

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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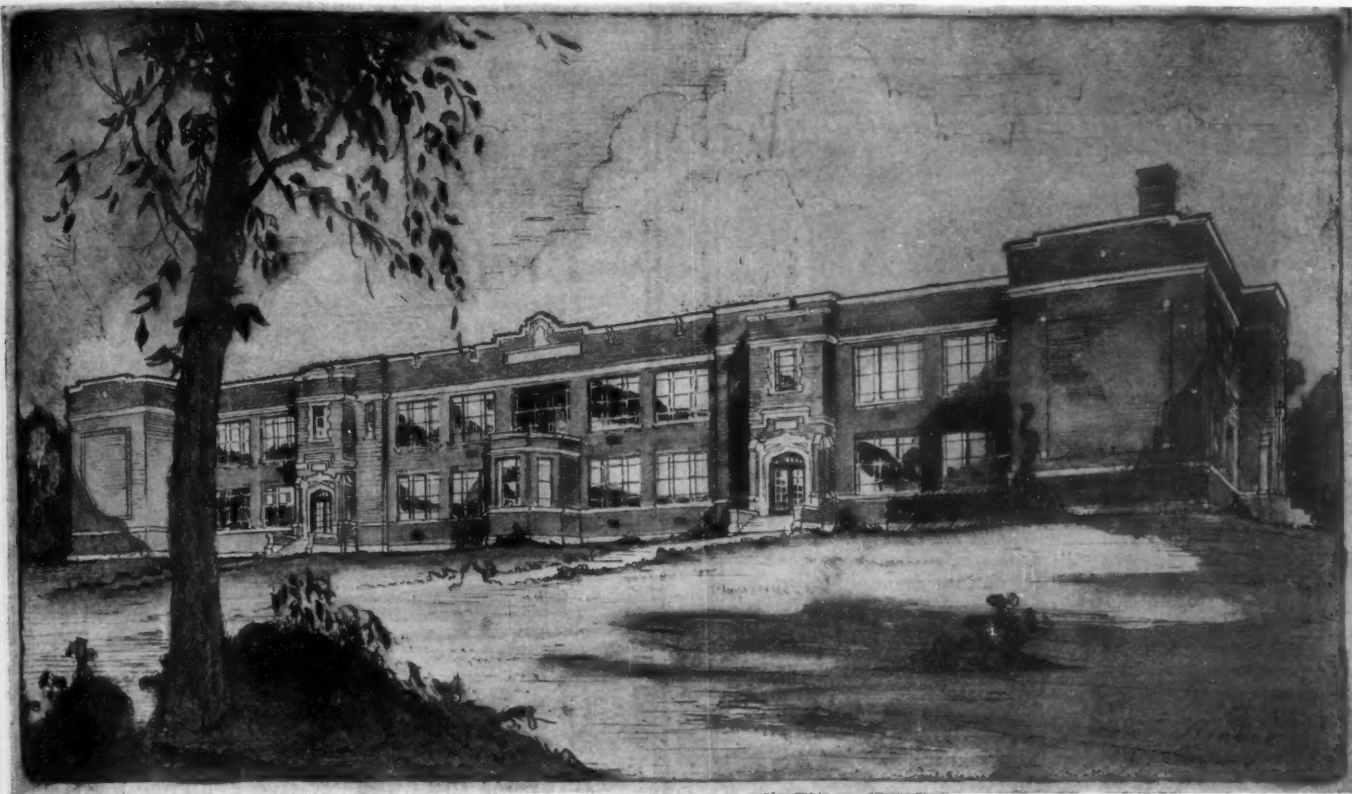
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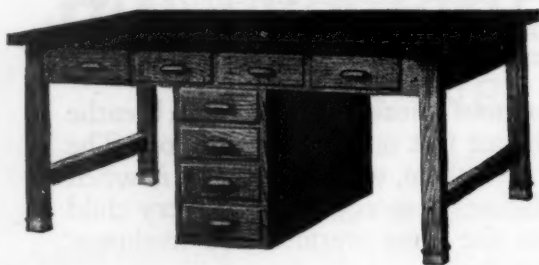
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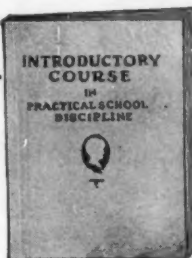
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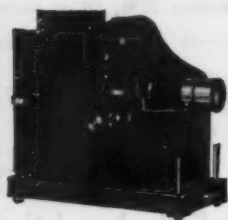
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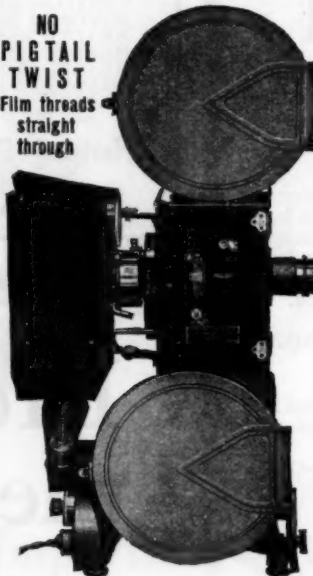
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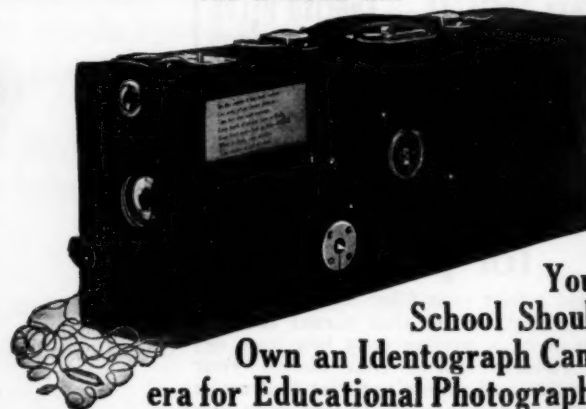
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George Washington and Education

An Address by President Calvin Coolidge before the Department of Superintendence, National Education Association, Washington, D. C., February 22, 1926

LADIES and Gentlemen:—It is doubtful if anyone outside of certain great religious teachers ever so thoroughly impressed himself on the heart of humanity as has George Washington. No figure in America has been the subject of more memorial tributes and more unstinted praise. And yet the subject never seems to be exhausted and the public interest never seems to be decreased. The larger our experience with affairs of the world, the more familiar we become with his life and teachings, the more our admiration enlarges, and the greater grows our estimation of his wisdom. He represented the marvelous combination of the soldier, the patriot, and the statesman. In the character of each he stands supreme.

As a brave soldier he won the Revolutionary War. As an unselfish patriot he refused to use the results of that victory for his own benefit, but bestowed them all on his fellow countrymen. As a wise statesman, gathering around him the best talent of his time, he created the American Republic. All the increasing years only reveal to us how universally great he was. If to set a mark upon the minds of men which changes the whole course of human events is teaching, then Washington ranks as a prince of teachers.

The world is not the same as that into which he was born on that February day in 1732. It is a better world. The stately march of civilization which has since advanced so far, has proceeded in a course which he marked out. The imposing edifice of human progress which has since been raised so high rests to a large extent upon the foundations which he wrought. To those who wish more civilization and more progress there must be a continuing determination to hold to that course and to maintain those foundations. If any doubt what benefit these have been, they have but to compare the present state of America especially, or even of the rest of the world, with what it was when Washington was born.

History seems to indicate that he led

and directed a transformation that was growing with an increasing strength over western civilization. The fires of the Middle Ages had burned out. The reaction from the days of Cromwell had



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PRESIDENT Coolidge's address was much appreciated. Mrs. Coolidge, herself a teacher, honored the convention by her presence on the platform.

run its course in England. The glory of the old régime in France was declining. The power of Spain was shifting to other hands. But while the old was passing the new had not yet begun. Materially and spiritually, things were at a low ebb in the Old World. It has been described as a time "when poetry sank into dull prose; when philosophy rarely soared above the material or the purely logical; when the only earnestness existing took the direction of greed or self-indulgence; when the public service was corrupt; when public morals were licentious and when common language was profane."

The finances of the people were in a disordered condition. It was distinctly a transition period in America. The

early settlers who had come from the old country had passed away. A very large proportion of the inhabitants of the Colonies, estimated by some as nearly 90 percent, was native born. The pioneer crusading fervor was gone. The new awakening had not come. The attachment to those institutions that are represented by an order of nobility was breaking down. Both in the Old World and in the New the ancient aristocracy was crumbling; but the modern democracy had not yet arisen. An era was approaching which was to give less and less attention to kings and more and more attention to the people. In that era Washington was to be the heroic figure.

No doubt the most powerful influence which was working to establish the new order was the revival of religion. This movement had been started in England by John Wesley and George Whitefield in 1729. It was distinctly an effort to reach the common people. They went down among those who were not otherwise reached, preaching the gospel. In America, Jonathan Edwards led two revival movements, culminating in 1742. Whitefield came to this country and preached to great congregations during this period, and the followers of Wesley sent Bishop Asbury here in 1771. These religious activities were distinctly popular movements. They rested on the theory that every human soul was precious. They resulted in a leveling process; but it was not a leveling down, it was a leveling up. They raised every person that came under their influence to a higher conception of life. A new recognition of spiritual worth gave to all humanity an increased importance.

Another very predominating influence, supplementing religion and flowing from it, was education. This movement was not new in the Colonies but it increased in volume after 1732. It has been claimed that the Reformed Dutch Church of New York founded an academy in 1633 and that the Boston Latin School was established in 1635. In the



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WASHINGTON MONUMENT, "the tallest shaft ever erected to honor the memory of a man," is here silhouetted against the sky. Its simple lines betoken the uprightness and simplicity of the first President of the United States.

same year Boston took action in a town meeting to support a school, and in Connecticut and Rhode Island schools were opened within a few years. In Philadelphia, New Jersey, Maryland, Virginia, and South Carolina, and other Colonies, early action was taken to provide schools, but the effort was not followed up so assiduously as it was in New England, where the clergy were very active in its promotion. This influence was seen in the first compulsory school law in America, which was passed in Massachusetts in 1647.

"* * * it being one chief project of the old deluder Satan to keep men from the knowledge of the Scriptures," the preamble recited, the General Court ordered that each township "after the Lord hath increased them to the number of 50 householders shall then forthwith appoint one within every town to teach all such children to write and read."

Towns of 100 families were required to have a grammar school and a teacher able to prepare youths for the university. Penalties were fixed for the violation of this law.

In 1732 there were already three colleges in America—Harvard, William and Mary, and Yale—with a combined attendance which is estimated at about 275 students.

The intellectual awakening that went on between that time and the opening of the Revolutionary War could not be more plainly revealed than by the establishment during that period of only a

little over forty years of no less than ten additional colleges. Then were laid the beginnings of such great institutions as Pennsylvania, Princeton, Columbia, Brown, and Dartmouth. When it is remembered that a knowledge of the truth has always been the maker of freedom, this remarkable quickening of the religious and intellectual life of the Colonies in these years just prior to the Declaration of Independence becomes of enormous significance. Rightly considered, it would have been an ominous warning to the British Government that America had long since begun to think for itself and unless justly treated would soon begin to act for itself.

While this intellectual and spiritual awakening was taking place during the youth and maturing years of Washington, he benefited by it not so much from taking part in it as in later directing the results of it. Although he lived in one of the most populous and perhaps richest of the Colonies, popular education around him was still undeveloped. Newspapers were almost unknown in the New World and permanent and regular lines of transportation did not exist. About the only regular visitors to his Colony were foreign tobacco traders, dealers in fur, and peddlers. The clergy were almost the only professional class. The people were very largely engaged in agriculture.

At the early age of three, however, Washington was placed under the instruction of a tutor, who seems to have

confined his teaching to the most rudimentary subjects. When he was eleven another man took charge of his education and began to instruct him in the fundamentals of the forms of business. Some of his copy books of that day are still in existence. There is evidence that he was taught some Latin, but his preliminary education was virtually completed when he was thirteen years old. Paul Leicester Ford says:

The end of Washington's school days left him a good cipherer, a bad speller, and a still worse grammarian; but fortunately the termination of instruction did not by any means end his education.

After this he studied surveying and pursued that occupation for several years. This was an exacting calling, training him in accuracy. But when he was fifteen he came into close contact with Lord Fairfax, a cultured gentleman of sixty years, who had a considerable library. His diaries of that period show him reading English history and essays in the *Spectator*. But these early opportunities constituted only the beginning of his education, which he continued in one form or another almost to the end of his days. His experience, his power of observation and absorption finally overcame this lack of early training, so that in his later days his writings, correct in form and taste, adequately revealed the great strength of character which he had developed.

Perhaps because of his own early experience he was the more solicitous for the members of his family. To one who was charged with the care of John Washington he wrote as follows:

In respect to the kinds and manner of his study, I leave it wholly to your better judgment. Had he begun, or rather pursued, his study of the Greek language, I should have thought it no bad acquisition; but whether if he acquire this now, he may not forego some useful branches of learning, is a matter worthy of consideration. To be acquainted with the French tongue is become part of polite education; and to a man who has the prospect of mixing in a large circle absolutely necessary. Without arithmetic, the common affairs of life are not to be managed with success. The study of geometry and mathematics (with due regard to the limites of it) is equally advantageous. The principles of philosophy, morals, etc., I should think a very desirable knowledge for a gentleman.

His practical interest in education in his later life was further manifest by his accepting the position of a chancellor of William and Mary College in 1788.

In religion he conformed to the practice of his time. It is related that he

was baptized when two months old and probably attended church regularly until he was sixteen. From that time until 1759 he was largely engaged in expeditions. After his marriage and settlement at Mount Vernon he was made vestryman in two parishes, for one of which he was instrumental in erecting a building. While he was not a constant church attendant, he was a constant contributor and always gave respectful consideration to the religious beliefs of others. He was tolerant in all things.

The mature opinion of Washington upon the importance of the intellectual, moral, and religious forces of the nation is not only revealed by his actions, but is clearly set forth in his statements. He looked upon these attributes as the foundation which supported the institutions of our Republic. This opinion was most forcibly expressed in his farewell address, where he said:

Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connections with private and public felicity. Let it simply be asked where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths, which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition that morality can be maintained without religion.

Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle. 'Tis substantially true that virtue or morality is a necessary spring of popular government. The rule indeed extends with more or less force to every species of free government. Who that is a sincere friend to it can look with indifference upon attempts to shake the foundation of the fabric?

The policies of Washington always had a national outlook. He warned his country against sectionalism. He promoted internal improvements calculated to bring together different parts of the nation. When he came to the consideration of the problem of training the youth of the country he was not only in favor of education for its own sake, but sought to make it contribute to the national spirit. Believing thoroughly in American ideals and in the American Union, it early occurred to him that a national university would be beneficial both by the power it would have to present the



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FROM THIS PORTICO of Washington's home at Mount Vernon, he and his friends looked over the grassy slopes extending to the Potomac River, then the principal highway for the commerce of the Washington area.

principles on which the Republic was founded and the power it would have to resist provincialism, by creating a forum for the exchange of ideals through a student body drawn from all quarters of the nation. It is said that he expressed this thought soon after he took command of the Continental Army at Cambridge. He referred to it in a general discussion of the subject of education in one of his early messages to the Congress, in which he said:

Nor am I less persuaded that you will agree with me in the opinion that there is nothing which can better deserve your patronage than the promotion of science and literature. Knowledge is, in every country, the surest basis of happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours it is proportionably essential. To the security of a free constitution it contributes in various ways—by convincing those who are interested with the public administration that every valuable end of government is best answered by the enlightened confidence of the people and by teaching the people themselves to know and to value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority, between brethren, proceeding from a disregard to their convenience, and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that of licentiousness, cherishing the first and avoiding the last; and uniting a speedy but temperate vigilance against encroachments with an inviolable respect for the laws.

Whether this desirable object will be best promoted by affording aids to seminaries of

learning already established, by the institution of a national university, or by any other expedients, will be worthy of a place in the deliberations of the legislature.

And in his farewell address he again uttered this same thought as follows:

Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.

He urged it more strongly in a letter to the Commissioners of the District of Columbia in 1795, and finally he declared in his will—

That as it has always been a source of serious regret with me to see the youth of these United States sent to foreign countries for the purpose of education, often before their minds were formed or they had imbibed any adequate ideas of the happiness of their own, contracting too frequently not only habits of dissipation and extravagance, but principles unfriendly to republican government and to the true and genuine liberties of mankind, which thereafter are rarely overcome. For these reasons it has been my ardent wish to see a plan devised on a liberal scale which would have a tendency to spread systematic ideas through all parts of this rising Empire, thereby to do away local attachments and state prejudices as far as the nature of things would, or indeed ought to admit, from our national councils.

Looking anxiously forward to the accomplishment of so desirable an object as this is (in my estimation), my mind has not been able to contemplate any plan more likely to effect the measure than the establishment of a university in a central part of the United States to which the youth of for-

tune and talents from all parts thereof might be sent for the completion of their education in all the branches of polite literature in arts and sciences—in acquiring knowledge in the principles of politics and good government—and (as a matter of infinite importance in my judgment) by associating with each other and forming friendships in juvenile years, be enabled to free themselves in a proper degree from those local prejudices and habitual jealousies which have just been mentioned and which when carried to excess are never failing sources of disquietude to the public mind and pregnant of mischievous consequences to this country.

And he therefore made a bequest to the National Government on condition that it cooperate in carrying out his wish for a national university.

His desire for the increase of knowledge was further elaborated and reiterated in his will. In that instrument he even provided for educating the slave children which he set free. He made bequests to two academies besides that for the founding of a national university. Although the Congress failed to cooperate, so that this wish was never carried into effect as he had contemplated it, yet the city of Washington has been made the seat of no less than ten colleges and universities, and the larger institutions all over our country are more national than local in precepts and teaching.

While there has been agitation lasting almost up to the present day for a national university, if the idea ever prevails it will probably not be an institution devoted to the regular collegiate courses, but one for postgraduate and original research work, for which there are such abundant sources and opportunities already located in the Capital City. The Federal Government, however, has not been remiss in the support of advanced learning and of vocational training, for which it has appropriated more than \$90,000,000 in the last thirty-five years, while for general educational purposes it has donated about 95,000,000 acres of the public lands.

The country at large has not failed to follow the precepts of Washington. From the three institutions of higher learning in existence at the time of his birth the number has grown to 913, with a total enrolment of over 664,000 students and over 55,000 teachers, an endowment of nearly \$815,000,000, and a property value of over \$1,000,000,000. Our elementary and secondary schools have expanded until they provide for more than 26,000,000 pupils and require over 822,000 teachers. In 1912 the total amount expended yearly for all educational purposes was about \$706,000,000.

This has been increasing with great rapidity, until in 1924 it reached \$2,400,000,000. The source of this enormous expenditure, so far as public money is concerned, is almost entirely from the local and state governments.

This represents the result which has been secured by the carrying out of some of the most important policies of our first president. It should be noted that these are the policies of peace. They are based on a desire for intellectual and moral enlightenment. They are the only means by which misunderstandings, suspicions, hatreds, and wars can finally be eradicated from the earth. They are the foundation of order, of law, and of an advancing civilization. It is these elements of domestic tranquility and foreign harmony that Washington helped to build into the structure of our institutions. There is no other structure on which they can rest.

Envy, malice, uncharitableness, class jealousies, race prejudices, and international enmities are not realities. They do not abide. They are only the fictions of unenlightened comprehension. Those who preach them are not safe advisers and not sound leaders. Nothing but discord and disaster at home and abroad can result from following these policies. Washington was the antithesis of all this. His writings and teachings breathe a higher, broader purpose, a more inspired leadership. No man clung more tenaciously to what he believed was right, or was prepared to make greater sacrifices in its support. But he viewed the right as a universal principle, to be applied not only to himself but to others, not only to his own state but to the nation, not only to his own countrymen but to foreigners. There was nothing about him of the small American.

He believed our own political institutions were superior to those of other countries, but he never preached hatred of all things foreign and he made large concessions in the negotiation of treaties for the settlement of disputed questions which were for the advantage of foreign nations. He believed that obligations were mutual; that what we expected to receive we should be ready to give, both in the field of citizenship and in the larger domain of international relations. He clung to the realities. That was his greatness.

Washington has been known as one of the most practical of leaders. He was not emotional. He was possessed of that broad comprehension of a situation which made his judgment eminently

sound. With the possible exception of the field of Monmouth, when disobedience to his orders amounting almost to treachery was losing the day, history always reveals him as calm, cool, and collected. He always knew what he was doing. He was not a sentimentalist. But he was a man capable of deep and abiding affection and of exalted and inspiring ideals. He loved his country with an abounding devotion. He lavished upon it a wealth of genius.

We are wont to think of him as a military commander and a civil administrator—as a man of public affairs. He was surpassingly great in all of that. But he was very much more. He wished to see his country not only materially prosperous and politically successful, but beyond that, and above it, he wished to see the intellectual, moral, and spiritual life of the people developed. This is the side of Washington to which too little attention has been given. He did not fail during his lifetime to give the most painstaking thought to these subjects. In his Farewell Address he solemnly warned his countrymen that these are the foundations on which rest all American institutions. More than that, they are the foundations on which all civilization must rest. It is as an expounder of these great principles that he performed the greatest service for the world.

Our country has prospered, our government is secure. But that prosperity and that security flow from the school and the church. They are the product of the mind and the soul. They are the result of the character of the American people. Through and through Washington is the great example of character. He sought to bestow that heritage upon his country. We shall fail in our estimation and understanding of him unless we remember that during his lifetime he helped to build a place of religious worship; in his will he provided for institutions of learning, and in his Farewell Address he emphasized the spiritual values of life. But what he did was even more eloquent than what he said. He was a soldier, a patriot, a statesman; but in addition to all these he was a great teacher.

EDWARD EVERETT on Education—When the time for education has gone by, the man must, in ordinary cases, be launched upon the world a benighted being, scarcely elevated above the beasts that perish; and all that he could have been and done, for society and for himself, is wholly lost.

Education as a National Asset¹

HERBERT HOOVER

Secretary, Department of Commerce, Washington, D. C.

I HAVE BEEN reluctant to accept the honor of your invitation to address your body, because I feel that no layman can instruct a great profession such as yours, whose traditions and skill have been built upon a century of experience. Nevertheless, it is the duty of the layman to express the indebtedness which lies upon us to so great a body as yours.

