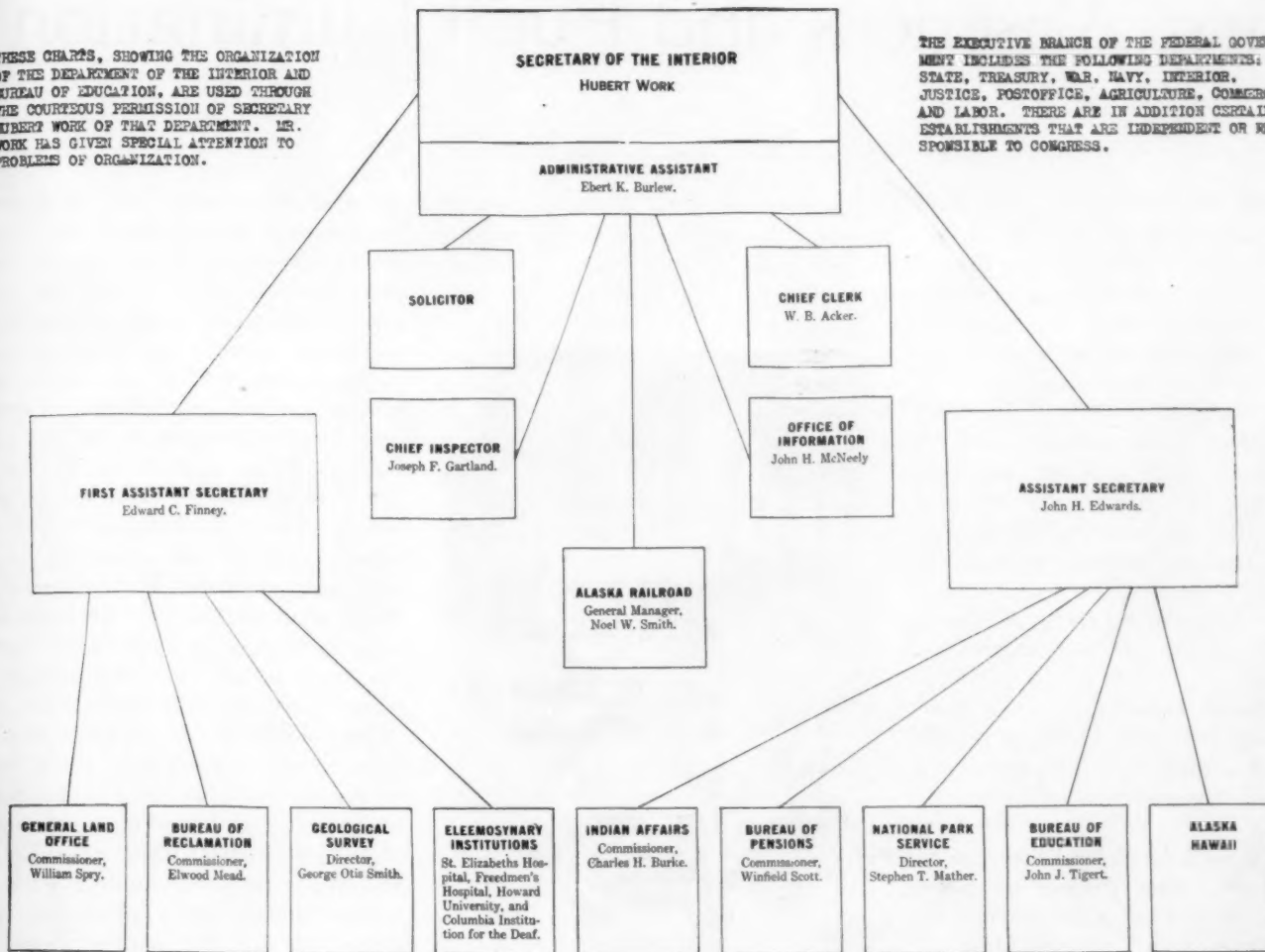
In the preceding paragraphs, one of the most difficult problems that confront salary committees has been touched upon. There are instances—fortunately they are the exception rather than the rule—where salary campaigns have deteriorated into a series of short-sighted contentions between groups of public school workers—particularly between those paid the higher salaries and those receiving salaries on lower levels. Teachers should realize that, if they are to maintain and



# DEPARTMENT OF THE INTERIOR

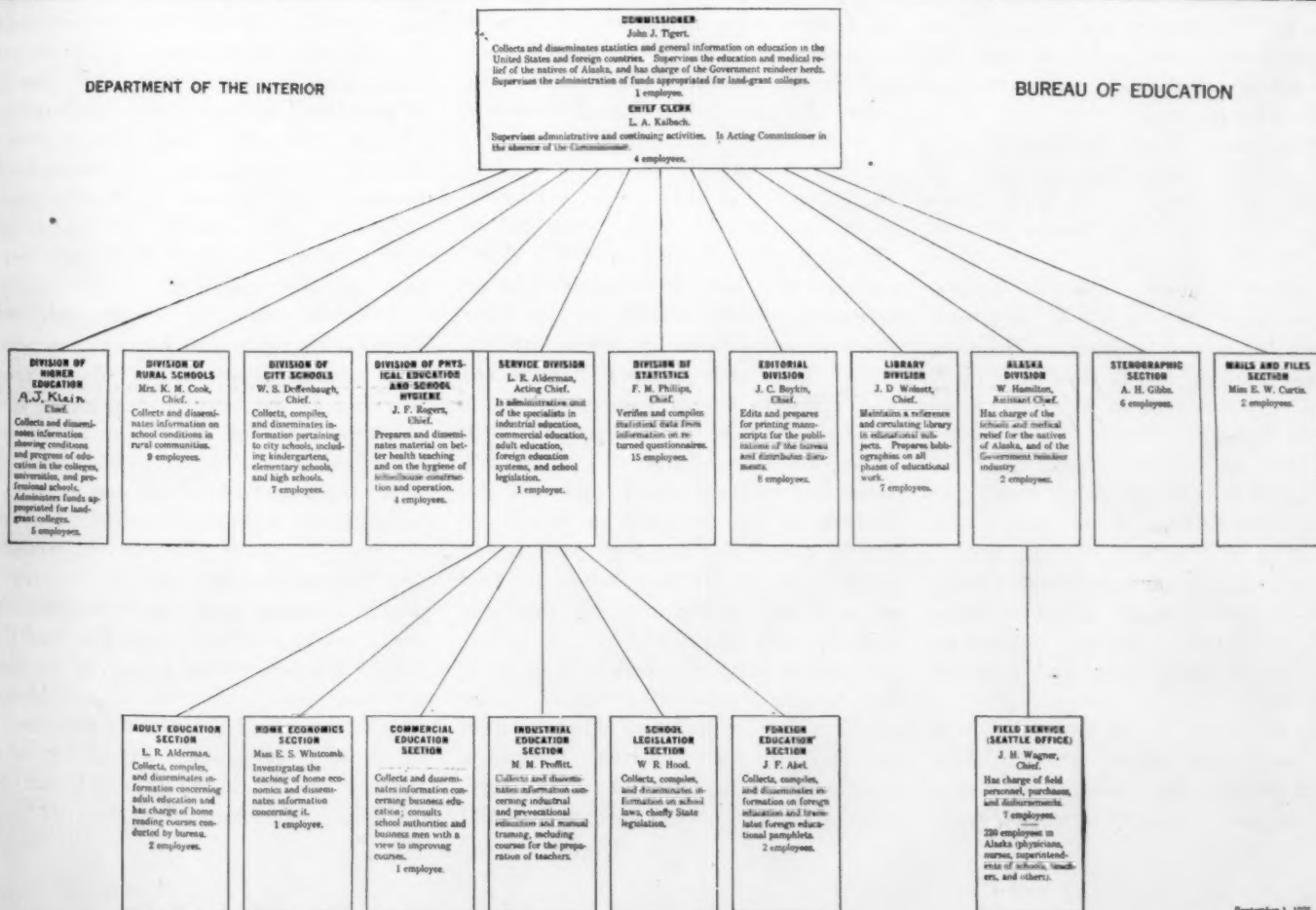
THESE CHARTS, SHOWING THE ORGANIZATION OF THE DEPARTMENT OF THE INTERIOR AND BUREAU OF EDUCATION, ARE USED THROUGH THE COURTESOUS PERMISSION OF SECRETARY HUBERT WORK OF THAT DEPARTMENT. MR. WORK HAS GIVEN SPECIAL ATTENTION TO PROBLEMS OF ORGANIZATION.

THE EXECUTIVE BRANCH OF THE FEDERAL GOVERNMENT INCLUDES THE FOLLOWING DEPARTMENTS: STATE, TREASURY, WAR, NAVY, INTERIOR, JUSTICE, POSTOFFICE, AGRICULTURE, COMMERCE, AND LABOR. THERE ARE IN ADDITION CERTAIN ESTABLISHMENTS THAT ARE INDEPENDENT OR RESPONSIBLE TO CONGRESS.



## DEPARTMENT OF THE INTERIOR

## BUREAU OF EDUCATION



# First Absences and Pupil Elimination

ELSIE M. FLINT

New Rochelle High School, New Rochelle, New York

NOT MANY years ago a child went to school for one of two reasons. Either he was himself ambitious, or his parents, being ambitious for him, compelled him to go. The urge might be inner or it might be outer, but in any case, it was immediate.

Today the state compels all boys and girls to attend school until they reach a certain age. The children may not want to go; their parents may not care whether they go or not. Sometimes even a teacher, getting exasperated, wishes one or more of her pupils would stay out. Nevertheless *every child must go*, under penalty of fines inflicted on the parents.

A child may, however, be *absent* from school frequently and for long periods of time, providing he or his parents can concoct an "excuse" to explain his absence!

There is need for careful attention to first absences, since absence is closely connected with pupil elimination. Irregular attendance precedes drop-out from school about four times out of five. To put it simply, *absence is temporary drop-out*. Permanent leaving occurs as soon thereafter as the pupil can meet the requirements of the law as regards age or "working papers."

Four general causes for absence are: First, accidents and disease to which all children are subject. It is obvious that any child may contract mumps or measles or be hit by a car on his way home from school, and as a result be obliged to miss three or four weeks of school. Except for added caution in avoiding mishaps, nothing can be done to remedy or decrease this type of absence. Law-makers, recognizing this fact, term absence due to sickness "legal absence." Such absences comprise only a small part of the total absences, however—all reasons given in "excuses" to the contrary.

A second, and apparently allied cause is the frequent minor ailment, under which is classed "nerves," numerous colds during the winter, and frequent headaches.

It is surprising to see how very often some pupils stay home with headaches or because they are "not feeling well." Even the most sympathetic teacher won-

ders sometimes if the headache were in any way connected with an approaching examination, or if the "nerves" had not grown to be a useful habit. The "new



**A**PLIED Character Education—*The boy with the wagon, himself an orphan, daily hauls his crippled neighbor to the Pierce School, Brookline, where President Mary McSkimmon is principal.*

psychology" has shown up as fakes so many of the old tricks practiced by grown people and children alike! While the parent is directly responsible in determining whether a child stays at home, teachers may check up closely on "excuses," refer many cases to a physician, and bring to bear considerable "moral suasion." They may also make it clear to parents that children will almost certainly fail in their school work if absent more than once a month, and it might not be a bad idea for both parents and teachers to realize that when children get up "sick" in the morning, they may be only "sick of school."

A third cause for absence is given as "need to help parents at home." Trips to the city on errands are often required by parents of their children. Of course occasional sickness in the family may make a sacrifice on the part of the child

an absolute necessity; but any absence other than sickness is illegal, and pupils should realize this fact. Furthermore, every absence makes it just that much easier for a pupil to get behind in his work, lose interest, and want to leave.

The fourth and last cause for absence is very carefully camouflaged, so that it may seem to come in one of the other classes. These absences are due to the desire on the part of the pupil to leave school. He cannot leave until he is sixteen or until he has a job, but he can stay out. He shows by his general attitude that he has lost all interest in school. Perhaps he thinks some teacher has been unfair to him; perhaps he wants money for some new clothes, or a "fifteen-dollar Ford," or something has gone wrong in the family. He begins by staying out a day at a time. Sometimes he writes his own excuses; more often his friends write them. Too frequently they pass muster with the teacher, and he stays out two or three weeks, off and on, without being detected. Then he gets a report card, which, of course states that he has failed in everything. By that time he is beyond passing and must repeat his grade or leave school. The older pupils nearly always leave, feeling at odds with teachers and "the office" and with a strong sense of failure hanging over their school careers. The younger pupils who must remain in school become the incorrigibles, a "trial" to themselves, their parents, and their teachers.

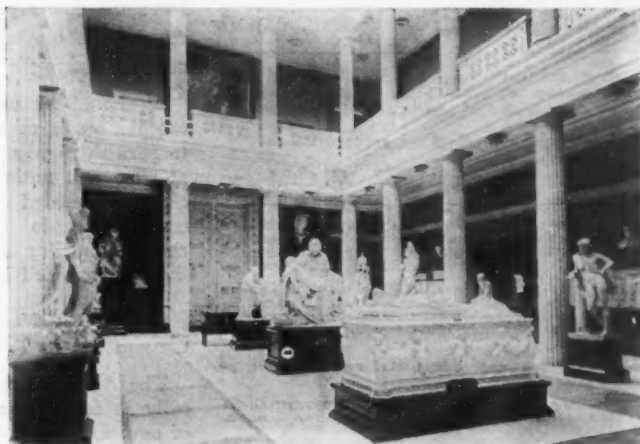
Can we emphasize too strongly the criminal negligence of parents, teachers, and administrators who fail to take warning at the very first absences and the first signs of disinterest in school activities?

Of the four types of absence, only one is legitimate, sickness due to accident or disease. The small ailments, the errands and outside work, and the truancy, which comprise fully three fourths of the absences are both avoidable and illegal. Knowing these facts, can we not help our boys and girls to remain in school longer and get a better education, by allowing no absence except for real sickness and by investigating, before it is too late, every suspicious absence?



### In the Corcoran Gallery of Art

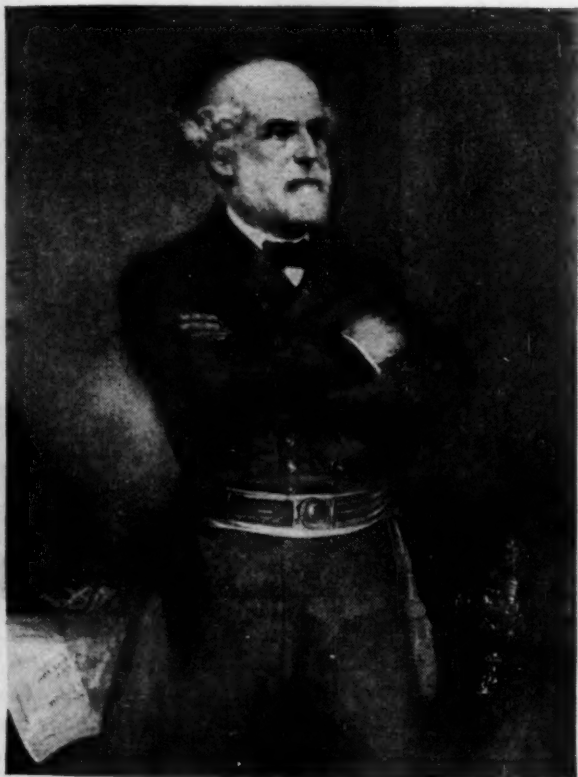
**T**HE CORCORAN Gallery of Art, located near the new Washington Auditorium, where the Department of Superintendence will have its headquarters, will attract many visitors during the convention. It ranks as one of the finest galleries in America. Some of its well-known paintings and a corner of the first floor devoted to statuary are here pictured by courtesy of the director.



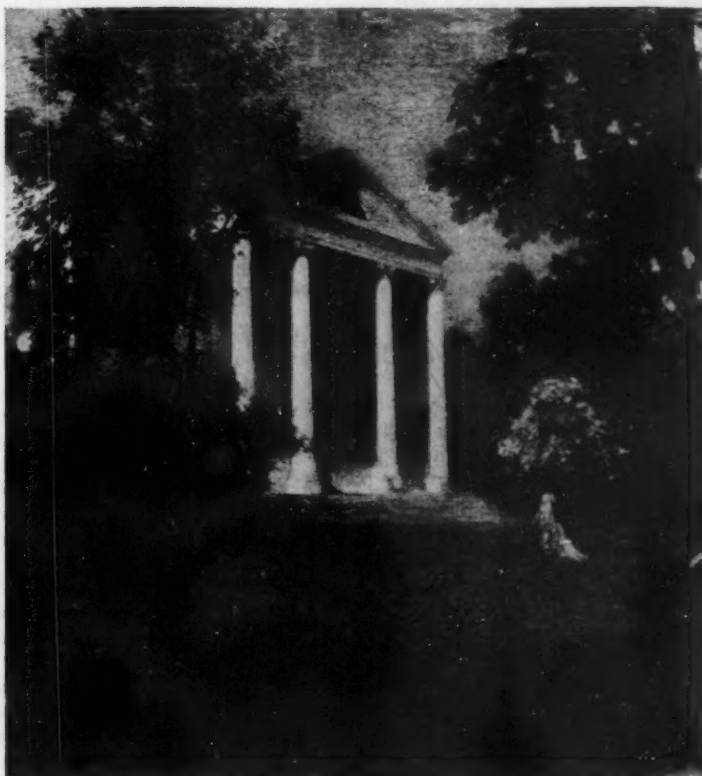
The Oyster Gatherers of Cancale by John Singer Sargent



The Helping Hand by Emile Renouf



General Robert E. Lee by John A. Elder



May Night by Willard L. Metcalf

## The Journal of the National Education Association

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

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### Salaries

NO SERVICE rendered by the National Education Association has been more striking or long continued or is more needed now than its demand for salaries in keeping with the work of the teaching profession. One may open almost any of the volumes that make up the monumental nine-foot shelf of the Association's *Proceedings* and find arguments or resolutions dealing with some phase of the problem. In 1863 the resolutions of the Association declared that:

The situation of the teacher must be made desirable by adequate compensation, by good treatment, by suitable accommodations, and by limiting his labors to the requirements of health and self-improvement.

In 1899 the resolutions of the Association declared:

We support cordially every effort to elevate the profession of teaching by raising the standards for entrance to it, by promoting educational scholarships, and by providing for stability of tenure, and for adequate compensation.

In 1902, A. G. Lane, in an address before the Association, emphasized the need of a larger amount of money to be raised by general state tax and to be distributed in such a way as to insure the maintenance of rural schools for 160 to 180 days each year.

In 1913, at the Salt Lake City meet-

ing, Robert J. Alely commented as follows on the report of the Association's committee on teachers' salaries and the cost of living:

It should be understood by all that the teacher ought to have a salary big enough to furnish money for travel, for attendance at state and national meetings, for the purchase of needed books and magazines, for contribution to benevolent and religious causes, and for maintenance of a style of living demanded by the position.

A resolution adopted at Oakland, California, in 1915, declares:

The Association expresses itself unequivocally in favor of adequate salaries, security of tenure, a suitable retirement annuity, and working conditions in which there shall be sufficient and helpful supervision, and at the same time freedom from arbitrary or needless restrictions or requirements, and from those "ratings" and records which unnecessarily disturb the teacher's peace and make the rendering of the best service impossible.

During more recent years the Association has attacked the problem with even greater vigor. Its work has reached high water marks in the Evenden Report issued in 1920 and in the *Research Bulletin* issued in March, 1925. The latter furnished for the first time comprehensive data on teachers' salaries throughout the country in time for use during the year for which the salaries were being paid. The former laid the basis for practical, adequate, and scientifically constructed salary schedules. In an address before the Association at Des Moines, in 1921, E. S. Evenden laid down ten principles which should govern efforts to improve teachers' salaries. Perhaps better than any other single statement these principles offer a plan for carrying out the Association's demand for salaries that will attract and hold the best men and women for the teaching profession. Much progress has been made in many places toward the realization of the Association's aims. The principles set forth by Dr. Evenden are:

1. Minimum salaries for all teachers should be high enough to afford a living demanded of teachers. The sooner this becomes \$1200 or more for every beginning teacher with normal-school training, the better for the schools of the country.

2. Minimum salaries should vary for different amounts of training secured by the beginning teacher.

3. Maximum salaries should be high enough to justify looking upon teaching as a career, rather than as a temporary or stepping-stone job.

4. Maximum salaries should vary according to the preparation of teachers. The more time and money a teacher spends in preparation to teach, in other words, the more he invests in his training, the larger should be his returns. Teachers with standard nor-

mal-school training should be able to attain a maximum salary of from \$2000 to \$3000, depending on the size of the city, the cost of living, and the teacher's abilities, while teachers with college or university training under the same positions should be able to attain from \$3600 to \$5000 as teachers.

5. Even though maximum salaries generally should serve the purposes just listed, it should also be common practice to pay teachers of unusual ability more than the scheduled maximum. Teachers should realize that the "top is open."

6. There should be no salary distinctions between various school divisions when training and experience are the same.

7. Salary increases or annual increments should be of sufficient size to be perceptible in the teacher's annual budget. They should approximate ten percent of the salary.

8. Increases should vary in number and amount for teachers with varying amounts of training and experience. Six increases are recommended for two-year normal-school graduates, and ten or more for graduates of colleges and universities representing four or more years' work beyond the high school.

9. Successful experience in other cities should be recognized when a teacher is employed in a city.

10. Increases should not be given automatically to all teachers who are retained in the system. Instead, they should serve as a constant incentive to growth and development during teaching.

DURING February occur the birthdays of Lincoln and Washington. These days afford opportunity to teach patriotism as exemplified in their lives.



MRS. EDGAR STILLMAN KELLEY, president of the National Federation of Music Clubs, which is one of the organizations working for a Federal Department of Education with a Secretary in the President's Cabinet.



