

The JOURNAL *of the*
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ASSOCIATION

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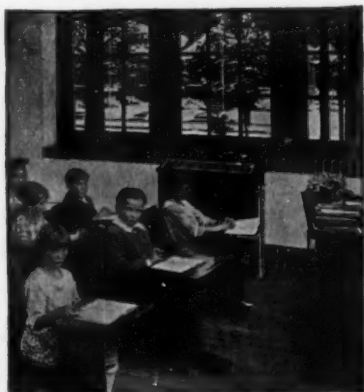
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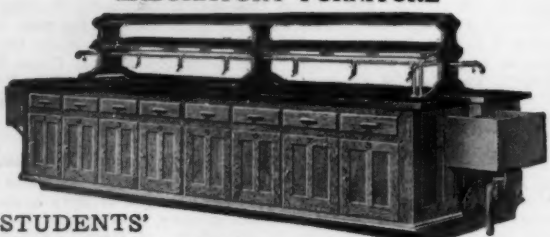
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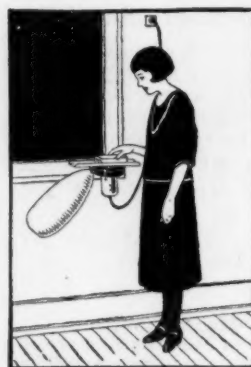
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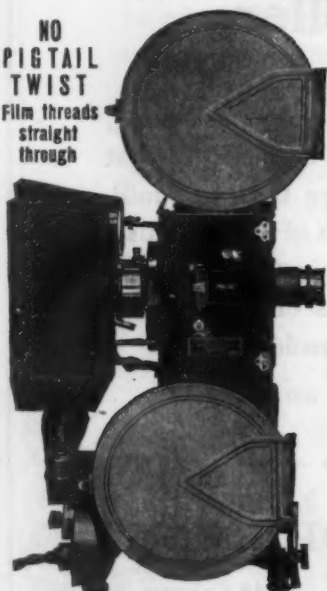
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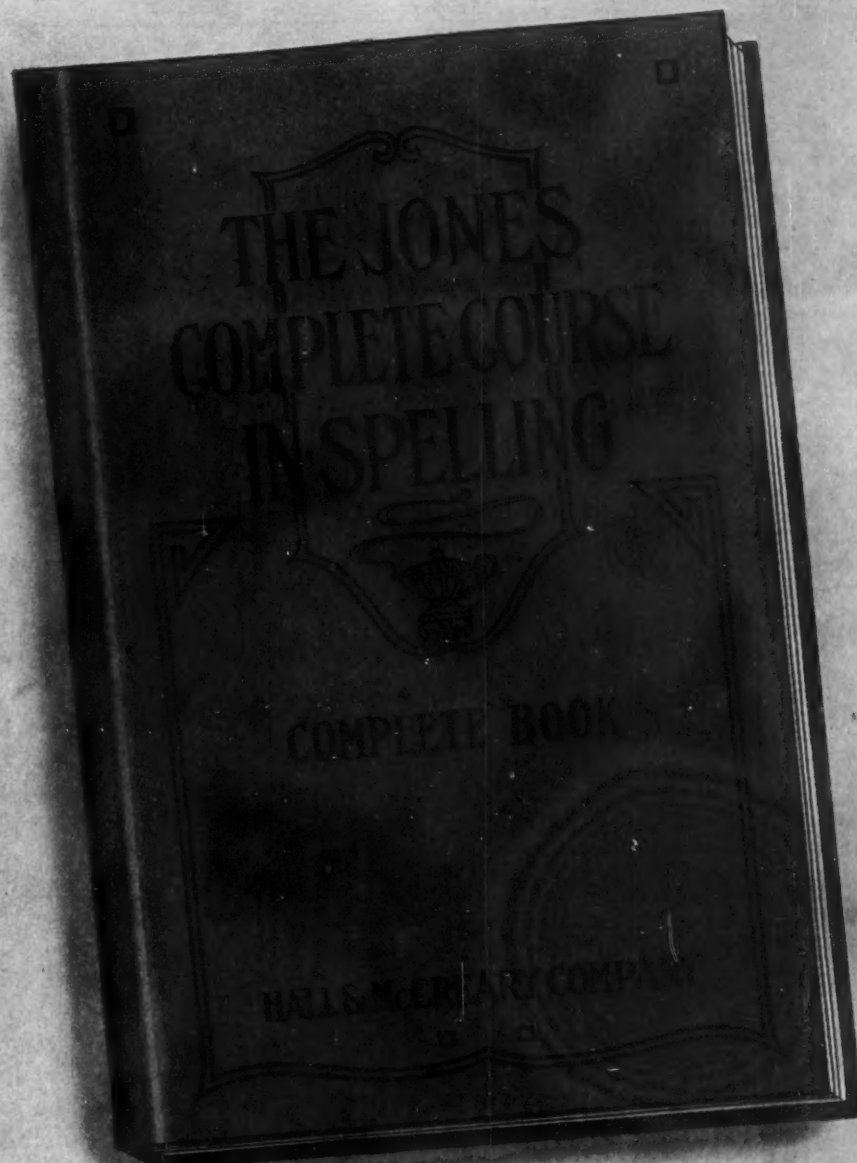
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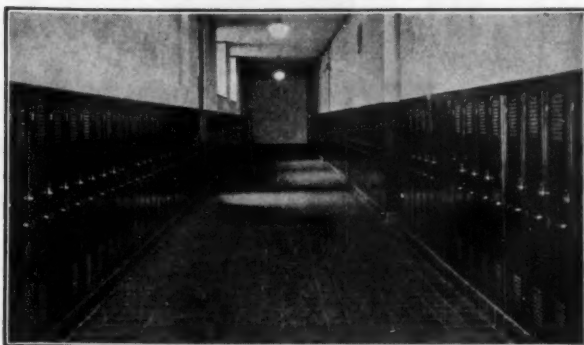