About one fourth of the whole population of our country is always simultaneously engaged in the same occupation—the job of going to school. It is the largest group in any one employment. To use a term of the Census, it is truly a "gainful occupation." Moreover, as nearly the whole people have worked at it at one time or another, no matter how diverse their later life may become, they all have a common memory of the schoolyard and the classroom, and they all have a lasting affection for some teacher.

Not three other industries in our country can boast of so large a physical plant as yours. Hundreds of millions are invested in new construction every decade, and still, in commercial slang, you are behind your orders, as witness the unsatisfied demand for seats in the schools of every city in the country. Yours is a big business. And it is as big in its responsibilities and bigger in its possibilities than any other business ever undertaken by our countrymen. No nation in the world's history has so devoutly believed in, and so deeply pledged itself to, free universal education. In this great experiment America marches in advance of all other nations.

To maintain the moral and spiritual fiber of our people, to sustain the skill required to use the tools which great discoveries in science have given us, to hold our national ideals, we must not fail in the support and constant improvement of our school system. Both as the cause and the effect the maintenance of our complex civilization now depends upon it.

From generation to generation we hand on our vast material equipment, our knowledge of how to run it, and

our stock of intellectual and spiritual ideas. If we were to suppress our educational system for a single generation



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HERBERT HOOVER, whose many activities on behalf of education and health have won him recognition throughout the world as a friend of childhood.

the equipment would decay, the most of our people would die of starvation and intellectually and spiritually we should slip back four thousand years in human progress. We could recover the loss of any other big business in a few years—but not this one. And unless our educational system keeps pace with the growth of our equipment we will slip also.

To you school men and school women is intrusted the major part in handing on the traditions of our republic and its ideals. Our greatest national ideal is democracy. It is your function to keep democracy possible by training its children to its ways and its meanings. We have seen many attempts in late years to set up the forces of democratic government, but many of them are but the forms, for without a literate citizenry taught and enabled to form sound public opinion there is no real democracy. The spirit of democracy can survive only through universal education.

All this has been said often enough before, and lest our national critics

should object to its repetition I may add that we don't expect you to teach the gamut of local, national, and international problems to children. What democracy requires is a training of mind which will permit an understanding of such problems and the formation of a reasonable opinion upon them. That the resultant will in the long run be an enlightened public opinion is a hazard upon the intelligence of our race that the believers in democracy are willing to take.

And democracy is a basis of human relations far deeper than the form of government. It is not only a form of government and an ideal that all men are equal before the law; it is also an ideal of equal opportunity. Not only must we give each new generation this spirit of democracy, but we must give to them a fundamental contribution to an equality of opportunity through educational equipment.

Some poetic mind called America the melting pot for all races; there have been some disappointments in melting adults, but none will deny that our public schools are the real melting pot, pouring out a new race. Under our schools race, class, and religious hatreds fade away. From this real melting pot is the hope of that fine metal which will carry the advance of our national achievement and our national ideals.

Such a result in carrying forward national ideals was bound to accrue from the nature of our educational system. It has called its teachers from the body of the people and has commissioned them to teach the ideals of the mass as well as the knowledge of the more favored few. It is, therefore, in itself truly democratic. This teaching of ideals is by its nature spontaneous and unstudied. And it has had to be sincere. The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely

¹ An address before the Department of Superintendence, Washington, D. C., Thursday morning, February 25, 1926.

does a teacher fall below that standard! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly remarkable, I think, that so vast an army of people—approximately eight hundred thousand—so uniformly meets its obligations, so effectively does its job, so decently behaves itself, as to be almost utterly inconspicuous in a sensation-loving country. It implies a wealth of character, of tact, of patience, of quiet competence, to achieve such a record.

Doubtless this means, also, that the profession attracts naturally the kind of people that ought to be in it—men and women of character and ideals, who love young people and who wish to serve the nation and the race. Teaching has always been an underpaid profession—though I do not admit that our rich democracy can any longer excuse itself for niggardliness toward those who so largely create its ability and upon whom its whole existence is so dependent. Teachers always have preferred, and probably always will prefer, to lose a little money rather than to lose the chance to live so abundantly in the enriched lives of the next generation. They feel about their work as the critic Hazlitt felt about the conversation of literary men, "poor as it may be, once one has become accustomed to it, he can endure no other." I have never seen a teacher who left the profession, either a woman who married out of it, or a man who left it for other profession or business, who did not seem to hanker for the old scene where he or she was the leader of a little host that might contain in it the most important citizen of the world a few years hence. Certainly in your collective classrooms today sit practically all the leaders of tomorrow. It has been often said that one of you has a future President of the United States under training for his work; another has a future great artist, a great administrator, a great leader in science. To a mighty extent,

that future eminence will be the work of your hands.

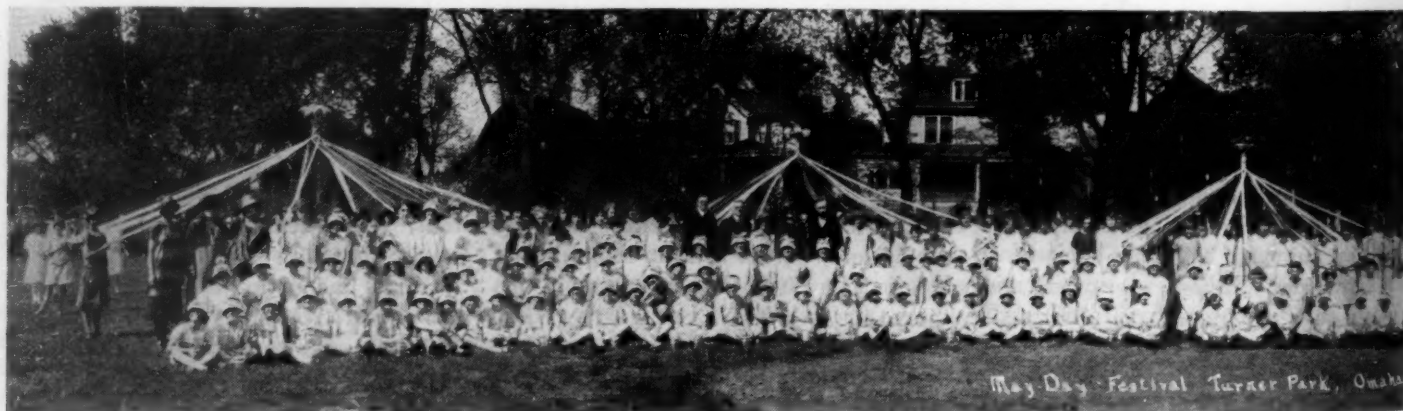
Nor is it enough to have trained minds, or even to have implanted national ideals. Education must stimulate ambition and must train character. There have been educational systems which trained the intellect while they neglected character. There have been systems which trained the mind and debauched the character. And there have been educational systems which trained the body and mind and character to effectuate routine jobs while they failed to give either hope, inspiration, or ambition. There are countries whose school systems so depress ambition that the great mass accepts its absence not despairingly but gladly, where for any to attempt to rise above their groove is ridiculed even by their mates. Your results have surely been different. If there is any man in America so dead to ambition as not to strive for a better lot, no member of Congress or officer of the federal government has ever met him. It seems to us at times as if every citizen of the republic had descended upon Washington, ambitious to get something better than he now has.

In the formation of character you have played a great and an increasing part. Your transformation from the spare-the-rod-spoil-the-child theory of character building to that of instilling of sportsmanship, leadership, and personal responsibility is making for character faster and better than ever before. I would not go so far as to say—nor, I am sure, would you claim—that you are altogether responsible for the distinctive virtues of the American character. You would yourselves refer to other influences, notably religion and the home, which share with you the responsibility for molding the characters of our young people. But certainly your part, as teachers, is very large in the result. There may be failures in character, and while

the educated crook may achieve success as a crook, he does not secure honor or applause. And I am less interested, as you are really, in what you put into young folks' heads than in what you put into their spirits. The best teaching is not done out of a book but out of a life, and I am sure that, measured by this standard, it will be agreed that American teaching has been marvelously productive.

A century of scientific discovery has vastly increased the complexities of our national life. It has given us new and more complicated tools by which we have gained enormously in productivity and in standards of living. It has vastly increased the opportunities for men and women to attain that position to which their abilities and character entitle them. It has necessitated a high degree of specialization, more education and skill. It has greatly reduced the amount of human sweat. It has given the adult a greater leisure which should be devoted to some further education. It has prolonged the period and widened the chance for the schooling of children. And from it all, your responsibilities have become infinitely greater and more complex, for you must fit each on-coming generation for this changing scene.

I could dwell at length upon the economic aspects and setting of our educational system. But I feel even more strongly the need of compensating factors in the nation's assets: learning and the development of science apart from material rewards, disinterested public service, moral and spiritual leadership in America rather than the notion of a country madly devoted to the invention of machines, to the production of goods, and the acquisition of material wealth. Machines, goods, and wealth, when their benefits are economically distributed, raise our standard of living. But it requires the higher concept to elevate our standard of life.



And in all these great tests of your work, the maintenance of our national ideals, the building of character, the constantly improving skill of our people, the giving of that equipment which makes for equality of opportunity, the stimulation of ambition to take advantage of it, no greater tribute can be paid you than to say that you are succeeding better than was ever done before in human history. No one pretends that the great American experiment has brought the millennium. We have many failures, but that great and fundamental forces like yours are battling for moral and spiritual improvement is the warranty of confidence.

Our public school system cannot stand still in the form and character of its instruction—it must move forward with every advance in knowledge, and it must erect additional bulwarks against every new malign social force. You are permitted but a short term of years in which to infiltrate a mass of ideas into each succeeding generation. Therefore our school system must utilize its intellectual and human material to the very best advantage.

Probably the greatest lesson we had from the war was that of the better utilization of all our resources, whether human or material. Before the war many economists contended that any general war could last but a few months. They held that burning the candle at both ends by drafting millions of men away from production of food and other necessities into armies which were bent on destroying vast quantities of material, would shortly bring its own breakdown. But the war revealed that by better training and by the better utilization of men and material we could greatly increase production and decrease waste.

The impetus of this lesson continues with us still. One of its results has been to increase the desire for more education and we are overwhelmed by the demands

of our youth for further instruction. The astonishing increase in our high school and university attendance is but one of its results. With this has come a renewed earnestness of your profession to reexamine the basis of education to bring this instrument to bear more effectively upon the present world. Your efforts to solve the problems of misdirected education, of better organization of the school system itself, to vitalize its relations to the rural communities, to further integrate our educational systems into the life of the communities, and a host of other problems, are not only great services to the nation but they are also proof of the vitality of your profession and of the fine acceptance of your responsibilities.

Hundreds of demands are made upon you to introduce new strains of instruction. I, myself, as head of two organizations, one for child health and another for safety, have been guilty of such requests. You cannot abandon the fundamentals of knowledge and training for the inclusion of everything, no matter how worthy. And most of us are willing to trust to your judgment upon our appeals.

But after all our schools do more than merely transmit knowledge and training; they are America itself in miniature, where, in a purer air and under wise guidance, a whole life of citizenship is levied experimentally with its social contacts, its recreations, its ethical problems, its political practice, its duties and its rewards. Ideals are developed that shape the whole adult life. Experience is gained that is valuable for all the years of maturity. I would be one of the last people in the world to belittle the importance of the exact knowledge that teachers impart to their pupils—as an engineer I set a high value upon precise information—but knowledge, however exact, is secondary to a trained mind and serves no useful purpose unless it is the

servant of an ambitious mind, a sound character, and an idealistic spirit. Social values outrank economic values. Economic gains, even scientific gains, are worse than useless if they accrue to a people unfitted by trained character to use, and not abuse them.

I should say that your work, then, is of three categories: The imparting of knowledge and a trained mind, the training of citizenship, and the inspiring of ideals. I should rank them in that ascending order. And I should add that our nation owes you a debt of gratitude for your accomplishments in them.

IN THE LIBRARY of Congress, Washington, D. C., on golden tablets which adorn the walls of the second story foyer are the following quotations. Many teachers have pupils select quotations to be kept on the blackboard, changing at regular intervals. Children are encouraged to learn these and recite them from memory.

There is one only good, namely, knowledge; and one only evil, namely, ignorance. *DIAGENES LAERTIUS: Socrates: Sec. xiv.*

Knowledge comes, but wisdom lingers. *TENNYSON: Locksley Hall: Stanza 72.*

Wisdom is the principal thing; therefore, get wisdom; and, with all thy getting, get understanding. *Proverbs: iv. 7.*

Ignorance is the curse of God; Knowledge, the wing wherewith we fly to heaven. *SHAKESPEARE: Henry VI: Pt. ii. Act iv. Sc. 7.*

How charming is divine philosophy! *MILTON: Comus: 476.*

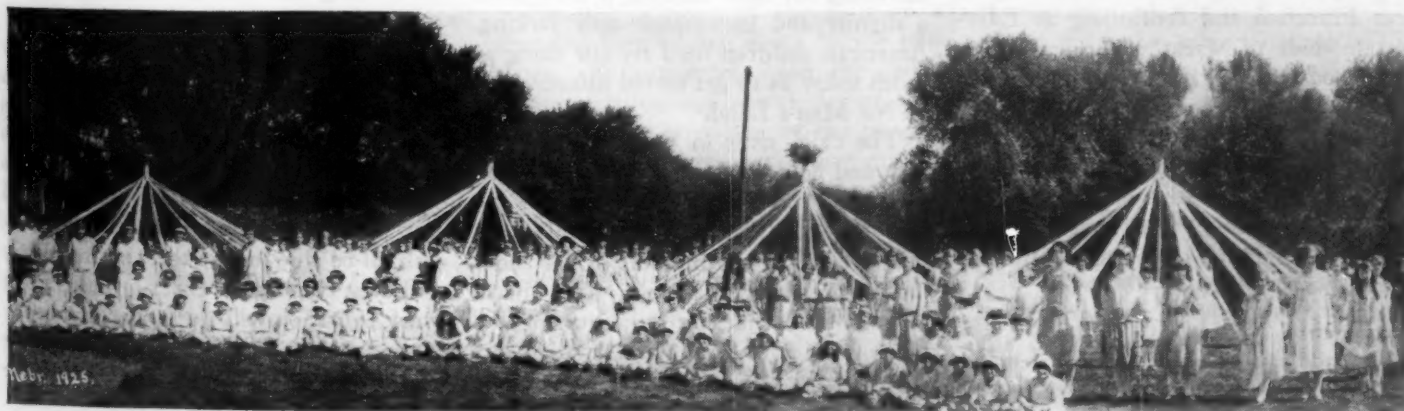
Books must follow sciences, and not sciences books. *BACON: Proposition Touching Amendment of Laws.*

In books lies the soul of the whole past time. *CARLYLE: Heroes and Hero Worship: The Hero as Man of Letters.*

Words are also actions, and actions are a kind of words. *EMERSON: Essays: The Poet.*

Reading maketh a full man; conference, a ready man; writing, an exact man. *BACON: Essays: Of Studies.*

Science is organized knowledge. *HERBERT SPENCER: Essays: The Genesis of Science: Vol. ii. 1.*



Looking at Our Field¹

MARY McSKIMMON

*President, National Education Association, and Principal, Pierce School
Brookline, Massachusetts*

THIS GREAT field is bounded on the north by frozen tradition. This is what keeps the slow chill of frost holding back the harvest of advancing knowledge. This is where the conservative spirit distrusts everything new; that holds to the belief that all new discoveries as to the needs of the development of the child are fads. From this region come the cartoonists who forever picture the teacher as an impossible termagant, the school boy as awaking in tears daily because the schoolhouse hasn't burned down in the night. Here also dwell the authorities secure in their unbendable knowledge that the children of today know next to nothing of the reading, writing, and arithmetic fundamentals. They only warm up when fury seizes them at the mildest suggestion that the teachers' salaries should be raised. Their retort never varies, "Teachers are paid too much now!"

To the east of this field lies the land of sunrise. Thither our eyes have been turned often of late. We have now two great interests in that land. One is the World Court to which our hearts are sped. This is the confession of the grown people of America that isolation is barrenness and selfishness. We are committed now to the knowledge that what is ultimately for the good of all must concern all. Our great inheritance of legal truth and diplomacy from John Marshall, Daniel Webster, Rufus Choate, John Hay, and Walter Hines Page has given us noble ideals of what fine relationships with foreign peoples might be. And our newest educational interest—that of our international relationships, starting with the meeting at San Francisco and continuing at Edinburgh—bids us wreath our service to childhood with a great hope. If we can weld together the childhood of the world in a common interest in their games, and everyday experiences, we have razed to the ground the greatest barrier to their common friendship. The poet long ago knew how isolation of interest cultivates enmity when he wrote—

¹ An address before the Department of Elementary School Principals, Washington, D. C., Monday afternoon, February 22, 1926.

Lands intersected by a narrow frith
Abhor each other. Mountains interposed
Make enemies of nations who had else
Like kindred drops been mingled into one.

A Call to Philadelphia

IN 1776 patriots were called to Philadelphia to decide the destinies of the American colonies. Their answer was the Declaration of Independence. In 1857 the teachers of the east, north, south, and west were called to Philadelphia to lay the foundations of a great profession. Their answer is the National Education Association. In 1926 patriots and teachers are again called to Philadelphia. It is the opportunity of a life time to have a part in a great drama amid the inspiring surroundings of the nation's birth and the Association's beginnings. Let every teacher ask, "Can I afford not to go?"

The southern boundary of the educational field has a characteristic common to every other side, inasmuch as so far as it comes in touch with professional education it is a land of mothers more or less interested in their children's schooling, but without fathers so far as any research has discovered. Public days, Education Week, graduations are all attended by mothers; so are reports signed; with mothers are school difficulties settled. I wonder if any other land harbors families of such interesting boys and girls where fathers know so little about their children's schools. Who shall be the great personality in education able to win the fathers long enough from business or pleasure to take the interest that would transform the boy's schooling for him, making it alive with a dignity and importance now lacking. American children need no one thing so much today as to get school interests out of No Man's Land.

The chief river in this field is Progress, and how swift its current is! Even under our own eye we can almost see new interests take shape and color. It reminds one of the marvels of the moving picture where a sleeping seed breaks through its blanketing soil, growing before our eyes to leaf, stem, and flower. Our favorite tributary is National Prosperity; another is a newly swollen one,

evidently fed by hidden springs—we might call it Passion-for-School. When can we change this one to Passion-for-Education, or must we despair of substitution and await a new and sparkling fountain to spring into existence, bearing a new wealth of power to our river Progress?

The mountain range is Cast-out-Fear, for from its noble peaks great visions of the future well-being of education may be seen, but by the fearless alone. The fog of doubt and prejudice make these mountains unsafe to the fearful because the great vision such might receive is hidden to them. The great dawn of the real appreciation of education can be seen from the twin peaks—Education Bill and Child Labor Amendment. This great vista has long been cut off from some approaches for they lie through Death Desert, caused by public indifference.

But there are even in this desert land, as in the greatly favored places, great fertile oases, for the blessed devotion of the teachers of the children are changing these deserts into gracious gardens where the barren ground is blossoming like the rose of Sharon. Here crooked places are being made straight and rough places plain, and the glory of the heritage of the founders is shining from the face of every child. In these shining regions they no longer talk vaguely about child study, but they set themselves to study every child's native ability to learn, his need of the right hours of sleep, play, and work; they are learning how to protect the best of them from the clutch of disease. They are finding the best ways of training him into the mind and character of a citizen of no mean land.

Some day it will be an unfailingly successful task that the people of this Educational Field have set themselves to do. For when public indifference has disappeared forever, the opportunities for childhood will have increased beyond our power to reckon, and the teachers will all be able to give their entire energy and most courageous cheer into this great work, for they will no longer divide the strength that ought to be given to the work they love in vaguely trying to make one dollar do the work of two.

Rural Life and Rural Education¹

FRANK O. LOWDEN

Former Governor of Illinois, Oregon, Illinois

A HEALTHY rural community life is essential to any continuing civilization. Is the rural community breaking down in the United States? Many think so. I recall the country school of my early days. It was the center of a genuine community life. The schoolhouse was a simple structure, plain and unadorned. But the country school itself was a different thing from what it is today. There were pupils enough in each district to make the school a vital thing. It was large enough to stimulate group spirit. The school could feel a pride in its numbers and in its achievements. There were present all the elements required for the growth of a fine spirit of sportsmanship, both in the classes and upon the playground. And this spirit has been found indispensable to success among self-governing peoples. The schoolhouse too was something more than a mere educational center. Spelling classes, arithmetic classes, and debating societies drew from the countryside for miles around not only the school children but the adults as well. How changed the country school of today!

The population in the school district, due largely to improved farm machinery, has steadily declined. A few years ago, the State of Iowa enacted a law by which, when the number of pupils in any school district was reduced to five, the school should be closed and provision made for carrying those pupils to another school. Under that law five hundred schools in the State of Iowa alone have been closed. The country school, therefore, has lost its old vitality and its old importance in the life of the people. It is hard to make the school directors themselves believe that they need give much attention to so small a group. For the most part, the little schoolhouse which was once so dynamic a thing in the life of the community has fallen into neglect. It remains upon the hilltop as of yore. It too often, though, has an appearance of decrepitude and is usually a melancholy memorial of better days.

At the same time that the rural school has been undergoing this evolution, the schools in the towns and cities constantly have improved. Handsome and stately



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FRANK O. LOWDEN, whose leadership in the movement for teaching cooperative marketing in rural schools is attracting nationwide attention. Under the chairmanship of Mr. Lowden, a committee of the National Education Association is bringing together the various groups interested in this problem.

buildings have taken the place of the ruder structures of earlier years; the course of instruction has been greatly broadened; sanitation and recreation have been provided for. In other words, for a half century at least, the rural schools have been going backward, while town and city schools have been moving forward.

The old isolation of the farm in a sense has been broken down by the telephone, the automobile, and the radio. Communication and interchange of visits between those who live in the country and those who live in the city are becoming more frequent all the time. The farmer knows how the city man lives. The farmer's wife knows the conveniences that the housewife in the city enjoys. The farmer and his wife and their children know of the superiority of the city school over the country school.

The time, therefore, has come when we must strive to equalize conditions of living upon the farm and in the towns and cities. We shall be unable much longer to maintain a double standard of living in the United States, as we have in recent years. If the inequalities which now exist shall continue we shall not much longer be able to keep the normal boys and girls upon the farm. The trek cityward is already under way. If it shall go on as rapidly as it has in the last five years, the next generation will witness a farm population largely composed of the physically and mentally unfit.