# The Teacher's Second Mile

TEACHERS everywhere are making outstanding contributions to the solution of special problems outside of the curriculum. These activities have been rightly called the classroom teacher's second mile. The Committee of One Hundred on Classroom Teachers' Problems is making a study of such problems and the teacher's share in solving them. Below is a suggested list in the solution of which many teachers are assisting.

The Committee will be glad to have the readers of *THE JOURNAL* express an opinion concerning those they consider important and those on which they know teachers are laying special emphasis, as well as to suggest others. Address communications to the chairman, Anna Riddle, 1201 Sixteenth Street Northwest, Washington, D. C.

1. Interpreting the school to the public.
2. Successful American Education Week programs.
3. Interpreting home conditions of pupils to the school.
  - a. Personnel officer, a clearing-house for reports from individual teachers.
4. Helping promote a constructive parent-teacher program.
5. Meeting community wants.
  - a. Securing adequate playgrounds.
  - b. Organizing county extension library in rural community.
  - c. Organizing a junior park commission.
  - d. Fostering home garden contests.
  - e. Helping control epidemics.
  - f. Helping make the school a community center where one is needed.
6. Directing a school's participation in a community celebration, such as:
  - a. Music festival.
  - b. Founder's day.
7. Effective Americanization work.
8. Personnel problems—Helping pupils to succeed in spite of such obstacles as:
  - a. Maladjustment.
  - b. Poverty.
  - c. Cruelty at home.
  - d. Language difficulties.
  - e. Personal difficulties, such as:
    - (1) Extreme shyness.
    - (2) Hypersensitiveness.
    - (3) Irascible temper.
    - (4) Extreme nervousness.
9. Directing student activities, such as:
  - a. Social service projects.
  - b. Junior traffic squad.
10. Providing for the development of special talents in children.
11. Preventing pupil tardiness, absence, and delinquency.
12. Improving moral conditions in the school.
13. Developing respect for law.

14. Development of idealism and character education among pupils.
15. Developing successful health programs adapted to individual and community needs—Teaching cleanliness and health habits.

## IS THIS EDUCATION?

Bernadine Freeman

I can solve a quadratic equation, but I cannot keep my bank balance straight.

I can read Goethe's "Faust" in the original, but I cannot ask for a piece of bread in German.

I can name the kings of England since the War of the Roses, but I do not know the qualifications of the candidates in the coming election.

I know the economic theories of Malthus and Adam Smith, but I cannot live within my income.

I can recognize the "leit-motif" of a Wagner opera, but I cannot sing in tune.

I can explain the principles of hydraulics, but I cannot fix a leak in the kitchen faucet.

I can read the plays of Moliere in the original, but I cannot order a meal in French.

I have studied the psychology of James and Titchener, but I cannot control my own temper.

I can conjugate Latin verbs, but I cannot write legibly.

I can recite hundreds of lines of Shakespeare, but I do not know the Declaration of Independence, Lincoln's Gettysburg Address, or the Twenty-third Psalm.

16. Developing good reading habits among pupils.
17. Training children in thrift habits.
18. Working out unique devices for safety instruction and traffic regulations.
19. Carrying on outstanding scientific research in the field of methods, child study, and along other lines.
20. Developing a better professional spirit among local teachers.

It will be seen that the above topics group themselves around the general problems: the school and the home, the school and community, moral training, health training, and personnel problems. It is only through the closest relations between the school and the home that the child can be equipped to cope with

the world about him. What more effective work then could be done by a teacher than to assist in promoting a constructive parent-teacher program? The parents cannot do it alone. The teacher cannot do it alone. It must be cooperative. The school is under obligation to exert its influence in behalf of better homes—to understand the parent's task and to make it easier. The home is under obligation to support the school and to help the child maintain a right attitude toward it.

No phase of education is demanding greater attention from the school today than moral training. No phase of education presents greater opportunities to the individual teacher. William C. Bagley tells us that the crime wave is higher in the United States than in any other nation—that the criminal age is younger in the United States than in any other land. We are appealed to as educators to remedy this. In moral education the school and the home are inseparably linked. The home should be responsible for individual character training, then the school would have its definite task of supplementing that training by the teaching of group morality in classroom relationships and on the athletic field. The real teacher, however, does not wait for ideal conditions but daily trains his pupils in habits of honesty, obedience, promptness, perseverance, contentment, justice, patriotism, resourcefulness, self-control, and self-reliance.

The past ten years have witnessed remarkable changes in health training in the schools. The inculcation of right living habits has supplemented the study of physiology texts. From the standpoint of influencing the younger child or the child of adolescent years the teacher has a moral obligation to keep himself in such good health as to radiate a feeling of fitness. Many teachers are doing unusual work along health lines, and their influence is reflected in the lives of the boys and girls under their care.

The number of personnel problems with which teachers are daily coping are legion. There are thousands of teachers helping pupils to succeed in spite of such obstacles as poverty, language difficulties, cruelty in the home, extreme nervousness, or an irascible temper, but this is one of the unwritten chapters in the history of the profession.—A. W.

## Cooperative Marketing in the Schools

THE DEPARTMENT of Rural Education of the National Education Association in the recent meeting at Indianapolis announced a vigorous new policy looking to the preparation of farm children for intelligent participation in cooperative agriculture. The important facts concerning cooperative marketing which should be taught in the schools are being selected and put into textbooks and courses of study. They will be taught as far as possible to all pupils in the public schools—city and country alike—that all may have an intelligent and sympathetic understanding of the cooperative mode of agricultural life which promises to be the permanent type of the future.

The motives which impelled the Department to take this step are as follows:

Every American believes that farm children should be given as good educational opportunities as other children have.

Educators now know how to develop as good educational facilities for farm children as other children have, when adequate financial support is given.

Farmers cannot get the money to support good schools except as they get it out of their crops.

They cannot get it out of their crops until they cease dumping them individually at a loss and begin to market them collectively at a profit.

They cannot do this successfully until they understand the basic principles of cooperative merchandizing, the form which the marketing organizations take, and the absolute necessity for loyalty to the marketing group.

It is the business of education in rural communities to prepare farmers to live intelligent and successful lives; one important phase of this is to prepare them to be intelligent, willing, loyal, courageous members of marketing groups now that the cooperative form of agricultural life is becoming the permanent form in America.

Cooperative marketing develops more rapidly and more soundly where young farmers have first been educated to understand it; the proper education of the youth before they become members reduces the strain on the membership contract and on the *morale local*.

The spiritual virtues which make the farmer and his family good citizens in the economic democracy known as a co-

operative marketing association are intelligence, faith in his fellows, willing obedience to self-chosen authority, a sense of economic values, loyalty to the group, and undaunted courage. These same virtues make the farmer and his family good citizens in the political democracy known as a township, a county, a state, or a nation.

There is no more dynamic and vital means of teaching good citizenship than by teaching the citizenship necessary to successful cooperative agriculture. This should be taught in childhood when ideals sink deepest and bear the largest measure of fruit. To give such training in the public schools is an act of the soundest patriotism because that which increases the strength and prosperity of agriculture increases the strength and prosperity of the whole nation. The whole people will ultimately go up or go down with the farmers.

The committee now at work selecting the facts about cooperative marketing to be taught in the schools is as follows: *Group I*—Frank O. Lowden, chairman, Sinissippi Farm, Oregon, Ill.; Aaron Sapiro, attorney, cooperative marketing organizations, Straus Building, Chicago; Chris L. Christensen, expert on cooperative marketing, U. S. Department of Agriculture; Frank Evans, general marketing counsel and secretary, American Farm Bureau Federation, Chicago; Kenyon L. Butterfield, president, State Agricultural College, Lansing, Mich.; E. W. Kilgore, president, American Cotton Growers Exchange, Raleigh, N. C.; B. Y. Landis, Federal Council of Churches, New York City; Carl Williams, editor, *The Oklahoma Farmer Stockman*, Oklahoma City, Okla.; E. G. Nourse, chief, Agricultural Division, Institute of Economics, Washington, D. C.; Charles E. Hearst, president, Iowa Farm Bureau Federation, Des Moines, Iowa; Verna El-singer, director, Community Organization, Burley Tobacco Growers, Lexington, Ky.; Frank Swett, president, California Pear Growers Association, San Francisco, Calif.; E. C. Branson, professor, rural social economics, University of North Carolina, Chapel Hill, N. C.; L. F. McKay, field service and public relations, American Cotton Growers

Exchange, Memphis, Tenn.; Theodore Macklin, marketing expert, University of Wisconsin, Madison, Wis.; and R. W. Bingham, Burley Tobacco Growers, Louisville, Ky.

The committee to write these findings into textbooks and courses of study is as follows: *Group II*—Mabel Carney, chairman, department of rural education, Teachers College, Columbia University, New York City; Mrs. F. C. Beverley, principal, Whitmel Farm Life School, Whitmel, Va.; Lee L. Driver, director of rural education, state department of public instruction, Harrisburg, Pa.; C. G. Sargent, rural and vocational education, State Agricultural College, Ft. Collins, Colo.; Will C. Wood, state superintendent of public instruction, Sacramento, Calif.; Mrs. Katherine M. Cook, U. S. Bureau of Education, Washington, D. C.; A. L. Winterquist, consolidated schools, Cloquet, Minn.; Gilbert Willey, graduate student, University of Wisconsin, Madison, Wis.; C. E. Myers, State Agricultural College, State College, Pa.; J. L. Hypes, State Agricultural College, Storrs, Conn.; Charles J. Booth, expert in cooperative marketing, Chaffey Junior College, Ontario, Calif.; Macy Campbell, head of department of rural education, Iowa State Teachers College, Cedar Falls, Iowa.

Ex-Governor F. O. Lowden, of Oregon, Illinois, is chairman of this joint committee and Macy Campbell, head of the department of rural education, Iowa State Teachers College, Cedar Falls, Iowa, is secretary. The work of the committee is going actively forward. It is proposed to keep at the task until farm children are being prepared everywhere for intelligent participation in cooperative agriculture.

IT IS OBVIOUS that complete living cannot be achieved unless our education enables us to develop our faculties in such a way as to earn a livelihood. The chief thing after all is to keep alive and to perform the feat with pleasure to ourselves. No use or sense in magnificently educating ourselves for complete living if in the end we have to depend on others for our bread-and-butter, or if we can only earn our bread-and-butter in ways that are repugnant to us! Before it is anything, living is, and ought to be, a business proposition; and no human specimen is more absurd than he who can do everything except keep himself by his own exertions.—Arnold Bennett.



# Department of Rural Education

THE CREATION of a Department of Rural and Agricultural Education was authorized by the Board of Directors of the National Education Association at the Los Angeles meeting in 1907. At Chicago, in 1919, the Department was reorganized to incorporate, under the name of the Department of Rural Education, the three rural groups then existing—the National Association of State Supervisors and Inspectors of Rural Schools, the County Superintendents section of the National Education Association, and the National Association of Persons Engaged in the Preparation of Rural Teachers. The Department sponsors the publication of *The Journal of Rural Education*, first issue, September, 1921, published monthly except July and August.

The officers of the Department for 1925-26 are: *President*, A. F. Harman, superintendent of Montgomery county schools, Montgomery, Alabama; *vice-president*, Florence M. Hale, state agent for rural education, Augusta, Maine; *secretary*, Mabel Carney, Teachers College, Columbia University, New York City; *treasurer*, Mary E. Howe, Detroit Teachers College, Detroit, Michigan.

The Department met twice at Indianapolis in Odeon Hall on Monday and Tuesday afternoons, June 29 and 30, 1925. Monday's program, under the theme of *Interpreting the Schools to the People* brought forth interesting addresses by Mrs. Katherine M. Cook, George S. Dick, Paul Dillingham, and Frank Evans.

The business transacted at the regular business session of the Department held on Tuesday afternoon consisted only of the ratification of the officers elected in February, as provided for in the constitution, and the appointment of a special committee on cooperative marketing. This committee expects to make a careful study of the question of cooperative marketing and to suggest the phases to be taught in both rural and urban public schools. The membership of the committee is divided into two groups: one of farm and marketing specialists and the other of rural school specialists.

The topic, *Progress in Rural School Supervision*, was ably discussed in the

addresses on the program for Tuesday afternoon. Of particular interest was the feeling of national progress in rural education. The three addresses on the program were explanations of plans or experiments in three states: Maine,



*A. F. HARMAN, president of the Department of Rural Education, 1925-26, and superintendent of Montgomery county schools, Montgomery, Alabama.*

Ohio, and Indiana. In discussing administration and supervision of rural schools under the county unit plan in Ohio, O. E. Pore, superintendent of Portage county schools, Ravenna, Ohio, brought out the richness of professional spirit when he said:

What constitutes a school? Not the building, furniture, and books; not the board, superintendent, and pupils. All these are necessary trappings, but they are materialistic and mechanical at best. The teacher is the soul of the school. She is the vitalizing force that gives color and expression to the whole business of education. She raises the curtain of ignorance, that self-satisfied children may peep at the alluring scenes beyond. She puts into popular practice the approved theories of righteousness, justice, and truth. She fires listless youth with a desire to climb high and with a confidence of success. Hats off to this savior of our institution, this molder of our destiny. How important it is, therefore, that only high-grade teachers be selected and every possible means be afforded them to improve in service. Salary schedules based upon training and experience and teaching skill should reward those deserving of promotion and keep them in the system. A com-

prehensive standard test program should be given each year for the purpose of locating weaknesses in classroom procedure.

The next speaker was Florence M. Hale, state agent for rural education, Augusta, Maine, who explained the helping teacher plan in Maine. The duties of the helping teacher, as outlined by Miss Hale, follow:

To make her own school a standard school; to arrange her school week so as to have her school in session on Saturday instead of Monday. On this Saturday, the superintendent of schools may direct his young and untrained teachers to visit the helping teacher's school for observation and advice; on Mondays the helping teacher, upon request of the superintendent of schools, visits the schools of teachers who are needing help and does all she can to advise and help them both in method work and in discipline; she keeps a careful record of the visits to her school and assistance given and of her visits to the other teachers' schools. These are submitted to the superintendent and to the state department when requested.

The program was concluded by Hilda Hughes, superintendent of LaGrange county schools, LaGrange, Indiana, who spoke on *Lessons in Supervision of Rural Schools from the Indiana Experiment*. Miss Hughes cited some interesting facts in her explanation of the experiment and the results. Four counties were chosen for the experiment, two with supervisors and two without. It was agreed that the supervisors should confine their efforts to reading, arithmetic, language, and spelling. The four counties were tested each spring and fall by the General Education Board. In the preliminary report, published last fall, the percent of progress in the supervised counties exceeded that in the counties not supervised by 14.3 percent. The children in the supervised counties received 22.9 days of instruction more than the children of the counties without supervision, which at the current cost of instruction in Indiana has a value of \$38,539.48. In justifying the experiment, Miss Hughes said:

It was an experiment to attempt to do anything by way of improvement with Indiana rural schools. The Survey Commission told us that our rural children were two years retarded. We believed it, because we felt sure something was wrong. Since the work of supervision has brought part of our schools up to standard, I now know that we neither knew it nor actually believed it. Our imaginations did not tell us what a difference there would be in our pupils if they were not two years retarded.—R. G. H.

# A Page of Modern Verse

## The Lincoln Memorial

MARIE DRENNAN

Delaware, Ohio

You oughta see our lil' ol' run  
That winds itself towa'd Washington!  
Down there we used to play and play  
In the brickly, sticky 'Ginia clay,  
And we made us fo'ts rat good to see—  
Lil' ones for Grant, big ones for Lee,  
'N' Sherman's sojers, stiff and dead,  
'N' ol' Abe Lincoln's neck and head.  
(My great-grandpa, he wore the gray,  
He used to hem and haw and say  
That Lincoln was a great, good man,  
The only good Republican!)

Miss Edith came to teach our school;  
'N' she had clay-gobs slick and cool  
That turned to things rat in yo' hand.  
I made the major that struts the band  
With the lady's muff on top his head,  
But Jerry made a duck instead.  
And I made niggers and Chinamen,  
And I made Lincoln's face again.  
Miss Edith was crazy 'bout what I'd done  
And she tooked me down to Washington.

She showed me Lincoln a-sittin' still  
In his big house there on the hill,  
With round tall posts so high and far  
You're scart to see how tall they are;  
And his big-round eyes a watchin' down  
Across the buildin's of the town,  
Watchin' the men from every state  
Workin' to make our nation great.  
His big-ol thumbs are a-twitchin' there  
To grab the wide arms of his chair.  
'N' everything he's a-doin' seems  
A-waitin' for something that he dreams  
Is a-comin' true, then up he'll stand  
And make a speech to all the land.  
My eye, I wisht I'd stay and see  
What that big speech is goin' to be.

But now it seems I can not play  
I'm a-makin' Lincoln out o' clay.  
I'll make the bandman with his muff  
On top his head, and that's enough.  
Gee, think o' the man that cut a stone  
And left a Lincoln there alone,  
With his big-round eyes on the mornin' sun  
A-comin' up on Washington!

## A Pilgrimage to Arlington

BEN B. HUNT

Mexia, Texas

My home is far from Arlington,  
A thousand miles or more;  
And born beneath a Southern sun,  
I'm Southern to the core;  
But when I went to Washington  
There seemed to come to me  
A nobler love for all the land  
From center to the sea.

My eyes beheld a thousand things,  
No pen could e'er portray;  
My thought flew off on golden wings  
Beyond the Blue and Gray;  
They flew afar in thrilling flight  
To Patrick Henry's side,  
And swept along with Paul Revere  
Upon his famous ride.

To old Concord they breathless sped,  
Saw freedom's flag unfurled,  
And heard the shot which some one said  
Re-echoed round the world.  
To Lexington and Bunker Hill  
My spirit seemed to fly  
And rush along with Minute Men  
Who did not fear to die.

With Light Horse Lee and "Robert E."  
And on and on I flew,  
And none but heroes could I see  
Beneath the silver blue.  
The monuments on ev'ry hand  
No section emphasize,  
But North and South and all the land  
They seem to canonize.

And then across at Arlington,  
The city of the dead—  
O, there I wept the noblest tears  
My eyes had ever shed;  
I stood by Bryan's new-made grave  
And banks of flowers there  
And felt emotions, wave on wave,  
And breathed a silent prayer.

The mast and anchor of the Maine,  
Which seas could never keep;  
The hosts of tombs to fire the brain  
With love for those who sleep;  
The monument to those who died  
On blood-shed fields of France—  
Bespeak a love that shall abide  
Through time and circumstance.

The Unknown Soldier resting there  
Beneath a massive tomb,  
Had fought to lift the world's despair  
And break the shadow'd gloom.  
They did not ask from whence he was,  
Nor seek his past to scan—  
They only saw his wounds and scars  
And knew he was a man!

They buried him at Arlington  
'Mid pomp of high degree,  
A mile or two from Washington,  
Beside the home of Lee.  
From North or South, from East or  
West—  
They cared not whence he came;  
They only knew he stood the test  
Through shot and shell and flame.

So when I went to Arlington  
There seemed to come to me,  
A nobler love for all the land  
Than I had thought could be.  
And now I weep at Arlington,  
And now I smile or pray,  
For I at stately Arlington  
Was born again today!

## Victory!

BERNARD BENSON

Fight with the best that's in you,  
Ward off the weakling blow;  
Die with the tauten sinew,  
The way the brave men go.

First in the foremost battle,  
Faith in the sure ensign,  
Form to the death-drum rattle—  
Leave not the thinning line.

Firmer, your weapon wielding,  
Stern in the thickest need;  
Fear you the foe unyielding—  
Waiting the flaming deed?

Heed not the coward, quaking,  
Waiting the certain rout;  
Hark! from the battle breaking:  
The heart's victorious shout!

## Only a Schoolma'am

WARD BENNETT<sup>1</sup>

The wag to the fool was heard to pay  
This toast to the schoolma'am, young and gay:  
'Ruler of Kidland Baliwick,  
Who swapped a sword for a hickory stick,  
And a crown of thorns, and a throne of brick,  
And Readin' and Ritin' and Rithmetic,  
And a Caesar's care and a pauper's pay,  
Only a schoolma'am, young and gay."

"Only a schoolma'am"—such is fate,  
For a wag will jest and a fool must prate;  
But, learned at the feet of such as she,  
The Law of Love, and the Rule of Three  
Have opened the eyes of the blind to see  
All that the race was meant to be;  
And the good and the great give praise far aye,  
"Only a schoolma'am," young and gay.

<sup>1</sup> Ward Bennett, the author, is a Wichita (Kansas) High School freshman and athlete. His tribute to the teacher was first published a year ago in the Central Intermediate Annual.

The wag and the fool may jest for aye,  
But "Only a schoolma'am," goes her way;  
Out of the clay before her laid,  
Scientists, statesmen, men of trade,  
Solons, artists, all are made  
To wage the battle in Life's Crusade.  
Success is hers—let that suffice,  
But "Only a schoolma'am" pays the price.

A message came at the setting sun:  
"Gone away," Her work was done,  
And "Only a schoolma'am," old and gray,  
Joined the throngs at the Gates of Day.  
How many, if any, were turned away,  
Or how many entered, I cannot say;  
But out of the chosen who made the test,  
"Only a schoolma'am" led the rest.

## My Creed

H. A. WALTER

I would be true, for there are those  
who trust me;  
I would be pure, for there are those  
who care;  
I would be strong, for there is much  
to suffer;  
I would be brave, for there is much  
to dare;  
I would be friend of all—the foe—the  
friendless;  
I would be giving, and forget the  
gift;  
I would be humble, for I know my  
weakness;  
I would look up—and laugh—and  
love—and lift.

## Efficiency

JENNIE CECILIA BELTZ

Wheeling, West Virginia

Yes, I'm much more efficient now, they say,  
Since I have quit that utter foolishness  
And since I keep my eyes upon my desk  
Nor lift them to the window there for fear  
My mind should wander from my work,—  
beyond  
These four brick walls.