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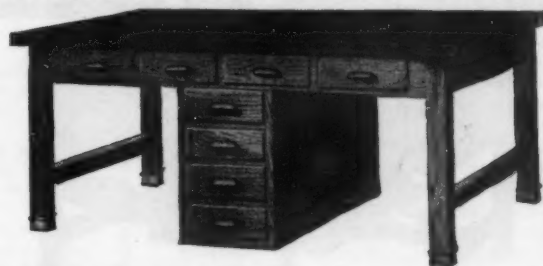
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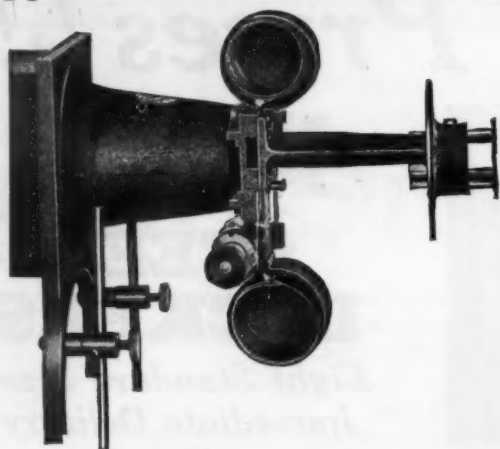
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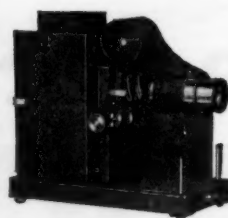
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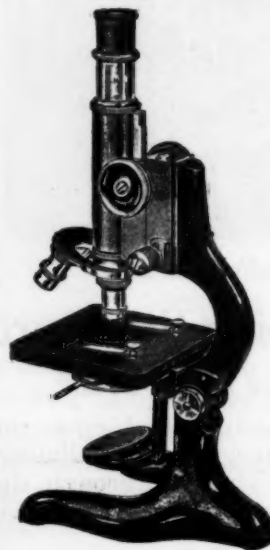
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The Borden health program, with this in mind, especially emphasizes nutrition work. It provides for regular instruction in correct diet and includes *daily feedings of Eagle Brand Condensed Milk*.