Educators have not been blind to this distressing contrast. In some sections of the country consolidated country schools have been established. These schools have marked a vast improvement in the life of the community, for farmers are as eager to give their children a good education as are those who live in the cities and the towns. They have found, though, that the consolidated school, to be at all adequate, means a heavier tax burden than they can bear.

The National Education Association has been aware for years of the paralysis slowly creeping over the country schools. It initiated the movement for the consolidated country school, but it found that the consolidated school could not be adopted generally until the farmer's income was increased. The representatives of this great Association, therefore, undertook a study of American agriculture, with a view of learning, if possible, why it was that the farmer was unable to give his children as good an education as the children of city schools enjoyed. Their conclusions form one of the most interesting chapters in the entire history of education of which I know. They delved into the subject deeply. They studied not only the conditions surrounding the American farmer, but they went abroad to learn what lessons the farmers of other lands might teach. They found that where the farmers had organized themselves into cooperative marketing associations, there agriculture was in its best estate; there rural education was most advanced; there a finer community life had been evolved; there it was no longer difficult to keep a desirable citi-

¹ An address before the Department of Superintendence, Washington, D. C., Monday morning, February 22, 1926.

zenship upon the farm. And so this Association resolved to bring to the children of America, through the public schools, the gospel of cooperation. A committee was created charged with the duty of preparing a course of instruction for the public schools, which should convey to the minds of the future citizens of the republic the spirit as well as the substance of the cooperative method in agriculture.

Organization is a most powerful factor in human progress. The economists as long ago as Adam Smith found in organization the key to industrial growth. Organization means the difference between the mob and a highly organized progressive society. The psychologists tell us that in an unorganized mass of men the primal instincts have full sway. Therefore, he who appeals most strongly to the passions of the unorganized mass influences them most. Reason, justice, mercy, all the finer qualities which civilization has evolved, are swept aside by the rising tide of the primitive passions of men. The voice of the scholar, of the humanitarian, of the moralist, and of the preacher, is drowned. Now, if we take this same unorganized mass and shall succeed in giving it thorough organization, the wisest and best men within it rise to positions of leadership. The result is that its conduct, instead of inclining to the plane of the lowest, will tend to rise to the level of the highest. Through organization only does progress come.

Everywhere else organization has been the dominant note of the last generation. Labor has availed itself of the power which organization gives. Industry has proceeded in the same direction. A few great corporations in every field have taken the place of innumerable smaller independent units scattered over the land. Not only are there fewer manufacturers relative to production in every line, but they in turn are organized into a great national body. The association thus formed meets at least once a year and considers questions of world supply and demand and other subjects of common interest to the industry. The great corporations which go to make up the industry, therefore are able to plan the next year's operations intelligently and in a measure to adjust their production to the probable demand. From time to time they determine the price for their product, which remains until new conditions require a change.

In agriculture alone have the methods of marketing made no improvement ex-

cept as to the sale of those products which are now being marketed through cooperative commodity marketing associations. Indeed, while the farmer generally has retained his old methods, they have lost much of their original efficacy because of the tendency towards organization on the part of the purchasers of his product. The number of sellers has constantly increased, while the number of purchasers has as constantly decreased.

Agriculture, therefore, finds itself with its millions of members freely competing among themselves, while it is obliged to sell its products in a highly organized industrial and commercial world. Now, if the farmers are to put themselves upon terms of equality with the great industries of the country, they too must organize. It is not desirable that they should imitate the great industries, adopt the corporate form of organization, and operate their farms through corporate management. It would weaken our whole social structure if our millions of farmers were to surrender their independence in this way. Nor is it necessary. While much improved efficiency in production is still possible, farmers have made and are making constant progress in this respect. The problems which press hardest upon him today are concerned with the marketing of his products at a price which will enable him to live and to go on producing. For some years the price level of farm products has been below the general price level. The farmer must find some way to restore the right relationship between the prices he receives for his products and the prices he pays for other commodities. The farmer too must organize for the purpose of marketing his products.

Recently the National Industrial Conference Board has been making a study of the agricultural problem. That Board was created by the chief industries of the nation primarily for research on subjects directly affecting industry. Some time ago it resolved to depart from its usual path and to investigate the farm problem. For the Board recognized the vital relation of all industry to agriculture. Its preliminary report has just been made. The Board finds that: "Agriculture has been able to compete with other branches of our economic life for labor and capital only by virtue of consumption of its own basic capital and by virtue of the qualities of the farm population itself." It concludes with these words: "American agriculture is faced with the need of adjusting itself through new forms of or-

ganization to the new system of economic life in which it finds itself today."

Cooperative farm marketing associations are no longer an experiment. In Denmark and Holland they have existed longest and perhaps have achieved their greatest success. In California the fruit growers for many years have been marketing their products through cooperative associations. There are innumerable other instances. Wherever cooperatives have been employed, there we find agriculture in its best estate. In those communities farms are better improved and are kept in a higher state of cultivation and repair. The rural school has made great progress; an air of thrift and prosperity is likely to abound; a better community spirit has evolved; the farm has more nearly approached the ideal requirements of a home.

And, therefore, the far-reaching consequences of this movement which you have inaugurated no man can estimate. It means the betterment of American agriculture. But it means more. It means the development of a finer rural citizenship, and in times of stress it is this citizenship upon which the nation must rely. The cooperative way in agriculture is not an easy one to attain. It requires the exercise of many virtues. These have been best catalogued by Professor E. C. Branson, of the University of North Carolina, in his book called *Farm Life Abroad*: "Without the cooperative virtues of sagacity, faith in one's fellows, willing subordination to self-chosen authority, vigilance, loyalty and courage, a man would better stay out of a cooperative society, for it tests character more severely than any other mode of business, way of life, or form of civic enterprise yet devised by civilized man." These are the very virtues, however, which must be nourished and strengthened if self-governing nations are to survive. It happens, therefore, that while the teacher is instructing the boys and girls about cooperation he is also laying the foundations of a better citizenship. Experience has shown that only the educated farmer is qualified for membership in a cooperative society. It has been the opinion of our profoundest statesmen from the beginning that self-government can endure permanently only through an intelligent citizenship. I am wondering if in this age in which material triumphs everywhere strike the eye and captivate the fancy, we are not losing faith in the value of an educated citizenship. I am wondering if we are not entertaining the notion just a little

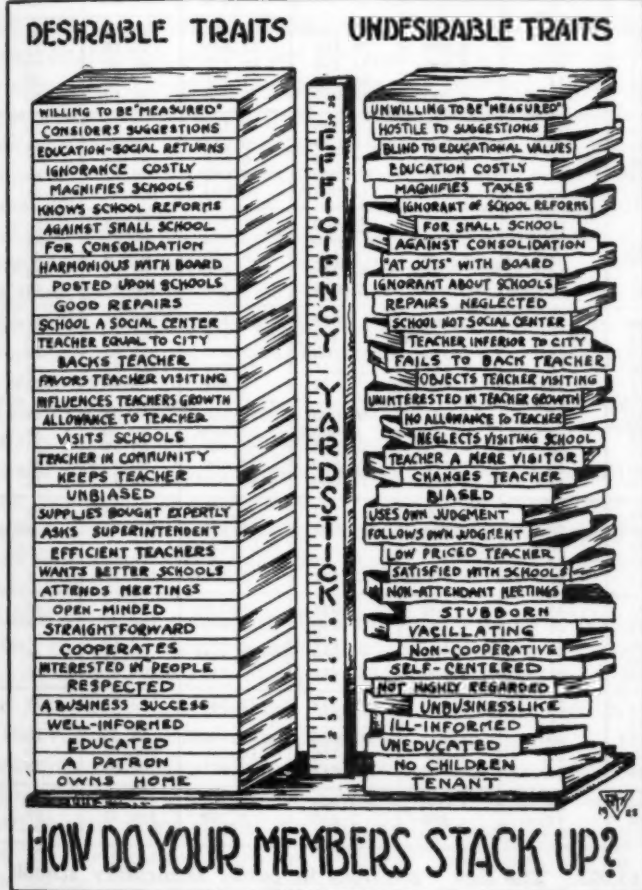
bit that this stupendous machine-made civilization of ours will go thundering on its way forever even though we deny the value of some of the things which our scholars and statesmen of earlier times thought vital to the lasting prosperity of a nation.

The leaders in the cooperative movement are finding too more and more the need of strong local organizations. They are stressing this as never before. The ideal country school also tends to develop a closer community spirit. And so a better type of rural education and farmers' cooperative societies go hand in hand. They reenforce and strengthen

each other in every possible way.

The progress and security of a nation depend largely upon the kind of people who live in the country. The cities may be more splendid and brilliant. They are more likely to attract the notice of visitors from far lands. They may have a more conspicuous place in the histories which men write. He, however, who would measure the soundness of a nation and predict its future will go out into the open country to learn what manner of men he there will find. A city may burn to ashes and a more splendid one arise upon its ruins. But when the soil from out of which the greatness of the

city springs is once impoverished, or the people living upon it reduced to penury, the city will vanish from the map of the world. History records a long line of great, splendid, metropolitan centers that enjoyed their brief day—brief as history measures time—and then disappeared forever because they neglected the countryside which had nourished them. This may have come about by the exhaustion of the soil. It may have been by the gradual impoverishment of those who till the soil. It does not matter. For the maintenance of the soil and the well-being of those who cultivate it are vital to any nation that would endure.



A Rural School Board Measuring Stick

EDUCATORS working for the betterment of rural schools believe that among immediate reforms that could be inaugurated a better school board is feasible. According to Edgar Mendenhall, head of the Department of Rural Education at Kansas State Teachers College, rural schools can be made more effective educational agencies when directed by boards following modern business methods. In the expectation that the average school board member would try to improve his efficiency, a measuring stick was prepared. It has met with wide approval since its publication in pamphlet form by the Kansas State Teachers College. It contains forty desirable traits and qualifications and forty undesirable traits and disqualifications grouped under six main headings: (1) Personal traits and qualifications, (2) training and breadth of information, (3) official duties as a board member, (4) community relations, (5) relations with superintendent, (6) relations with teachers and school. Space is provided for ratings and notes.

Growth of Education Associations

States and Other Units	Number of teachers in 1924	Membership in National Education Association					Membership in State Associations				
		Jan. 1, 1908	Jan. 1, 1925	Jan. 1, 1926	Percent of teachers members	Relative rank Jan. 1, 1926	Jan. 1, 1908	Jan. 1, 1925	Jan. 1, 1926	Percent of teachers members	Relative rank Jan. 1, 1926
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	779,954	4,982	138,856	158,103	20.27	.....	65,993	512,681	572,182	73.36	.....
Alabama.....	14,698	55	1,016	1,052	7.16	45	1,103	8,000E	4,315 ¹	29.36	50
Alaska.....	192	.....	105	107	55.73	7	.....	.....	115	59.90	39
Arizona.....	2,373	20	1,669	2,015	84.91	3	520	2,500	2,580	108.72	6
Arkansas.....	11,408	17	442	641	5.62	49	485	6,700	8,827 ¹	77.38	30
California.....	27,421	249	15,213	15,006	54.72	8	2,700	23,186	25,491	92.96	15
Canal Zone.....	112	.....	2	2	1.79	54	.....	.....	.....	.....	.....
Colorado.....	8,938	75	4,284	4,430	49.56	9	2,025	6,970	7,166	80.17	27
Connecticut.....	8,288	58	1,770	1,798	21.69	25	3,800	8,911	9,084	109.60	4
Delaware.....	1,323	9	752	838	63.34	6	.....	748	875 ²	66.14	36
District of Columbia.....	2,493	47	1,949	1,702	68.27	5	.....	411	1,000 ³	40.11	48
Florida.....	7,836	16	1,051	1,410	17.99	29	500	2,903	4,500E	57.43	43
Foreign.....	.....	.....	164	171	.....	.....	.....	.....	.....	.....	.....
Georgia.....	17,687	50	459	545	3.08	51	240	5,000	7,725 ⁴	43.68	47
Guam.....	80	.....	.....	3	3.75	50	.....	.....	.....	.....	.....
Hawaii.....	1,582	.....	1,827	1,927	121.81	2	.....	.....	1,656	104.68	10
Idaho.....	4,249	21	621	973	22.90	23	325	2,280E	3,086	72.63	32
Illinois.....	42,865	420	8,961	9,166	21.38	26	1,294	31,164	32,648	76.16	31
Indiana.....	18,548	128	4,437	8,553	46.11	10	3,450	13,258	16,242	87.57	19
Iowa.....	25,813	93	3,536	3,625	14.04	33	1,549	16,240	15,361	59.51	40
Kansas.....	18,186	84	1,890	2,478	13.63	35	1,200	14,949	16,568	91.10	16
Kentucky.....	12,455	60	543	1,138	9.14	40	475	7,340	9,740 ⁴	78.20	29
Louisiana.....	10,754	42	1,026	926	8.61	42	1,863	7,050	8,932 ²	83.06	24
Maine.....	6,172	32	1,867	2,059	33.36	17	1,500	5,770	6,637	107.53	7
Maryland.....	7,430	55	1,567	1,714	23.07	22	400	2,200E	2,969 ⁴	39.96	49
Massachusetts.....	23,079	332	6,197	5,855	25.37	20	1,500	17,000E	16,033	69.47	35
Michigan.....	27,000	139	8,977	9,890	36.63	15	4,800	24,800	26,763	99.12	12
Minnesota.....	20,018	145	2,704	3,267	16.32	30	2,000	13,930	13,758 ⁴	69.59	34
Mississippi.....	14,608	16	273	407	2.79	52	1,200	5,441	8,850E	60.58	37
Missouri.....	23,439	216	3,176	3,213	13.71	34	665	20,246	21,800 ⁴	93.01	14
Montana.....	5,699	21	333	369	6.47	47	100	3,075	3,330	58.43	42
Nebraska.....	14,034	71	2,721	2,735	19.49	27	2,000	11,055	12,344	87.96	17
Nevada.....	774	4	562	638	82.43	4	222	412	760	98.19	13
New Hampshire.....	2,863	30	557	522	18.23	28	1,100	2,200E	2,400	83.83	23
New Jersey.....	19,902	198	4,269	5,150	25.88	19	4,157	21,651	22,161	111.35	2
New Mexico.....	2,818	13	319	313	11.11	38	500	1,637	1,662	58.98	41
New York.....	63,492	948	9,973	8,930	14.06	32	2,367	30,000	34,500E	54.34	44
North Carolina.....	21,434	23	430	531	2.48	53	750	9,000E	12,858 ⁴	59.99	38
North Dakota.....	8,264	42	584	566	6.85	46	425	3,680	5,767	69.78	33
Ohio.....	37,841	349	9,881	12,790	33.80	16	1,000	30,800	32,600	86.15	21
Oklahoma.....	18,033	23	1,477	1,568	8.70	41	615	14,000	15,225 ⁴	84.43	22
Oregon.....	7,192	19	2,288	2,962	41.18	12	1,200	4,164	6,318	87.85	18
Pennsylvania.....	50,261	325	10,423	14,033	27.92	18	824	51,022	55,206	109.84	3
Philippine Islands.....	25,008	.....	221	205	.82	56	.....	.....	.....	.....	.....
Porto Rico.....	4,561	.....	67	62	1.37	55	.....	.....	.....	.....	.....
Rhode Island.....	3,071	32	322	351	11.43	37	1,790	3,527	3,600E	117.23	1
South Carolina.....	11,090	22	484	639	5.76	48	300	4,051	5,028 ¹	45.34	46
South Dakota.....	8,138	40	1,066	1,206	14.82	31	500	7,740	8,649	106.28	8
Tennessee.....	15,695	31	869	1,161	7.40	44	165	1,127	1,442	9.19	51
Texas.....	35,459	48	2,049	2,943	8.30	43	500	15,008	17,813 ¹	50.24	45
Utah.....	4,163	30	1,678	1,784	42.85	11	1,400	4,415	4,532	108.86	5
Vermont.....	2,838	30	432	364	12.83	36	1,139	2,324	2,348	82.73	25
Virgin Islands.....	110	.....	123	137	124.55	1	.....	.....	.....	.....	.....
Virginia.....	16,490	40	1,480	1,557	9.44	39	1,500	12,000	12,900E	78.23	28
Washington.....	9,576	68	3,334	3,878	40.50	14	4,005	9,766	10,153	106.03	9
West Virginia.....	11,860	24	1,810	2,840	23.95	21	450	7,817	9,682 ¹	81.64	26
Wisconsin.....	17,500	160	3,428	3,832	21.90	24	5,000	13,693	15,261	87.21	20
Wyoming.....	2,741	12	1,198	1,126	41.08	13	390	2,450	2,750	100.33	11

THIS table shows the growth of professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association, exclusive of foreign members, was 4982 on January 1, 1908; 138,856 on January 1, 1925; and 158,103 on January 1, 1926. Comparison with the table published in THE JOURNAL a year ago shows 18.9 percent of the teachers enrolled then as contrasted with 20.27 percent enrolled in the National Education Association on January 1, 1926.

The figures for state associations for January 1, 1908, show a membership in

these associations of 65,993. The figures for January 1, 1925, are 512,681; and for January 1, 1926, 572,182, which is 73.36 percent of the 779,954 teachers in the United States and territories, as compared with 69.77 percent enrolled on January 1, 1925. Since many associations clear their books by dropping members in December, the figures given do not show the peak of membership reached during the year.

The figures for number of teachers in 1924 are from U. S. Bureau of Education. The percentages in excess of one hundred percent are accounted for by the fact that the figures available showing the number of teachers are based on the total number of teaching

positions in public elementary schools and the additional fact that members are enrolled among teachers in private schools, institutions of higher learning, and laymen. The figures for state associations are based on signed reports from the officers of those associations.

NOTES:

E—The letter "E" indicates that the figure is an estimate.

¹ Figure does not include members enrolled in state-wide organization for colored teachers.

² Does not include city of Wilmington.

³ Includes enrolment in both white and colored associations (separate organizations).

⁴ The rank of the New York State Association is lowered by the fact that New York City teachers at present work largely through local organizations. There are approximately 30,000 teachers in New York City.

Goodwill Day, May 18

AUGUSTUS O. THOMAS

State Commissioner of Education for Maine and President of the World Federation of Education Associations

ALMOST universal interest is being taken in the attempt to develop the spirit of goodwill and friendship among the children of the world. It is remarkable how the teachers, not only of America but of other countries, are studying this question. When any group of people undertake an intelligent and persistent study of a problem, that problem is likely to be solved eventually. Just now, our teachers are building up a fine psychology in direct contrast to the attempt of many elements to break down faith in humanity, in civilization, in the established order, and in new methods and processes. This is shown in the persistent effort being made to discredit prohibition in this country, which is made not only by persons who want to use liquor but more particularly by those who make their fortunes out of the depraved nature of their fellowmen. We must be careful of our thinking. Shakespeare has Hamlet saying, "There is nothing either good or bad, but thinking makes it so."

Just so the teachers who believe it possible to develop the spirit of goodwill and who work at it persistently are doing their share to counteract evil tendencies. They are constructive elements operating against the destructive forces of our civilization.

Last year, many schools in the United States, especially, spent much time in working up programs for Goodwill Day, May 18. This date has been approved by the World Federation of Education Associations as a day when the schools throughout the world may be thinking constructively along lines for the defense of civilization, for the turning aside of the drift of evil, and bringing into its place the current of good. In Canada, our neighbor teachers worked out a special form of pledge of goodwill and had it signed by large numbers of their pupils. Harry Charlesworth, secretary of the Teachers' Federation of British Columbia, carried with him to the World Federation meeting at Edinburgh the signatures of a large number of children and teachers, as well as others, to be presented to the League of Nations and preserved in its archives.

The Child Welfare Association has posters in colors showing the children of

many lands, their mode of dress, their chief interests and, above all, some good trait set up in attractive form. These cards are helpful to any teacher of the elementary school who is seeking to arrange pageants for Goodwill Day.

So many teachers have written to the President of the World Federation for suggestions as to a program on World Goodwill Day, that it may be advantageous to make suggestions in THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION. Whatever I may give will be merely suggestive. The teacher of initiative can now find a wealth of material. She cannot have a long program; she cannot do all that is suggested, but she may select from the various opportunities and materials those which will serve her school best and may apply such local color as the occasion demands.

1. *Motto for the occasion.* It would seem well for the school to use as a motto for the occasion Tennyson's lines:

I would the globe from end to end
Might sow and reap in peace.

This motto will lend not only the spirit of goodwill but the spirit of peace, for peace is founded on goodwill, while war finds its strength in hatred.

2. *Pageants and plays of goodwill, such as "Goodwill, the Magician."* This was written especially for Goodwill Day by Hazel McKaye and is available through the National Child Welfare Association, 70 Fifth Avenue, New York City, and the National Council for the Prevention of War, 532 Seventeenth Street, Washington, D. C., at ten cents per copy. This pageant of friendship of children is based upon the posters, "Children in Many Lands." It is suitable for either outdoors or indoors. If given in full, it will require about an hour and a half. The cast includes one grown person and at least forty children of elementary school age. It is possible to include as many as one or two hundred. The pageant may be simplified and shortened as teachers may desire. Costumes and staging are simple.

3. *"In Praise of Peace."* This is a tableau play and was given by the Lincoln School of Teachers College, New York City, at Thanksgiving time in

1921. It was sent out in booklet form as a Christmas greeting to friends by the pupils and teachers of that school under the direction of Otis W. Caldwell.

4. *Songs of many lands.* Music is a universal language. Few subjects lend themselves so wonderfully to world harmony and to understanding. The national songs of so many of the countries are now easily obtainable and also many standard pieces of music. The school might sing its own national song and follow this with songs of other lands.

5. *A study of the flags of the nations of the world.* It is a fine project to collect small flags of the different lands and to display them so the children can distinguish the flags of the different countries. If perchance, as in many localities, the school is made up of many nationalities, it is interesting to bring in the flags of the countries represented, but care must be taken that emphasis be placed upon our own flag and that the children now have allegiance to it. There is no reason, however, why they should not know the flags and the songs of the country of their race. Drills may take the form of patriotic exercises with the flags of the countries and singing the national songs, or they may be given in the language of labor and industry, giving the children the characteristic symbols of the activities and interests of the peoples. Herein is a great variety of opportunities. By this means, there may also be symbolized the great contributions of the different countries to civilization.