But, oh! how I suffer  
With the hurt of it, for I know today  
The woods are radiant, and fields are filled  
With lovely goldenrod and far, far out  
Above this fog and smoke—the wild geese are  
Flying South, and how I'd like —

But no, I  
Must keep my mind upon my work, must earn  
That ten more dollars to my pay.

So now  
I know where Robert lives, can even name  
The boy who lives next door and the family  
That moved in up-stairs—know what rent  
they pay,  
And who it was that stole poor Mary's  
orange—  
But still I wanted so —

Who was it now?  
Who wrote that lovely poem I read last night?  
Keats? Or Shelley? God, how those men  
could write!  
Much, much better than I ever should; but  
When that letter came and the editor said  
"I am delighted with your poem,"—well  
I just broke down that day and cried for joy;  
I never thought such things could make me  
cry.

But "You'd better not waste your time," they  
said,  
So I have put away such childish things  
And now must go to see Guissippi—that  
Was a bad sprain—then on my way I'll stop  
To call on Tony who lost his father  
In that awful —

But what is that I hear?  
Surely not a robin this time of year?  
But wait a minute, I'll just run and see —  
Tony and Guissippi.



# The New Education Bill

**T**HE NEW EDUCATION BILL, as presented to the Senate, is shown in reduced facsimile on this and the next page. A similar bill is before the House. In its present form it is the result of much cooperative planning by the many groups that are working for a Department of Education with a Secretary in the President's Cabinet.

The best argument for the measure is a careful reading of the bill itself. Likewise a study of the bill is the best answer to the objections sometimes raised against it. The bill does not deal with the problem of federal aid; nor does it in any way look toward federal control of education. The bill provides and its advocates believe that the control of education should always be kept in the hands of the localities and states. The advocates of the bill likewise believe that education is of primary concern to the nation as a nation and that it should be guided by adequate research just as agriculture, commerce, and labor are being helped by the departments that represent them in the federal government.

The United States spends nearly

two billion dollars a year for education. It has over 700,000 teachers. Many of the facts needed to make the work of the schools most effective are not available. A million children fail to make their grades each year. Hundreds of new buildings are improperly planned each year. The nation spent more than \$382,000,000 for school buildings, sites, and equipment, during 1923-24. These are only a few of the problems that would be easier to solve if a department of education were at work gathering the facts needed.

Some members of Congress say frankly that the New Education Bill will pass during this sixty-ninth session if its friends throughout the country do their part. The report of the committee on the reorganization of the executive departments with its proposal for a department of education and relief has been replaced with a different proposal for dealing with the problem, leaving a clear field for the creation of a Department of Education. The sponsors of the New Education Bill in Congress are not only strong men but they hold positions of the greatest strategic importance as ma-

jority floor leader in the Senate and chairman of the Committee on Education in the House. Senator Charles Curtis, of Kansas, is a veteran of more than thirty years' experience in Congress. Congressman Daniel A. Reed, of New York, was elected by one of the greatest majorities ever given a member of that body.

**IT IS TIME TO ACT.** Every citizen in America has a stake in the passing of this bill. Every teacher is privileged to have a part in this effort to elevate education and improve the schools. Members of Congress want to know where their constituents stand. They want the judgment of the folks at home. Write to your senator and congressman TODAY, in care of the United States Senate or the House of Representatives, Washington, D. C., telling him you have read the bill, giving the reasons why you believe it should be passed, urging that he consider it carefully, and expressing the hope that he will decide to aid in its passage. Get your friends to do likewise. Send petitions from school faculties, groups of parents, and various civic organizations.

89TH CONGRESS  
1st Session

**S. 291**

IN THE SENATE OF THE UNITED STATES

DECEMBER 8, 1925

Mr. CURTIS introduced the following bill; which was read twice and referred to the Committee on Education and Labor

## A BILL

To create a Department of Education and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*  
3 That there is established at the seat of government an execu-  
4 tive department to be known as the Department of Educa-  
5 tion, which shall be under the control and direction of a  
6 Secretary of Education, to be appointed by the President,  
7 by and with the advice and consent of the Senate.  
8 The Secretary of Education shall receive a salary at the  
9 rate of \$15,000 per annum. Section 158 of the Revised  
10 Statutes is amended to include the Department of Educa-  
11 tion, and the provisions of Title IV of the Revised Statutes,

2

1 as now or hereafter amended shall be applicable to the  
2 department. The Secretary of Education shall cause a seal  
3 of office to be made for the Department of Education of  
4 such device as the President shall approve, and judicial  
5 notice shall be taken thereof.

6 SEC. 2. There shall be in the Department of Education  
7 an Assistant Secretary of Education, to be appointed by the  
8 President and to receive a salary of \$7,500 per annum.  
9 The Assistant Secretary shall perform such duties as may be  
10 prescribed by the Secretary of Education or required by law.  
11 There shall also be a solicitor, a chief clerk, and a disbursing  
12 clerk, and such chiefs of bureaus and such scientific, tech-  
13 nical, and clerical assistants as may be necessary to carry out  
14 the provisions of this Act and as may be provided for by Con-  
15 gress from time to time.

16 SEC. 3. (a) The Bureau of Education and all per-  
17 taining thereto is transferred from the Department of the  
18 Interior to the Department of Education.

19 (b) The office of Commissioner of Education is abol-  
20 ished, and the authority, powers, and duties heretofore con-  
21 ferred and imposed by law upon the Commissioner of Edu-  
22 cation shall be exercised and performed by the Secretary of  
23 Education.

24 (c) The Federal Board for Vocational Education is  
25 transferred to the Department of Education, and all the au-

# The New Education Bill--Continued

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| <p>3<br/>1 authority, powers, and duties heretofore conferred or imposed<br/>2 by law upon the Federal Board for Vocational Education<br/>3 shall be exercised and performed by the board as a division<br/>4 of the Department of Education. The Secretary of Educa-<br/>5 tion shall be a member of the Federal Board for Vocational<br/>6 Education and ex officio chairman of said board.</p> <p>7 (d) The authority, powers, and duties conferred and<br/>8 imposed by law upon the Secretary of the Interior with rela-<br/>9 tion to the Columbia Institution for the Deaf and Howard<br/>10 University shall be exercised and performed by the Secre-<br/>11 tary of Education.</p> <p>12 SEC. 4. (a) Except as otherwise provided by this Act,<br/>13 all authority, powers, and duties held, exercised, and per-<br/>14 formed by the head of any executive department in and over<br/>15 any bureau, office, or branch of the Government which is by<br/>16 this Act transferred to the Department of Education, or<br/>17 which is abolished by this Act and its authority, powers,<br/>18 and duties transferred to the Department of Education, or in<br/>19 and over any business arising therefrom or pertaining thereto,<br/>20 or in relation to the duties performed by and authority<br/>21 conferred by law upon such bureau, office, or branch of the<br/>22 Government, whether of an appellate or revisory character<br/>23 or otherwise, shall be vested in and exercised and performed<br/>24 by the Secretary of Education.</p>                                                                                                                    | <p>4<br/>1 (b) All orders, rules, regulations, and permits or other<br/>2 privileges, which have been issued or granted by any bureau,<br/>3 office, or branch of the Government except the Federal<br/>4 Board for Vocational Education which is transferred<br/>5 under the provisions of this Act to the Department of Educa-<br/>6 tion, or which is abolished and its authority, powers, and<br/>7 duties transferred to the Department of Education, and<br/>8 which are in effect at the time of the transfer, shall, after the<br/>9 transfer, so far as they are not in conflict with the provisions<br/>10 of this Act, continue in effect to the same extent as if the<br/>11 transfer had not occurred, until modified, superseded, or re-<br/>12 pealed by the Secretary of Education.</p> <p>13 SEC. 5. All officers, and employees employed in or<br/>14 by any office, bureau, or branch of the Government, trans-<br/>15 ferred in accordance with the provisions of this Act to the<br/>16 Department of Education, are transferred to the Department<br/>17 of Education without change in classification or compensa-<br/>18 tion, and the records and property, including office equip-<br/>19 ment, of any such office, bureau, or branch of the Govern-<br/>20 ment so transferred, are transferred to the Department of<br/>21 Education.</p> <p>22 SEC. 6. The Secretary of Education shall have charge<br/>23 in the buildings and premises occupied by or assigned to the<br/>24 Department of Education, of the library, furniture, fixtures,<br/>25 records, and other property pertaining to the department</p>                                                                                      | <p>5<br/>1 or hereafter acquired for use in its business. Until other<br/>2 quarters are provided, the Department of Education may<br/>3 occupy the buildings and premises occupied by the bureau,<br/>4 offices, and branches of the Government which are by this<br/>5 Act transferred to or included in the Department of Edu-<br/>6 cation.</p> <p>7 SEC. 7. In order to coordinate the educational activities<br/>8 carried on by the several executive departments, and to<br/>9 recommend ways and means of improving the educational<br/>10 work of the Federal Government, there is hereby created<br/>11 the Federal Conference on Education, which will consist<br/>12 of one representative and one alternate appointed by the<br/>13 head of each department. The Federal Conference on Edu-<br/>14 cation shall not report as a body to any one department,<br/>15 but each representative shall report the findings of the Fed-<br/>16 eral Conference on Education to his own department for<br/>17 consideration and independent action.</p> <p>18 SEC. 8. (a) The Department of Education shall collect<br/>19 such statistics and facts as shall show the condition and<br/>20 progress of education in the several States and in foreign<br/>21 countries. In order to aid the people of the several States<br/>22 in establishing and maintaining more efficient schools and<br/>23 school systems, in devising better methods of organization,<br/>24 administration and financing of education, in developing<br/>25 better types of school buildings and in providing for their</p> |
| <p>6<br/>1 use, in improving methods of teaching, and in developing<br/>2 more adequate curricula and courses of study, research shall<br/>3 be undertaken in (1) rural education; (2) elementary edu-<br/>4 cation; (3) secondary education; (4) higher education;<br/>5 (5) professional education; (6) physical education, includ-<br/>6 ing health education and recreation; (7) special education<br/>7 for the mentally and physically handicapped; (8) the<br/>8 training of teachers; (9) immigrant education; (10) adult<br/>9 education; and (11) such other fields as, in the judgment<br/>10 of the Secretary of Education may require attention and<br/>11 study.</p> <p>12 (b) The department shall make available to educa-<br/>13 tional officers in the several States and to other persons<br/>14 interested in education, the results of the research and in-<br/>15 vestigations conducted by it, and the funds appropriated<br/>16 for printing and binding for the Department of Education<br/>17 shall be available for the printing and binding of the results<br/>18 of such research and investigations.</p> <p>19 SEC. 9. For the fiscal year ending June 30, 1926, and<br/>20 annually thereafter, the sum of \$1,500,000, or so much<br/>21 thereof as may be necessary, is hereby authorized to be<br/>22 appropriated, out of any money in the Treasury not other-<br/>23 wise appropriated, to the Department of Education, for the<br/>24 purpose of paying salaries and the conducting of studies and<br/>25 investigations, the paying of incidental and traveling ex-<br/>26 penses incurred in connection with the investigations or</p> | <p>7<br/>1 inquiries undertaken by the department and for law books,<br/>2 books of reference and periodicals, and for the paying of rent<br/>3 where necessary, and for such other purposes as may be<br/>4 necessary to enable the Department of Education to carry<br/>5 out the provisions of this Act. All unexpended appropri-<br/>6 tions which shall be available at the time when this Act<br/>7 takes effect in relation to the various bureaus, offices, and<br/>8 branches of the Government which are by this Act trans-<br/>9 ferred to or included in the Department of Education, or<br/>10 which are abolished by this Act, and their authority, powers,<br/>11 and duties transferred to the Department of Education, shall<br/>12 become available for expenditure by the Department of Edu-<br/>13 cation and shall be treated the same as if such bureaus,<br/>14 offices, and branches of the Government had been directly<br/>15 named in the laws making the appropriations as part of the<br/>16 Department of Education.</p> <p>17 SEC. 10. The Secretary of Education shall annually, at<br/>18 the close of each fiscal year, make a report in writing to<br/>19 Congress giving an account of all moneys received and dis-<br/>20 bursed by the Department of Education and describing the<br/>21 work done by the department. He shall also from time to<br/>22 time make such special investigations and reports as may be<br/>23 required of him by the President or by either House of<br/>24 Congress or as he himself may deem necessary and urgent.</p> <p>25 SEC. 11. This Act shall take effect thirty days after its<br/>26 passage, except that the provisions of this Act in relation</p> | <p>8<br/>1 to the transfer of any agency from the jurisdiction and con-<br/>2 trol of one officer to the jurisdiction and control of another,<br/>3 or in relation to the abolishment of any existing agency,<br/>4 or in relation to the transfer of authority, powers, and duties<br/>5 from one officer or agency to another, shall take effect<br/>6 July 1, 1926.</p> <div data-bbox="1238 1430 1477 1622"> <p>89TH CONGRESS 1st Session S. 291</p> <p><b>A BILL</b></p> <p>To create a Department of Education and for<br/>other purposes.</p> <p>By Mr. CURTIS</p> <p>DECEMBER 5, 1925</p> <p>Read twice and referred to the Committee on<br/>Education and Labor</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

THE PUBLIC looks to the teachers to lead in the improvement of education as it looks to physicians, engineers, and architects to work for sounder health and better buildings. Every teacher can help by studying the New Education Bill, by bringing it to the attention of local editors and other leaders, and by writing to his Representatives in Congress urging its careful consideration.



# Sixty Educational Books of 1925

**T**HIS LIST is prepared annually by the Youngstown (Ohio) Public Library for the American Library Association. For reasons of space and economy it is again necessary to limit this selected list to sixty titles. Many educators seem surprised that sixty really important pedagogical books should appear in a single year. Yet 143 seemingly appropriate publications of 1925 were carefully examined in the light of several hundred reviews, supplemented by the views of numerous librarians and educators, including C. H. Judd and Payson Smith. Those omitted include pamphlets, yearbooks, research monographs, and many excellent studies of too specialized a character or not bearing directly on education. The subject arrangement adopted last year has been retained. Books marked \* are considered as especially useful for public, normal school, and superintendents' libraries where funds are limited.

## Purposes and Principles

**BAGLEY, W. C.** Determinism in education. 194p. 1925. Warwick. \$2.20. Critical, constructive interpretation of intelligence tests to disprove that heredity is more important than environment and to prove that education is a "leveling-up" process. Author's keen vigorous protests against fatalism or "determinism" are amply supported by facts and figures in chapters on: Democracy and the I. Q.; The critical period following the war as a test of universal education; Do good schools pay?; The army tests and the pro-Nordic propaganda; To what extent is education a creative and an equalizing force?

\***CUBBERLEY, E. P.** An introduction to the study of education and to teaching. 476p. 1925. Houghton. \$2. A book of definite value. "Intended to orient the beginning and the general student, to give a good general idea as to what education deals with and is about." The twenty-four chapters treat with excellent judgment their respective topics: supervision, finance, psychology of the school child and of learning, the teaching process, classification of pupils, educational reorganization, special types of education, etc. Clear, concrete, and non-technical presentation.

\***GROVES, E. R.** Social problems and education. 458p. 1925. Longmans. \$2.75. A broad, able discussion of those present social problems which are most intimately related to the work of the schools, with suggestions for a more effective use of the opportunity the schools provide to direct social progress. Topics range from juvenile delinquency, modern conditions influencing family life, immigration, etc., to public opinion and social unrest. Interesting non-technical style.

**KANDEL, I. L., ed.** Educational yearbook, 1924. 650p. 1925. Macmillan. \$3. Describes educational developments of 1924 in eleven foreign countries and in the United States; each section by an authority. Part 2 deals with method in England, Germany, and the United States, and the "new education movement" in various countries of Europe. Important as the only readable world-survey.

\***PATRI, ANGELO.** School and home. 221p. 1925. Appleton. \$1.50. For parents and teachers who have problem children. Convincing, chatty, citing a wealth of illustrative incidents. The chapter headings hint at its appeal: The school that everybody wants; No child is really bad;

The child who fails; Fear; The spoiled child; Topsy-turvy education; The first day in school. Offers practical suggestions for loosening up the rigid grade system, abolishing some formalities and creating a keener appreciation of the child's own viewpoint. Holds that he should be surrounded with culture and beauty and joy.

**T**HE SWEEP of the educational advance is nowhere better revealed than in the year's output of new books dealing with education. This list of sixty titles is a truly remarkable collection. It will repay careful study by every student of education. No teacher can afford to neglect its contribution to the technique of the classroom. No administrator can wisely overlook the light these books throw on the problems of management. Through the courteous cooperation of Joseph L. Wheeler, librarian of the Youngstown Public Library, the list is available much earlier than usual.

Teachers who combine generous reading with close observation of children are able to do more and better work than those who allow themselves to be submerged by detail. By fuller understanding of child life and of methods of teaching they save much of the friction and lost time that often creep into the teaching relationship. By reading many books the teacher acquires the comparative point of view. Each new practice and theory is tested against a broad background of information and experience. Wide and constant reading is one of the marks of a profession. It is also one of the surest ways to happy and effective work.

**SISSON, E. O.** Educating for freedom. 225p. 1925. Macmillan. \$1.40. With admirable clarity author presents the objectives in teaching for an intelligent citizenship, discussing today's broader freedom in such topics as: Refounding democracy; National aims in American education; Educating for freedom, union, patriotism, civic duty, and world-order; The educative use of history; and Abraham Lincoln and American education. Many time-worn truths are given new meanings. Thoughtful, stimulating, and eminently readable.

## Health

\***PAYNE, E. G. AND SCHROEDER, L. C.** Health and safety in the new curriculum. 318p. 1925. American Viewpoint Society. \$1.50. A complete health program useful because exceedingly rich in materials and methods. Partial contents: The meaning of health education; Essentials of the new curriculum in health, accident prevention, and first aid; Health and safety instruction in reading, language, drawing, arithmetic, American history, community civics, geography, general science; Health and accident prevention through children's organization in the schools; The standards for judging physical and mental health in school children.

**WINSLOW, C. E. A., AND WILLIAMSON, P. B.** The laws of health and how to teach them. 354p. 1925. Merrill. \$1.60. A clear, sane, and useful presentation of the modern health course, its aims, content, and methods. Objectives explained through a brief history of health ideals and education, and their present status. Covers from teacher's viewpoint: The living machine; The physical defects of school children and their correction; Man and the microbe; Community sanitation; Sex hygiene; Accidents and first aid. Section on methods outlines course of study from first grade through senior high school.

## Psychology

\***BREITWIESER, J. V., AND BOOK, W. F.** Psychological education. 246p. 1926. Knopf. \$—. A particularly fresh and successful treatment, in which the historical and general type of preliminaries are omitted and the text devoted to a highly interesting and easily understood discussion of applied psychology as it has been developed in the last few years. Should have a wide appeal, partly due to the topical headings phrased as questions which the ordinary teacher or parent would ask.

**EDWARDS, A. S.** The psychology of elementary education. 333p. 1925. Houghton. \$2. A clear, definite discussion of the general psychology of learning and teaching, of moral education, and of the respective elementary subjects of reading, writing, spelling, language, science and arithmetic, based always upon tests by Thorndike, Judd, Starch, etc. Emphasizes individual differences and the significance of study. A valuable, practical study which will particularly interest grade school teachers.

\***MARTIN, HERBERT.** Formative factors in character. 346p. 1925. Longmans. \$1.40. Principles rather than methods, emphasizing the imperativeness of the development of moral character and how it is to be achieved by boys and girls in home and school. Discusses health and social inheritance as factors in development of personality, analyzes relation of thinking, desire, interest, will, suggestion, and imitation to moral conduct, and stresses social value of play and redemptive power of work. Sensible, inspiring; it will be read with pleasure.

**MYERS, G. C.** The learner and his attitude. 418p. 1925. Sanborn. \$1.76. Exceedingly clear, simple exposition of the proposition that the child's approach to a subject or learning to learn is the fundamental thing in education. Commonplace experiences in home and school are utilized to apply the available researches in the field of learning to the problems of teaching and controlling conduct. Some suggestive chapters: How wishes work; Learning morale; Response independent of our will or counter to it; Symbolism and dramatization; Training for leadership.

**THOMSON, G. H.** Instinct, intelligence, and character. 282p. 1925. Longmans. \$3.50. A rather brief treatment of the general aspects of educational psychology, clearly and interestingly written. The general idea is to show how the human mind has evolved from the animal mind, by tracing ascent of intelligence from instinctive level, and evolution of character. No bibliography or teaching aids. As a whole, little new material.

**WEEKS, A. D.** Psychology for child training. 312p. 1925. Appleton. \$2. In an interesting and wholesome way author talks familiarly with parents about bringing up their children, according to the approved principles of psychology. Many chapters on instincts, an historical review of methods of

child training, and practical suggestions on problems of development and adjustment to environment.

### Exceptional Children

**HORN, J. L.** The education of exceptional children. 343p. 1924. Century. \$2. "Defines what handicap or excess ability makes the child exceptional; determines what exceptional children belong in the public school; indicates their present status; and formulates a general theory of special education." Author groups 30 percent of grade school children above and below normal, as "exceptional children." Covers their innate differences in intelligence, reorganization of schools to differentiate their instruction, truants, speech defectives, the blind, the deaf, and the crippled. A wealth of constructive information presented in a stimulating, non-technical style. Though a 1924 book, included on several requests in the absence of any 1925 book on methods. "Teaching dull and retarded children" by A. D. Inakeep, now in press for January, 1926 publication, (445p. Scribners, \$2.) will be especially useful for ideas and methods in actual teaching.

**\*OPPENHEIMER, J. J.** The visiting teacher movement. 2d ed. 206p. 1925. Joint Committee on Methods of Preventing Delinquency. \$.75. The first comprehensive survey from the educator's viewpoint. Shows the relationships between the visiting teacher and other school agents; determines a group of functions which should be peculiar to this service; evaluates its importance to improvement in scholarship; and outlines the qualifications and training necessary. Sources of material; reports of visiting teachers' work; two surveys of national scope; study and analysis of case records; and interviews with visiting teachers and school administrators. A commendable piece of work, interesting and enlightening. The Joint Committee has several other new publications of value, especially Sayles and Nudd's "The problem child in school." (287p. 1925. \$1.) This is almost entirely devoted to a discussion of cases.