Its other features are thorough physical examination for possible organic defects; weekly weighing; and education in proper health habits.

Two Great Advantages

This program has two practical features particularly to recommend it—(1) it involves a very small financial outlay, and (2) it can be carried on by the regular classroom teachers. In schools where funds and equipment for health education are still limited, these are important considerations.

The schools reporting great success from this program range all the way from large city schools to the little one-room rural schools. The teachers who conducted the work were in no cases highly trained specialists. They simply followed the very definite program outlined by the Borden Company (making use of its published material and personal advice) and were conscientious in the daily feeding of Eagle Brand.

The Why and Wherefore of Eagle Brand

Eagle Brand is an essential part of school nutrition work. No other food can contribute quite the same benefits to children—or is quite so advantageous for school use.

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It is recommended—not as a substitute for bottled milk—but rather as a supplement to it, supplying extra food and energy value for children who most need it.

The best way to serve Eagle Brand—as these teachers all did—is in mid-morning or mid-afternoon feedings—or with the school lunch—2 tablespoonfuls diluted in $\frac{2}{3}$ cup of cold water. It is easy to buy anywhere, keeps perfectly, is absolutely safe and clean, is economical for large quantity feedings.

It is too soon to have final complete reports from teachers who have tried the Eagle Brand health program this year, but a few typical comments are quoted here. They represent the experience of hundreds of teachers—in more than half the states in our country. They amply demonstrate the fact that malnutrition is at the root of many mental difficulties—and that by overcoming this condition in their schools they not only bring untold benefit to the children, but at the same time make their own work of teaching infinitely easier.

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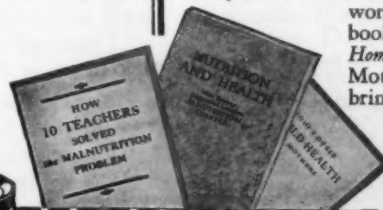
"The children who were formerly underweight, pale and listless were developed into real interested boys and girls, and improved mentally, physically and intellectually."

"The children are more active and alert mentally."

"Besides weight gains I noticed improvement in the children's appearance, mentality and attitude."

"All the children showed marked improvement in appearance and a more active interest in their work."

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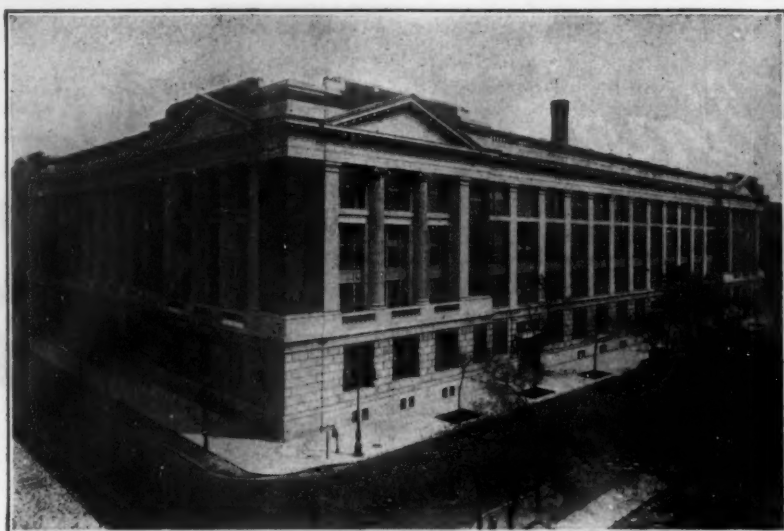
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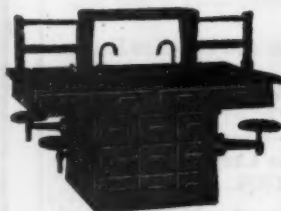
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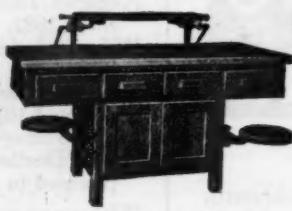
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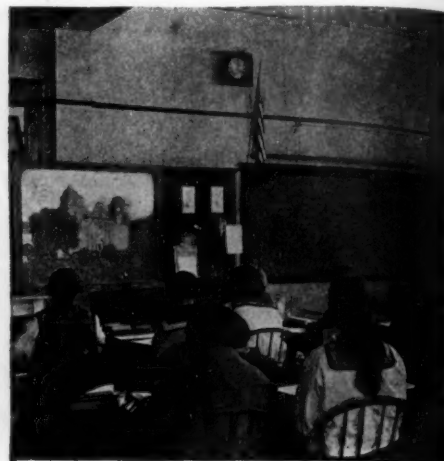
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The Efficient School Principal