6. *Essays and compositions.* An interesting subject for essays or compositions is the contribution of different countries to the welfare and happiness of mankind: what countries have presented great musicians and great pieces of music, great artists and great masterpieces of art, great inventions and discoveries, great writers and what they wrote, and what country presented this or that gift to the world. Books, also, may be read on government, great inventions which have contributed to the well-being of man, science, medicine, and the long list of human benefactions. These may be illustrated in story and symbol.

7. *Geography.* The map is indispensable in bringing the children of the world together. What products of one country go to make up the comfort and happiness of other countries; how the people live and what they do; how they find enjoyment and happiness; how one country adds to the well-being of other countries are all questions which

may be taken up in connection with geography. No subject in the curriculum gives such opportunity for developing the spirit of interdependence and the spirit of cooperation, together with the need of friendliness as the foundation of individual and national well-being.

8. *Children in distress.* We have had so many illustrations recently of the necessity of help from one country to another that many interesting lessons may be drawn, such as the earthquake in Japan and what the different countries did to relieve distress; the Near East Relief and how this country, in particular, has sought to save the children of that section; humanitarian work of all kinds, with the work even of great foundations in developing health programs, sanitation, and the like.

9. *Newer inventions.* Lessons may be drawn from some of the newer inventions and discoveries, showing how national lines are merging. Among these might be taken the radio with its message going from one country to another and how it stimulates language study;

the moving picture with its possibilities; the airplane and the fast steamship.

10. *School correspondence.* Under the direction of the Junior Red Cross, especially, some fine work has taken place in school correspondence, not of a desultory kind but purposeful letters setting forth the characteristics of the school, the building, the children, the teacher, how the school is situated, what the children study, modes of discipline, pictures of the homes of the community, how the people live, their religious devotion, the patriotism of the people, and many other things. This material may be written up in booklet form and transmitted to children in schools in other countries. This is a fine piece of work calculated to bring the children into closer sympathy with their national neighbors.

11. *World civics.* Project lessons may be undertaken showing international contacts and how the interests of the peoples are concerned, such as postage regulations, how the postage of one country will carry a letter into any

other country and why; passports: what they mean and how secured; the rights of vessels sailing under the flag of one country to enter the ports of another; what flags a steamship carries when crossing the ocean; what flag it unfurls on reaching the foreign harbor; what are the courtesies of the flag in this particular; our consular system and why we have representatives in the chief commercial centers of the world; our ambassadorial system and why we have ambassadors and ministers in foreign lands.

The National Council for the Prevention of War has prepared a booklet, *Books of Goodwill*, made up of stories to read and tell, poems to read and learn, pageants and plays of goodwill, the games of many lands, songs to sing, children's prayers, programs for special days, projects of goodwill and lists of books.

We are hoping that year by year more schools may undertake definite programs and that Goodwill Day may become a day of international significance.

American Homes



A snow house built by Eskimos



Cliff dwelling, Casa Blanca, at Canyon De Chelly, New Mexico



An Indian pueblo at Taos, New Mexico



Shoshoni skin lodges



A Creek log house in 1791



Old farmhouse near Chestertown, Maryland



Modern detached home



Wardman Park Hotel, Washington's well-known apartment house

ESSENTIAL to the life of man is the home. The spot where he was born and reared is his home until he leaves it to make one of his own. Early educational training can make him worthy of membership in it. In proportion as he values his childhood's home will he value the one of his manhood.

Unheedingly, we pass by the many blessings and advantages of life unless some particular circumstance brings to our attention the thing that has contributed to our daily welfare and happiness. Is it not, then, the duty and privilege of the school to point out to the child those hidden, because unobserved, factors that make the home and show him how he can best cooperate with others for its success? Worthy home membership is one of the seven objectives of education, the remaining six being: health, mastery of the intellectual tools needed in everyday life, vocational effectiveness, intelligent and active citizenship, wise use of leisure, and the development of ethical character.

Spelling Books¹

FOR MANY years the spelling book was the most important text in American schools. There are said to have been ninety-eight editions of Dilworth's *New Guide to the English Tongue* between 1757 and 1778. Perry's *The Only Sure Guide to the English Tongue* and other imported spelling books were used in the early days of the United States. These were displaced by the most popular school book ever published or used in America—the spelling book of Noah Webster, which was sold under several names and was printed in a number of places, but always essentially the same.

Noah Webster's own account of his writing of it is: "In the year 1782, while the American army was lying on the bank of the Hudson, I kept a classical school in Goshen, Orange County, New York. I there compiled two small elementary books for teaching the English language. The country was then impoverished, intercourse with Great Britain was interrupted, school books were scarce, and hardly attainable, and there was no certain prospect of peace."

One hundred and six years after this spelling book was published at Hartford, William T. Harris wrote when telling of how he was educated:

On the whole the chief textbook in the school was Noah Webster's *Elementary Spelling Book*—the same book that is still published and sold at the rate of twelve hundred thousand copies per annum, being the most generally used of all school textbooks. In 1800 the book was selling at the rate of hundreds of thousands and is still on the market. In 1880 more than a million copies a year were selling, a fact which the young schoolmaster of ninety-eight years before could not have foreseen although he was sanguine and self-confident as well as talented and energetic. It has been suggested that when it goes out of print an appropriate epitaph will be: "It has taught millions to read and not one to sin."

Webster showed however considerable prescience in his preface when he says it is written "To diffuse an uniformity and purity of language in America, to destroy the provincial prejudices that originate in trifling differences of dialect, and produce reciprocal ridicule, to promote the interests of literature and harmony in the United States is the

most earnest work of the author, and it is his highest ambition to deserve the approbation and encouragement of his countrymen." Few young men live to see an ambition definitely formulated in youth so fully realized in old age.

FOUR HUNDRED YEARS AGO, when William Tyndale translated the Bible into English, the forms of English words were not established as they are today. Writers and printers were likely to use a variety of spellings for any word. For example, Tyndale spelled "it" in eight different ways in his translation, including it, itt, yt, ytt, hit, hyt, hitt, and hytt.

The original title of what became in popular speech the "Blue Back Speller" was Part I of a *Grammatical Institute of the English Language* containing a new and accurate standard of pronunciation. It was later printed as *The American Spelling Book* and after another revision it became *The Elementary Spelling Book*. The books were bound in "boards," when that meant thin wood covers, over which paper was pasted. When it was about forty-five years old, Lyman Cobb gave this description of it:

Mr. Webster's spelling book comprises 168 pages, 14 of which are introductory; 60 contain words taken from the dictionary; 29 pages contain the names of persons, places, etc.; 47 contain reading lessons; 8 contain pictures and fables and 4 pages contain the numbers, abbreviations, explanation of characters used in writing and a census of the United States. It contains words of our language to the number of 6950—only 5800 arranged expressly for spelling.

In his dictionary published in 1828, Webster defined between seventy and eighty thousand words. During twenty years of untiring labor upon this much needed work, his large family was supported chiefly by the income from his spelling book, from which he received less than one cent a copy. His *Unabridged Dictionary* was less remunerative, but a valuable achievement in dictionary making.

While spelling was at the height of

its popularity, it was taught in many schools in the way described by Honorable Joseph T. Buckingham, of Cambridge, Massachusetts, in 1860. He says that the closing exercise "was always a lesson in spelling and this was performed by all the pupils who were sufficiently advanced to pronounce distinctly words of more than one syllable." He continues:

It was the custom for all such pupils to stand together as one class, and with one voice to read a column or two of the tables for spelling. The master gave the signal to begin, and all united to read, letter by letter, pronouncing each syllable by itself, and adding it to the preceding one till the word was complete. Thus a-d ad, m-i mi, admi r-a ra, admira, t-i-o-n shun, admiration. This mode of reading was exceedingly exciting, and in my humble judgment, exceedingly useful; as it required and taught deliberate and distinct articulation, and inspired the youngest with a desire to equal the older ones. It is true the voices would not all be in perfect unison; but after a little practice they began to assimilate. I have heard a class of thirty or more read column after column in this manner, with scarcely a perceptible variation from the proper pitch of voice. When the lesson had been thus read, the books were closed, and the words given out for spelling. If one was misspelt, it passed on to the next, and the next pupil in order and so on till it was spelt correctly. Then the pupil who had spelt correctly went up in the class above the one who had misspelt. It was also a practice when one was absent from this exercise in spelling, that he should stand at the foot of the class when he returned. Another of our customs was to choose sides to spell once or twice a week. The words to be spelt went from side to side; and at the conclusion, the side which beat (spelt the most words) were permitted to leave the school room, preceding the other side, who had to sweep the room and build the fires the next morning. These customs, prevalent sixty and seventy years ago, excited emulation, and emulation produced improvement.

By degrees the reading lessons dropped out of spelling books, and in some of them dictation lessons containing the spelling words in sentences were substituted. Some gave exercises in which blanks were to be filled with the appropriate words. Some included words with definitions. Others tried to make the lessons more interesting by classification—as animals, household articles, and foods—but no spelling books need special description since Webster's phenomenal success.

¹This is the fifth of a series of articles on early American textbooks by Mary Ma-gruder, Sandy Spring, Maryland.

The Journal of the National Education Association

Published monthly, except July, August, and September, by the National Education Association of the United States

President, Mary McSkimmon

Secretary, J. W. Crabtree

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

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The Washington Convention

WASHINGTON gave an admirable setting for the convention of the Department of Superintendence and allied groups. Members enjoyed their week amid the historic shrines of the nation's capital. They especially appreciated the opportunity to hear President Coolidge, Secretary Hoover, Secretary Wilbur, former Governor Lowden, and others prominent in national affairs. More than nineteen thousand special rate railroad identification certificates were requested before the meeting.

The pilgrimage to the Tomb of the Unknown Soldier, which was the opening event of the convention, recalled the stirring days of the War when the feeling of national unity reached unusual heights and when schools throughout the nation rendered many patriotic services in cooperation with the government's war efforts.

The Washington Auditorium, with its six thousand seats, could not accommodate the crowds who wished to see and hear President Coolidge. Reports indicate that the radio audience was large. The occasion was the 194th anniversary of the birth of George Washington, and President Coolidge used it well to outline the great interest which the father of his country had in matters educational.

Secretary Herbert Hoover, speaking

on *Education as a National Asset*, paid to the profession as high a tribute of praise and appreciation as it has ever received from any public man. Former Governor Frank O. Lowden, who is chairman of the Association's committee on a course of study in cooperative marketing, emphasized anew the importance of sound rural life and education if the nation is to endure. Secretary Wilbur invited the superintendents to cooperate in the saving of the venerable ship *Old Ironsides*.

Three of the general programs were built around elementary, junior high, and senior high schools. There were other evidences of the movement to integrate the various units of the school system more carefully, thus enabling them to meet the needs of individual children.

The group meetings were well attended. The one at which *The Relation of Public Schools to Religious Instruction* was discussed attracted especial attention, the formal papers being followed by vigorous discussion.

Commercial and educational exhibits drew attention to improved equipment and materials of instruction. The display in the United States Bureau of Education gave an excellent interpretation of progress in the development of school buildings. The Japanese school exhibit in the national headquarters of the American Red Cross was impressive, particularly the displays of technical work.

The association of members of Congress with the delegates attending the convention from the different states was mutually helpful. Many Congressmen and their wives were present at state breakfasts, luncheons, and dinners, or entertained persons from their states or districts in their homes or offices.

The Executive Committee and other committees of the National Education Association held many important sessions. Plans for the Philadelphia meeting in July were carried forward. Every indication points to a new high tide of interest in the city of the nation's birth and the Association's beginnings.

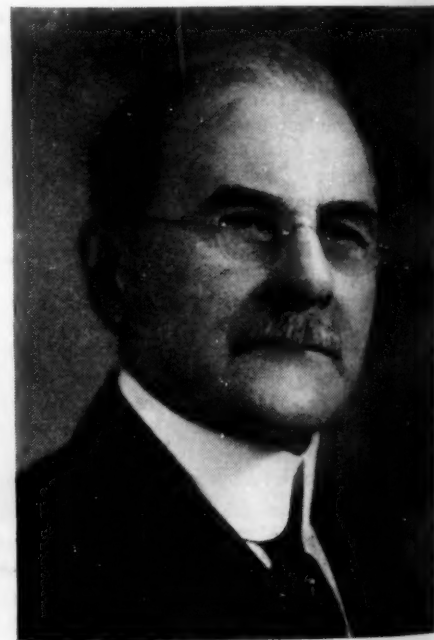
The hearings on the New Education Bill began on Wednesday of convention week and continued for three days. It becomes increasingly evident that educational workers are almost unanimously agreed on the urgent need of a Department of Education with a Secretary in the President's Cabinet and are determined to continue their efforts until that goal is finally achieved.

The principal opposition at the hearing was based on the repeated assertion that the creation of a Department of Education is an opening wedge for federal control. The sponsors of the Education Bill replied by pointing out the absurdity of such an assertion in the face of the stand of the National Education Association and of educational workers generally against federal control.

Publicity in the daily newspapers was much praised. The generous response of speakers in sending advance summaries of their manuscripts made possible the distribution of material covering 150 speeches before the convention opened, setting the highest record in this regard that the Association has yet reached.

The favorable impression which the convention made on residents, business men, and officials of the capital is highly significant. Washington is a national and a world city. It is no mean advantage to education that in this center of affairs the strong current of the educational advance should again have made itself felt.

Conventions come and go, each with its peculiar atmosphere and points of excellence. To Doctor Ballou, president of the Department of Superintendence for 1925-26, and his associates must go large credit for having built a program and managed a convention so excellent in conception and so perfect in execution.



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RANDALL J. CONDON, recently elected president of the Department of Superintendence 1926-27, is superintendent of schools, Cincinnati, Ohio. He has a long record of distinguished educational and civic service in several states.



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NO CEREMONY could have been more fitting for opening the convention of the Department of Superintendence in Washington than the pilgrimage to the tomb of the Unknown Soldier in Arlington Cemetery, among the Virginia hills, overlooking the historic Potomac River and the beautiful city of Washington that has been built upon its banks. The soldier who stands between his country and the enemy in time of war and the teacher who trains its citizens for service in peace or war have much in common. Both are glorified because they serve humanity.

The picture above shows Frank W. Ballou, president of the Department of Superintendence and superintendent of the schools of Washington, D. C., as he placed the wreath on the tomb. The ceremony was held on Sunday afternoon, February 21, preceding the vesper service in Memorial Continental Hall. It was as simple as it was impressive. The Columbian Male Quartet sang "Rest, Peacefully Rest," by Geibel; Dr. Ballou placed the wreath; and the quartet closed with "Brave Heart, Sleep On," by Parks. The following statement, made by Dr. Ballou as he placed the wreath, should be read to the children in every schoolroom in the land:

"As the first official act on the program of the Fifty-sixth Annual Convention of the Department of Superintendence of the National Education Association, this representative body of school superintendents of America has made this pilgrimage to

the final resting-place of the earthly tabernacle of our Unknown Soldier.

"While the name of this soldier is unknown, he is, however, not a stranger to us. He is typical of that great body of young men who but a few years ago left our educational institutions to participate in the great World War on the battlefields of Europe in defense of those ideals of liberty, freedom, and honor for which this nation stands.

"May this sacred spot in the hills of Virginia, overlooking the majestic Potomac and the capital of the nation in whose service this young man made the supreme sacrifice, ever be a patriotic shrine. May it inspire those who stand in its presence to that high sense of individual and civic responsibility which shall guarantee a democracy safe for the world, demonstrating to future generations that this youthful patriot has not died in vain.

"By this simple service we would do honor to the Unknown Soldier and to the patriotic ideals which are forever identified with him. By this act of devotion we, the superintendents of the nation, would draw from this occasion renewed inspiration, courage, and strength for the great responsibility resting on us to so lead the public schools of the nation that its youth shall ever be prepared, in peace or in war, to defend the Republic against all foes, whether within or without, to the end that this government of the people, by the people, and for the people shall not perish from the earth."

Elementary School Principals at Washington, D. C.

THE LARGE attendance at the winter meetings of the Department of Elementary School Principals on Monday, Tuesday, and Wednesday afternoons at the Washington auditorium is indicative of the growing interest taken in the work of the principal not only within the ranks but by other administrative officers.

The opening address on the Monday program was by Miss Mary McSkimmon, president of the National Education Association (see page 106). M. R. Trabue, of the Bureau of Educational Research at the University of North Carolina, spoke on *A Request for Cooperation*. He was followed by William H. Allen, director of the Institute for Public Service, New York City, who sounded a warning in regard to the issuance by school officials of hastily written statements.

Mr. Allen stressed several glaring defects in current school publicity: There is too much halo over schooling and too little over education; too little variety and too much repeating of subjects, speakers, and actors; too little informing about the decreased purchasing power of the educational dollar; and too little free speech with almost no open criticism respecting slovenly, dull, inaccurate, and deceiving school publicity.

In his usual dynamic manner, A. E. Winship, editor of *The Journal of Education*, Boston, Mass., discussed *Educational Achievement and Civic Righteousness*, driving home the truth that teachers, principals, and curricular experts must beware of cramping and stunting the chances for character and scholarship that rightfully belong to every boy and girl.

William T. Longshore, principal of the Greenwood School in Kansas City, Mo., concluded the program with a talk on *Standards and Training for the Elementary School Principalship*, citing the results of an investigation of seventy-five of the leading American colleges as to what courses were offered for elementary school principals. Among others, Mr. Longshore quoted the deans of Yale, Harvard, University of Maryland, University of Michigan, and the University of Missouri as being in sympathy with the idea that the elementary school prin-

cipal should be the real head of his school.

On Tuesday afternoon, Clarence E. McCartney, of Princeton University, discussed at length *The Fundamental*



E. RUTH PYRTLE, secretary of the Department of Elementary School Principals, 1925-26, is principal of the McKinley School, Lincoln, Nebraska. Miss Pyrtle is ex officio editor of the Bulletin of the Department.

Virtues, the Bulwark of Civilization, telling how the homes and schoolrooms of colonial days were characterized by a religious training that today is denied the youth of America. His plea for a revival of old-fashioned religious training was thoughtfully received.

The second speaker, Warren A. Roe, principal of the Belmont Avenue School, Newark, N. J., gave a comprehensive report of the *All-Year School*, stressing the success it has been in certain Newark schools. He concluded the paper with this statement:

All-year schools are just a better means of showing common sense in using the available time, the money a community can spend, the plant it is able to maintain, and the trained ability of its teaching body, so that the time is best utilized, the money secures the most it can buy, the plant is used to capacity, and the teaching ability is made available to the most pupils.

Curriculum Studies in the Elementary School was given by Otis W. Caldwell, of Teachers College, Columbia University, who believes in the enriched curriculum as well as in the three R's, two groups mutually contributory.

Jessie M. Fink, principal of the Palmer School, Grand Rapids, Mich., concluded the program with *The Imperative Need for Organizing School Forces*. In speaking of the development of the Department since it was organized in the summer of 1921, Mrs. Fink said:

Our organization has satisfied a great need in the elementary school of this country by supplying a means of direct communication between the principals of the different sections of America, between the cities of our land, and even those of foreign climes.

It has held semi-annual meetings and brought to them the best minds of our profession where the interchange of ideas has been most stimulating. Its greatest accomplishment lies in its having awakened a professional consciousness in the ranks of the principals themselves. It has made possible a solidarity of aim and desire of accomplishment hitherto unknown. It has started into action many a lethargic or atrophied principal.

On Wednesday afternoon, Charles H. Judd, head of the School of Education, University of Chicago, in speaking on *The Possibilities of the Principalship*, declared that the principal of today should be prepared to make studies of the community, of the pupils, and of the teachers if he desires to keep abreast of the forward movement in education. He emphasized the principal's part as leader in a movement for curriculum construction.

The address by Frank W. Wright, state director of the division of elementary education, Boston, Mass., on *Leadership of the Principalship*, magnified the duties of the principal in this respect.

Another phase of the subject, *Reforming the Principalship*, was taken up by James F. Hosis, Teachers College, Columbia University. He believes the principal of the future will be trained for his special task. The program concluded with *A Constructive Study of the Principal in Action* by W. P. Dyer, of Teachers College, Columbia University.—J. M. R.

Hearings! Hearings! Hearings!

FOR three days a committee of Senators and Representatives of the United States listened and asked questions. The occasion was a joint hearing on the New Education Bill. The setting was the marble hall in the Senate Office Building which serves as the Majority Caucus Room. The days were February 24, 25, and 26. History was being made in that beautiful hall during those crowded days. The proposal for a Department of Education with a Secretary in the President's Cabinet took an important step forward. A notable list of educators, representing every section of the country and every branch of the service, brought before the Joint Committee an impressive array of facts to show (1) the widespread character of the movement for the Department, (2) the reasons why the present Bureau of Education cannot meet the need, (3) the importance of coordinating the existing educational activities of the federal government in the interests of efficiency and economy, (4) the opposition of the advocates of a New Education Bill to any form of federal control of education, and (5) the need for national leadership and fact-finding in education if the \$2,500,000,000 spent annually for that activity is to be used wisely.

There were many dramatic moments in the hearings when Senators or Representatives asked questions of the witnesses that went to the very heart of the problems involved, or brought out facts and points of view that have not been so clearly presented in hearings on earlier measures. As a result of these hearings the case of the advocates of the measure is greatly strengthened. The various elements in the opposition have been brought clearly into the open and are on record. As THE JOURNAL goes to press only a part of the stenographer's typewritten record is available. The following extracts have been selected from it:

GEORGE D. STRAYER, *Chairman of the Legislative Commission of the National Education Association and professor of education, Teachers College, Columbia University*.—It has been proposed that we have an enlarged Bureau of Education. There are two reasons why that cannot solve the problem. The first is that there is not the remotest chance of bringing under a bureau chief the activities in the federal government which should be consolidated and coordinated in a department. It is unthinkable that

the Federal Board for Vocational Education should be made a division of the Bureau of Education.

I believe that the majority of the people of this nation hold public education as the

One for Every Teacher

SHALL the United States have a department of education with a Secretary in the President's Cabinet like the other important nations of the world? Every child and every teacher has a vital interest in this question. It will not be settled until it is settled right. It has already become a widespread subject for debate in schools, women's clubs, and civic organizations generally. The report of the joint hearings on the New Education Bill, which proposes to create this department, is as fascinating as fiction. It will become the textbook in these debates. Any citizen may have a free copy by writing to his Senator or Representative in Congress, care Senate or House Office Building, asking for a copy of the Report of the Joint Hearings on S. 291, H. R. 5000, the Curtis-Reed Bill.