**WILE, I. S.** The challenge of childhood. 305p. 1925. Seltzer. \$3.50. A study of a pediatrician's case records of exceptional children classified under physical, intellectual, emotional, and social problems and based upon twenty years of work with children in dispensaries, settlements, schools, penal institutions, and in their own homes. Authoritative and full of interest.

### The Teacher and Teaching Methods

**\*ANDERSON, C. J., BARR, A. S., AND BUSH, M. G.** Visiting the teacher at work. 382p. 1925. Appleton. \$2. As competent supervision is being increasingly recognized as a vital contribution to the pupils, this book is badly needed. Sets forth in clear, simple terms general principles, supplemented with concrete case material and summary outline. There are illustrations and analyses of pre-teaching and follow-up conferences; cases of failure in teaching due to other causes than weak teaching technique; an interesting summary of actual cases successfully solved by supervisors, and problem cases for the student to analyze. Complete and thorough.

**BLACKHURST, J. H.** Directed observation and supervised teaching. 420p. 1925. Ginn. \$1.80. A guide for student teachers in observing, in supplementary reading, in making lesson plans, and in reporting to the supervisor. Technique of observation is divided into examination of material side of the classroom, physical and mental characteristics of the teacher and pupils, and technique of instruction. Every detail of the observing teacher's work is carefully elaborated. Should materially reduce supervisory routine.

**KILPATRICK, W. H.** Foundations of method. 383p. 1925. Macmillan. \$2. Unusual approach

to the problem of methods, written in conversational form, like a Platonic dialogue, and emphasizing the philosophical aspects of education. Recognizes two problems: one, how best to teach any one thing, as spelling; the other, less often studied, of how to treat the learning child. Point of view is dynamic and reflects the influence of Dewey and Thorndike. Author indicates the need

**EMPLOY** your time in improving yourselves by other men's documents; so shall you come easily by what others have labored hard for.—Socrates.

Good books are to the young mind what the warming sun and refreshing rain of spring are to the seeds which have lain dormant in the frosts of winter.—Horace Mann.

Books have always a secret influence on the understanding; he that entertains himself with moral or religious treatises will imperceptibly advance in goodness.—Samuel Johnson.

No man should think so highly of himself as to think he can receive but little light from books.—Johnson.

Without books God is silent, justice dormant, natural science at a standstill, philosophy lame, letters dumb, and all things involved in darkness.—Bartholin.

If the crowns of all the kingdoms of Europe were laid at my feet in exchange for my books and my love of reading, I would spurn them all.—Fenelon.

for emphasis on broader aspects of education, such as attitudes, habits, skills, and appreciations.

**\*LEWIS, E. E.** Personnel problems of the teaching staff. 460p. 1925. Century. \$2. A vital new contribution to the work of principals, superintendents, and board members. Selects, organizes, and prepares material from widely scattered sources on the building up of a teaching corps and the constant improvement of its morale. Author outlines the existing investigations, data, and techniques as to recruiting, selecting, training in service, home talent, married teachers, measuring loads and merits, salaries, turnover, tenure, ethics, etc. An unusually practical book, full of definite cases and problems that illustrate the principles discussed.

**WOODBURY, C. H., & PERKINS, E. W.** The art of seeing. 290p. 1925. Scribner. \$2. A unique consideration and application of drawing as a distinct method of teaching. The fact that the mind grasps most quickly and accurately when obliged to transfer its observations to paper, is here developed in a way which can be adapted, by any teacher with initiative, to most school subjects. Will no doubt stimulate further developments in a promising field.

### Preschool and Kindergarten

**\*FENTON, J. C.** A practical psychology of babyhood. 348p. 1925. Houghton. \$3.50. An extensive, interesting, and sane account of the unfolding of mind and personality under the helpful or hindering influences of environment and training. Presents important psychological studies

of individual babies, and applies sound psychological principles to the daily care and training of babies. Partial contents: The newborn baby; Learning to use the hands; Language; The dawn of mind; Intelligence and mental training; The emotional life; The development of the child as a total personality.

**\*GESELL, ARNOLD.** The mental growth of the preschool child. 447p. 1925. Macmillan. \$3.50. A very important book on the psychology of early childhood. Both a general discussion of mental growth and a detailed description of the test materials and the procedure in determining growth. Norms of mental development, based upon a study of fifty normal children, are presented for four months, six months, nine months, twelve months, eighteen months, two years, three years, four years, and five years. Also case descriptions for the tests of children paired at eight different ages, as, for example, four months versus six months. Illustrated with series of action photographs of children of various ages. Scope and viewpoint broad, mature, and somewhat advanced.

**\*PARKER, S. C., & TEMPLE, ALICE.** Unified kindergarten and first grade teaching. 600p. 1925. Ginn. \$2.20. An important pioneer book by authorities in this new field, based upon the successful experience at the University of Chicago. Partial contents: History of the unifying of kindergarten and first grade; Social and psychological objectives in the unified program; Selecting the curriculum content; Understanding social life; Expressing and communicating ideas; Language, dramatization, drawing, and industrial arts; Understanding and using numbers; Beginning oral and silent reading; A well-balanced scientific system; Adapting instruction to differences in capacity. Like all of the late Dr. Parker's works this is crammed with useful ideas.

### Elementary Education—General

**METCALF, M. F.** Motivated primary activities for rural teachers. 143p. 1925. Beckley. \$1.20. A collection of bright and fascinating games, plays, exercises, and work, the outgrowths of actual work intended for rural schools, but fully as desirable in the schools of a large city. Author's success and resourcefulness are indorsed by Professor M. V. O'Shea.

**MOORE, A. E.** The primary school. 340p. 1925. Houghton. \$2. A fresh, sensible, convincing discussion of current primary administration, choice of subject-matter, and methods of teaching. The principal topics are: The small child in his school environment; Place of the kindergarten; School enterprises; The newer and better handling of language, reading, literature, and arithmetic. The treatment is concrete, much of the material consisting of photographs of children at work, accounts of actual recitations, and reports of investigations.

### Grade School Reading

**ANDERSON, C. J., & DAVIDSON, ISOBEL.** Reading objectives. 408p. 1925. Laurel Bk. \$1.80. The interpretation and application of researches of Gray, Judd, Buswell, and others to reading instruction in the elementary school. Discusses with a wealth of illustrative material such topics as Vocabulary building; Mechanical difficulties; Reading procedures and correct study habits in the primary grades; Audience situations in reading; Developing appreciation through recreational reading; Diagnosing reading defects. Clear and practical.

**\*BROOKS, F. D.** Applied psychology of reading. 274p. Appleton. \$1.80. Thorough analysis of all phases of teaching reading. Discusses helpfully reading processes, such as eye movements, oral and silent speech, grasp of words, sentences and paragraphs; measurement and improved methods for effective silent and oral reading and ap-



preciation. Shows wide study of sources, tests and experiments, which have been sifted and summarized with great skill. Devoted to teaching method rather than the content or types of reading.

GREEN, J. L. Reading for fun. 205p. 1925. Badger. \$2. Why, what, and how to teach recreational reading is the substance of this delightful little book, full of original ideas as to the ways in which pupils can find their personal interests reflected in books. Very good chapters on: What children like to read; Reading for fun in science, history, citizenship and friendship; How to teach reading for fun at school, at home, in boys' and girls' clubs. A particularly good exposition of the appeal and worth of fiction. Covers new ground.

KLAPPER, PAUL. Teaching children to read. 4th ed. rev. and enl. 328p. 1925. Appleton. \$1.60. A thorough revision and enlargement of an older book in wide use. New book is more advanced and applies the new psychology of reading to classroom practice through the ninth year. Author's aims are to present theory, meet actual needs of teachers, stress silent reading, analyze most commonly used reading systems, and standardized reading tests, help teachers to diagnose reading difficulties, supply drill, etc. A close, detailed study, authoritative and rich in practical information and suggestions for teachers and supervisors.

SMITH, N. B. One hundred ways of teaching silent reading. 149p. 1925. World Bk. \$1.40. Fresh, well-organized material for the required training in different phases of reading. The carefully explained exercises are ingenious and workable, being grouped under the heads: To increase speed; To increase comprehension; Selection; Organization; Retention; and Skimming—the main types of reading ability used every day.

\*TERMAN, L. M., & LIMA, MARGARET. Children's reading. 370p. 1925. Appleton. \$2. A most interesting and valuable book in a new field, concerned not with mechanics of reading but with content. Part 1, The reading interests of children, discusses briefly but tellingly such topics as the reading habit, children's literature, why children read, individual, sex and age differences in reading interests, and desirable and undesirable books. Conclusions based largely upon tests. Part 2, Suggestions for children's reading, the major part of the book, is a well-rounded bibliography, annotated and classified by subject, ranging from first to eighth grades.

### Other Grade School Subjects

LIGDA, PAUL. The teaching of elementary algebra. 256p. 1925. Houghton. \$1.90. A thought-provoking study criticising textbook writers and traditional methods. The first chapter, Introducing mathematics to the class, is excellent. Much space is devoted to verbal problems. Author regards the so-called practical problems as intricate and confusing and believes these should come late in the course. Two strong chapters are: Function concept, and Analysis of problems, the latter justifying algebra as a useful study in school and in life.

McMURRY, C. A. Practical teaching, book 1. Large projects in geography. 222p. 1925. Johnson Pub. \$2. Professor McMurry has long been recognized as a leading authority. His new handbook sets a standard and supplies the method as well as lesson plans with illustrations, suggestions for blackboard sketches, maps and reading lists. Four large teaching units, typifying irrigation, water power, a canal, and a gulf port.

PEPPARD, H. M. The correction of speech defects. 180p. 1925. Macmillan. \$1.40. A com-

pact handbook giving definite methods for the correction of the various common speech defects of school children. Author emphasizes the importance of correct speech in the teacher, who should be able to teach phonetics intelligently. Deals specifically with lisping, stammering, baby talk, inability to enunciate intelligibly, nasality, foreign accent. Clear, sound, thoroughly informed, and practical.

**EVERY SCHOOL** district should buy a few good professional books each year for its teachers. Larger schools should buy every book in this list that relates to their work. Public libraries in cities and county libraries in rural districts will be glad to cooperate. Too much emphasis cannot be put on having the books near at hand. These are busy days and teachers are busy people. A chance half hour with a book that happens to be near at hand may bring new companionship with some great creative spirit. Many times blessed is the teacher who is able to browse frequently through the rich and rapidly expanding literature of education. New book friends are sure to appear and old book friendships deepen into that settled companionship which really makes a book a part of one's life. The cost of books is small indeed as compared with the cost of maintaining a school and paying the salary of a teacher. School districts which are generous in supplying these professional tools reap the reward in more masterful teaching.

RIDGLEY, D. C. Geographic principles. 190p. 1925. Houghton. \$1.20. A simple, valuable aid to geography teachers. Gathers the interesting and valuable facts of geography about central ideas which clarify and unify the teacher's knowledge. Material is organized into: Geographic principles defined and illustrated; The course of study and geographic principles; Guiding principles in home geography; The study of North America, her agriculture, forests and forestry, mineral resources, manufacturing industries; and North American cities.

ROANTREE, W. F., AND TAYLOR, M. S. An arithmetic for teachers. 621p. 1925. Macmillan. \$2.50. Discusses types of material which contribute to the teacher's knowledge, and the methods of presenting this knowledge to the child, also gives an historical background. Each of the twenty subjects, such as simple addition, subtraction, multiplication, etc., to percentage, business applications, commercial paper, taxation, is divided into "teacher's knowledge" and "methods of teaching," an unique arrangement. This first professionalized subject-matter textbook should have a decided effect on elementary school teaching.

WOHLFARTH, J. H. Self-help methods of teaching English. 294p. 1925. World Book Co. \$1.88. Point of view is that pupils should be taught to evaluate and direct their own work. Treats in detail a wide range of topics such as the teacher, the textbook, and the pupil, self-help activities, composition scales and measurements, grade objectives in English, and detailed study of composition procedures from third to ninth grade. Entire concreteness, clear organization, breadth of outlook,

and perfect acquaintance with modern theory characterize the book.

### Junior High

\*SMITH, W. A. The junior high school. 467p. 1925. Macmillan. \$2. A comprehensive and up-to-date book. First one hundred pages form an absorbing account of changing purposes and methods of the American school system, which resulted in the junior high school. Nature and needs of pupils at this age, suitable curricula, extra-curricular activities, occupy 150 pages. Remainder of book devoted to program, organization, and administration. Emphasis is given the school plant as it concerns the library, departmentalized work, extra-curricular activity, and vocational guidance. An immense amount of material, including important brief quotations, has been carefully condensed into a very readable text.

### Secondary Education

FOSTER, C. R. Extra-curricular activities in the high school. 222p. 1925. Johnson Publishing Company. \$2. A well-mixed combination of theory and practice. Discusses the supervision of all types of extra-curricular activities, plans for pupil participation in school government, the assembly, and guidance as a necessary and feasible faculty duty, and also describes twenty-four school clubs. Definite, workable plans make this a useful book.

\*HAMILTON, A. E. The real boy and the new school. 386p. 1925. Boni. \$2.50. Quite in contrast to the textbooks, this is a fascinating, provocative account of the experiences of one teacher who combined a modern understanding of boy psychology and a tremendous love for youth. Delightful viewpoints and relationships. An inspiring book, useful alike to all parents who realize their responsibility and all teachers whose profession is more to them than a means of livelihood.

JOHNSON, F. W. The administration and supervision of the high school. 402p. 1925. Ginn. \$2. A pioneer book digesting the best of a considerable literature on the administration of the senior high school, which heretofore has been scattered in magazine articles. Twenty chapters cover a wide range of topics, including the aims of secondary education, the relations of the principal to his staff, the problem of discipline, extra-classroom activities, the marking system, the library, and the courses of study. A great deal of practical material helpful to the principal.

UHL, W. L. Principles of secondary education. 704p. 1925. Silver. \$3. A thick source book of over a hundred significant excerpts from educational journals, pamphlets, etc., practically inaccessible otherwise. They cover such topics as the American plan of secondary education. The secondary school teacher and pupils, Secondary education in foreign countries, The reorganization movement in secondary education, and Curriculum problems. Professor Uhl has provided brief and pointed introductions, transitions, summaries, discussion suggestions, and extensive bibliographical notes. A most important book.

### High School Science

BROWNELL, HERBERT, AND WADE, F. B. The teaching of science and the science teacher. 322p. 1925. Century. \$2. A well-rounded treatment, giving appropriate attention to the function of teachers, which is thought stimulation and that kind of development of power to think constructively, whose natural results are trained intellects and an abiding desire for the truth. Comprehensive treatment of the science teacher and the community, the science teacher as a builder of character, laboratory work and equipment, science textbooks, use of projects, examinations, the professional preparation of the science teacher, and the general status of science teaching in high schools and in the grades.

### High School History

\*BARNES, H. E. The new history and the social studies. 605p. 1925. Century. \$4. Notable and decidedly stimulating piece of scholarship, sketching the general nature of the newer dynamics and synthetic history, and indicating the contributions from the various social sciences (geography, psychology, anthropology, sociology, economics, political science, and ethics), to the methods and subject matter of history. Central idea is that the more general acceptance of the teachings of the social sciences is needed as the most important educational development of the twentieth century. Valuable features are the detailed account of achievements, elaborate bibliography, and summary of chief problems for further research. While written for college and research workers, is essential for high school teachers who would progress.

### Arts and Vocational

KITSON, H. D. The psychology of vocational adjustment. 273p. 1925. Lippincott. \$—. Points out the psychological problems in choosing a vocation, describes attempted solutions, and suggests further scientific methods. Partial contents: Beginnings of vocational psychology; Signs of vocational maladjustment; Physical signs of aptitude; Intelligence, interest, and incentives in vocational adjustment; Records and rating as aids; A tenable conception of vocational fitness. A fund of sound information clearly and forcibly presented.

PAYNE, A. F. Organization of vocational guidance. 438p. 1925. McGraw. \$3.50. A companion volume to last year's "Administration of Vocational Education." Brings into a single volume a great amount of valuable organized data from extensive reading and observation of practice. Partial contents: Analysis of 103 definitions of vocational guidance; The public school system as a selective agency; Factors which tend to predetermine a person's career; A schedule of operations; Administrative relationships; Collection and dissemination of vocational information; Abnormal behavior cases and guidance diagnoses. A highly useful book for all engaged in this field.

\*PROSSER, C. A., AND ALLEN, C. R. Vocational education in a democracy. 580p. 1925. Century. \$2.75. Incisive discussion of the development of vocational education, its aims, possibilities, and relations to regular education, present status, significance, and effect upon stability and progress of a democracy. Examines various types of vocational schools, education of those who are already in industry, and federal aid to the states, and offers abundant constructive suggestions. Refutes the disparagement of industrial training implied in such books as "The Iron Man in Industry" by Pound. Long and wide experience of authors lends authority.

WINSLOW, L. L. Organization and teaching of art. 147p. 1925. Warwick. \$1.60. A clear exposition of the approved methods of art teaching, a rich fund of content material, and a working program of instruction for grade and high schools. Discussion of the relation of art to industry and useful detailed plans for typical lessons in pottery, book-making, bread-making, study of textile fibers, picture study, the history of art and the appreciation of art quality in painting, sculpture, and architecture. A welcome first book in this field, full of good, practical suggestions.

### College

\*GAVIT, J. P. College. 342p. 1925. Harcourt. \$2. An unusual, thoughtful, and provocative non-professional study of what is going on in the colleges, especially outside the classrooms. Based on visits to many institutions, and talks with undergraduates, teachers, alumni, officers and parents, on such topics as "What do you expect of college?" Religion and radicalism; The spirit

of inquiry; An outline plan; character of entrance examinations; Gauging intelligence rather than memory; Tutorial systems; Development of student self-government and undergraduate interest in education; Athletics, fraternities, and other fields of extra-curriculum activity; College women and marriage. Conclusion is reassuring, that the American

college is alive, the students awakened. Dean F. J. Kelly's book, "The American arts college" (198p. 1925. Macmillan. \$2), is an inside view, a highly important professional survey of twelve typical colleges of liberal arts, of less interest to the general reader.

**W**OE be to him that reads but one book.—Proverb.

The fountain of wisdom flows through books.—Greek Proverb.

Let every man, if possible, gather some good books under his roof.—Channing.

The true university of these days is a collection of books.—Carlyle.

Let there be a good supply of books and a yearly store of provisions.—Horace.

In the highest civilization the book is still the highest delight.—Emerson.

A good book is the precious life-blood of a master spirit.—Milton.

All the known world, excepting only savage nations, is governed by books.—Voltaire.

In proportion as society refines, new books must ever become more necessary.—Goldsmith.

Books—lighthouses erected in the great sea of time.—Whipple.

A good book is the best of friends, the same today and forever.—Tupper.

Books are always with us, and always ready to respond to our wants.—Langford.

As you grow ready for it, somewhere or other you will find what is needful for you in a book—George MacDonald.

Come and take choice of all my library,  
And so beguile thy sorrow.  
—Shakespeare.

Books are the legacies that a great genius leaves to mankind.—Addison.

can college is alive, the students awakened. Dean F. J. Kelly's book, "The American arts college" (198p. 1925. Macmillan. \$2), is an inside view, a highly important professional survey of twelve typical colleges of liberal arts, of less interest to the general reader.

KOOS, L. V. The junior college movement. 436p. 1925. Ginn. \$2.40. A compact, readable survey and comprehensive evaluation of the junior college, giving author's conception of the basic principles of guidance in its development. A timely and valuable analysis covering three types, public (city), state (or normal-school), and private, and also those in universities.

### Adult Education

SHARLIP, WILLIAM, AND OWENS, A. A. Adult immigrant education. 317p. 1925. Macmillan. \$1.50. The first authoritative, compre-

### Curriculum

COX, P. W. L. Curriculum adjustment in the secondary school. 306p. 1925. Lippincott. \$2.10. After a brief consideration of purposes and problems of secondary education, and scientific curriculum-making, author formulates and explains sixteen possible guiding principles based on philosophy, psychology, which would make high school work a more vital value in contemporary life. A forward-looking volume.

MILLER, H. L., AND HARGREAVES, R. T. The self-directed school. 412p. 1925. Scribner. \$1.80. How, through education, to produce the self-active, responsible, socially-minded individual who can be trusted with power, constitutes central theme. This emphasis upon individuality pervades discussion of: Educating up to capacity; Curriculum thinking and curriculum building; The individual and the broader curriculum; semi-curricular and extra-curricular activities; Guidance. An eminently readable volume, stimulating and broad in outlook.

### Administrative Problems and Methods

(See also The Teacher and Teaching)

\*ANDERSEN, W. N. A manual for school officers. 383p. 1925. Century. \$2. Based upon practical experience in administration, particularly in small school systems for heads of which it is intended. Not only is technique of organization and supervision of instruction covered, but also relations of superintendent to school board, guidance of study, extra-curricular activities, teachers' meetings, parent-teacher organizations, graduation exercises, publications, and janitor service. Simple language, good arrangement, and sensible, usable ideas.

OTIS, A. S. Statistical method in educational measurement. 337p. 1925. World Book Company. \$2.16. A usable elementary book for students of education and teachers, setting forth in an understandable way the more simple and useful methods of interpretation of intelligence tests, which involve handling statistics.

PITTENGER, B. F. An introduction to public school finance. 372p. 1925. Houghton. \$2. A summary of the widely scattered literature of educational finance, surveying and describing the existing state of practice and opinion for each significant problem, classified as of state or local interest. Topics of local interest; annual budget, comparative cost figures, finance of school publicity, etc., State problems: inequalities in educational advantages, state aid to local units, etc. Well-done and timely.