Be sure to write for your copy at once and urge your friends to do likewise. Make certain that there is a copy in the local library and that the local editors have copies. The demand will be great. Write early for this important volume.

most fundamental of all of our institutions. I know that those who are responsible for the administration of public education believe that a federal Department of Education with a Secretary in the President's Cabinet is required for the further development and increase in efficiency of public education, which we all desire.

CHARLES H. JUDD, *director of the School of Education of the University of Chicago*.—I am very enthusiastic about the work done by the Bureau of Education of the United States. I think the records now prepared by the Bureau of Education are far and away the best educational records in the world; and I think the interest of the present Secretary of the Department of the Interior is of the greatest assistance in American education. I believe, however, that the present Secretary of the Department of the Interior is engaged in so many enterprises that when he goes into the President's councils his mind must be full of a number of things; and I think if on each of these occasions when he sits with the President it were possible for him to concentrate his whole thinking on education, we could have

more rapid progress in that particular direction than is possible to be gotten when education is sandwiched in with a multiplicity of concerns which must fill his mind.

S. P. CAPEN, *chancellor of the University of Buffalo*.—It is also patent that these several divisions of the government that deal with education have no relation whatsoever with one another and are for the most part each ignorant of the other's business. We want to see that enterprise brought together so that what the government does in education will at least represent a unified point of view and a unified policy. We also want large scale investigations. Any one of this group could name you a dozen problems, probably on slight reflection, that are strictly national problems. They cannot be handled by any local educational agency. Take for instance one that is agitating this convention that has been here this week. What shall be the content of education; and the corollary: What should be the organization of the elementary and secondary schools? Before they can be settled effectively we need information that we do not have and that no agency can get for us. The third thing that we want is leadership. We want the kind of influence that affects the profession and that affects the public.

JOHN A. H. MACCRACKEN, *president of Lafayette College, Easton, Pa.*—It is inconceivable that education in the United States of America can be represented internationally by a bureau chief, a Commissioner of Education. It is our policy in the diplomatic service with any other country that will provide an ambassador to the United States in return to provide an ambassador from this country. If they provide a minister we provide a minister. By the same analogy, since the leading nations of the world have secretaries of education, the United States also should have a secretary of education for international relations.

MARY McSKIMMON, *president of the National Education Association*.—If we had a Department of Education that could bring us into possession of the splendid work that is being done in isolated places in this country that we have no knowledge of or very little knowledge of—unless under such favorable circumstances as have enabled me to know about them this year—we could make use of that knowledge to help the slow and dull child immeasurably. It is not only for public schools that I am pleading for the Department of Education, because the research that would help the public schools make the children able to make the most of themselves would be valuable for any private school in the country.

JULIA SULLIVAN, *president of the Department of Classroom Teachers of the National Education Association*.—It has seemed to me that it should be our function to see that every child in the nation has an equal educational opportunity. If this can be

achieved through a Department which would make researches available and help out the various communities, it seems to me that would be a step in the right direction.

JESSE H. NEWLON, *superintendent of schools, Denver, Colorado*.—I think there is no one here, either layman or teacher, who would believe that our courses of study are ninety percent efficient, ninety percent as effective as they ought to be. If there is ten percent waste in our school system due to obsolete or irrelevant subject-matter or ineffective methods of teaching, then the bill to the nation is \$200,000,000 annually, conservatively stated. I think when we begin to view the matter from that standpoint we can begin to visualize a little more clearly what is meant when we are asking that the federal government must do more in the way of leadership of those who are engaged in research throughout the country.

I think you can rest assured that the teachers of this country do not expect and would not favor a Prussian system of education; but we believe that the federal government should do more to stimulate research and to support research than it is doing at the present time. As a superintendent of schools I would like to see the time come when I could get when I wanted it, the information that I need in the formulation of policies for the school system under my direction.

FRED M. HUNTER, *superintendent of schools, Oakland, California*.—I find in the Constitution of the United States a pledge. It is stated in the preamble of the Constitution, "To promote the general welfare." A great element in our general welfare, in our prosperity as local communities, as states, and as a nation, stands out the human element. We have first our national resources as a basis of prosperity. Then we have the human element as the basis of prosperity; and as a superintendent of city schools, managing a school system in the interest of 50,000 children, I turn to this federal government which is pledged to do the thing that I think my school system is pledged to do and the question arises, "What have I the right to ask for?"

R. J. CONDON, *superintendent of schools, Cincinnati, Ohio*.—The thing I wanted to ask you men to do is this—to think of education as the finest and the biggest and the best thing in our national life and to complete the job by giving us a leadership and a system of American education that shall comprehend the development of the lowest, simplest hamlet, village, town, and state—not to dominate but to lead. We ask you as a step in that direction to give this bill a chance. And I want to say to you men here and now that while we are unselfish we are earnest, and if this bill does not pass in this Congress it shall pass in some other.

J. L. MCBRIEN, *director of rural education, State Teachers College, Edmond, Okla.*—I am for a Department of Education because of the importance of education. If it is still the chief defense of nations, as Edmund Burke once thought it was, it surely should be placed on a plane with agricul-

ture, commerce, and labor. We have seen the Bureau of Agriculture and the Bureau of Labor and the Bureau of Commerce develop into departments; and I do not see why these things are more important than education. I am for a national Department of Education for economy and efficiency.

HAROLD W. FOGHT, *president of the Northern Normal and Industrial School, Aberdeen, S. Dak.*—Educated leadership is

Federal Control Not Wanted

THE one note that persistently runs through the opposition to the New Education Bill is the assertion that it is the entering wedge toward the federal control of education. There is not the slightest ground for this assertion. Anyone who understands the first thing about American education knows that its whole trend is toward freedom for the individual child, for each teacher, and for the particular school and community. The opposition to curriculum making by state legislation is one of many evidences that educational workers themselves would fight to the last any effort to control from without the content, method, or spirit of their teaching. What the teachers want is not control but information about the best practices. The New Education Bill provides for a fact-finding research agency to do for education what the Departments of Agriculture, Commerce, and Labor do for those fields. When anyone asserts that a Department of Education means federal control, ask him if he has read the New Education Bill and insist that he square his statement with the fact that the National Education Association, with a membership of over 150,000, stands solidly against the federal control of education.

what is lacking in rural America beyond everything else today; and it is traceable directly to the type of rural school that we have in the United States today, that we have had for a great many years. This nation has gone through a period of pioneering; we have moved westward; we have gone through a period of transition, of speculation in land values. We were beginning, or trying, to find ourselves, indeed we were pretty far along, before the war came and this reorganization; but in rural America the schools are in a somewhat chaotic condition today.

JOHN A. H. KEITH, *president of the State Normal School, Indiana, Pa.*—The American contribution, outstanding contribution to the conduct of a civilization is, after all, the American public school. Those are large words and they cover many, many things,

and they might be misinterpreted, but that is the underlying fact. Our political structure is based on the theory that men are equal; and equality of opportunity flows from that; and every atom of our social organization, from bottom to top, feels the responsibility for education that comes from the acceptance of that fundamental political philosophy. But we want to keep our schools separated from politics. We want to keep our education separated from politics; and we are going to keep it that way unless something forces us into the necessity of having to resort to political action to get favorable and fair consideration. I hope that day will never dawn.

A. B. HILL, *superintendent of public instruction, Arkansas*.—There are still people in the south who have the notion that this bill means an infringement upon state rights and giving the control of education to the federal government. As far as I can see there is not one iota of reason for anybody to fear any control of state rights. We do not want to ask the federal government to come in and control, but we would like to have a place where we could find out what is the best method.

UEL LAMBKIN, *president of the State Teachers College, Maryville, Mo.*—Speaking from the standpoint of one who has been connected with the government, I believe that this bill is sound because it will promote economy and efficiency in the organization and administration of the departments of this government. It is not a new departure for the government, it is merely the taking of these several agencies from other departments and putting them in a department which represents—we may consider it from the standpoint of money, capacity, annual expenditures, numbers of people affected, or general results to the nation as a whole—this department which would represent directly the biggest industry of America—the education of her children.

JOHN K. NORTON, *director of the Research Division, National Education Association*.—The bill gives the Department of Education no control over education. More important than this is the fact that there exists a number of forces all of which would effectively operate to prevent any attempt that a Department of Education might make to assume control of the schools. The first of these is the spirit of the people of the nation. One of the most generally accepted principles of our government is that education should remain under local control. Any encroachment upon this local control would result in prompt and effective objection from the great mass of our citizenry.

The second factor that would prevent the assumption of control by the Department of Education is the character of our educational development. From the beginning our education has been organized on a local and state basis. School officers would be resentful of any attempt that would be made to encroach upon their prerogatives. The teaching profession as a whole is committed to the continuance of a decentralized control of education.

At Valley Forge

VALLEY FORGE in June, 1926. Overhead a bright blue sky and banks of fleecy clouds. A breeze scented with dogwood stirs the tops of maples that break the long stretch of farmlands, carpeted in green and dotted with daisies. Sunshine and the song of birds and far in the distance the sound of the oncoming bus bringing another expectant group of prosperous visitors to that shrine of American patriotism, the headquarters of Washington in Revolutionary days.

Valley Forge in January, 1778. White fields stretch unbroken back from the frozen Schuylkill. Smoke is curling on the frosty air from the log huts of the American army. Bloodstained tracks lead from these huts to the commissary's shack, well nigh destitute of the provisions which are needed for hungry men. From the two-story stone farmhouse of Isaac Potts, General Washington emerges, talks a minute with two of his officers, and then mounts his horse for his usual morning ride. His face is calm and serene, for in spite of the serious condition of his little army, he is confident that the summer will bring them success.

How familiar it all seems—this story of Washington at Valley Forge. Historians and novelists and painters have caused this part of our historical inheritance to stand out in bold relief. It was a happy idea to have this scene

visualized on canvas for posterity by Edwin Austin Abbey and hung in the hall of representatives of the state capitol



THIS SOLDIER'S hut is commemorative of the hardships endured by the American army while in camp at Valley Forge during the winter of 1777.

at Harrisburg, where hosts of Americans making a pilgrimage to Washington, D. C., could stay their journey an hour or two and view it.

Few of us without rereading our history could tell that Philadelphia fell into the hands of the British after the

battle of Germantown; that Congress had fled from Philadelphia to York; that the campaign in New York State had been successful, Schuyler and Gates with less than 5000 men defeating Burgoyne's army of 10,000. But most

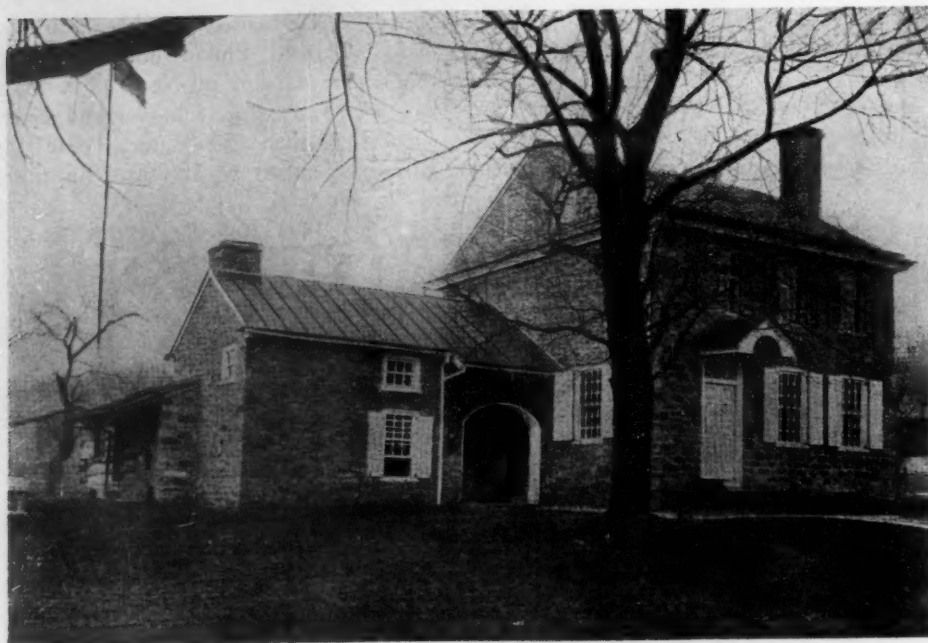
of us could tell of the hardships of the winter of 1777-78, when 2900 barefooted and half-clothed men endured cold and hunger at Valley Forge.

It was not a winter of idleness, although but little time was spent on training in the art of war until Baron Von Steuben arrived from France late in February and set to drill the troops in the manual of arms and the simplest evolutions. On their immediate arrival at Valley Forge, the men had lived in tents, but the increasing cold made the building of warmer quarters imperative. Each hut accommodated twelve men, so in gangs of twelve they worked together laying the logs and pointing them with clay. Washington offered a reward for the one finished first and in the best manner. Other rewards were given for a cheaper and more quickly made roof than boards and for the best substitute for shoes made of raw hide. Not until all the men were installed in their log huts, would General Washington move from his marquee into the small stone farmhouse, where he maintained his headquarters until they broke camp on June 18, the day the British evacuated Philadelphia.

Since 1879, when this farmhouse was purchased by the Continental Memorial



ADIRE OUTLOOK. Washington and Lafayette in consultation. Men barefooted and half clothed, a depreciated currency, and the government lacking the power to levy taxes.



WASHINGTON's headquarters at Valley Forge. Next to Mt. Vernon in significance is this historic building where General Washington spent the darkest winter of his life.

Association of Valley Forge, it has been the center of attraction. Here the public may get a glimpse of the old way of living. A feature of the log kitchen, hung with ladles, skillets, and griddles, was the chimney placed at the outside angle of the ell. On the large platform built across the chimney corner all the boiling and baking of the household was done—laundry, culinary, and autumn killing.

Another rallying point in this historic valley is the Washington Memorial Chapel, a stone edifice constructed during the last twenty years, for its cornerstone was laid on the one hundred and twenty-fifth anniversary of the evacuation, June 19, 1903. The chapel is barely 100 feet long, but its beauty and harmony of design make up for what it lacks in size. Patriotic organizations have donated many artistic memorials for the chapel which glorify religion and illustrate history.

Over the entrance porch is another message of Washington's carved in stone—the message to his soldiers when he gave orders for Sunday services at Valley Forge: "While we are zealously performing the Duties of good Citizens and Soldiers, we certainly ought not to be inattentive to the higher Duties of Religion. To the distinguished Character of Patriot it should be our highest glory to add the more distinguished Character of Christian."

Also worthy of notice are the carved stone pulpit, parclose, and lectern, the oaken choir stalls with their beautiful

carvings commemorating one of the brigades at Valley Forge, the beautiful prayer desk, the gift of the local D. A. R., the Washington Door, the gift of the Philadelphia Chapter of the Daughters of the American Revolution, and the stained glass windows that tell the story of Washington up to his inauguration as president.

On the west side of the chapel is the Cloister of the Colonies, which when completed will consist of thirteen bays, each commemorating one of the original

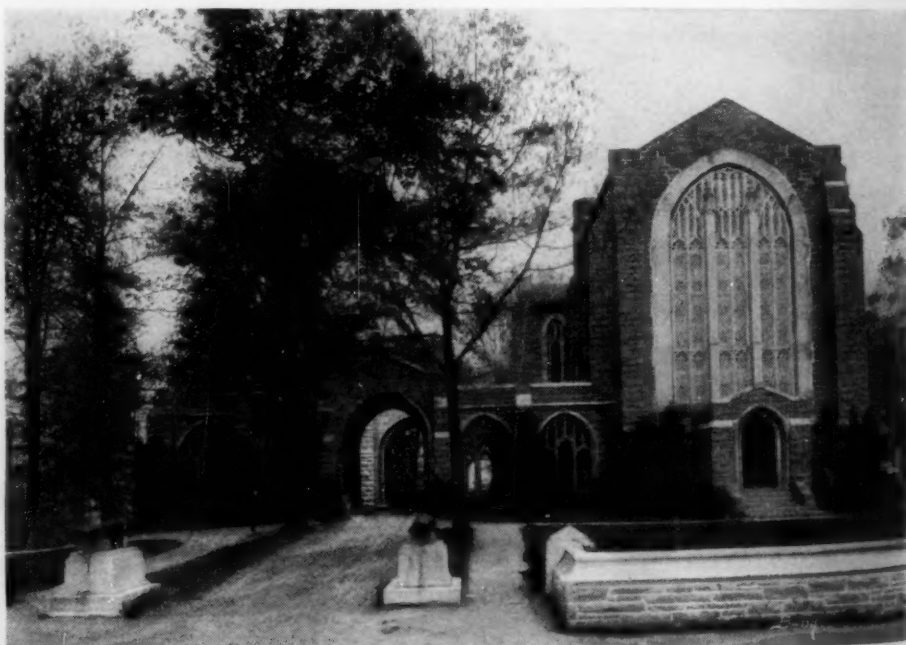
colonies. On the east side is the Porch of the Allies and back of it the Patriot's Hall, now being erected. The Library will form the extreme eastern part and the Thanksgiving Tower with a chime of thirteen bells will surmount the group. Every hour a patriotic air will be played on this National Chime.

From these brief descriptions one may gain an idea of Valley Forge as it is today. Its easy access from Philadelphia by train or auto enables the tourist to include it easily in his itinerary, but

"Does the pilgrim count the miles
When he travels to some distant shrine?"

It is estimated that over 300,000 persons annually visit it. In 1893, the state of Pennsylvania established and set aside 472 acres in the valley that the site and fortifications "may be maintained as nearly as possible in their original condition."

Actually seeing the things we are to teach regulates the imagination. "To see once is better than to read a thousand books." Instead of speculating as to how things may be, we see them as they are, and these new, and often modified concepts enable us to impart more accurate information. Every teacher who attends the 1926 convention at Philadelphia and the Sesquicentennial Exposition will enlarge his knowledge of history and will undoubtedly return to his work inspired with greater zeal to interest his pupils in the nation's heroes.—J. M. R.



WASHINGTON MEMORIAL CHAPEL and the cloister of the colonies consisting of thirteen bays, seven of which were the gifts of individuals. In the floor of each is set the colonial seal in bronze.

The Washington Resolutions

Unanimously adopted February 25, 1926

THE Department of Superintendence of the National Education Association at its meeting in Washington, D. C., on February 25, 1926, unanimously adopted the following resolutions:

1. Assembled in the capital of the nation, surrounded by the symbols of our government, reminded through an eventful week of the rich traditions of American history, heartened by the manifold evidence that foretell a national future worthy of our national past, the Department of Superintendence of the National Education Association here gives its renewed pledge that the American public school shall serve worthily the highest and best interests of our republic.

2. We express to President Calvin Coolidge our profound appreciation of the great honor of his presence in our convention. We owe to him our gratitude for his scholarly address upon the life, character, and services of George Washington. This address adds a brilliant and permanent page to the records dealing with the first president. Education is indebted to our President for the analysis he has made of the contributions of Washington to the establishment of American institutions of learning and to the confident belief which he himself expresses in the power of education to improve civilization.

3. To the citizens, officials, and teachers of Washington, to the officers of the Department of Superintendence, to the many individuals and organizations that have cooperated to make this convention successful, we would accord our thanks. To the high school cadets whose courteous attention has increased the pleasure and convenience of our members we would give a special word of commendation.

4. It is gratifying to note that through acts of Congress, with the cooperation of the Bureau of the Budget, the District Commissioners, the citizens and teachers of Washington, the public schools of this city are coming so rapidly to a position that promises educational leadership. We are confident that the work thus begun will go forward to the end and that here may finally be found a model system of education worthy the emulation of every American city. We are happy to observe that the wise directing mind

and the skilful administrative hand in this undertaking are those of our colleague, President Frank W. Ballou.

5. The American public school is the bulwark of our civil and religious liberties. The moral responsibility for the

THE resolutions of the National Education Association are an expression of its policy. They are published in newspapers and educational journals throughout the country as an indication of the things teachers as a group are standing for and working for. A study of these resolutions over a period of years shows that the Association has consistently supported the great forward movements—the granting of larger opportunities to women, the abolition of the saloon, the regulation of child labor, the enforcement of law, the creation of a federal Department of Education, and wise policies in dealing with international affairs.

Men and women who serve on the resolutions committees of the Association and its departments deserve much credit for their hard work and their sincere efforts to express to the American people the purposes and ideals of the organized teachers of the nation.

encouragement and advancement of this basic institution rests upon the federal government. As President Coolidge said in his address before the National Education Association on July 4, 1924, "For a long time the cause of education has been regarded as so important and so preeminently an American cause, that the national government has sought to encourage it, scientifically to investigate its needs, and to furnish information and advice for its constant advancement."

We heartily indorse the Education Bill now before Congress (S. 291 and H. R. 5000). This bill does not permit of any interference with the complete autonomy of the states in the administration and control of their schools, but it does provide for the more efficient participation of the federal government by coordinating its present educational activities and by extending the scope of its scientific investigations. This bill further provides by its creation of a Department of Education with a Secretary in the President's Cabinet for the recognition and service which the im-

portance of public education merits and the advancement of education requires.

We, therefore, urge upon the committees to which this bill has been referred that they report it for the consideration of the representatives of the people. We also respectfully urge that members of Congress consider this bill in terms of its provisions for meeting the nation's most fundamental need.

6. The Department of Superintendence affirms its position on the subject of Child Labor and urges the speedy passage of such federal and state legislation, constitutional and statutory, as will prevent the exploitation and will promote the welfare of the children of America.

7. We rejoice in the progress that has already been made toward the elimination of illiteracy, and we recognize the need of a continuance of these efforts with increasing zeal until they have culminated in ultimate success, and the nation is free from illiteracy. We, therefore, urge that all patriotic citizens and every agency for the public good shall join with the teachers of America in putting into the movement for the elimination of illiteracy such driving power as will render it irresistible and will guarantee to every illiterate a speedy opportunity.

8. The settled policy of the federal government to foster education by granting to the several states large tracts of land to be used in support of their common and public schools is a wise and beneficent one. However, certain practices and rulings in recent years have so clouded and impaired the states' title to such land that it is impossible to realize the purposes intended. Therefore, we favor such legislation by the Congress of the United States as will clear the title to the lands granted to the states for the benefit of their common and public schools and will make it possible for the states to enjoy the benefits and to realize the purposes intended for the promotion of education and for the safety of the republic.

9. Recognizing that the rural school situation presents a most acute current educational problem, we earnestly recommend that every available means be used to improve its conditions. We especially recommend the provision of adequate supervision by professionally

trained persons and a standard of salaries in rural schools such as will attract and hold teachers of special training for rural work and qualifications equivalent to those of teachers in other schools.

10. Believing that there is some opinion in the membership of the Association that it might be desirable to change the date of the meeting of the Department of Superintendence, we suggest that the Executive Committee make a careful study of the question to determine whether or not the time now fixed in the constitution is most favorable for the membership in large.

11. Recognizing that health and physical education are essential to the well-rounded education of the child, we urge the cooperation of all agencies in a balanced program of such activities as will lend themselves to this objective.

12. In an age more complex and intricate than any other the world has ever known, in a country of unparalleled prosperity, the problem of personal adjustment to social, civic, and economic environment is not easy. To a generation of youth facing such complexity the difficulty is great indeed. It is a tribute to young America that in making this adjustment so many succeed and so few fail. We bear our tribute to the essential cleanness, the intellectual straightness, the frank courage, and the decent idealism of American young manhood and young womanhood. The greatest obligation we, an adult generation, owe is the obligation we owe to them. In developing those characteristics of personality and citizenship which we desire for our civilization, such as obedience to law, respect for government, and tolerance, all American adults will serve youth best by themselves setting those examples which they desire youth to follow.

13. The guiding of the inquiring mind of youth is a responsibility not to be lightly undertaken. Knowing that each generation must be mindful of the lessons to be learned from the studies and experiences of former generations, we rely confidently, in any conflict between truth and error, upon that Divine wisdom, that has endowed the human brain with the power to think and to reason. Only that education can be free which provides under conditions appropriate to the age of the student complete liberty to seek the answer to any honest question. We would respectfully remind our fellow citizens that while legislation seeking to control the subject-matter of the curriculum may impede

educational progress, it has not the power to alter, modify, or set aside any immutable law of nature, of science, or of God.

14. The Department of Superintendence would express warm appreciation of the great and important service rendered by the Division of Research and by the committees and other agencies that have cooperated with it in the publication of the yearbooks on the curriculum and the various research bulletins dealing with pressing problems of school finance and administration. These publications mark the beginning of a new epoch in the development of American education; they place at the immediate command of school superintendents the results of research and of nation-wide experience on critical problems of school administration. They are proving to be of great value in the stimulation and guidance of professional interest and improvement among teachers and school officials and they are demonstrating clearly the possibility and effectiveness of cooperative effort throughout the nation in the improvement of public education.

We therefore strongly recommend: (1) That the principle of cooperating study and research be continued and its application extended to include not only school systems and agencies within the Department but also other agencies and organizations engaged in the study of similar problems; (2) that so far as practicable the work of these agencies be assisted and coordinated by the Division of Research; (3) that research be extended to include not only current matters of importance in school administration but also the definition and study of problems of education whose adequate solution must extend in many cases over a period of years; and, (4) that the Division of Research be organized and adequately staffed and financially supported for the larger service and responsibility which the adoption of the foregoing policy would place upon it.

The Committee on Resolutions included Payson Smith, State Commissioner of Education, Boston, Massachusetts, chairman; Nicholas Bauer, New Orleans, La.; Hector L. Belisle, Fall River, Mass.; William J. Bickett, Trenton, N. J.; George N. Child, Salt Lake City, Utah; Harris Hart, Richmond, Va.; Henry W. Holmes, Cambridge, Mass.; Hilda Hughes, Lagrange, Ind.; Belle M. Ryan, Omaha, Nebr.; Leslie B. Sipple, Aberdeen, S. Dak.; A. J. Stout, Topeka, Kans.; John W. Withers, New York City.

OFFICERS OF THE DEPARTMENT OF SUPERINTENDENCE, 1926-27—Randall J. Condon, superintendent of schools, Cincinnati, Ohio, was elected president of the Department of Superintendence at the Washington Convention. The other candidates for this office were E. C. Broome, E. E. Oberholtzer, and Charles B. Glenn. Dr. Frank W. Ballou, superintendent of schools, Washington, D. C., the retiring president, automatically becomes first vice-president. The second vice-president is David A. Ward, superintendent of schools, Wilmington, Del. Members of the Executive Committee are: E. E. Lewis, superintendent of schools, Flint, Mich.; Frank D. Boynton, superintendent of schools, Ithaca, N. Y.; M. G. Clark, superintendent of schools, Sioux City, Iowa; Norman R. Crozier, superintendent of schools, Dallas, Texas. Mr. Lewis is the new member on the Executive Committee. The next meeting place of the Department will be decided by the executive committee as soon as it can investigate the possibilities of the various cities that have asked for the convention.

THE Educational Press Association of America at its meeting in Washington, D. C., on February 23, 1926, unanimously adopted the following resolutions:

Child Labor—The Educational Press Association of America reaffirms its stand on child labor. It deplores the activities of manufacturers and others interested in the exploitation of children which are designed to mislead the public as to the facts involved and, as in the North Carolina case, to stifle free discussion and investigation. It urges the ratification of the proposed Twentieth Amendment to the Constitution authorizing Congress to deal with this grave national problem, which cannot be met by state regulation because of interstate competition in the products of children's hands.

Education Bill—A Federal Department of Education with a Secretary in the President's Cabinet has become an imperative necessity if education is to be economically and efficiently guided throughout America. The project for the creation of such a department has had the active support of leading educational and lay organizations for seven years. The Educational Press Association urges its members to continue their work on behalf of this measure until a Department of Education has been created.

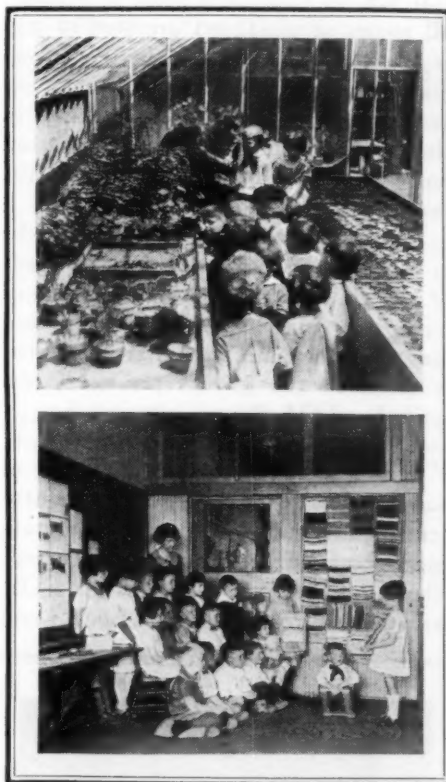
Preschool Training at Iowa City

THE PRESCHOOL psychological laboratory of the Iowa Child Welfare Research Station, organized in 1917, was one of the first in the United States to put child study on a scientific basis. Since its beginning, much of the research work has centered around the daily study and training of little children. A recent bulletin from the Station, Preschools and Home Laboratories, gives an account of the laboratories and their programs.

There are four groups with eighty-five children aged from sixteen months to five years in attendance. The laboratory for each group has selected equipment, trained personnel, and an adjustable program. The groups are housed in the preschool laboratory building, the University elementary school, and the preschool home laboratory.

The preschool laboratory building contains a sunny group room lighted with twelve windows, a small pantry, and three small rooms for individual testing and measuring. The heating system, devised especially for young children, has the usual radiators, placed out of reach, but supplemented by steam pipes laid under the flooring. The equipment includes a phonograph with special records for little children and a variety of materials for occupational projects. The yard is furnished with swings and a teeterboard. The rooms on the ground floor in the new University elementary school contain movable desks, a handwork shop, and charts and printed materials. The preschool home laboratory, remodeled from an old but well-built house has a kitchen and dining-room under the direction of the Division of Nutrition of the Station and the Department of Home Economics of the University, rooms for weighing and measuring under the Division of Anthropometry, and psychology and educational activities under the Division of

Child Psychology. These facilities for graduate study have been made possible through the grant of the Laura Spelman Rockefeller Memorial Fund.



So much for the setting. The pupils that make this research possible are drawn largely from the homes of the University faculty and the graduate students and other residents of Iowa City. Experimental evidence has plainly shown that children with preschool training can complete the first five grades in less time than it takes the child without such training. It is an unparalleled opportunity to the "only child" to attend these schools, for it gives him normal association with other children and in addition he receives the benefits of training. A shy, self-conscious child shows rapid change as he associates with

others of his own age. Cooperation, teamwork, unselfishness are better developed in play under the supervision of trained workers. The emotions of early childhood leave a distinct after effect in consciousness; hence, the emotionalization of habits are of great moment. To turn a shrinking, morbid, self-centered child into a joyous unconsciously cooperative one is of immeasurable value to the child and to the community. Preschool training justifies itself by helping children to find themselves emotionally and socially.

Two of these four groups, known as Divisions I and II, have programs much the same. When the children come at nine o'clock, they remove their wraps, hang them in place, and join the group. There is play on the slide, at the sand table, or with blocks; story-telling, music, singing, or skipping games; clay modeling and coloring or drawing pictures—all depending upon the children's ages and inclinations.

The members of the second or more mature group learn to carry out activities of their own planning, in which the teacher acts only as counselor. There may be an excursion to the University museum, the planting of flowers in the yard, or a walk in which birds, flowers, and trees are observed and commented on. Hours spent in arousing general interest in life and things about us are never wasted, for love and interest are the most powerful forces in the world. Every refinement of the apperceptive mass must eventually increase the pleasure, the understanding, and the interest that the child will take in the concrete and the real.

A midmorning lunch of milk, cocoa, or orange juice is served by the children of the younger group, and toys and books are put away and the room put in order before the rest period and before going home at noon. In this way



without artificial setting or preaching, right social habits are started, which will ever remain a part of the individual.

During the morning the children are observed by research workers for social attitudes and spontaneous conduct, and some are called each morning from the group into the examining room to be measured or to "play a game," as an experiment is sometimes designated. The experiments usually fascinate the children and furnish the staff with data on childhood, such as vocabulary, play, the process of learning, motor control, and special abilities.

The junior primary group is in attendance from nine until noon. The daily work is planned along kindergarten lines. Subjects are studied from life rather than from books. They learn how the birds build their nests from watching them in the spring. They visit the river banks and watch and discuss the changes each season brings. They learn of public utilities and how things are made by visiting civic and commercial establishments. They learn to make many things, such as cement bird baths, scrapbooks, Christmas cards, and paste.

These children on entering the first grade experience no definite break between home and school life. The informal and individualized methods used here make the transition easy. They enter school with greater resourcefulness and stand a better chance of preserving their individuality.

In the last group, the home laboratory, all phases of childhood are studied and regulated. The children in this group may attend from birth to six years and usually are present from nine o'clock in the morning until four in the afternoon. Some may remain overnight for the period of a few months.

The days are spent as they would be in the home best planned for the needs of the child, with scientific methods of feeding, regular schedules for sleep and play, and the same type of training that is given in the groups previously described.—J. M. R.

CONTACT with the actual job of teaching extends through the students' entire two years of preparation and is carried on in three laboratory schools—namely, the School of Observation, three training schools, and

twelve kindergarten training centers. The laboratory experiences of the first two semesters are conducted in the School of Observation. Theory courses in psychology, principles of teaching, and special methods are coordinated with actual teaching situations in this school, and the student-teacher by means of directed observation and participation lessons has an opportunity of seeing theory and practice brought together in real classroom procedures.

These preliminary laboratory experiences in observing and actually conducting classroom activities afford the student-teacher a preparation and background for the more extended and detailed training period in the third or fourth semester. He has learned in a gradual and developmental way some of the essentials of the teacher's technique and he begins his training work with specific classroom experiences in which he has played the major rôle. This is perhaps one of the most outstanding features of the plan at the Cleveland School of Education.—J. Jones Hudson, Cleveland School of Education, Cleveland, Ohio, before the City Teacher Training School Section, Feb. 22, 1926.



Abstracts of Addresses Given Before the General Sessions in Washington

DO YOU see what I am attempting to lead up to as applied to you and my profession? For you and I, more than the world thinks, are comrades in arms, carrying a common responsibility, and I venture to say, out of thirty-two years' experience in the ministry, our professions are converging today as they have never converged before. What I am leading up to, and preaching to myself as I preach to you is this: that the only warrant of real efficiency—and I think that is the term we conjure with today—the only guarantee of real efficiency in your profession and mine is to be found in this: that somehow, some way, however we may express it, we are literally ambassadors, carrying our authority not so much from men as from the consciousness that we are as "the Voice of One."—Right Rev. James E. Freeman, Bishop of Washington, Washington, D. C.

WE HAVE traced the evolution of the purpose of the school. We have already hinted that the major objective of the school today is worthy citizenship. In the medieval period, it was service of the church. Today, a state-supported system of education implies a system devoted primarily to state service. Our four objectives converge upon the idea of good citizenship. The man in poor health cannot make the best citizen and may become a liability to the state; likewise, the illiterate, the ignorant, the inefficient, and the wrongdoer. In the age in which we live, citizenship is the primary function of the school. As the social organism develops, it may be something else at another time, but we are now witnessing the flowering of democratic principles in social organization, which rests upon education as a basis.—John J. Tigert, U. S. commissioner of education, Washington, D. C.

THE THIRD function of the kindergarten is to discover in the early years evidences of any conditions which will hinder development all through later school life. This is a contribution offered by the kindergarten to the whole school. However, this is a future func-

tion of the kindergarten rather than a present one. To accomplish this great purpose two great changes would have to take place. First, the training of the

THE Washington convention of the Department of Superintendence was unusually significant in several directions. Persons prominent in national affairs appeared freely on its programs. The attendance crowded Washington hotels to capacity and overflowed into apartments and private homes. The programs were well filled with strong talent. President Frank W. Ballou's belief that the various units of school administration need careful study in an effort to unify education and adapt it to the needs of individual children found expression in a series of programs on the elementary school, the junior high school, and the senior high school. Some of the addresses are printed in full in this issue of *THE JOURNAL*. Abstracts of others appear on this and the following pages.

kindergartner would have to include more psychology, psychiatry, nutrition, nursing and medicine, than is now provided in most normal schools. Second, one would have to awaken the public in general, superintendents of schools, and boards of education in particular, to provide the kindergarten with facilities, not only for instruction as such, but for training children in correct habits of eating, sleeping, open air life, and the like. Such a kindergarten would be open to the criticism given by a visitor to our experimental nursery schools. She said: "This looks like a cross between a home and a baby hospital," and she was right. In that there was the preparation and cooking of food, setting of tables, eating meals, out of door play, beds with sleeping hours—the nursery looked more like a home than a school. The presence of

doctors, nurses, psychologists, and psychiatrists made the nursery take on the aspect of a clinic or baby hospital. With the cooperation of our superintendents, boards of education, school doctors, nurses, psychologists, and visiting nurses, we should begin to provide for our public school kindergarten children the intelligent care now being given to nursery school children from two to four years of age.—Patty S. Hill, director, department of kindergarten and first grade education, Columbia University, New York City.

THE MEETING worthy of a professionally-minded principal is a professional meeting—one carefully planned with real objectives, with common interests participated in with careful study by way of preparation by all, contributed by all, but always under the control of the master mind of the principal as leader. For it is he whose professional insight and wisdom must be the compelling force in making the meeting like a watered garden, a place and time for beautiful growth of power and skill and renewed courage and confidence. When tired, discouraged teachers leave these meetings rested and refreshed, the principal may know that he has met his great opportunity and takes with him the reward of the real victor, which is the ability to do a harder and less promising piece of work with even greater victory the next time.—Mary McSkimmon, principal, Pierce School, Brookline, Mass.

WE WISH, as superintendents, that our capacity for wise educational leadership might be greatly quickened and increased. We wish we might have more time to exercise it, and that less of our energy were consumed with building programs and budgets and legislation.

It is getting increasingly difficult for me to find a superintendent of schools who has time to talk about education. We wish we could greatly increase the number of teachers who realize that it is more important to teach boys and girls than it is to teach subjects, teachers who are more concerned with what a boy reads than with how rapidly he reads it,

teachers who recognize that the right attitude of mind in a graduate is infinitely more important than the successful passing of the examinations. There is no substitute in methods of organization, money, or equipment for this kind of teacher.—E. C. Hartwell, superintendent of schools, Buffalo, N. Y.

THE USE of tests requiring pupils to discriminate and to exercise other psychological powers must in time have a great influence on our educational procedure. It will result in specific training in the development of perceptive power. For years we have talked about teaching elementary science in the lower schools for this purpose, but have done little. The efforts were desultory and incidental until the platoon school was established. That plan of organization provides a definite time and program for this important activity. Other opportunities are provided for real educational effort by pupils, notably in the auditorium. It is thus becoming more and more possible for a pupil to be a participant rather than a mere spectator in educational activities.—David B. Corson, superintendent of schools, Newark, N. J.

ANOTHER disturbing feature of the high school is its airy elimination of subjects taught in the elementary school. There time and money are given lavishly to instruction in subjects that are ignored in the high school. Much of the value of penmanship, arithmetic, reading, and other elementary subjects is lost because little attention is given in the high school to their conservation. Is there any justification for discarding the skill acquired in the grades? Silent reading is taught in the grades but investigations show that in the comprehension of reading matter high school seniors frequently fall below the attainment of freshmen. Penmanship receives little attention except in commercial courses, although courtesy and economics require good penmanship from every one. Spelling, too, is taught in the elementary schools but is promptly relegated to a few English classes in the high school. It is taught incidentally and therefore accidentally. Another subject stressed in the lower grades is accuracy in computation. There the proving of results has become a settled policy, but in the high schools accuracy seems unimportant. The business and industrial world have good cause to complain of inefficiency if it is found that

twelve years of schooling is not sufficient to teach the accurate addition of a simple sales slip.—William J. Bogan, assistant superintendent of schools, Chicago, Ill.

THE COUNTY unit of organization will organize the whole area of our country, regardless of city lines. There will be no difference in the individual community emphasis. One board of education composed of members from the rural districts and city wards in proper proportion will have one school fund for the entire county, there will be one requirement for teachers, one length of school term, one salary schedule, one course of study, one superintendent, one body of supervisors. The advantages of education will be evenly distributed regardless of city and county lines.—Lawton B. Evans, superintendent of schools, Augusta, Ga.

ON MY RIGHT is a model of the old *Constitution*, and below is its sail plan taken from the files of the Navy Department for the purpose of reconditioning the ship. The purpose of asking the school children of America to contribute to the reconditioning of this ship must be obvious to those of you who are charged with the responsibility of educating the young people in principles of patriotism and devotion to national duty and loyalty to the principles of the government of the United States. This campaign authorized by Congress and by the President of the United States has for its purpose the reconditioning of this historic ship, which was started under the authority of an Act of Congress signed by George Washington when President. The obvious and easy thing to do was to ask Congress to make the necessary appropriations. My contact with school children, as a judge of the juvenile court and in other capacities, led me to believe that it was vital that if this ship should be reconditioned, she should find a place in the hearts of the school children of America.—Curtis D. Wilbur, Secretary of the Navy, Washington, D. C.

I DOUBT if any high school principal will contradict the statement that what we refer to as institutions of learning are grievously handicapped in their real purpose by increasingly great numbers of boys and girls who are content to "hang on by their teeth." These put the minimum of effort on their school work as the disagreeable but necessary price of membership in the stu-

dent body. For membership in the student body gains for them their own paramount purpose of participating in the athletic and social affairs of their group. Happy is the school whose "school spirit" holds scholastic achievement in as high, and as general, admiration and support as it does the victories of its picked athletic teams.—George R. Staley, superintendent of schools, Rome, N. Y.

IN THE OPINION of our board of education the duty of the schools lies in the line of meeting the greatest needs of the people. We do not stand for the type of education that would "give Johnnie a good schooling so that he will not have to work." In all our schools opportunities have been found—sometimes purposely created—for the pupil to work. The boys have cut down weeds, helped level the playground, and put shale over it. In doing this they seemed to enjoy using shovels and rolling wheelbarrows. Heretofore we have too often had such work done by janitors or special laborers. This year we are depending upon the pupils for much of it. In one of our high school shops volunteer students resurfaced and refinished this year between six and seven hundred desks for use in their new building. The lunchrooms in all our high schools have been equipped with tables and stools made by the students in the shops.—C. B. Glenn, superintendent of schools, Birmingham, Ala.

ONE OF the most encouraging signs connected with the work in character training in Boston is the sympathetic and intelligent cooperation of various civic organizations in the city; parent-teacher associations, women's clubs, neighborhood improvement associations, and the like. . . . With such active participation by outside agencies; with the excellent course of study that has been prepared, supplemented by an inspirational magazine; with the financial backing of an interested school committee and the hearty cooperation of a loyal corps of teachers—the course in character training, launched two years ago, should exert a powerful influence for good in the lives of the boys and girls in Boston.—Leonard M. Patton, master, Edward Everett School, Boston, Mass.

FOR MANY YEARS the public schools of our city have had a very comprehensive and efficient health pro-

gram. There is urgent need, however, for placing additional emphasis on this program; for giving more and better instruction in hygiene, physiology, and related subjects; for reorganizing the work in physical training so that less emphasis shall be placed on the formal and gymnastic aspects of this subject, and more emphasis on the play, games, and recreation phases; for building up health habits which shall function both when the pupil is in school and when he has severed his connection with school; of engendering a "health consciousness," so to speak, so that pupils will think of health in connection with their food, their baths, their clothes, their homes, their companions, their streets, and their community generally; in short, with all their activities and environment. Only by implanting this idea firmly in their minds when they are young, by awakening an intelligent interest in this subject, and by giving them information on it, can we hope to lead the pupil to be a health-seeking person, whether child or adult, and to insist on healthful conditions in his social and community environment.—William J. O'Shea, superintendent of schools, New York City.

THE TENDENCY to strip educational executives of their rightful and essential prerogative of the administration of a school system is one of vital interest and concern to the entire country. No executive in education can accomplish successful results unless he is given freedom and initiative in the exercise of administration and executive powers and is permitted to discharge his obligations without fear or favor and always in the unshaken faith that any sound and righteous decision upon questions which he is called to determine from time to time will have the unqualified support of his official superiors, the board of education.—Thomas E. Finegan, member of the National Commission on Economy and Efficiency of the Business Administration of City School Systems, Harrisburg, Pa.