RUGG, H. O. A primer of graphics and statistics for teachers. 142p. 1925. Houghton. \$1.60. Selects the simpler devices used to visualize quantities, grades, etc., and applies them to scores, marks, tests, attendance, ages, and other variables in school procedure. How and why to use the graphic method is told in persuasive, everyday language. Excellent illustrations.

SEARS, J. B. The school survey. 440p. 1925. Houghton. \$2.25. The first book to meet the pressing need of a concise manual of the principles and technique of school surveys, for students and administrators. Offers an immense fund of useful information hitherto widely scattered, with sound and helpful analysis of the problems of a survey, and incidentally of the problems of school administration. Good bibliography and index.



# How Shall Schools Be Equipped?

**T**IME, energy, and spirit of pupils and teachers are too precious to be wasted by doing without necessary equipment or by using poor equipment when better is available. That is the lesson that American schools should learn from American industry. Competition forces industry to scrap tools and plants as new tools and better processes develop. We should not hesitate to do so in the schools. America is fortunate in the men and women who are producing the materials of education. Most of them have come up through the ranks of teaching. They deserve to be exalted for their service to the cause of education just as we honor workers within the schools. All honor to the man who makes a beautiful and useful book, a healthful desk, an instructive map, an informing film, a workable school radio, or a livable school building.

To help school workers make contacts with the sources of equipment the National Education Association holds exhibits in connection with its various conventions. These exhibits fairly bristle with ideas and suggestions for better schools.

The visitor entering Exhibit Hall of the Washington Auditorium finds him-

self in a spacious room filled with booths. In the center is the convention post-office, information booth, and registration desk, always a hive of activity during the first days of the convention. Broad aisles enable sightseers to pass about in comfort on their tour of inspection.

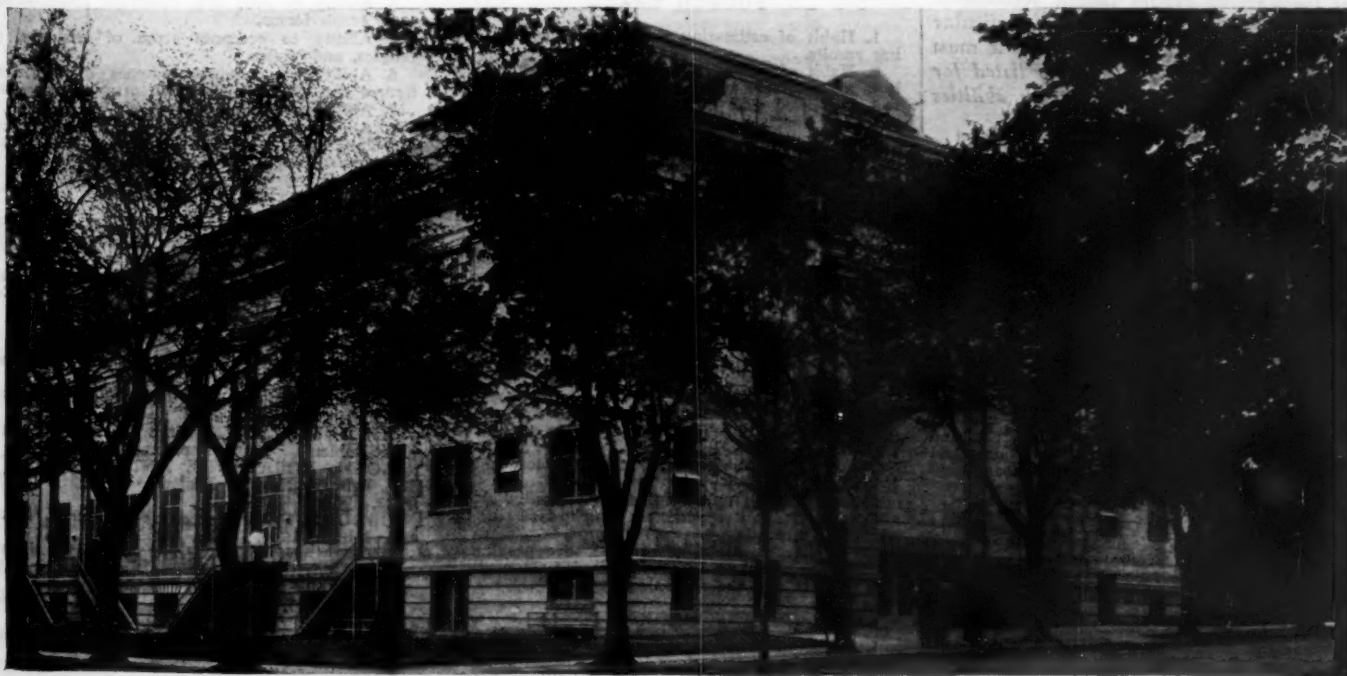
Here is the latest educational material—all kinds of maps, text and reference books, and visual instruction aids. Here is the most modern school furniture; special apparatus for library, shop, and laboratory; pictures, films, and slides; and aids to health in schoolroom, lunchroom, and playground. School people, from kindergarten to university, will find the hundred and fifty booths representative of the various phases of public-school life. The general public as well can here obtain a good idea of the uptodateness of the public school.

A civic and research exhibit, on the second floor, represents the activities of various organizations that cooperate with schools in civic, research, and social projects. Here are represented health organizations, with their attractive posters and charts. Representatives of philanthropic groups will explain the advantages to be gained by school cooperation

with their organizations. Safety, sight conservation, and kindness to animals are among the other activities represented. The findings of research, as carried on by the National Education Association and universities, will be open for inspection.

A room will be devoted to a demonstration of intra-school communication, a system which enables music played in any part of a building to be heard at the same volume on the playground, in the gymnasium, basement, or in some upstairs classroom. This system of amplification enables radio to be heard in certain rooms only, or permits an assembly overflow to hear from separate classrooms the speaker in the auditorium.

These exhibits afford the superintendent and the principal the opportunity to observe the results that the publisher and manufacturer have secured in their efforts to produce better tools and materials for school use. The publisher and the manufacturer in turn have the opportunity to gain from those in daily contact with the schoolroom suggestions which will enable them to produce better educational equipment. This mutual benefit is of inestimable value to educational progress.



The Washington Auditorium where the Department of Superintendence will have convention headquarters

# Our Heritage in Arithmetic

THE NEW LIFE that comes into the work of teachers as a result of participation in determining the program of study is well illustrated in the state of Maryland where a number of cooperative enterprises are under way. One of the achievements of 1925 is a revised bulletin on *Arithmetic Goals*, issued by the State Department of Education, Baltimore, Maryland. The following statement explains itself:

**GOALS OF ACHIEVEMENT IN ARITHMETIC**—Psychologists and investigators have shown that there is no such thing as *ability in arithmetic*. Proficiency in arithmetic depends upon a number of specific abilities. . . .

There was sent from the State Department of Education to every county superintendent and supervisor of schools in Maryland a list of *Suggested Goals of Achievement in Arithmetic for Each Grade*, with the request that they carefully study the list, making any additions or subtractions or critical comments that they might deem advisable. The supervisors and teachers in several counties were engaged in course of study making for their respective counties, and had already formulated minimum essentials in arithmetic, against which they checked the state list, returning it with valuable suggestions. Other supervisors discussed the suggested goals with their teachers at professional group meetings and made an appraisal of the state list.

The *goals of achievement*, therefore, as they are here given, represent the best judgment of the profession in Maryland as to what the various grades should accomplish.

In studying the goals for any particular grade (other than the first grade) it must be kept in mind that *the abilities listed for that grade are in addition to those abilities listed for all preceding grades*.

## FIRST GRADE

1. Habit of accuracy and order gradually formed.
2. Ability to count orally by 1's, 2's, 5's, 10's, to 100.
3. Ability to read and write numbers to 100.
4. Ability to recognize, without counting, groups of 2, 3, 4, and 5 objects.
5. Ability to divide groups of objects into 2's, 3's, and 4's to 12.
6. Control of the 30 easy addition combinations.
7. Ability to add single columns of 2, 3, and 4 figures whose sums do not exceed 10 or 12.
8. Ability to use and understand the expression one half.
9. Ability to recognize the relationship between quantity, size, and value. (Suggestion: inch and foot, pint and quart, nickel and dime, day and week, month and year, dozen and half dozen.)
10. Ability to frame original problems.

## SECOND GRADE

1. Habit of neat and accurate work.
2. Ability to count by 3's to 36 and by 4's to 48.
3. Ability to read and write Arabic numbers to 1000 and Roman numbers to XII.
4. Ability to tell time.
5. Automatic control over the 100 addition and the 100 subtraction facts.
6. Ability to add simple additions, three high and two wide without "carrying" and with "carrying," and to add two high and three wide without "carrying."
7. Ability to subtract without "borrowing."
8. Ability to use a one-figure multiplier (2, 3, or

- 5 only) without "carrying"; and with "carrying" when the multiplicand is limited to two digits.
9. Ability to use in conversation such terms as add, subtract, take away, answer, less, times.
10. Ability to give accurately and quickly the multiplication and division facts of tables of 2's, 3's, 4's, 5's, 10's.
11. Ability to think through a simple, one-step problem, and to indicate the process employed.
12. Ability to frame original problems involving computations and experiences emphasized in the work of the grade.
13. Ability to give  $\frac{1}{2}$  of numbers from 2 to 24, and  $\frac{1}{3}$  of numbers from 3 to 36.
14. Ability to use in computation and simple problems, simple facts of the standard measures. (Suggestion: cent, nickel, dime; pint, quart; inch, foot; day, week.)
15. Ability to manipulate United States money to 99 cents.

## THIRD GRADE

1. Habit of checking all work.
2. Accurate control of fundamental facts in all four processes (not including long division).
3. Skill in higher decade addition.
4. Ability to read and write Arabic numbers to 10,000 and Roman numbers to L.
5. Ability to give fractional parts of numbers, using  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$ ,  $\frac{1}{10}$ .
6. Ability to solve simple one-step and two-step problems in the four fundamental processes.
7. Ability to frame original problems involving computations and experiences emphasized in the work of the grade.
8. Ability to use correctly such terms as addition, subtraction, plus, minus, multiply, divide, multiplication, division, sum, difference, minuend, subtrahend, multiplicand, multiplier, product, dividend, divisor, quotient, remainder.
9. Ability to give accurately and quickly the multiplication and division facts of tables of 6's, 7's, 8's, and 9's.
10. Ability to use a two-figure multiplier.
11. Ability to work difficult subtraction—all steps of difficulty.
12. Ability to work short division examples—without "carrying" and with "carrying."
13. Ability to manipulate United States money to \$100 (addition, subtraction, multiplication, short division).
14. Ability to use in computation and in simple problems, simple facts of the standard measures—cent, nickel, dime, quarter, dollar; pint, quart, gallon; inch, foot, yard; day, week, month, year; peck, bushel.
15. Ability to attain, or at least to approximate, the standards set up in standardized tests of both the abstract and the reasoning type.

## FOURTH GRADE

1. Habit of estimating answers and approximating results.
2. Habit of scanning the answer to determine if it is a reasonable answer.
3. Increased skill in the use of all fundamental processes through division with occasional three-place divisors.
4. Ability to read and write Arabic numbers to 1,000,000 and Roman numbers through C.
5. Mastery of short and long division with occasional simple three place divisors.
6. Ability to give simple fractional equivalents, and to do simple examples in addition and subtraction of common fractions of the same denomination, or where the common denominator can be found by inspection.
7. Ability to use and explain the terms fractions, numerator, denominator.
8. Ability to use in simple problems the standard measures involving United States money, units of time, of avoirdupois weight, and of liquid, dry, and linear measures.
9. Ability to solve independently simple one-step and two-step problems and to give a simple explanation of the work.
10. Ability to make, read, and interpret simple graphs.
11. Ability to frame original problems involving computations and experiences emphasized in the work of the grade.
12. Ability to attain, or at least to approximate, the standards set up in standardized tests of both the abstract and the reasoning type.

## FIFTH GRADE

1. Habit of thinking through a problem before beginning the computations involved in its solution.
2. Ability to estimate the results approximately.
3. Habit of verifying both thinking and computation.
4. Ability to work accurately with practical common fractions and with decimal fractions through thousandths in all processes.

5. Ability to work with both integers and fractions accurately and with reasonable speed.
6. Ability to use denominate numbers for all ordinary purposes.
7. Ability to use correctly the terms common denominator, factor, multiple, reciprocal, improper fraction, lowest terms, mixed number.
8. Ability to solve one-step, two-step, and three-step problems.
9. Increased ability in oral analysis of problems, in working problems without numbers, in framing original problems, and in labeling economically.
10. Ability to find the average of any number of like quantities.
11. Ability to know and use the aliquot parts of \$1 and 100 in practical problems (as  $12\frac{1}{2}$  cents is  $\frac{1}{4}$  of \$1).
12. Ability to attain, or at least to approximate, the standards set up in standardized tests of both the abstract and the reasoning type.

## SIXTH GRADE

1. Ability to solve problems involving several steps, using integers, fractions, decimals.
2. Ability to solve problems involving percent (use simple percents only) in commission, profit and loss, and commercial discount.
3. Ability to compute simple interest.
4. Ability to change common fractions to decimal fractions, and decimals to common fractions; to express decimals as percents.
5. Ability to read, write, and understand any practical Arabic and Roman numbers, common fractions, decimal fractions, and denominate numbers; increased ability to work with fractional equivalents, such as  $8\frac{1}{3}$ ,  $12\frac{1}{2}$ ,  $16\frac{2}{3}$ , 20, 25,  $33\frac{1}{3}$ .
6. Ability to make a simple budget of time and expenses—to understand simple personal accounts.
7. Ability to explain the kind of service rendered by a bank or a postoffice.
8. Ability to draw to scale.
9. Ability to frame original problems involving computations and experiences emphasized in the work of the grade.
10. Ability to attain, or at least to approximate, the standards set up in standardized tests of both the abstract and the reasoning type.

## SEVENTH GRADE

1. Ability to solve problems involving several steps, using integers, fractions, decimals, and percent.
2. Ability to interpret the principles and usages of and to solve the problems that are met in certain selected business practices; as, for example, buying and paying for goods, the use of sales slips, bills, receipts, catalog lists, money orders, telegraph orders, checks, and drafts.
3. Ability to make and to solve problems from newspaper quotations, and from civic and business life.
4. Ability to read and construct practical common graph forms.
5. Ability to compute areas of triangles, rectangles, and circles.
6. Ability to compute volumes of rectangular figures and cylinders based on concrete situations.
7. Ability to solve problems by "x" solution.
8. Ability to attain, or at least to approximate, the standards set up in standardized tests of both the abstract and the reasoning type.

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# Special Honor Schools

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

HAWAII—Honolulu, Teachers Council of Hawaii, Mrs. Helen McPherson, Secretary, 3515 Maunaloa Avenue.

NEW MEXICO—Cedarvale, State Council of Administrative Women, Mrs. George Dixon, Secretary.

THE FOLLOWING schools have completed their reports for one hundred per cent membership in the National Education Association for 1925-26 since the list was published in the January JOURNAL. Many of the schools also have a complete enrolment in state and local associations. For the convenience of readers the list is now arranged by states. Under the name of each state cities are arranged alphabetically, set in italics. Under the name of each city, schools are arranged alphabetically, the word "school" being omitted to save space.

## FIVE OR MORE YEARS

ARIZONA—Mesa, Mesa Public Schools, Franklin, Irving, Lincoln, Union High, Washington, Webster; Prescott, Lincoln; Tucson, Drachman, Dunbar, Miles, Ochoa, Roosevelt.

CALIFORNIA—San Jose, Washington; South Pasadena, Marengo Avenue.

COLORADO—Denver, Lincoln; Pueblo, Bessemer, Carlisle, Central Grade, Columbian, Corona, Danforth, Edison, Lake View, Minnequa, Wildeboor.

ILLINOIS—Elgin, Abby C. Wing, Columbia; Fairbury, Township High; Moline, Logan, Willard.

INDIANA—Wabash, Wabash City Teachers Club, Century, East Ward, High, Miami, South Side.

MISSOURI—St. Louis, Simmons.

NEBRASKA—Omaha, Central Park, Hawthorne.

NEW YORK—Mt. Vernon, DeWitt Clinton No. 9, Hamilton No. 5, Robert Fulton No. 7, William Penn No. 8, William Wilson Junior High No. 6.

OHIO—Cincinnati, Vine; Massillon, Harvey.

WASHINGTON—Tacoma, Roosevelt.

## FOUR YEARS

ARIZONA—Globe, Globe Public Schools, Central, High, Hill Street; Prescott, Prescott Public Schools, High, Jefferson, Lincoln, Special Teachers, Washington; Tucson, Mansfield, Mission View, Pascua, Roskrige, University Heights.

CALIFORNIA—Glendale, Acacia Avenue, Colorado Street, Magnolia Avenue.

CONNECTICUT—East Hartford, Second North.

HAWAII—Hilo, Waiakae-Waena.

ILLINOIS—Elgin, A. H. Lowrie, Franklin; Moline, Central Grammar, Garfield, Grennell, Washington.

INDIANA—Wabash, Wabash Public Schools, Wabash City Teachers Club, Century, East Ward, High, Miami, South Side, West Ward.

MICHIGAN—Detroit, Hely.

MINNESOTA—Duluth, Nettleton.

MISSOURI—Sedalia, Franklin, Lincoln High.

NEBRASKA—Omaha, Benson West.

NEW YORK—Lockport, Lockport Public Schools, DeWitt Clinton, Emmet Belknap, Hawley, High, High Street, Intermediate, Walnut Street, West Avenue, William Street; Mt. Vernon, Nathan Hale No. 4, Sophie J. Mee No. 11.

OHIO—Norwood, Allison Street; Oberlin, Oberlin Public Schools, Junior High, Pleasant Street, Prospect Street, Senior High.

## THREE YEARS

ARIZONA—Globe, Hill Street; Phoenix, Wilson.

CALIFORNIA—Glendale, Broadway; Long Beach, George Washington Junior High.

DISTRICT OF COLUMBIA—Washington, Lenox-French Vocational.

HAWAII—Hilo, Pihoonua; Honoum, Honoum.

ILLINOIS—Elgin, Garfield, Grant; Moline, Ericsson, High, Irving, McKinley, Roosevelt.

MAINE—Lewiston, Dingley Normal Training; Portland, Oakdale.

MASSACHUSETTS—Everett, Horace Mann; Springfield, Boston Road.

MICHIGAN—Detroit, M. M. Rose; Hamtramck, Dickinson, Holbrook, Whitney.

NEBRASKA—Omaha, Clifton Hill, Garfield.

NEW JERSEY—East Paterson, East Paterson Public Schools, Gilbert Avenue, Market Street; Plainfield, Stillman.

PENNSYLVANIA—Pittsburgh, Ralston.

TENNESSEE—Bartlett, Nicholas Blackwell High; Collierville, Collierville High; Cordova, Cordova High; Eads, George R. James High; Knoxville, Knoxville, Rosemark High; Memphis, Ford N. Taylor, Gragg, Levi, Treadwell High; Raleigh, J. M. Coleman.

TEXAS—Beaumont, Averill.

WASHINGTON—Tacoma, Madison.

WEST VIRGINIA—Clarksburg, Morgan.

## TWO YEARS

ALASKA—Skagway, Skagway.

ARIZONA—Flagstaff, High; Hayden, Public; Tempe, Tempe Grammar; Winslow, Washington.

## Leadership

BACK of every special honor school is a story of personal leadership. Some teacher, some principal, some superintendent has caught a vision of the meaning of professional organization and has passed the inspiration on to his associates. Each of us influences the attitude of professional neighbors. Often merely a look, or a nod, or a chance remark changes the current of a whole career. Good cheer, professional vision, and co-operative spirit are highly contagious. Teachers who have these qualities make friends. Children love them. Others follow their example. The whole life of the community is quickened by their radiant personalities. Such leaders—whether teachers, principals, or superintendents—do much to aid professional organization in its efforts to improve teaching and all the conditions under which teachers live and work.

CALIFORNIA—Alameda, Everett, Washington; Bakersfield, Franklin; Los Angeles, Central Avenue; Fourteenth Street, Rockdale; Orange County, Alamitos; Pomona, Lincoln; San Francisco, Buena Vista, Paul Revere, Redding, Roosevelt, Taylor.

CONNECTICUT—Darien, Darien Public Schools.

COLORADO—Denver, Barnum, North High, Teller, West High; Gunnison, Gunnison County High; Pueblo, Pueblo Public Schools, District 20, Bessemer, Carlisle, Central, Central High, Central Junior High, Columbian, Corona, Danforth, Edison, Lane View, Minnequa, Wildeboor.

DELAWARE—Wilmington, Number 4.

DISTRICT OF COLUMBIA—Washington, Towers.

FLORIDA—St. Petersburg, Glenoak.

HAWAII—Kauai, Kekaha; Oahu, Oahu.

IDAHO—Boise, Roosevelt; Pocatello, Jefferson, Washington.

ILLINOIS—Chicago Heights, Garfield, Grant, Jefferson, Lincoln, Roosevelt, Washington Annex, Washington; Elgin, Elgin Public Schools, Abby C. Wing, A. H. Lowrie, Columbia, Elgin High, Franklin, Garfield, Grant, G. P. Lord, Lincoln, McKinley, Sheridan, Washington; Havana, Community High; Moline, Moline Public Schools, Central, Ericsson, Garfield, Grant, Grennell, High, Irving, Logan, McKinley, Manual Arts, Roosevelt, Washington, Willard, William Carr.

INDIANA—Fort Wayne, Hamilton; Michigan City, Canada; Noblesville, Junior High, Primary Grade; South Bend, Perley; Terre Haute, Fairbanks.

IOWA—Council Bluffs, Thomas Jefferson High.

KANSAS—Hutchinson, North Side, Roosevelt.

KENTUCKY—Louisville, F. T. Salisbury.

MAINE—Portland, North.

MASSACHUSETTS—Everett, E. E. Hale; Swampscott, Clarke.