THE JUNIOR high school, as we know it and understand it, sets out to make a relatively intensive study of the needs, capacities, and interests of every pupil. The aspiration of parents and their ability to gratify educational desires for their sons and daughters constitute an important factor in this study. It is neither wisdom nor economy to ignore it. The entire school record of the child, made possible through a permanent

record card from the day he enters the elementary school until his appearance in the junior high school, constitutes another. The intelligence tests, made possible through a well organized child study department, are an indispensable third factor. The only thing worse than exaggerating the value of such tests is to ignore them in school procedure. Bodily health and social behavior, likewise, find their place in such a study. All these cost additional money. But it should mean more in the way of eliminating waste and inefficiency during the later secondary school period, than any other single step of which we know. No school man need offer an apology for any expenditure that may be required to make this study as intelligently as it can be made. One clear educational objective of the junior high school, therefore, is to know the child as well as it is possible to know him, for the sole purpose of guiding him intelligently along that line of educational endeavor that will contribute most to his personal happiness and to his usefulness in the community.—Herbert S. Weet, superintendent of schools, Rochester, N. Y.

THE MOST important duty of the high school principal is found in the actual classroom supervision, and, in my opinion, less time is spent upon this last and most important duty than upon those which precede. The reasons for this are found in the rapid growth of our high schools in enrolment, with the attendant problems in organization and direction, which have increased rapidly with the increase in number of pupils under the management of one principal. In the small high schools of three hundred fifty to five hundred pupil enrolment, it is easily possible to keep in close touch with the work of every teacher, but, as the school grows in size, the time demanded for general management of the school increases and we find the principal devoting more and more time to the direction and operation of the school and less to the classroom. Indeed, we have come to judge the success of the high school principal more upon his ability as a general manager than upon his power to direct instruction, and we have permitted the preparation of a program, the placing of it in operation, and the supervision of its operation to consume so large a measure of the principal's attention and such a large share of his energy that little time is left for classroom problems.—Ben G. Graham, associate superintendent of schools, Pittsburgh, Pa.

ANY PROVISION for meeting individual differences of pupils, either in the junior high school or elsewhere, must be made to harmonize with the equally important provisions for meeting the needs of organized society conceived as a unit. That is, special procedures must supplement, not wholly supplant, general processes. First of all, a junior high school must provide a body of common knowledges and common experiences. It must seek to develop sets of like ideals, like interests, like aspirations, like usages. Otherwise, individuals will be strangers to each other in a common country. Thus, a common linguistic training, a common body of signs and symbols usable for carrying on the affairs of practical life, common sets of laws and regulations, common moral ideals, common social standards must, at least in their larger aspects, be the possessions of all individuals.—Calvin O. Davis, professor of secondary education, University of Michigan, Ann Arbor, Mich.

IT HAS been quite generally agreed that the three-year junior high school curriculum should rest upon a body of common subjects, taken by all students, which have been designated constants. Among these constants English, mathematics, the social studies, and science have an assured place, but art, home economics, industrial arts, and music have not yet gained a firm standing in the group of constants. In many instances, the subjects of this latter group are entirely elective throughout the three years, or are required for only a part of the years and are elective for the others. A fundamental need here is the determination, by means of extensive study, both of the pupils and of the social needs by which the work of the schools is delimited, of the subjects which pupils should study, of the procedures by which they should be taught and studied, of the relative value of these various subjects, and of the various elements in each subject, in order that those responsible for the formulation of the curricula may have a reasonable basis for decision. Such study is only beginning to be seen as a necessity, but it may be expected that definite advance will be made in the planning and organization of the means for pursuing the study in the not remote future. The invaluable study of school objectives and the recent experience of school systems the country over in reorganizing elementary and high school courses of study will be a great aid to

those who may engage in a study of junior high school curricula.—Edward D. Roberts, assistant superintendent of schools, Cincinnati, Ohio.

THE DIFFICULTY is at the present moment that we are not a teaching profession any longer. In reality we are a profession of educationalists. The one who has the vital relationship with the student is now surrounded by principals, supervisors, superintendents, scholars, textbook writers, scientific investigators, normal school teachers and a whole group of highly important and expert accessories. For the most part they may be performing more difficult tasks than the teacher, but nevertheless they are purely accessory to the actual profession of teaching.

The danger in that situation lies in high specialization, and specialization means a centripetal tendency in a profession, a tendency to see the common problems of our educational life in America from a particular angle, and I would suggest the very great necessity of substituting some centrifugal influence for the centripetal influence of high specialization in the profession.—Henry Suzzallo, president, University of Washington, Seattle, Wash.

THE PSYCHOLOGICAL deduction that the mental possibilities of the individual are unalterably fixed from birth, confirmed by the biological studies in heredity, has completely undermined the theory upon which education has been based for the past one hundred fifty years. The invention of standards for the measurement of capacity and achievement, standards still crude but capable of perfection, has shaken the confidence of educators in the doctrine of formal discipline, justified the introduction of new curricula, and questioned the efficacy of traditional methods of instruction. The old education is put on the defensive. Like the Knights of the Round Table, its supporters still do heroic deeds, but clad in armor fitted to each individual and supported by henchmen from their own domain, they come badly off in a contest with opponents entrenched with scientific skill and armed with weapons of scientific precision. The outcome is no longer in doubt.

Sometime in the future school work will be based on fact instead of opinion; its faults will be due to indifference to what is known rather than to dependence upon tradition. Then our successors will appreciate how great a revolution has been set in motion in this first quarter of the twentieth century.—James E. Russell, dean, Teachers College, Columbia University, New York City.

NOT SINCE the days when Horace Mann battled against the Boston schoolmasters in behalf of the traditional graded school has any innovation in education aroused such a show of intolerance and animosity as the platoon school. It was used as a political football in New York, was subjected to misrepresentation and vicious attacks by the teachers' federations of Chicago and Milwaukee, and even among educators of standing in the profession it often has been accorded scant consideration. Nevertheless it has thrived under criticism and as one may judge by the company it keeps it has about reached the point where it must be recognized as a sane, reasonable method of meeting the demands which the twentieth century is making upon the schools. The platoon school has been weighed in the balance for over twenty years, and it has not been found wanting.—Charles L. Spain, deputy superintendent of schools, Detroit, Mich.

THE ALMOST inevitable result of this situation, in which the platoon school child finds himself, is an absence of natural working and learning conditions. Such detailed departmentalization is almost certain to result in the teaching of subjects as such rather than in their mastery by pupils who need them in the achievement of some major purpose. The drill in the home room necessary to establish an ability can only be meaningful as it is motivated by some need for the ability which the pupils have discovered in their effort to execute an enterprise requiring more ability than they possess—to write, or spell, or figure, and the like. With the drill work divorced from the more cultural subjects as obtains under platoon departmentalization, it is very apt to be formal, routine-like, and mechanical, lacking in

motive and inspiration.—H. B. Wilson, superintendent of schools, Berkeley, Calif.

I URGE the use of outdoor fields and gyms for our physical education and athletic program. I believe that in fully half of the high schools of the nation ninety percent of the physical work could and should by all means be done either in the open or in open air gyms. Indoor gymnasiums have had far too large and costly a part in school health administration. No forced ventilation system yet contrived can replace the invigorating, circulating air of the out-of-doors. Would it not be far saner to require students to put on heavier clothing if need be, and go out of doors than to dress in lighter clothing and remain in a stuffy gym? Preparation for health then recognizes fundamental and far-reaching physical, mental, emotional, and biological influences for every boy and girl, which will prevent disappointment, misery, economic loss, and poverty. It is the school's foundational opportunity to conserve its individuals and to equip them with sufficient bodily vigor and with a mental and emotional outlook that they may profit from the school's program of contemplated service.—Merle C. Prunty, principal, Tulsa Central High School, Tulsa, Okla.

TEACHERS in high schools today do not require more education in the subjects they are preparing to teach, but rather do they need to understand the relationship of their subjects to other subjects in the curriculum to the end that they may be able to cooperate with other departments. High school teachers need to know more about the whole picture of the high school organization and administration so as to be understanding workers in group production and not be merely highly efficient piece workers. The high school teacher needs to know more about the community which the high school serves. Well organized and directed field courses in the study of manufacturing, commercial, distributing, governmental, and historical elements of the community might well find their places in the courses offered in the summer and extension departments of universities.—J. M. Gwinn, superintendent of schools, San Francisco, Calif.



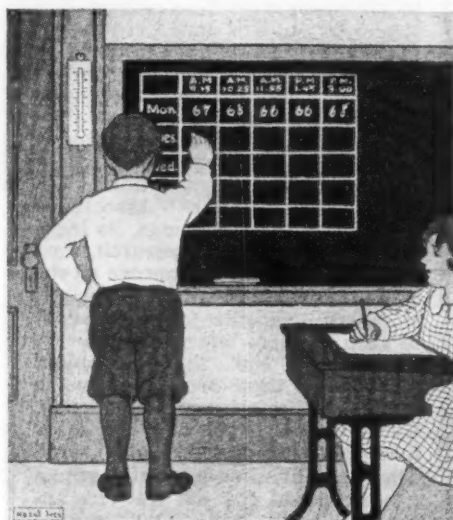
Adventures in Health Education

Fresh Air

JENNIE was a seventh-grade girl who had been transferred from Miss B's room on the second floor to one of the rooms downstairs. After two days in the new room she returned to Miss B to ask whether she might come back because there wasn't "enough air downstairs." Now as a matter of fact there was plenty of air downstairs. There were the prescribed number of cubic feet of air per child, and it contained the prescribed amount of oxygen and carbon dioxide. According to the state law, which (instead of the law of science) governs schoolhouse ventilation, and according to the rules of the bakers' union as appropriated and adopted by the brotherhood of school janitors, the school was excellently ventilated. The difference between the two rooms was that the upstairs room was controlled by the class and had a fluctuating temperature of 65° to 67° F., whereas the downstairs room had a temperature which was never below 68° and which sometimes went up to 78°. There was plenty of air but it was hot.

Upstairs in Miss B's room there had been a study of good air. Science was found to have proved that good air has the right amount of coolness, motion, and moisture and that the effect of poor air is upon the skin rather than upon the lungs or the blood. The old idea that the uncomfortable sensation in poorly ventilated rooms comes from the fact that the air is poor in quality (too little oxygen, too much carbon dioxide) has been disproved. Science finds that a man kept in a glass box where the air is still, warm, and moist has all the undesirable effects of poor ventilation even though he breathes fresh outdoor air through a tube which runs to the outside of the box. If the air in the box is set in motion, so that it has the right cooling and stimulating effect upon the skin, the man feels comfortable even though he breathes air from inside the box, the chemical quality of which is rather poor. It appears also, according

to modern science, that outdoor air is more stimulating than indoor air, because its rate of movement changes and because its temperature changes slightly throughout the day, thus stimulating the skin and through the skin stimulating the body, making us feel more energetic, active, alive, and awake.



Some interesting facts have been learned from the report of the New York State Commission on Ventilation. It was found that even when men were urged to greater activity they did 15 percent less physical work at a temperature of 75° than at a temperature of 68°. When no fresh air was supplied at either temperature the men did 9.4 percent less work per hour than when abundant fresh air was given them. It was found also that people who are living under conditions of good ventilation have a better appetite than those who are working in warm, stuffy rooms.

It seems that a person in a warm room not only feels less well than he should but that the body must lose heat so rapidly in order to keep the temperature normal that when he leaves the warm room to go to the cold outdoor air, he becomes chilled before the body can put an end to this rapid loss and readjust itself to colder air conditions.

These studies suggested that ventilation is most important. We undertook, therefore, to find out the air conditions in our building. The central office of the school department required room temperature data to be sent in by teachers and an examination of these slips

showed that the temperature rarely went below 68° F. and that usually it was much higher, sometimes being above 80°. Certainly the teacher could not be blamed for these conditions. With the thousand and one things she has to do, she cannot keep in mind the problem of temperature throughout the day. How was the condition of the air to be adjusted?

In this particular room there were some transoms over the large main windows. These were never used, but we put one of them in working condition so that it could be adjusted by a long pole. This provided an intake for air at the top of the room where it did not produce a draft upon any child. If we had not had such a transom, we would have used a window board and raised one of the windows a little from the bottom, deflecting the air toward the ceiling.

Then we gave over a section of the blackboard for a temperature chart like that shown in the center of this page. The pupil thermometer-inspector, who was changed from week to week, recorded the temperature at definite periods and more or less air was admitted to the room as needed. The attempt was made to keep the temperature at 65° to 66° F.

It seemed likely that the air would feel cold to the children when these temperatures were kept instead of the much higher ones which had been maintained. It was arranged that any child might go to the coatroom for additional garments whenever he or she felt in need of them. This privilege was never used, for the children were comfortable at the lower temperature. The experience described at the beginning of this story suggests that going to a room which was warmer and without direct ventilation made the child feel definitely uncomfortable.

Our adventure in securing fresh air suggests that the soundness of this newer knowledge of ventilation will demonstrate itself in actual practice and that few classroom procedures in health education will pay as big a dividend upon the time invested as the supervision over ventilation necessary to provide temperatures of 65° to 67° F. with some direct source of fresh outside air.

¹This is one of a series of short articles prepared for THE JOURNAL by C. E. Turner, associate professor of biology and public health, from the experimental studies in health education being carried on by the Massachusetts Institute of Technology in Malden, Massachusetts.

Special Honor Schools

THE FOLLOWING schools have completed their reports for one hundred percent membership in the National Education Association for 1925-26 since the list was published in the March JOURNAL. Many of the schools also have a complete enrollment 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

MICHIGAN—*Ironwood*, Oliver; *Saginaw*, East Side, Dieckmann.
MISSOURI—*Kansas City*, Saint Josephs; *Saint Joseph*, Saint Joseph Public Schools, Bartlett, Bartlett High, Benton, Benton High, Blair, Bliss, Central High, Detention Home, Douglass, Ernst, Eugene Field, Florence, Floyd, Garfield, Green Valley, Hall, Home of Little Wanderers, Hosea, Hyde, Jackson, Junior College, Krug, Lafayette, Lafayette High, Library, Lincoln, Longfellow, Maxwell, McKinley, Musser, Neely, Noyes, Owen, South Park, Washington, Webster, Wyatt, Young.
OHIO—*East Cleveland*, Rozelle.

FOUR YEARS

MAINE—*Old Town*, Old Town and Orono Public Schools.
MICHIGAN—*Mount Clemens*, Mount Clemens Public Schools, A. T. Donaldson, Clemens, Dickinson, Grant, High, Lincoln, Wilson.
NEW JERSEY—*Kearny*, Franklin.

THREE YEARS

CALIFORNIA—*El Centro*, Lincoln; *San Jose*, Gardner.
COLORADO—*Longmont*, Junior High; *Otis*, High.
ILLINOIS—*Champaign*, Gregory.
NEW JERSEY—*New Brunswick*, Lord Stirling.
OHIO—*Cleveland*, Mount Auburn Training.
TEXAS—*El Paso*, Alta Vista, Rescue Home, Rusk, San Jacinto.
WASHINGTON—*Hoquiam*, Emerson; *Spokane*, Willard.

TWO YEARS

ALABAMA—*Birmingham*, Glen Iris, Powell.
ARIZONA—*Flagstaff*, Emerson.
CALIFORNIA—*Los Angeles*, San Pedro Street; *San Bernardino*, Highland Avenue; *San Jose*, Grant, Hawthorne, Jefferson, Longfellow, Lowell.
COLORADO—*Denver*, Bromwell, Hyde Park, Twenty-fourth Street, Wyman.
CONNECTICUT—*Simsbury*, Simsbury Public Schools.
HAWAII—*Honolulu*, Honolulu Junior High.
IDAHO—*Pocatello*, Lincoln.
ILLINOIS—*Bader*, Bader School; *Monmouth*, High; *San Jose*, San Jose Public Schools.
INDIANA—*Alexandria*, Tomlinson; *East Chicago*, Harrison; *Fort Wayne*, South Wayne; *Trafalgar*, High.
KANSAS—*Topeka*, Potwin.
MAINE—*Dexter*, Spring Street; *South Portland*, Scarborough and Old Orchard Public Schools.
MASSACHUSETTS—*Greenfield*, Davis Street; *Springfield*, East Forest Park.
MICHIGAN—*Detroit*, Hosmer; *Grand Rapids*, Hall; *Paw Paw*, Paw Paw Public Schools.
MINNESOTA—*Duluth*, Cobb, Liberty, Longfellow, Riverside; *Minneapolis*, Charles M. Loring.
MISSOURI—*Kansas City*, Attacks, Blue Valley, Border Star, Douglass, Penn, W. W. Yates, Wendell Phillips; *Springfield*, Bowerman, Campbell, Fairbanks, Roberson, Rogers.
NEBRASKA—*Omaha*, South Lincoln, West Side.
NEW HAMPSHIRE—*Manchester*, Straw.
OHIO—*Cleveland*, Garfield High; *Findlay*, Findlay Public Schools, Adams, Bigelow, Detwiler, Donell Junior High, Firmin, Glenwood Junior High, Howard, Huber, Lincoln, McKee, Senior High, Strother, Washington; *Lorain*, Lincoln, Longfellow Junior High; *Niles*, Harrison, Lincoln, Monroe; *Salmon*, Salmon Public Schools.
SOUTH DAKOTA—*Onida*, Onida Public Schools.
TEXAS—*Waco*, Brook Avenue.

CURRENT YEAR

ALABAMA—*Birmingham*, Kennedy, Stonewall Jackson.
CALIFORNIA—*Brea*, Brea-Olinda High; *Los Angeles*, Elysian Heights, Union Avenue; *Ontario*, Central; *Redwood City*, Redwood City Public Schools, Central, Intermediate, Lincoln, Washington; *Sacramento*, Part Time High; *San Jose*, Part Time, Woodrow Wilson Junior High.
COLORADO—*Fort Collins*, Franklin, La Porte Avenue.
CONNECTICUT—*Bridgeport*, Hall, McKinley, Staples; *New Haven*, Dwight; *Stratford*, Eli Whitney, Lordship, Nichols.

DISTRICT OF COLUMBIA—*Washington*, Anthony Bowen, Briggs, Myrtilla Miner Normal.
FLORIDA—*Davie*, Davie School; *Key West*, Division Street Number Two.
HAWAII—*Kaapahu*, Kaapahu School.
IDAHO—*Boise*, Lowell.

What is a Teacher Worth?

OTHERS take us largely at our own valuation. We cannot have their respect and high opinion without our own. This is as true of professions as of individuals. The public believes in the teaching profession in proportion as the teachers themselves dignify and ennoble it. Membership in local, state, and national education associations measures the interest of teachers in their own welfare and in the improvement of education. It is the index of public respect and appreciation. The National Education Association seeks through its meetings, its legislative program, its research, and publicity activities to improve all the conditions under which teachers work. Through its Journal it seeks to keep teachers informed about the Association and the profession. Any one of these services is worth more than the price of membership. Every teacher in the nation is benefited by the Association's work. The one-hundred-percent school may be proud that its teachers appreciate their professional opportunities and obligations. By becoming members, these teachers have done their part to build a profession worthy the respect of the public. Have you done yours?

ILLINOIS—*Chicago*, Curtis, Fenger High; *Little York*, High and Grade; *Riverside*, Riverside Public Schools.
INDIANA—*Rushville*, Jackson.
IOWA—*Cedar Rapids*, Adams.
KENTUCKY—*Louisville*, California, John Marshall, Western Departmental.
MAINE—*Augusta*, Lincoln; *Buxton*, Samuel D. Hanson High; *Ellsworth*, West Side Grammar.
MARYLAND—*Clear Spring*, Downsville; *Cordova*, Cordova School; *Fearer*, Sand Spring; *Smithsburg*, High.
MASSACHUSETTS—*Malden*, Judson; *Springfield*, Acushnet Avenue, Five Mile Pond; *Stoneham*, High.
MICHIGAN—*Detroit*, Columbian, Davison Annex; *Grand Rapids*, Franklin; *Jackson*, Main; *Muskegon*, Mann.
MINNESOTA—*Cloquet*, Jefferson; *Duluth*, Emerson, Fairmount, Fond du Lac; *Minneapolis*, Bancroft; *Saint Paul*, Hayden Heights.
MISSOURI—*Kansas City*, Cherry Street, Greenwood.
NEBRASKA—*Grand Island*, Platt.
NEVADA—*East Ely*, East Ely Grade; *Eureka*, Eureka Grade and High; *Kimberly*, Kimberly Grade; *Ruth*, Ruth Grade.
NEW HAMPSHIRE—*Hampton*, Centre.
NEW JERSEY—*Asbury Park*, Bond Street, Bradley; *Atlantic City*, Atlantic City Public Schools, Boys' Vocational, Brighton, Girls' Vocational, Illinois Avenue, Indiana Avenue, Junior High, Madison Avenue, Massachusetts Avenue, Monterey, Pennsylvania Avenue, Richmond Avenue, Senior High, Texas Avenue, Texas Avenue (Special Class Department), West Side; *Camden*, Beideman, E. A. Stevens, J. G. Blaine, Kaighn, Read, Yorkship.
NEW YORK—*Ardley*, Ardley High; *Bellport*, Brookhaven; *Kenmore*, Kenmore Public Schools, High, Lincoln, Washington; *Monroe*, Monroe Public Schools; *New Rochelle*, High.
NORTH CAROLINA—*Durham*, Edgemont, Fuller.
OHIO—*Bowling Green*, Wood County Public Schools; *Cincinnati*, Garfield; *Fremont*, Atkinson, Croghan, Otis, Stamm; *Logan*, Junior High; *Piqua*, North Street; *West Milton*, Miami County Normal.

OREGON—*Marshfield*, Harding; *North Bend*, Roosevelt Junior High.
PENNSYLVANIA—*Harrisburg*, Calder, Downey, Lincoln, Penn, Pleasant View, Reily, Steele, Wickesham, Woodward; *Indiana*, State Normal; *Perryopolis*, Township High; *Philadelphia*, Brown, Crispin-Torresdale; *Point Marion*, High.
SOUTH DAKOTA—*Aberdeen*, Monroe.
TENNESSEE—*Springfield*, High.
TEXAS—*Dallas*, Austin, Cumberland, Forest Avenue High, Mount Auburn, Oak Cliff High, T. G. Terry; *Fort Worth*, A. J. Chambers, Austin, Hi Mount, San Rosen.
UTAH—*Joseph*, Grade; *Richfield*, Grade; *Salt Lake City*, Uintah.
VERMONT—*Burlington*, S. W. Thayer.
VIRGINIA—*Fredericksburg*, Campus Elem. Training.
WASHINGTON—*Seattle*, South Seattle; *Spokane*, Alcott; *Arlington*, Bryant, Columbia, Cowley, Field, Finch, Franklin, Garfield, Harding, Holmes, Irving, Madison, Mann, Morgan, Wilson, Young; *Walla Walla*, Baker.
WEST VIRGINIA—*Clarksburg*, Washington Irving High, West End; *Divide*, Grade; *Grafton*, Grafton Public Schools, Central, East Grafton, First Ward, Garrison, High, South Grafton, West Grafton; *Hinton*, Du Bois Elementary.
WISCONSIN—*Kohler*, Kohler Public Schools, Madison, Brayton, Harvey; *Wausau*, Wilson; *Wrightstown*, High.
WYOMING—*Midwest*, High.