MICHIGAN—Detroit, Dickinson, Doty, Logan, Lynch, Wilkins; Grand Rapids, Coit, Turner; Hamtramck, Hamtramck Public Schools, Carpenter, Dickinson, High, Holbrook, Kosciuszko, Playfair, Special Teachers, Whitney; Ironwood, A. L. Norrie; Pontiac, Crofoot, Florence Avenue.

MINNESOTA—Duluth, Lakeside; Mankato, Union Grade; Minneapolis, Cyrus Northrop.

MISSOURI—Kansas City, Gladstone.

NEBRASKA—Kearney, Faculty, State Normal School & Teachers College; Omaha, Bancroft, Belvidere, Comenius, Druid Hill, Farnam, Franklin, Howard Kennedy, Madison, Mason, Miller Park, Monmouth Park, Rosehill, Saratoga, Sherman.

NEVADA—Elko, Elko County High; Tonopah, Tonopah Public Schools, Grammar, High.

NEW JERSEY—Hackensack, Hackensack Public Schools; Long Branch, Gregory Primary, Primary Number 1, Primary Number 3, Primary Number 6.

NEW YORK, Gloversville, Estee; Oneida, Washington Avenue; Scarsdale, Greenacres.

OHIO—Cuyahoga County Public Schools; Bay Village, Bay Village; Beehive, Beehive; Berea, Berea Public Schools, Bagley Road, Brook Park, Fair Street; Bratenahl, Bratenahl; Brecksville, Brecksville; Brooklyn Heights, Brooklyn Heights, Brooklyn; Chagrin Falls, Chagrin Falls; Dover, Dover; Fairview, Fairview; Garfield Heights, Garfield Heights Public Schools, Garfield, Maple Leaf, Park Knoll, Roosevelt; Independence, Independence; Mayfield, Mayfield Public Schools, Center, Gates Mill, High, Stop 17; North Olmstead, Butternut; Olmstead, Olmstead; Orange, Orange; Parma, Parma Public Schools, Center, Gates Mill, High, Stop 17; Richmond Heights, Richmond Heights; Rocky River, Rocky River Public Schools, Beach, High, Wooster Road; Royalton, Royalton; Solon, Solon Public Schools, Center, Glenwillow; Strongsville, Strongsville; Valley View, Valley View; Warrensville, Warrensville; Cincinnati, Kirby Road; Columbus, Fairwood, Heyl Avenue, Medary Avenue, Normal-Douglas; East Cleveland, Chambers, Prospect, Rozelle, Superior; Lockland, Woodlawn; Lorain, Lorain Teachers Club; Norwood, Williams Avenue.

OKLAHOMA—Sand Springs, Booker Washington High.

OREGON—Hillsboro, Hillsboro High.

PENNSYLVANIA—Chester, Morton, Patterson, Starr; Darby, Darby Public Schools, High, Ridge Avenue, Walnut Street; Greenville, Columbia, Junior High, Washington, West Side; Huntingdon, Alfarata; Nanticoke, Nanticoke Public Schools, Centennial, Garfield, Hanover, High, Junior High, Lincoln, McKinley, Pulaski, State Street, Washington, West Main Street; Pittsburgh, Business High, James E. Rogers.

SOUTH DAKOTA—Chester, Chester Consolidated.

TENNESSEE—Shelby County Public Schools; Arlington, Adams, Arlington High, Macedonia; Bartlett, Industrial, Nicholas Blackwell High; Brunswick, Bolton High, Brunswick; Capleville, Capleville High; Collierville, Collierville High, Forest Hill; Cordova, Cordova High; Eads, George R. James High; Ellendale, Ellendale; Frayser, Frayser; Germantown, Mabel C. Williams High; Knoxville, Knoxville, Rosemark High; Lucy, E. E. Jeter High, Lucy; Memphis, Bethel Grove, Ford N. Taylor, Gragg, Hollywood High, Levi, Oakville, Treadwell High; Millington, Millington High; Normal, Messick High; Raleigh, Cheerfield, J. M. Coleman; South Memphis, Ernest Adams High; Whitehaven, Whitehaven High; White Station, White Station.

TEXAS—Houston, Sunset Heights.

VIRGINIA—Lynchburg, William H. Ruffner.

WASHINGTON—Tacoma, Girls Parental.

WEST VIRGINIA—Grafton, Central, First Ward, South Grafton.

WISCONSIN—Hartford, Hartford High School District; Racine, Gilbert Knapp, Howell, N. D. Pratt, Stephen Bull; Sheboygan, Jefferson.

WYOMING—Casper, Jefferson; Mills, Mills; Sheridan, Central; Worland, Washakie County High, Worland Grade.

## CURRENT YEAR

ARIZONA—Clifton, Clifton High; Cochise County, Courtland, Courtland; Dos Cabezas, Dos Cabezas, Mascot; Gleeson, Gleeson Grammar; Pomerene, Pomerene; St. David, St. David Grammar, St. David High; San Simon, San Simon Grammar; Webb, Webb; Willcox, Willcox Grammar; Douglas, A. Avenue, Grammar, Pirtleville, Seventh Street; Winslow, Winslow Public Schools, Cooperation, High, Junior High, South Side, Washington.

CALIFORNIA—Alameda, Alameda Public Schools, Everett, Haight, Lincoln, Longfellow, Mastick, Porter, Washington; Centerville, Washington Union High; Glendale, Cerritos Avenue, Columbus Avenue, Sparr Heights; Long Beach, Adjustment, Atlantic Avenue, Bixby, Bryant, Jane Adams, John Muir, Las Cerritos, Lincoln, Luther Burbank, McKinley, Naples, Nirasol, Starr King, Temple, Theodore Roosevelt, Whittier; Los Angeles, Amelia Street, Hyde Park, James A. Garfield High, Lockwood Street, 184th Street, Second Street, Wadsworth Street; Pasadena, Abraham Lincoln, El Centro Street; Pomona, Hamilton, Rosco, Vinedale; San Francisco, Commodore Sloat, Department of Physical Education, Ethan Allen, Fremont, Henry Durant; Santa Inez, Santa Inez Valley Union High.

COLORADO—Delta, Junior High, North Delta Ward, Bryant; Colorado Springs, North Junior High; Peetz, Peetz Centralized.

CONNECTICUT—Elmwood, James Talcott Junior High; New Haven, Dwight; Stamford, Elm Street; Warehouse Point, Warehouse Point Grammar.

GEORGIA—Atlanta, Grant Park.

HAWAII—Honolulu, Kona-Kau Teachers Association.

IDAHO—Pocatello, Whittier.

ILLINOIS—Chicago Heights, Chicago Heights Public Schools, Franklin, Garfield, Grant, Jefferson, Lincoln, McKinley, Roosevelt, Washington Annex, Washington; Saukeman, Saukeman Township High.

INDIANA—Butler, Butler High; Etna Green, High; Fort Wayne, Harrison Hill; Odon, Odon-Madison Public Schools.

KANSAS—Newton, Cooper.

KENTUCKY—Louisville, Emmet Field, Hiram Roberts, John B. McFerran, Monsarrat Departmental; Owensboro, Owensboro Public Schools, Emerson, Junior High, Senior High, Seven Hills, Seventh Street, South Frederica Street, Third Street, Walnut Street, West Main.

LOUISIANA—New Orleans, McDonogh Number 30.

MAINE—Bangor, High; Dover-Foxcroft, Grammar.

MASSACHUSETTS—Everett, Lafayette; Gloucester, Forbes; Greenfield, Newton; Plymouth, Cornish; Revere, Julia Ward Howe, Henry Waitt, Theodore Roosevelt, Walnut Avenue; Saundersville, Fisherville.

MICHIGAN—Bay City, Fremont; Detroit, Hillger, O. W. Holmes, Pingree; Grand Rapids, East Leonard, Pine Street; Lansing, East Park; Newberry, High.

MINNESOTA—Duluth, Chester Park, Congdon Park, Endion, Jefferson, Merritt; Minneapolis, Logan, Webster.

MISSOURI—Flat River, Eugene Field; Kansas City, Leeds; St. Louis, Edward Wyman, Lafayette.

NEBRASKA—Omaha, Benson High, Fairfax, Pacific.

NEW HAMPSHIRE—Silver Lake, Madison High.

NEW JERSEY—Englewood, Liberty; Long Branch, Long Branch Public Schools, Chattle High, Grammar, Gregory, Primary No. 1, Primary No. 2, Primary No. 3, Primary No. 6, Primary No. 7, Primary No. 8; Plainfield, Whittier; Trenton, James Moses.

NEW MEXICO—Silver City, New Mexico State Teachers College.

NEW YORK—Kenmore, Kenmore Public Schools, High, Lincoln Elementary, Washington Elementary; Mt. Vernon, Charles E. Nichols No. 15, Columbus No. 10, Jefferson No. 3, Lincoln No. 2, Longfellow No. 14, Part Time; New Rochelle, New Rochelle Public Schools, Columbus, High, Huguenot, Jefferson, Lincoln, Mayflower, Roosevelt, Stephenson, Trinity, Washington; Ripley, Ripley Public Schools; Schenectady, S. B. Howe; Waverly, South Waverly.

OHIO—Arcadia, Arcadia High; Ashtabula, Junior High; Bellevue, Ellis, Pike; Canton, Lehman High; Cleveland, Onaway; Columbus, Broadview, Fieser, Lane Avenue, Main Street, Norwood Avenue; East Cleveland, Shaw High; Kenton, East, Esby, Grammar, North, West; Lakewood, Harrison; Marietta, Junior High, Washington Grammar; Martins Ferry, South; Mt. Cory, Liberty Township High; Twissburg, Twissburg; Warren, First Street, Market Street, West Junior High.

OREGON—La Grande, La Grande Public Schools, Central Grade, Greenwood Grade, High, Riveria, Willow Grade; Washington County Public Schools, Banks, Banks, Banks Union High No. 1; Beaverton, Beaverton Elementary, Beaverton High, Garden Home; Gaston, Dilley; Cornelius, Cornelius; Forest Grove, Forest Grove Elementary, Forest Grove High, Gaston High and Elementary; Huber, Aloha-Huber; Portland, Metzger; Tigard, Tigard; Tualatin, Tualatin High and Elementary.

PENNSYLVANIA—Bradford County Public Schools, Camptown, Camptown; Canton, Canton Borough; East Smithfield, East Smithfield; LeRayville, LeRayville Joint Consolidated; Monroeton, Monroeton; New Albany, New Albany Joint Consolidated; Orwell, Orwell; Rome, Rome Joint

Schools, First Ward, High, Second Ward, Third Ward; Philadelphia, Bridesburg, Hartranft, Hunter, James Martin, Julia Ward Howe; Pittsburgh, Booker T. Washington, Jefferson, Lincoln, Morningside, Sherman, Sunnyside.

RHODE ISLAND—Warwick, Greenwood.

SOUTH DAKOTA—Bridgewater, Bridgewater Public Schools; Lennox, Lennox Public Schools; Sioux Falls, Beadle; Wilmet, High.

TEXAS—Houston, Jones; Mineral Wells, Sam Houston.

WASHINGTON—Aberdeen, Aberdeen Public Schools, A. D. Wood, A. J. West, Alexander Young, Franklin, J. M. Weatherux High, Junction, Junior High, Samuel Benn, Special, Stevens, Washington, Whitman; Tacoma, Edison, Hawthorne, Irving, Longfellow, McKinley, Park Avenue, Rogers, Sheridan, Whitman.

WEST VIRGINIA—Grafton, East Grafton, Garrison, West Grafton.

WISCONSIN—Eau Claire, Eau Claire Public Schools, Development, High, Seventh Ward, Supervisors Department, Vocational; Madison, Hawthorne, Marquette; Racine, Janes, Roosevelt.

THIS is the form used by a California school to collect professional dues:

We, your budget committee, earnestly ask you to cooperate with us and save us running you down individually. Please place crosses in the squares, sign your name, and hand to any one of us or place in the box of W. D. Root today or tomorrow.

I expect to pay as follows:

High School Teachers' Association \$5 Oct. 12 ☐

Jefferson Faculty Dues half year \$1 Oct. 12 ☐

California State Teachers' Association \$3 Nov. 12 ☐

National Education Association \$2 Nov. 12 ☐

Signed \_\_\_\_\_

We have no apology in tackling you with a firm smile. Lawyers, physicians, bricklayers, all dig down deeper than we to support their organizations. Three years ago a certain group of California practitioners assessed themselves \$500 each for the campaign to secure their state board. They got it!

Paying organization dues is professionally the finest kind of investment we can make.

Respectfully,

W. D. ROOT, H. S. T. A.  
MARY CARVER, Faculty Fund.  
BLANCHE SEELEY, C. T. A.  
PERCY WILSSON, N. E. A.

Consolidated; Troy, Troy Borough; Ulster, Ulster Independent; Warren Center, Warren Center; Wyalsing, Wyalsing Borough; Chester, Clayton, Eyre, Howell, Larkin-Graham, Martin, Wetherill; Greenville, Greenville Public Schools, Columbia, Junior High, Penn High, Washington, West Side; Homestead, Fifth Ward, First Ward; Huntingdon, High; New Kensington, New Kensington Public

PITHY STATEMENTS from the address of Glenn Frank before the Wisconsin Teachers Association—"Our great function is to teach students how to think, not what to think."

"We have entered an era of quantitative expansion instead of qualitative development."

"Our universities are intellectual department stores. In them we peddle petty accuracies to the students, instead of launching the research magnificent in knowledge. The heads of educators have too often been cold storage plants which contain unrelated packages."

"The suggestion that we put orientation courses at the beginning of our curricula and summary courses at the end are, in my opinion, simply porous plasters to relieve the inflammation."

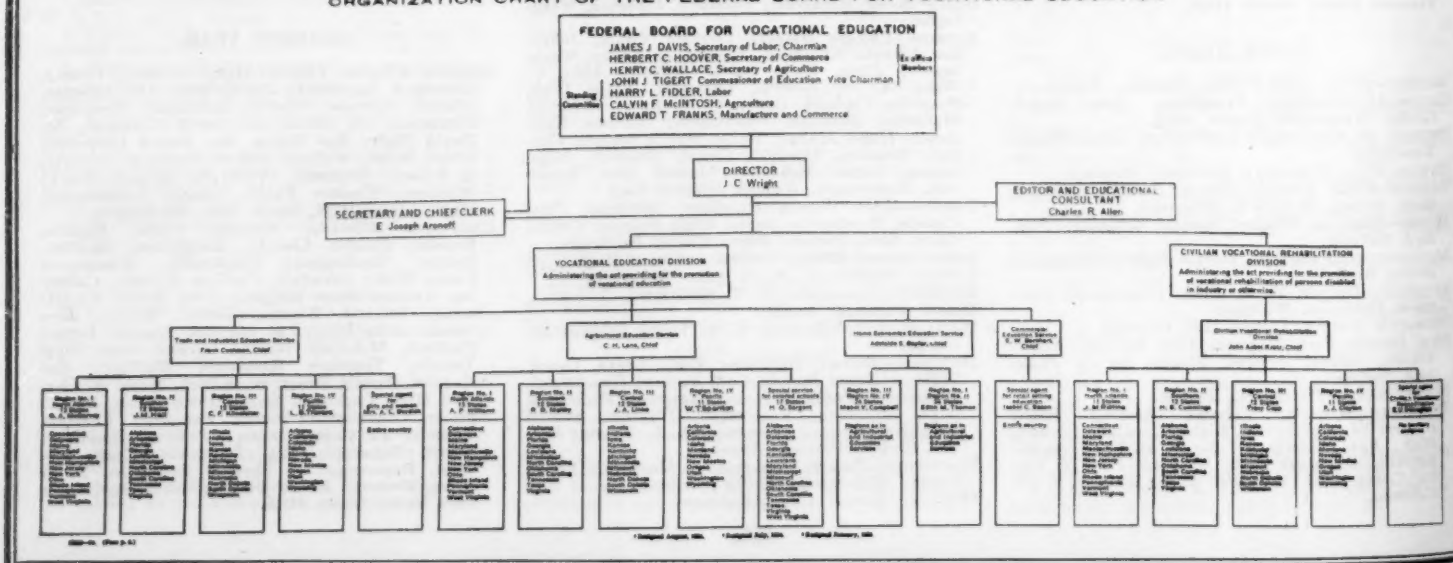
"I have no neat program or policy in my bag for the future of the university. I know only that unless the rank and file of the teachers of the state are creative teachers, all your buildings and policies and statesmanship will go for nothing; your policies will be scraps of paper."

"Open-mindedness may flower into courage, but too often it degenerates into cowardice. We keep our minds so open that they're draughty."

"New truths begin as heresies and end as superstitions. New truth has life, movement, birth, adolescence, maturity, and senility."

"Our heads need spring cleaning, for our ideas wear out, gather dust, get cluttered up, exactly as does the furniture in our houses."

# ORGANIZATION CHART OF THE FEDERAL BOARD FOR VOCATIONAL EDUCATION





# Department of Superintendence

## Tentative Program for Washington, D. C., Meeting February 21-25, 1926

THE FOLLOWING program is tentative and incomplete: topics and assigned speakers may possibly be moved; and other topics and speakers will be added.

Sunday, February 21, 2:30 P. M.

*Patriotic Pilgrimage to Tomb of the Unknown Soldier, in Arlington National Cemetery*

Music by a male quartet.

Placing a Wreath on the Tomb—Frank W. Ballou, president, Department of Superintendence and superintendent of schools, Washington, D. C.

Music by the quartet.

Sunday, February 21, 4:00 P. M.

*Vesper Service in Continental Memorial Hall*

Music by the Washington Quartet.

Invocation.

Music by the Quartet.

Responsive Scripture Reading.

Address—Rt. Rev. James E. Freeman, D. D., Bishop of Washington.

Hymn—America the Beautiful.

Benediction.

### REORGANIZATION OF OUR ADMINISTRATIVE UNITS

Monday, February 22, 9:00 A. M.

*Washington Auditorium*

Music—Inter-High School Band of Washington, D. C.

### AN ELEMENTARY SCHOOL, CONSISTING OF KINDERGARTEN AND GRADES I TO VI

What is Elementary Education For?—John J. Tigert, U. S. Commissioner of Education, Washington, D. C.

The Function of the Kindergarten—Speaker to be announced.

The Characteristics of an Efficient Elementary School Principal—Mary McSkimmon, president, National Education Association, and principal, Pierce School, Brookline, Mass.

Singing by the Convention—Leader to be announced.

Honorable Frank O. Lowden, former governor of Illinois, will address the Department of Superintendence on "Problems of Rural Life and Rural Education."

Monday, February 22, 2:15 P. M.

Several topic group programs are being arranged in lieu of a general session of the Department of Superintendence.

Following are some of the topics already decided on: The Relation of the Public Schools to Religious Instruction; Methods and Technique of Classroom Supervision; Dental Hygiene in the Public Schools; The Work of the Junior Red Cross in the Public Schools.

Monday, February 22, 8:15 P. M.

*Washington Auditorium*

Music—Inter-High School Orchestra of Washington, D. C.

Address—Speaker to be announced.

It is expected that this address will be broadcast.



**FRANK W. BALLOU**, President of the Department of Superintendence, 1925-26, and Superintendent of Schools in Washington, D. C.

Tuesday, February 23, 9:15 A. M.

*Washington Auditorium*

*Executive Session*—For members of the Department of Superintendence only.

Several seven-minute papers will be presented: the chairman of the Commission on Curriculum will report and a general business session will be held.

Tuesday, February 23, 2:15 P. M.

No meetings of the Department of Superintendence will be held.

This afternoon will be given over to meetings of other departments and allied organizations.

Tuesday, February 23, 8:00 P. M.

Meeting of the National Society for the Study of Education.

*Washington Auditorium*

General Topic—*Extra-Curricular Activities*.

Members of the Department of Superintendence will be guests of the Society at this meeting.

Wednesday, February 24, 9:15 A. M.

*Washington Auditorium*

Music by the United States Marine Band.

### A JUNIOR HIGH SCHOOL, CONSISTING OF GRADES VII, VIII, AND IX

The Educational Objectives of the Junior High School—Herbert S. Weet, superintendent of schools, Rochester, N. Y.

Articulation of the Junior High School with the Elementary School and the Senior High School—Speaker to be announced.

Supervision of Classroom Teaching in the Junior High School—Speaker to be announced.

Singing by the Convention—Leader to be announced.

Provision for Individual Differences Among Pupils in the Junior High School—Speaker to be announced.

Trends in Junior High School Curriculum Development—Edward D. Roberts, assistant superintendent of schools, Cincinnati, Ohio.

Wednesday, February 24, 2:15 P. M.

There will be no session of the Department of Superintendence.

This afternoon will be reserved for allied departments and for sightseeing.

Wednesday Evening, February 24

As usual, this evening is reserved for college dinners.

Thursday, February 25, 9:15 A. M.

*Washington Auditorium*

Music by the United States Army Band.

Teaching as a Profession—Henry Suzzallo, president, University of Washington, Seattle, Wash.

The Scientific Movement in Education—James E. Russell, dean, Teachers College, Columbia University.

Singing by the Convention—Leader to be announced.

The Platoon School Type of Organization: Its Advantages—Charles L. Spain, deputy superintendent of schools, Detroit, Mich. Its Disadvantages—Henry B. Wilson, superintendent of schools, Berkeley, Calif.

Thursday, February 25, 2:15 P. M.

*Washington Auditorium*

Music by the United States Army Band.

### THE SENIOR HIGH SCHOOL, CONSISTING OF GRADES X, XI, AND XII

Educational Objectives of the Senior High School—Speaker to be announced.

Higher Educational and Professional Standards for Senior High School Teachers—J. M. Gwinn, superintendent of schools, San Francisco, Calif.

The Principal as a Supervisor of Classroom Teaching—Charles H. Judd, director,

## DEPARTMENT OF SUPERINTENDENCE

## 1926 Yearbook — The Nation at Work on the Public School Curriculum

## Part I. Fundamental Considerations in Curriculum Building

Report of the General Coordinating Committee: Charles H. Judd, Chairman; William McAndrew, Frank E. Spaulding, Frank W. Ballou, and John W. Withers.

## Part II. The Work of the Commission on the Curriculum to Date

Brief historical sketch.

The Cooperative Plan of Curriculum Revision—a plan for continuous constructive work on the curriculum—its immediate and ultimate objectives; list of 300 cooperating school systems; and work accomplished up to December 1, 1925.

How city, county, and state school systems are attacking the problem of curriculum revision.

Practical suggestions from the field.

## Part III. Rebuilding the Subject Courses

Statement of general aims and objectives for each subject.

Statement of specific aims and objectives for each grade.

Illustrative material and suggestive pupil activities for realization of objectives of modern school.

Outcomes in terms of achievement as measured by standardized tests.

Statements of trends as to practice.

School of Education, University of Chicago, Chicago, Ill.

Other topics and speakers to be announced.

Thursday, February 25, 8:15 P. M.

Washington Auditorium

Music by the United States Army Band.

Illustrated Lecture—Exploring the Far North with the New Aids of Airplanes, Radio, and Color Photography—Commander Donald B. MacMillan, leader of the expedition.

This lecture is presented to the Department of Superintendence through the courtesy of the National Geographic Society.

## Allied Organizations

**N**ATIONAL Council of Education will hold sessions on Tuesday and Wednesday afternoons, February 23-24, at Hotel Powhatan. The Tuesday program follows: Announcements and roll call; Report of Joint Committee on Health Problems in Education, Dr. Thomas D. Wood, chairman; Report of Committee on Teachers' Colleges, Charles McKenny, chairman.

The program for Wednesday includes: Place of biography in schools, Mary McSkimmon; Report of Committee on Extension Education, Charles S. Meek, chairman; Extension activities in connection with the public schools, E. L. Heusch; Extension activities in normal schools and teachers' colleges, Charles McKenny; Extension activities in universities and colleges, V. A. C. Henmon; Preliminary report of Committee on Training Teachers in Service, Thomas W. Butcher, chairman.

**D**EPARTMENT of Elementary School Principals will meet Monday, Tuesday, and Wednesday, February 22-24, at the Washington Auditorium. The Monday afternoon session includes: The educational field, Mary McSkimmon, president, National Education Association, 1925-26; Publicity

and public education, William H. Allen, director, Institute for Public Service, New York City; The possibilities of the principalship, Charles H. Judd, School of Education, University of Chicago; Standards and training for the elementary school principalship, William T. Longshore, chairman, Greenwood School, Kansas City, Missouri.

The official breakfast, including officers, members of the executive committee, and chairmen of committees, will be held Tuesday morning, February 23, at the Washington Hotel. The breakfast for club presidents will be held Monday morning at 7:30.

The Tuesday afternoon program follows: The fundamental virtues the bulwark of civilization, Clarence Edward McCartney, Princeton University; The all-year school, Warren A. Roe, principal, Belmont Avenue School, Newark, N. J.; Possibility for helpful progress through experimentation in each elementary school, Otis W. Caldwell, principal, Lincoln School, Teachers College, Columbia University, New York City; The imperative need for organizing school forces, Jessie M. Fink, principal, Palmer School, Grand Rapids, Mich.

The annual dinner will be held Tuesday, February 23, at 6 P. M. For reservations apply to Mary Lackey, Dennison School, Washington, D. C. At the Committee Breakfast on Wednesday morning, W. T. Longshore will give the report of the Committee on Standards and Training for Principals.

The Wednesday afternoon program includes: The principal, the law, and the evidence, A. E. Winship, editor, *Journal of Education*, Boston, Mass.; An educational program of training for principals in service, Frank W. Wright, state director, division of elementary education, Boston, Mass.; Reforming the principalship, James F. Hosis, Teachers College, Columbia University, New York City; A constructive study of the principal in action, W. P. Dyer, Teachers College, Columbia University, New York City.

The breakfast on Thursday morning at the Washington Hotel will be a joint meeting of

the Committee on Educational Progress and the Committee on Salaries.

**D**EPARTMENT of Rural Education will hold sessions on Monday, Tuesday, and Wednesday afternoons, February 22-24, in the auditorium of the Department of the Interior. The main theme for these meetings will be Objectives in Rural Education. The program for Monday afternoon follows: Establishing and maintaining standards of supervision, I. Jewell Simpson, assistant state superintendent, Baltimore, Md.; The advancement of rural education waits on trained teachers, J. R. Grant, state supervisor of rural schools, Little Rock, Ark.; discussion; appointment of committees; announcements.

The program for Tuesday includes: Making the curriculum a stimulus rather than a millstone to educational progress, Orville G. Brim, Ohio State University; How state aid may be best employed to secure the supreme objectives of rural education, Fletcher H. Swift, University of California; In the rural high school, W. L. Spencer, supervisor of secondary education, Montgomery, Ala.; Improving the agricultural situation, G. F. Warren, Cornell University.

The Wednesday afternoon program is: The social aspects of rural education with particular reference to the leadership of county superintendents, Florence M. Hale, state supervisor of rural schools, Augusta, Maine; discussion; reports of committees, election of officers.

Section I, State Supervisors of Rural Schools, will meet in the auditorium of the Department of the Interior, Tuesday morning. The main topic will be Better Teaching in Rural Schools. The program follows: Relation of the factors in teaching: the child, the learning process, the teacher, Willard Beatty, assistant superintendent, Winnetka, Ill.; The one-teacher school: (1) Special features—organization and procedure, U. J. Hoffman, Springfield, Ill. (2) Essential helps needed—special training for teachers and special direction, Vera M. Telfer, helping teacher, Belvidere, N. J.; The centralized school—special features, George A. Selke, St. Paul, Minn.; General discussion—(1) The one-teacher school, led by M. Theresa Wiedefeld, Baltimore, Md., and M. Phyllis Mason, Wilmington, Del.; (2) Centralized school, led by C. G. Sargent, Fort Collins, Colo.

Section II, County Superintendents, will meet in the auditorium of the American Red Cross, Thursday afternoon, February 25. The main subject is Democratic Administration—How It May be Realized. The program includes the following speakers: W. J. Avery, Alexandria, La.; Hilda Hughes, La Grange County, Ind.; J. W. Huffington, Baltimore, Md.; Congressman A. R. Hall, Indianapolis, Ind.

**C**ITY Teacher Training School Section will hold meetings Monday afternoon and Tuesday morning and afternoon, February 22-23. At the Monday session plans for providing laboratory experience in city teacher training institutions in Detroit, Louisville, Boston, St. Louis, Rochester, Philadelphia, and other cities and will be discussed. Tuesday morning, guiding principles  
(Continued on page A-52)





# "What Can I Do With My Boy?"

How often you have asked yourself that question!

What can you do? His overflowing energy—how direct it into channels that lead somewhere? His ambition—how arouse it? Persistence—how develop it? How help him to put into practice your high ideals of honor and business responsibility? How give him a running start in life?

We offer you a program for your boy from grammar school age through college. It has been tested during twenty-five years of friendly contact with boys in cooperation with their parents, teachers and leaders in boy organization work.

## Consider Leslie Lantz, School Boy

Leslie is square built and manly—leader among his chums. Mischievous? Look at that grin. Healthy? The picture tells its own story. Headed somewhere? Read this portion of a letter to us from Y. M. C. A. Secretary Herbert Kruis:

"May we advise you that Leslie Lantz has honored this Association by becoming a member of it? Courtesy, honesty and industry are not easy to inculcate in the same boy. When you find them manifested as we did today, it is worth a year's work. We have no doubt that he will become a leader among our boys as he has among yours."

Leslie is a leader among our boys. More than 35,000 boys now deliver *The Saturday Evening Post* and *The Ladies' Home Journal* outside of school hours to regular customers. Leslie is one of more than 800 such boys who have earned the rank of "Master" in our "League of Curtis Salesmen." For every "Master" who

has finished school and is ready to undertake permanent work, we guarantee, upon request, to secure a desirable position with a responsible employer.

While earning the rank of "Master," Leslie has received many prizes and has earned more than \$150.00 in cash. Among his special awards are his paid-up membership in the local Y. M. C. A. and his first payments on a share of Building and Loan stock.

We are proud of our boy salesmen—almost as proud of them as are their parents and teachers and the friends they make among their customers, their Y. M. C. A. leaders and the banking officials with whom we put them in contact. Spare hours, otherwise wasted, become among the most fruitful in the day for any bright Curtis boy—hours filled with experience in the practical USE of good English, arithmetic, neatness, courtesy, punctuality, integrity and other old-fashioned but vital essentials of leadership.

## \$250,000.00 for College Loans to Boys

Leslie Lantz is now a candidate for the highest or "Graduate" degree in The League. Under the terms of the Curtis College Loan Plan, each Graduate may borrow, when and if he needs it, up to \$1500.00,\* without collateral security, but with the greater security of the boy's character, as developed in home, school and his work with us.

To any parent, educator or business man who has at heart the future of any boy of grammar school age, anywhere in the U. S. A., we will, upon request, send the booklet, "Building a College Career on Character," including details of our College Loan offer. No charge or obligation. Simply use the coupon at the right.

\*For this purpose, we have appropriated a total of \$250,000.00 exclusively for such College Loans to Curtis Boys.

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Name \_\_\_\_\_

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Without mentioning my name, you may send the details of your plan to the boy whose name and address I have entered below.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Mention THE JOURNAL when writing our advertisers.

(Continued from page 66)

for the reconstruction of the pre-service curricula of city teacher training institutions will be taken up in the following order: A general formulation; the Cleveland plan; the Louisville plan; the Chicago plan; the New York plan; the Philadelphia plan; the Buffalo plan. The general discussion will be followed by the appointment of committees.

Tuesday afternoon's program is: (1) Attracting and selecting the most promising candidates for the teaching profession; (2) Discussion; (3) A comparative study and certain features of the organization and administration of city training institutions, including: 1. Committee organization of students and faculty 2. Organization of laboratory schools and distribution of administrative and supervisory responsibilities 3. Salary schedules 4. The teaching load 5. Placement and follow up, or "helping teacher" service 6. Length of the several curricula in each of the several cities 7. Library facilities 8. Programs for social training, (4) Business session.

**D**EPARTMENT of Vocational Education will meet Tuesday and Wednesday afternoons, February 23-24, in the Auditorium of the American Red Cross Building. The program for Tuesday includes: The application and use of individual instruction sheets to vocational subjects, F. E. Tustison, Stout Institute, and Persia Miller, Baltimore Industrial Demonstration School; Relating foreman training programs to the program of vocational education in a city system, Thomas Diamond, University of Michigan; Discussion, M. M. Proffitt, U. S. Bureau of Education.

The program for Wednesday afternoon is: The philosophy underlying vocational and industrial arts educational programs, J. C. Wright, Federal Board for Vocational Education; The industrial arts program as it relates to vocation finding in a city school system, H. B. Wilson, Berkeley, Calif.; A comparison of methods of European and American vocational schools, L. A. Wilson, state director of vocational education, New York.

**E**ducational Research Association will hold meetings February 22-24. Monday and Tuesday afternoons are open meetings, and the three sessions held on Tuesday morning will be for members only. The Monday afternoon program follows: An experiment in classroom instruction by radio, Virgil E. Dickson; Some needs and possibilities for improved efficiency in high school administration, J. G. Fowlkes; Theories of learning tested by the achievements of deaf children, Arthur I. Gates; Measuring musicians: a new method of analyzing the style of eminent players, Guy M. Whipple; A study of pupil failures and subject failures in the Chicago public schools, Don C. Rogers; Intellect of races: Is there a Nordic myth? Harold O. Rugg.

The second open meeting on Tuesday afternoon will include the following: Intelligence ratings and later progress in high school and college, F. P. O'Brien; The functions of certain social factors upon success in school, S. A. Courtis; Intelligence and personality as factors in college success, W.

Hardin Hughes; How many words should pupils be taught to spell? Ernest Horn; Results of homogeneous classification of junior high school pupils, E. E. Keener; Examination questions in history, W. J. Osburn; and A scientifically graded book list for children, Carleton W. Washburne.

The Wednesday afternoon program is a joint one with the Society of College Teachers.

### IMPORTANT

Special railroad rates, one and one half fare for the round trip. Identification certificates furnished to members of N. E. A. on request. Write Secretary J. W. Crabtree, N. E. A. Headquarters at Washington or your State Director. If you neglect to secure in advance your identification certificate, no adjustment of fare can be made after arrival at Washington, D. C.

Sleeping-room reservations are handled through the Housing Bureau, of which C. E. LaVigne, Executive Director, Washington Convention Bureau, 19th St. and New York Ave., Washington, D. C., is chairman. Write him, General Sessions—Washington Auditorium.

Registration, Post-office, and Exhibits—Washington Auditorium.

ers of Education. It includes: Limitations of the social principle in making a curriculum, F. S. Breed; Investigations of tests and examinations in the social studies, G. M. Ruch; Training teachers to utilize community resources as curriculum materials, E. D. Grizzell; A transplanted American educational administration, the Philippine school system, Carter Alexander; The influence of practice exercises in reading arithmetic problems upon the ability to solve verbal problems, Clifford Woody; A study of the causes of elimination in a college of liberal arts for women, Agnes L. Rogers; The whole vs. part methods in learning, L. A. Pechstein.

**N**ATIONAL Association of Secondary School Principals will meet Monday afternoon, Tuesday morning and afternoon, and Wednesday morning and afternoon, February 22-24. Monday's program follows: Internationalism: a viewpoint, William E. Wing, president, Portland, Maine; appointment of committees; Report of Committee on size of class, Milo H. Stuart, Indianapolis, Ind.; The World Court, Congressman Carroll L. Beedy; Report of Committee on Standard Blanks, R. R. Cook, Des Moines, Iowa; Report of National Committee on Research in Secondary Education, W. A. Wetzel, Trenton, N. J.

Tuesday morning's program will be on high spots in secondary education as follows: Plan of organization in Julia Richman High School, Michael H. Lucey; The Detroit house plan, W. R. Stocking, Jr., The Dalton plan in South Philadelphia high school for girls, Lucy L. W. Wilson; The New Britain (Conn.) laboratory plan, Louis P. Slade;

Curriculum making in the field of citizenship, Earle U. Rugg; Personnel charts for high school, Richard D. Allen.

Tuesday afternoon's program includes: School marks, William L. Connor, with discussion led by Bernard Ross; Some possibilities for more efficient high school administrations, John Guy Fowlkes, with discussion by C. V. Courter; How I supervise instruction, J. E. Marshall; Some suggestions in supervision, Ross N. Young; How I control student organizations, E. B. Comstock.

The junior high school group will also meet on Tuesday afternoon with Truman G. Reed presiding. The program follows: A neglected phase of the curriculum, Thomas H. Briggs; Experimental approaches to the measurement of character, Hugh Hartshorne; Ethical character as interpreted by the Holmes Junior High School, Philadelphia, Mrs. Jessie Duval Meyers; Psychiatry and moral education, Charles I. Lambert.

On Wednesday morning there will be the installation of a chapter of the National Honor Society at Central High School, the program being in charge of Edward Rynearson, Pittsburgh, Pa.

Wednesday afternoon's program includes: The function of ideals in the high school curriculum, W. W. Charters; The ideal of culture in a democratic society, B. H. Bode; The importance of suggestion in the development of character and personality, Armand R. Miller; Some by-products in high school education, G. M. Murdock; The standards of life and the standards of school, W. C. Giese; Business.

**C**OUNCIL of Kindergarten Supervisors and Training Teachers will hold a joint meeting with the National Council of Primary Education, Tuesday afternoon, February 23, at 2:30 P.M. in the ballroom of the Mayflower Hotel. The program follows: General Topic—Administration in relation to kindergarten-primary problems. Curriculum making, W. W. Charters; Specific problems of the superintendent, Zenos E. Scott; The supervisor and the teacher, L. Julia Hahn; Fundamental values of kindergarten-primary education, F. H. Kelly.

A breakfast for kindergarten-primary supervisors and training teachers will be held on Tuesday morning, February 23, at 8:00 A.M. in the Gold Room, Lafayette Hotel.

**N**ATIONAL Council of Primary Education will hold a joint session with the Council of Kindergarten Supervisors and Training Teachers, Tuesday afternoon, February 23. See above.

Wednesday morning at 11 A.M. there will be an important business session of the National Council of Primary Education in the Chinese Room of the Mayflower Hotel. Every member is urged to come.

On Wednesday noon, there will be a joint luncheon of the Council with the National Conference on Educational Method in the ballroom, Mayflower Hotel. The following program will be given: Professionalism among women, Mina Kerr; Reports of current practice from the field by members of the National Council of Primary Education; Evaluation of current practices, William H. Kilpatrick.

(Continued on page A-54)





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## Philadelphia Hotels

A list of leading hotels as furnished by the Convention Bureau of the Philadelphia Chamber of Commerce

This schedule shows rates for double rooms only. No general quotations for single rooms can be given at this time. Persons requiring single rooms should communicate directly with the hotel managements. Wherever possible, plans should be made for two or more persons to occupy one room.

Applications for room reservations may be made directly to the hotels listed below. If the hotel addressed cannot reserve the accommodations desired your communication will be referred to the Housing Committee and you will be informed of accommodations available.

Mr. Henry D. Gideon, Chairman of the Housing Committee, care of Chamber of Commerce, 12th and Walnut Streets, Philadelphia, will have general charge of convention housing problems. Mr. Gideon is a member of the Philadelphia School Supervisory Staff and will make every effort to understand and meet the needs of members of the Association.

Detailed information will be given later regarding available accommodations in dormitories, apartments and residences.

RATES QUOTED FOR N. E. A. CONVENTION—JUNE 27—JULY 2, 1926

| Name of Hotel            | Location                            | Rooms | Room Rates per Day |         |                      |        |
|--------------------------|-------------------------------------|-------|--------------------|---------|----------------------|--------|
|                          |                                     |       | With Private Bath  |         | Without Private Bath |        |
|                          |                                     |       | Double             |         | Double               |        |
|                          |                                     |       | From               | To      | From                 | To     |
| Adelphia.....            | 13th & Chestnut Streets.....        | 400   | \$8.00             | \$10.00 |                      |        |
| Aldine.....              | 19th & Chestnut Streets.....        | 300   | 8.00               | 10.00   | \$5.00               |        |
| Bartram.....             | 33rd & Chestnut Streets.....        | 200   | 7.00               | 15.00   |                      |        |
| Belgravia.....           | 1811 Chestnut Street.....           | 200   | 7.00               |         |                      |        |
| Bellevue-Stratford.....  | Broad & Walnut Streets.....         | 900   | 9.00               | 13.00   |                      |        |
| Benjamin Franklin.....   | 9th & Chestnut Streets.....         | 1220  | 6.00               | 8.00    |                      |        |
| Elks Club (Men).....     | Broad & Wood Streets.....           | 210   | 6.00               | 8.00    |                      |        |
| Green Hill Farms.....    | City Line & Lancaster Pike.....     | 150   | 8.00               | 14.00   |                      |        |
| Hanover.....             | 12th & Arch Streets.....            | 225   | 8.00               |         | 5.00                 |        |
| Lorraine.....            | Broad Street and Fairmount Ave..... | 310   | 5.00               | 7.00    | 4.50                 | \$6.00 |
| Majestic.....            | Broad St. & Girard Ave.....         | 400   | 6.00               | 8.00    | 5.00                 | 6.00   |
| Penn. Ath. Club (Men)... | 929 Chestnut Street.....            | 245   | 5.00               | 6.00    |                      |        |
| Pennsylvania.....        | 3900 Chestnut Street.....           | 150   | 6.00               | 8.00    |                      |        |
| Ritz-Carlton.....        | Broad & Walnut Streets.....         | 350   | 15.00              |         |                      |        |
| Robert Morris.....       | 17th and Arch Streets.....          | 208   | 9.00               |         |                      |        |
| St. James.....           | 13th & Walnut Streets.....          | 350   | 10.00              |         | 5.00                 | 8.00   |
| Spruce.....              | 13th & Spruce Streets.....          | 220   | 8.00               | 10.00   | 5.00                 | 6.00   |
| Stenton.....             | Broad & Spruce Streets.....         | 100   | 10.00              |         | 6.00                 |        |
| Sylvania.....            | Locust & Juniper Streets.....       | 406   | 6.00               | 12.00   |                      |        |
| Vendig.....              | 13th & Filbert Streets.....         | 216   | 6.00               | 7.00    |                      |        |
| Walton.....              | Broad and Walnut Streets.....       | 350   | 10.00              |         | 8.00                 |        |
| Windsor.....             | 1219 Filbert Street.....            | 260   | 6.00               |         | 5.00                 |        |

NOTE.—Extra beds and cots will be placed in rooms if so desired at an increase in room rate but decrease of cost per occupant. Several hotels offer large rooms and suites accommodating several persons at rates per occupant which are less than those for single and double rooms.

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

It is important that reservations be made at once. Conditions incidental to the Sesquicentennial Exposition will seriously tax the city's hotel facilities. Some of the hotels above listed will not agree to make reservations after May first.

(Continued from page A-52)

**NATIONAL** Council of State Superintendents and Commissioners of Education will hold three sessions on Thursday, Friday, and Saturday, February 18-20. The first session, Thursday morning, will be led by Mrs. Josephine Corliss Preston, president. The principal feature will be the response to roll call of 29 states and territories on the Objectives in State School Administration. The Thursday afternoon session will be devoted to Indian and health education, the speakers to be H. B. Peairs and Dr. Caroline Hedger. At the banquet Thursday evening, J. J. Tigert will speak on the relationship of state departments to the Bureau.

Friday morning's session will complete the roll call of states and territories, and A. E. Winship will speak on America, the Beautiful. Friday afternoon, negro education, illiteracy, and vocational education will be reviewed by J. W. Abercrombie, Mrs. Cora

Wilson Stewart, and E. T. Franks. On Friday evening Mrs. C. C. Bradford will discuss the relationship of state departments to the National Education Association and A. O. Thomas the World Federation of Education.