ETHICAL IDEALS for Professional Men—1. The

professional man should maintain a standard of competency in his own field, entirely apart from considerations of public opinion or private gain. He may fall far short of his own standard, but he must never blur the distinction between good work and poor work.

2. The professional man should consider his compensation, in whatever form it may be given to him, as a secondary end; and he should not only be content with a modest income, but he should regard it as a part of his professional duty to make it clear to all concerned that a professional man is not interested in amassing wealth.

3. The professional man should take a personal interest in recruiting for his own and for other professions the most promising of the youth of the nation, and he should take a corresponding interest in the problems of professional education.

4. The professional man should deliberately cultivate honest criticism of his own and all other professional work, training himself to hate sentimental praise and ignorant fault-finding, and developing to the extent of his ability the difficult art of clear-sighted, constructive, critical judgment.

5. The professional man should regard himself as a guardian of the public interests in every situation where he finds those interests in jeopardy, because this is his first obligation to the society which has given him his professional education and opportunity.

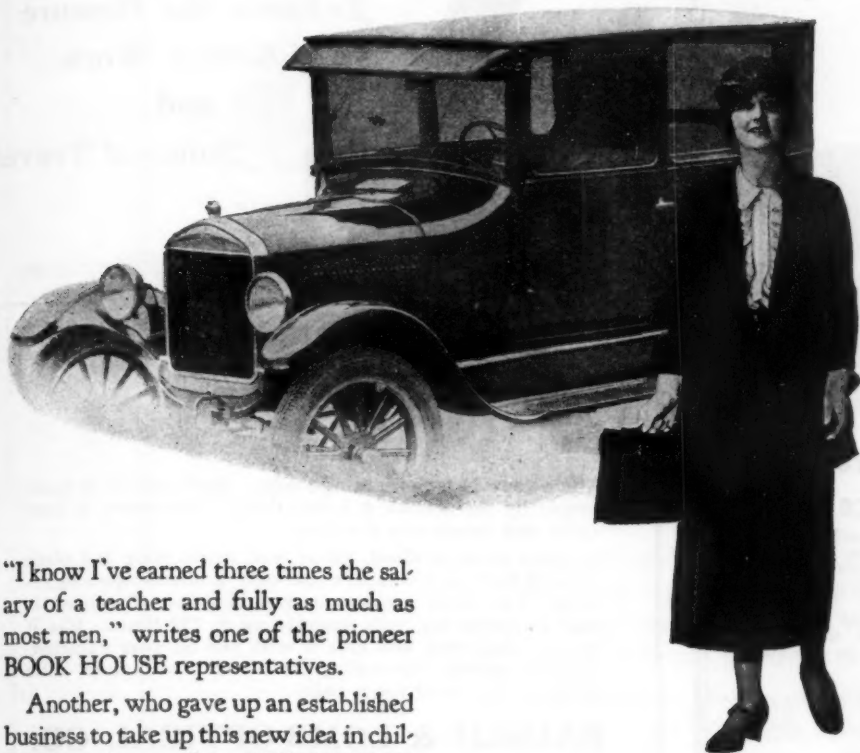
6. The professional man should champion complete liberty of thought and expression, whether popular or unpopular, without yielding in the slightest degree his own convictions as to what is true or false, wise or foolish, right or wrong.

7. The professional man should encourage the experimental spirit in every department of human affairs, because he knows that all human progress has come about by this method.

8. The professional man should use every opportunity to promote better mutual understanding among men of different classes, creeds, nations, and races, recognizing that his education and experience should enable him to rise above fears and hatreds and to serve as an interpreter and peacemaker among men.—Adopted by the Association of Professional Men's Clubs, Sept. 11, 1925.

A MAN who has recently developed into a great teacher confided to me a few days ago the secret of his success: "Once I thought only of the subject I was teaching. Now I think chiefly of the man in the seat before me." What does the youth in the seat before us want, that our modern educational system has failed to give him?—Charles Foster Kent, in the *Educational Review*.

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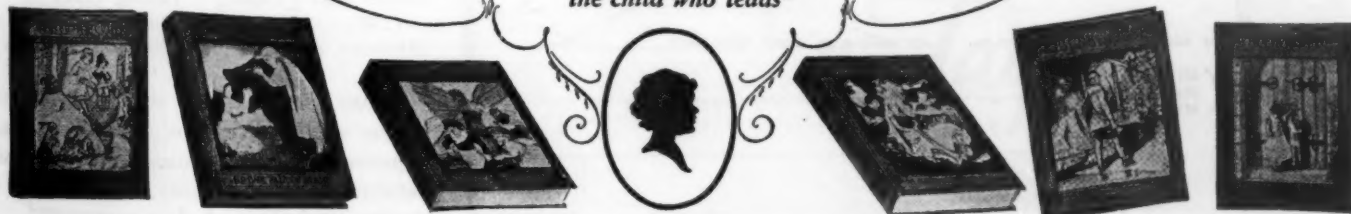
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Philadelphia Hotel Arrangements

CONDITIONS incidental to the Sesquicentennial Exposition will seriously tax hotel facilities during Convention week, June 27 to July 2.

It is important that all who plan to attend the summer meeting make their reservations immediately.

Convention housing problems will be

in charge of Henry J. Gideon, chairman of the Housing Committee, Grant School, 17th and Pine Streets, Philadelphia. Mr. Gideon is a member of the Philadelphia school supervisory staff and will make every effort to understand and meet the needs of the members of the Association. Reservations may be

made by writing to the hotels direct or through Mr. Gideon.

Most of the hotels are quoting rates for double rooms only. Whenever possible, plans should be made for two or more persons to occupy one room. Rooms for two or more persons range from \$6-\$14 a day. A few hotels offer rooms without private baths at lower rates. Several of the hotels offer large rooms in which extra beds and cots may be placed.

The following is a partial list of Philadelphia hotels with number of rooms. For detailed list of rates see February JOURNAL, page A-54.

Adelphia (400)	Lorraine (310)
Aldine (300)	Majestic (400)
Bartram (300)	Pennsylvania (150)
Belgravia (200)	Robert Morris (208)
Bellevue-Stratford (900)	St. James (350)
Benjamin Franklin (1220)	Spruce (220)
Green Hill Farms (150)	Stenton (100)
Hanover (225)	Sylvania (406)
	Vendig (216)
	Walton (350)
	Windsor (260)

Many satisfactory and well-located rooms are available in dormitories and approved rooming houses of the University of Pennsylvania, Temple University and Drexel Institute.

Secure your accommodations now.

Cut Out and Mail this Coupon with Letter Explaining Requirements

REQUEST FOR HOTEL ACCOMMODATIONS

To Henry J. Gideon, Chairman Housing Committee
Grant School, 17th and Pine Streets,
Philadelphia, Pa.

[Cross out words or lines not applicable to your desires]

Reserve _____ rooms in (hotel / dormitory / private home) with (private / detached) bath for party of _____ persons.
(give number)

Reservation to begin _____ and to continue until _____
(give date) (give date)

Price not to exceed \$ _____ per day per person.

I shall be alone and prefer separate room. I am willing to share room with _____ others.

Name (Mr. / Mrs. / Miss) _____

Street _____

City and State _____

Attach names and addresses of all others in party. MAIL NOW.

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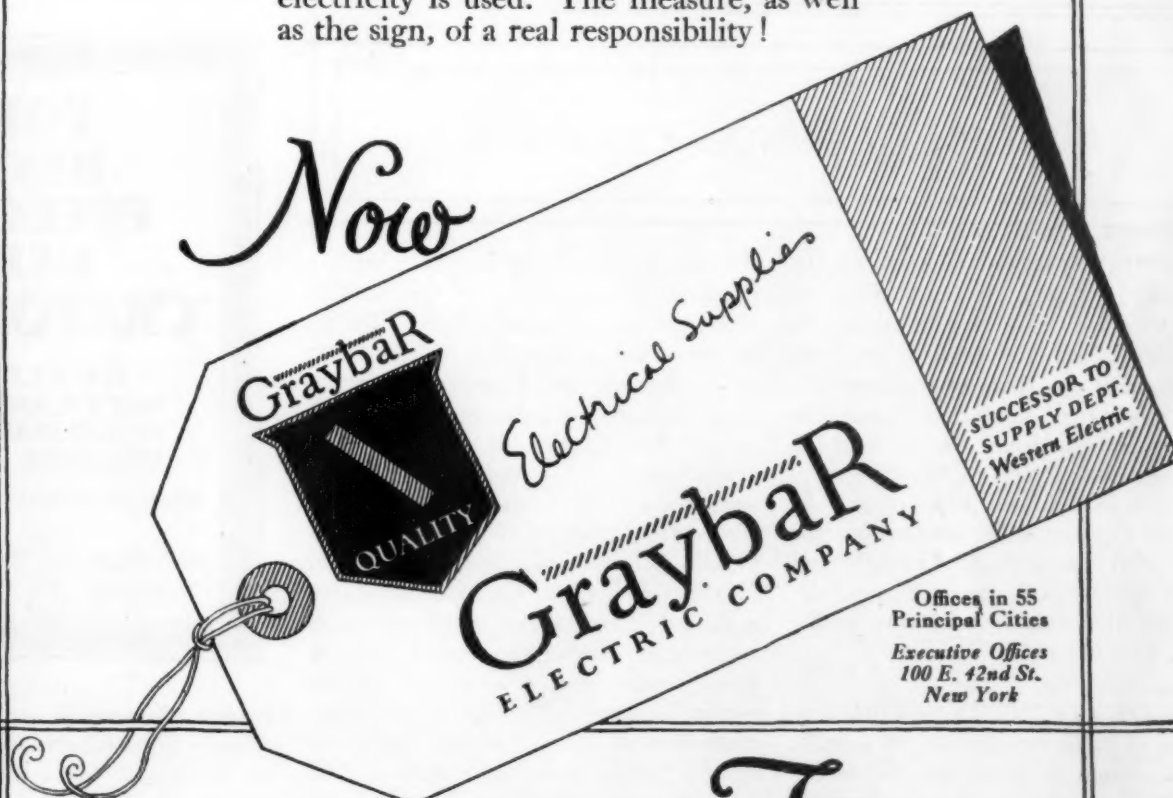
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NOTES and ANNOUNCEMENTS

J. W. CRABTREE, secretary of the National Education Association, when recently asked the biggest thing in American education, replied that the biggest ideal is that of making the proper points of contact between the work of the school and the work of the home and community.

"We have attached importance," he said, "to the matter of acquainting the public with the schools. Equally important with this is the matter of acquainting the teacher with the public and its essential needs."

LOVE OF COUNTRY is a precious heritage to build into the life of a child. Children come to appreciate the meaning of their country by living over again the struggles that have made it what it is. The celebration of the Sesquicentennial of the signing of the Declaration of Independence during 1926 gives an exceptional opportunity to round out

the history lessons of the year with a dramatic visualization of the stirring scenes of Revolutionary days. To aid in the visual presentation of this epoch in our history, the National Education Association has issued a book under the title, "The Drama of American Independence." It contains a wealth of suggestions for schools of all sizes and types—for Grades One and Two; for Grades Three and Four; for Upper Grades; for Schools, Colleges, and Communities. Every school will want copies to use in the closing exercises of the year. Every teacher will want a copy for his personal library. Through a special arrangement, a volume which would ordinarily bring much more may be had for fifty cents (paper) or, in lots of five or more copies, for forty cents each, from the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. Order yours today, while the supply lasts.

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SANDUSKY OHIO

TO CREATE a keener interest and a greater efficiency in spelling, the Pennsylvania State Education Association will act as sponsor for a state-wide spelling contest which will culminate in a contest at the Sesquicentennial Exposition in Philadelphia to decide the champion speller, according to the *Pennsylvania School Journal*.

(Continued on page A-125)

Spring
is a fine time
to be foot free



WHEN the songbirds come up from the South and every tree shows a delicate tracery of new green, what woman wants to suffer with nagging, dragging feet? Let your feet feel the renewing urge of Nature, like everything about you. Give them freedom in lightweight, natural Cantilever Shoes. Then the springtime will be a happier season for you.

In Cantilever Shoes you can walk with a spring in your step. Your feet will not bother you on the first warm days. For these shoes are naturally shaped and are in close harmony with the natural requirements of the foot.

The Cantilever Shoe is flexible from toe to heel like the foot. And what a difference this makes! Your foot muscles are free to exercise. Circulation is unimpeded. The arches of the feet build up springy, tireless strength for when foot muscles strengthen they are better able to hold the twenty-six bones of the foot in arched formation.

Cantilever Shoes are good to look at. They are made along graceful lines and are tastefully designed. There is an interesting variety of new pump models and oxfords that are trim and pleasing.

Cantilever Shoes are sold from coast to coast and are within shopping distance of practically all readers of this publication. In many cities you will find a Cantilever Shoe Shop listed in the regular or classified section of the 'phone book. The Cantilever Corporation, 404 Wiloughby Ave., Brooklyn, N. Y., will be glad to advise you where you can most conveniently buy Cantilever Shoes and send you an interesting free booklet showing photographs of the new Cantilever styles for spring and summer.

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For men and women

Supports the arch with flexibility



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If you contemplate a trip this summer, it will be reassuring to you to know that T. C. U. protection follows you wherever you go.

Last summer we received the following cable from Hamburg, Germany, from an American teacher, who is a member of the T. C. U.:

"My policy twenty thousand three hundred thirty-nine. Totally disabled while traveling. Please wire fifty dollars American Express."

Shortly thereafter we received the following letter from the teacher:

"I wish to convey my thanks to you for answering my cable from Hamburg promptly. I had an accident with my left eye that made me almost blind for several weeks and bringing unexpected expenses, handicapped me severely. I am engaged to teach at the Shady Side Academy, Pittsburgh, Penn., for the coming year, and will communicate with you from there as soon as I arrive. I will certainly 'tell the world' how fairly I have been treated by your Company."

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I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

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Reduction in price if Tourist third-class rate is preferred, \$120.
Price fully inclusive.
References exchanged.
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(Continued from page A-122)

A LIFE MEMBERSHIP in the National Education Association was recently given Superintendent Harry A. Hunt, of Portsmouth, Va., as a token of esteem by the teachers of the city.

A HANDSOMELY framed certificate of life membership in the National Education Association was presented on January 29 to Superintendent James H. Harris, Pontiac, Mich., by the board of education and the community.

T. MARCELLUS MARSHALL, of Stouts Mills, West Virginia, died November 13, 1925. Mr. Marshall was one of the first life directors of the Association and principal of the Glenville (West Virginia) State Normal School. He was deeply interested in prison reform. He was instructor in the Government Indian Schools of New Mexico. His work as an educator dealt with several phases of education in several states.

THE NATIONAL ILLITERACY CRUSADE was organized in Washington, D. C., February 22, during the meeting of the Department of Superintendence, its purpose being "to Wipe Out Illiteracy by 1930." This organization has its headquarters for the present at the American Red Cross in Washington, D. C., and will devote itself strictly to aiding the 5,000,000 men and women who cannot read or write. It will aid states and organizations that are already attacking illiteracy, and where the crusade has not penetrated it will help to initiate it. The president is William Allen White. Jane Addams and Glenn Frank are vice-presidents. W. Carson Ryan, Jr., is secretary, and Cora Wilson Stewart is the national director. Some of the strongest men and women in the country compose the Board of Directors. Among them are five former presidents of the National Education Association, several nationally known editors and authors, and some persons of international reputation.

THE AMERICAN Child Health Association is promoting May Day as national child health day in an effort to secure for every child the right to be born well, to have a healthy childhood, and to reach maturity in the happiness which comes to those whose physical heritage has been safeguarded. Each state and local community is urged to work out its program in its own way.

(Continued on page A-126)

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

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Vocational Education Division

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Murmur of rippling waves in your ears as you wake. Cool breeze stirring palms outside your window. Golden dawn on clouds and flashing sea. A new day—in Hawaii—and you keen for adventure.

A dash into the tingling surf puts you on edge. Golden *papaya* or juicy pineapple and Hawaiian coffee for breakfast. How fresh and clean the air!

What to do? Golf in color-splashed Nuuanu Valley? A motor trip mountainward to wind-swept *Pali*, or around the island? Shopping in Oriental bazaars? A bout with an outrigger canoe? Day-dreaming under a shady *hau* tree? Or by steamer through island channels to Hawaii's volcanic National Park; and to Maui or Kauai? These and a hundred others for your choosing.

You'll want all the time you can spare, but 4 or 5 weeks and \$400 to \$500 from the Pacific Coast will do it. You'll enjoy the calm voyage, 5 or 6 days direct to Honolulu from Los Angeles, San Francisco, Seattle, Vancouver or Victoria, B.C. No passports, interpreters or red tape—Hawaii is U.S. soil, a full-fledged Territory.

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Special Norway Cruise July 4—Berths Filling Rapidly

53 Chambers Street Scandinavian Travel Bureau New York City

(Continued from page A-125)

THE CITY SCHOOLS of Los Angeles, California, have a practical project in forestry operating under the Department of Agriculture. The object is to inspire the youth of the city with the desire to save the leafage, the soil, and the moisture of the denuded mountain sides and through healthy outdoor exercise to save the young folks themselves. Work is to include elementary and secondary schools, and it is to be governed by the varying needs of the time of year and the land to be salvaged. School gardens will be used for propagation.

LAURA SPELMAN ROCKEFELLER Memorial has recently given the Institute of Child Welfare of the University of Minnesota the sum of \$250,000 to be expended over a five-year period on research work with the pre-school child. Three projects which the Institute has undertaken are: A nursery school for children between the ages of two and five years; an observational study of infants from birth up to two years of age; and a parent training program. Eight departments of the University are cooperating in the research program of the Institute. The organization represents an attempt to get a concerted attack in a number of scientific fields on the problem of the small child.

(Continued on page A-128)



The piping in of the pudding—
an oldtime Christmas ceremony on Cunard and Anchor Liners

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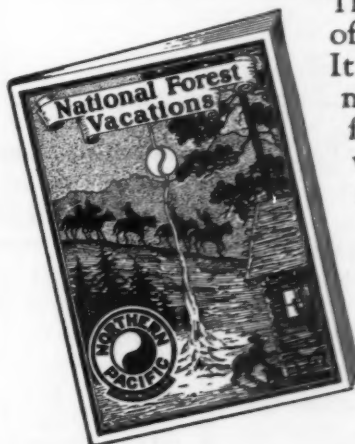
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| ☐ Inland Empire (Spokane) | 85.05 |
| ☐ Pacific Northwest (Portland) | 90.30 |
| ☐ Rainier Park (Seattle) | 90.30 |
| ☐ Alaska (Skagway) | 190.30 |

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Chicago, Ill.

(Continued from page A-126)

SECRETARY E. G. Doudna, of the Wisconsin Teachers Association, reports that the membership in that association has now passed the 15,000 mark.

SINCE the recent death of James Buchanan Duke, Duke University is now the wealthiest endowed institution of learning in the United States, with an endowment fund of \$70,000,000. According to 1924 figures, the seven most heavily endowed universities are Duke, Harvard, Columbia, Yale, Chicago, Stanford, and Johns Hopkins.

GEORGE NORLIN, president of the University of Colorado, was recently elected a member of the board of trustees of the Carnegie Foundation for the Advancement of Teaching to take the place made vacant by the death of the late President Marion Le Roy Burton, of the University of Michigan.

ARTHUR J. KLEIN was recently appointed as specialist in higher education in the Bureau of Education of the Interior Department.

He will be in charge of the Division

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of Higher Education, which collects and disseminates information regarding universities, colleges, and professional schools. On request he will furnish advice to officers in charge of such institutions and conduct institutional surveys. Dr. Klein's varied experience in the different fields of education fits him well for the position.

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C. G. SCHULZ, secretary of the Minnesota Education Association, Room 919, Pioneer Building, St. Paul, Minnesota, is the new president of the Association of Secretaries of State Teachers' Associations.

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Warden T. Rayment, of Goldsmiths' College, University of London, will give courses in Contemporary Education in England; Professor Vernon Brown, of Durham University, Newcastle-on-Tyne, will give courses in Educational Psychology, and Professor Ellen C. Oakden, of the English faculty of Goldsmiths' College, will conduct classes in Literature and English.

In addition to the regular College faculty of over a hundred, who will conduct all the regular year courses, the College has obtained the services of forty other outstanding classroom teachers and lecturers from leading universities and colleges of this country. Included among these are DR. DAVID SNEDDEN, DR. EDWARD S. EVENDEN, DR. GEORGE D. STRAYER, AND PROFESSOR LUCIA DEMENT, OF COLUMBIA UNIVERSITY; DR. L. A. PECHSTEIN, OF THE UNIVERSITY OF CINCINNATI; PROFESSOR JOHN CROWE RANSOM, OF VANDERBILT UNIVERSITY; DEAN J. H. HOLST, OF MONTANA STATE COLLEGE; DR. SAMUEL B. HARDING, OF THE UNIVERSITY OF MINNESOTA; DR. CARLETON WASHBURNE, OF WINNETKA; ASSOCIATE SUPERINTENDENT C. R.

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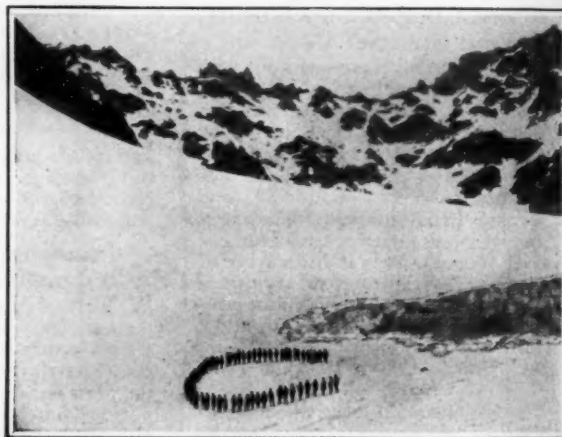
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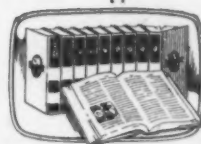
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