Saturday morning's program includes: Invocation; Flag salute; School finance, H. V. Holloway; Report of Resolutions Committee, Payson Smith, chairman.

**NATIONAL** Society for the Study of Education will meet Saturday evening, February 20, and Tuesday evening, February 23, at the Washington Auditorium. The first session is a joint meeting with the Education Division of the National Safety Council. It will be devoted to a discussion of Part I of the Twenty-fifth Yearbook of the Society, *The Present Status of Safety Education*. The program follows: Safety as a national problem, Herbert Hoover; Introducing the yearbook on safety education, Guy

M. Whipple; The relation of the safety movement to education, A. W. Whitney; Safety education in the public schools, Zenos E. Scott; Summary and evaluation of safety education, A. B. Meredith.

Preceding the Tuesday evening meeting, there will be a half hour of reminiscences led by Charles DeGarmo, Paul H. Hanus, and James H. Van Sickle. Part II of the Twenty-fifth Yearbook of the Society on *Extra-curricular Activities*, will be discussed under the chairmanship of L. V. Koos. The program follows: Introducing the yearbook on extra-curricular activities, L. V. Koos; The social values of extra-curricular activities, H. L. Threlkeld; Extra-curricular activities as a means of guidance, H. D. Kitson; Curricularizing extra-curricular activities, Merle Prunty; Procedures in evaluating extra-curricular activities, George S. Counts.

(For other Convention news, see Notes and Announcements, page A-56).



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## NOTES and ANNOUNCEMENTS

**N**ATIONAL Society of College Teachers of Education will meet Monday, Tuesday, and Wednesday afternoons, February 22-24. The subject for the Monday afternoon program is Teacher Training. The program follows: Report of the Committee on Teacher Training Curricula, W. W. Charters, Chicago; Specialized teacher training curricula, M. E. Haggerty, Minnesota; The undergraduate curriculum in education, W. S. Monroe, Illinois; The recommending of college seniors for their first teaching positions, F. B. Knight, Iowa; Courses for elementary school principals, J. F. Hsieh, Columbia University; Experiments looking toward fundamental changes in instructional methods in professional courses for teachers, S. L. Pressey, Ohio; The academic major in schools of education as compared with the major in liberal arts colleges, W. C. Ruediger, George Washington University; Practices of teacher training institutions in guiding the content training of their students, P. W. Hutson, Pittsburgh; The beginning course in education, Ralph E. Wager, Emory University; The problem of administrative control in colleges of education in state universities, J. A. Creager, Arizona.

Tuesday's program on Research in Education includes: (1) Needed research in education—Elementary education, C. H. Judd, Chicago; Secondary education, Thomas H. Briggs, Columbia University; Higher education, F. J. Kelly, Minnesota; (2) The development of ability in research, S. A. Courtis, Michigan; (3) Curriculum making in moral education, Ernest Horn, Iowa; (4) Apportionment of state school funds, F. F. Swift, California; (5) Business.

On Wednesday afternoon a joint program will be held with the Educational Research Association. See above.

**THE CORRELATION** of business management and school administration of public school supervision will be the subject of a nation-wide study by a commission, four members of which have just been appointed by the Secretary of the Interior and the Secretary of Commerce. The commission was organized at the suggestion of Frank W. Ballou, president of the Department of Superintendence for the purpose of inquiring into the whole problem of the relation of business management and school administration. Members of the commission include John J. Tigert, Thomas E. Finegan, Elliot H. Goodwin, Ernest Greenwood, George D. Strayer, and John H. Beveridge. Two members will probably be added to represent the National Association of Public School Business Officials.

The work of the commission will include the study of such fundamental questions as business administration and methods of financing, including taxation and bond issues for school purposes, as well as the construction of new buildings, the purchase of sites for school buildings which will anticipate the growth of the population as well as provide adequate playground facilities and room for extension of the school plant, development of plans by competent architects within or without the school system, supervision of construction, heating, lighting, ventilating apparatus and other machinery, upkeep, painting and repairing, replacement of school furniture and equipment, surfacing of yards and playgrounds, landscape gardening, textbooks, paper, ink, and other materials used in actual instruction, and adequate equipment for special purposes.

A **CONTINUOUS** exhibit by the United States Bureau of Education will be held in the Interior Building throughout the Department of Superintendence convention. It will contain a complete exposition of the educational activities of the Department of the Interior, an exhibit of school buildings and plans gathered from all over the country, and an exhibit of the materials and activities of the extension departments of the various state universities.

On Thursday afternoon, February 25, at 2:15 P.M., in the Auditorium of the Interior Department there will be a formal presentation of paintings of former Commissioners Harris and Claxton. The painting of Commissioner Claxton will be presented by Mrs. A. H. Reeve, president of the National Congress of Parents and Teachers, and the painting of Commissioner Harris will be presented by the Harris family.

Hoke Smith, former Secretary of the Interior and Senator from Georgia, has been invited to say a few words of appreciation of Dr. Harris. Dr. A. E. Winship and Dr. Claxton will make brief addresses. The portraits will be accepted by the Secretary of the Interior.

**THE NATIONAL CONFERENCE** on Educational Method will hold two

(Continued on page A-58)





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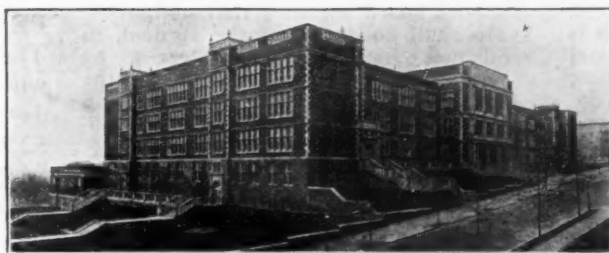
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### WASHINGTON, D. C., INSTALLATIONS

Schools and Colleges

Georgetown University; Gonzaga College; George Washington University; Jas. Ormond Wilson Normal School; Mount Vernon Seminary; Armstrong Technical High School; Bliss Electrical School; Hine Jr. High School; Jefferson Jr. High School; Central High School; Dunbar High School; Eastern High School; Columbia Jr. High School; Langley Jr. High School; McFarland Jr. High School; McKinley Manual Training School; Shaw Jr. High School; Sidwell's Friends School; Western High School.

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# A Unique Plan of Vocational Education for High School Students

*A digest of the new cooperative plan of supervised correspondence instruction now being offered by the International Correspondence Schools*

THE International Correspondence Schools are prepared to enter into a cooperative educational arrangement, whereby they will furnish vocational education for high school students under the guidance of constituted authorities of any local Board of Education. Under this plan, a technical or business course may be pursued by the correspondence study method, either along with the regular high school work or in lieu of one or more subjects in the regular curriculum.

This plan makes it possible for any high school to offer to any high school student all of the vocational subjects offered by the International Correspondence Schools, and to make generally available vocational guidance training, co-ordinated with regular high school courses.

The plan is peculiarly simple and flexible, because there may be but one student in the "class," or many, and because of the wide range of subjects covered. Also, the per capita cost of instruction is much less than it would be if local school authorities attempted to cover the same ground by the regular methods, namely, by the provision of a faculty to teach any or all of the courses to be offered by the classroom method.

The supervisor (or the high school principal) co-ordinates the work done through the correspondence school with regular high school courses, supervises the study-room for correspondence school studies, keeps the local records necessary, and lends his personal encouragement and aid in so far as he finds it practicable. A separate study-room should be provided for these students, or they should be grouped together for study purposes in the assembly room of the small school which may lack the necessary extra room. The only equipment necessary is desks, files and such other facilities as are offered by the ordinary high school.

In the study-room, students who are taking correspondence courses spend a definite amount of time in study each day. They may also continue their studying outside of school hours. Their lessons are sent directly to Scranton by the supervisor of correspondence study and are returned to him. He keeps the same after they have been reviewed by

the student, until the latter has completed his course, when they are to be turned over to him.

To introduce the I. C. S. plan, the following arrangement is offered:

1. Under the plan, the local school board will be charged \$1.00 per unit or lesson, the same to include our regular educational service. Texts will be furnished in accord with prices in our Trade, Technical and Business Texts catalog. Each drawing plate will be considered a unit.
2. If the school board desires the student to pay for the lesson pamphlet or instruction papers, then the instruction service will be billed separately to the school board.
3. The authorized representative of the school board shall determine who should be enrolled for the I. C. S. course, which course the student shall study, and be responsible for the payment for such courses, unless the school board assumes that obligation. He shall collect from the student, in advance, for lesson pamphlets to be purchased by the same, the bills of the I. C. S. for instruction service going to the school board in the proper authorized way.
4. Under this plan it will not be necessary for a student to take an examination on work he has already had in high school. In other words, the only examinations required by the I. C. S. will be those given regularly by our schools on the subjects covered. In lieu of the regular units of the course of study offered by the correspondence method, the I. C. S. will accept the statement of the high school superintendent or principal that the student has satisfactorily completed the equivalent of subject units in regular classroom work.
5. The I. C. S. diploma or certificate will be issued to each student satisfactorily completing the subjects of the regular I. C. S. vocational courses.

This plan is already being used in Benton Harbor, Mich.; Hazleton, Penna.; Williamsport, Penna.; Newton, Iowa, and in a number of other cities. Educators who have studied its details and success pronounce it to be the best plan ever offered for the vocational education of high school students.

*We will gladly send you complete information about the plan on request*

**INTERNATIONAL CORRESPONDENCE SCHOOLS**

*Vocational Education Division*

**SCRANTON, PENNA.**

(Continued from page A-56)

general sessions and a luncheon meeting during the convention of the Department of Superintendence.

The first meeting will be in the Garden at the Mayflower Hotel, Tuesday morning, February 23.

Directly following this meeting, at 12:15 a luncheon meeting will be held in the Chinese Room at the Mayflower Hotel. Friends are cordially invited. Solidarity in supervision will be the topic for discussion at this meeting. A brief report will be made concerning the preparation of a roster of supervisors.

The third and final meeting of the Conference will be held in the Chinese Room, Mayflower Hotel, Thursday afternoon, February 25. The general topic for consideration will be, "How do supervisors conceive method?"

**TENNESSEE Breakfast**—There will be a Tennessee Breakfast in the Raleigh Hotel, Tuesday, February 23, at 8 o'clock, price \$1 per cover. The Tennessee representatives and senators in Congress are invited guests. State Commissioner P. L. Harned will be toastmaster. Send check for reservation to Maude Holman, State Department of Education, Nashville, Tenn.

**PEABODY COLLEGE DINNER**—The Annual Peabody College Dinner will be in the Raleigh Hotel, Wednesday, February 24, at 6 o'clock, price \$2.50 per cover. The Southern State Superintendents are invited guests. S. L. Smith, president of the Alumni Association, will act as toastmaster. Bruce R. Payne will deliver the main address. Send check for reservation to J. E. Windrow, alumni secretary, Peabody College, Nashville, Tenn.

(Continued on page A-60)

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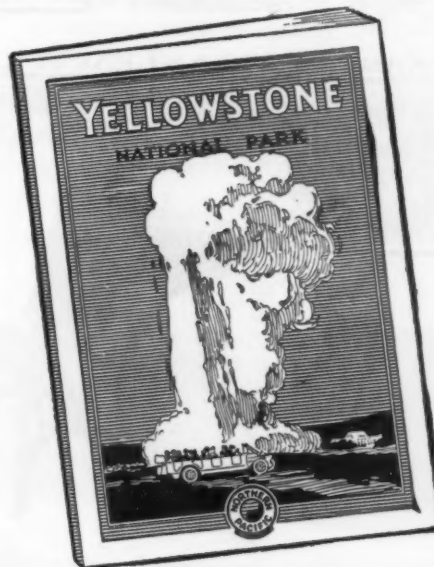
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(Continued from page A-58)

THE CALIFORNIA Delegation will have a breakfast in the Willard Room, of The Willard, Monday morning, February 22, at 7:30 A.M. Tickets may be had from Arthur H. Chamberlain, secretary of the California Teachers Association.

REGULAR LUNCHEON and conference of the National Council of Primary Education will be held at the Mayflower Hotel, Wednesday, February 24, at 12:30. \$2.50 a plate. Reservations may be made by sending check to Mary Dabney Davis, chairman, Luncheon Committee, U. S. Bureau of Education, Washington, D. C.

EDUCATIONAL Press Association of America will hold a dinner at the Washington Hotel, Tuesday evening, February 23, at 6 o'clock. Arthur H. Chamberlain, president; George L. Towne, secretary.

MEMBERS of the Department of Deans of Women who have not yet secured accommodations in Washington, D. C., for February 22-25, should apply at once to Dean Anna L. Rose, George Washington University, chairman of the local Committee of Arrangements. Rooms at Wardman Park Hotel are all assigned, but other places are available.

INTERNATIONAL Council for the Education of Exceptional Children will meet in Washington, D. C., the week of February 22, 1926. Among the speakers on the program will be Grace Abbott, of the Children's Bureau, Calvin Derrick, of the Children's Village, Dobbs Ferry, New York; Worth J. Osburn, State Department of Public Instruction, Wisconsin; and Virgil Dickson, Oakland, Calif. Elizabeth E. F. Farrell, New York City, is president of the International Council; M. La Vinia Warner, Ohio University, Athens, Ohio, is secretary.

SECRETARIES of the State Teachers Associations will hold their luncheon, Tuesday noon at the Raleigh Hotel. A. L. Marsh is President; Charles F. Pye, Secretary.

THE CORCORAN Art Gallery will be open Thursday, February 25, until six o'clock. Other days from 9 A.M. to 4:30 P.M.

(Continued on page A-62)



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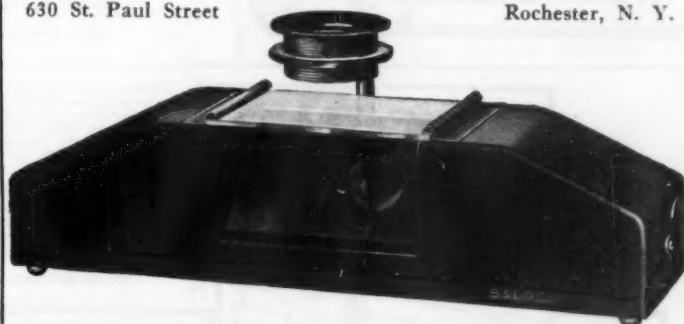
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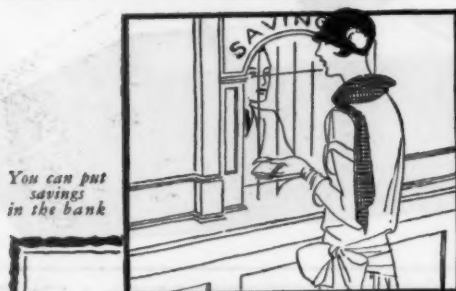
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(Continued from page A-60)

**HARVARD DINNER**, The Raleigh, 6 P.M., Wednesday, February 24. Harvey S. Gruver, superintendent of schools, Lynn, Mass., will preside. Frank W. Ballou, superintendent of schools, Washington, D. C., will be the principal speaker. Dean Henry W. Holmes will report on the work and problems of the Harvard Graduate School of Education. For reservations address Ira A. Flinner, 5 Lawrence Hall, Kirkland Street, Cambridge, Mass. Price, \$2.50 per plate.

**NATIONAL VOCATIONAL Guidance Association** will meet February 18-20 at Washington Hotel.

**NATIONAL SOCIETY for Teachers of Crippled Children** will hold luncheon Tuesday, February 23, at 12:30 P.M. at the New Willard Hotel.

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ONE HUNDRED and fifty years ago, the conditions and needs of the people of the nation shaped the provisions of the Declaration of Independence. Today the conditions and needs of the children of the nation shape the plans of those who prepare the program of the coming meeting of the National Education Association in the City of Brotherly Love. President Mary McSkimmon, in announcing the theme of the convention—America's Challenge to Her Teachers—had in mind the needs of the child—the mentally defective, the foreign-born, the child on the farm, the child in the tenement. Heads of the various departments and allied organizations of the Association will also make their programs conform to the needs of childhood.

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(Continued from page A-62)

II, Nos. 1 and 2, January-March, 1924. Price per copy, 25 cents.

*Facts on the Public School for American Education Week.* Vol. II, No. 4, September, 1924. Price per copy, 25 cents.

Anyone having copies of the above bulletins which they would be willing to sell will render a service to the profession in making available to others these bulletins which are out of print.

Send bulletins to the National Education Association, Research Division.

THE DEPARTMENT OF CLASSROOM TEACHERS held a regional conference at Scranton, Pennsylvania, December 29, 1925, in connection with the annual meeting of the Pennsylvania State Education Association.

Agnes Winn, director of the Division of Classroom Service of the National Education Association, spoke on the Value of Professional Organization, local, state, and national. Julia Sullivan of Boston, president of the Department, discussed the department's aims, accomplishments, and program of work. In the open forum which followed much interest was shown in the topics under discussion and also in the problem of classroom interruptions.

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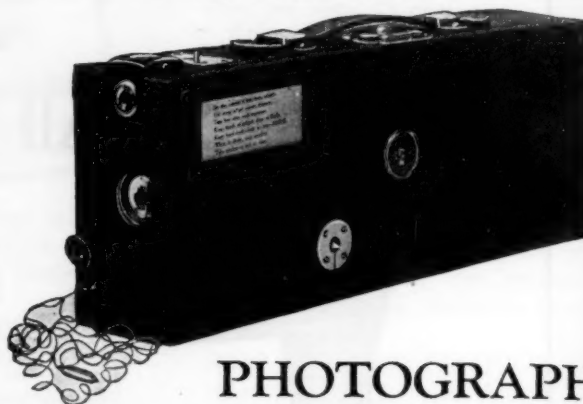
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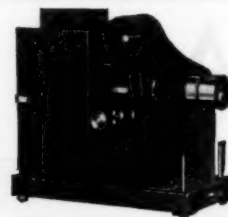
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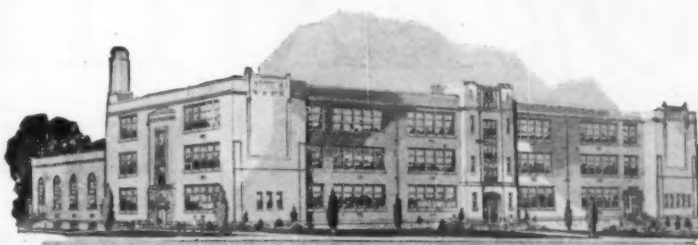
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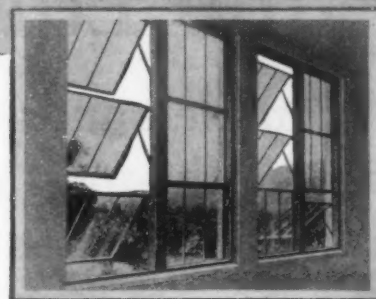


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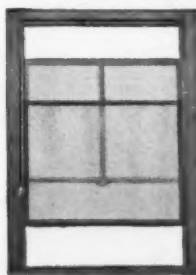
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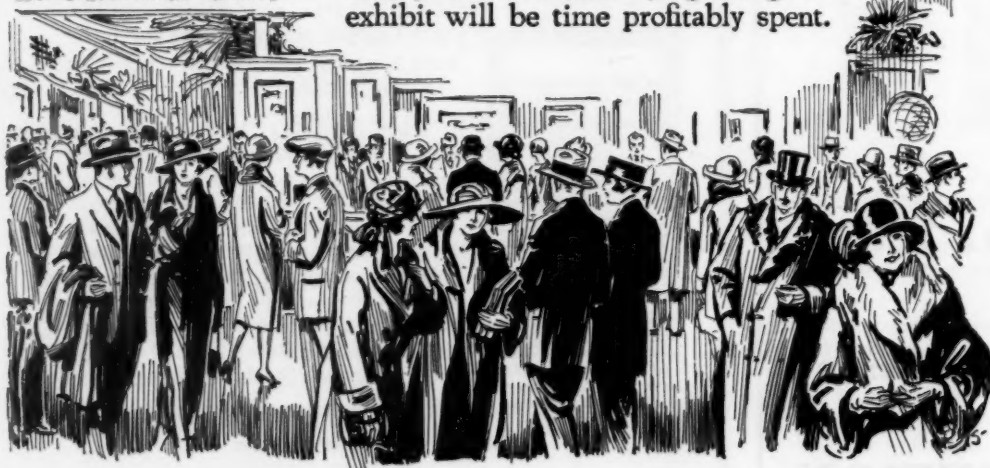
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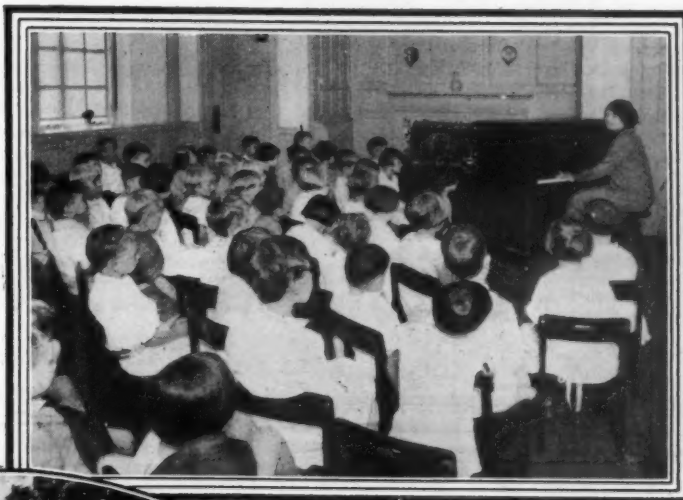
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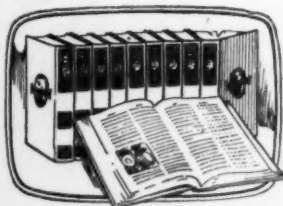
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