MARY McSKIMMON¹

IF THE National Education Association had done nothing else in the last five years except to awaken the elementary school principal to study his own problems, to find out what his serious responsibilities and highest opportunities are, it would be worth to the education of the children of America all that the Association has received from all sources during this whole period. The elementary principal comes closest to the entire population of children to be taught and their teachers of any one official concerned. We can point with pride to the progress we have made in the study of our own problems, for we have found out our own status and our chief professional responsibilities—things entirely vague and undefined five years ago—and it is today our chief pride that this study was undertaken by no compulsion from without but rather from the self-determination of the group itself, as we came to recognize, of our own accord, the indefiniteness of our powers, the bewildering demands imposed upon us, and the lack of common agreement upon which to plan as the newly organized National Education Association began to draw us in large numbers to its great meetings.

Two years before our group began to organize itself for the study of its problems, a great spur to study our own problems came to us by W. C. Reavis' compelling article in the *Elementary School Journal* in December, 1918, entitled, "The Duties of the Supervising Principal." To us most of the duties were traditional. To be sure new duties were often added by the higher authorities, but no one duty was ever taken away. For the first time as a group the elementary school principals applied themselves to weighing this serious list of scores of responsibilities that heretofore had been taken, as a matter of course, one after another like steps in a flight of stairs, equal in importance.

Now we began to ask, "Are the things that devour our time equally valuable in this work of giving all the children of all the people the best in our power

been subjects of the most earnest study during the existence of our organization. What is our real job, and what are the powers delegated to us to accomplish it?

NO CHAPTER in the history of professional organization is more glorious than the growth of the Department of Elementary School Principals of the National Education Association. But an infant in age, it has become a giant in power and purpose. Under its fostering care the literature of the principalship has grown to considerable proportions. Twice within recent years the National Education Association has chosen its president from among the principals. President McSkimmon speaks on the school principalship from a long and notable experience.

to give?" Long and earnestly we struggled to find their relative values, then we appealed to the superintendents and professors of education in the universities to study and weigh the relative merits of the clamoring and conflicting claims of priority of importance for the principal's time. Their points of view were interesting indeed. While the superintendents agreed that the principal should devote 50 percent of this time to supervision, the actual practice as observed by the university professors was that administrative duties and clerical work took together almost four times as many hours as was given to supervision. Supervision, nevertheless, came to its own place through this investigation—the objective of the efficient elementary school principal. How to organize his school so as to give the major portion of the school day to the improving of the learning by the children, through the improving of the teaching process, and then to define the status of the principal, have

If the first task is supervision for improving the learning process, how does the efficient principal attain the end he has set for himself? The atmosphere in which he works is one peculiar to the school and is a miracle to the outside world, for it is in the land of hope; the children dwell forever in tomorrow, never, save under compulsion, turning their heads over their shoulders to cast a glance at yesterday. In this stimulating atmosphere courage and cheer become the principal's daily comrades.

The principal knows that his real service to his school world consists in being an interpreter. It is only a matter of careful study under well-equipped authorities to find out how to give mental tests that shall measure the child's native ability to learn, but how to profit by the knowledge that he gains is not so simple a matter. He must know how to interpret the facts so as to make the right adjustments for the child. He must persuade the school boards to make provision for shifting the emphasis from the study of subject-matter and method to the study of the nature and needs of the individual child. He may still have to allay the distrust of mental tests in the mind of the average parent. His work of adjusting the limited or the gifted child is growing simpler each year as more and more the grade teachers are studying the whole subject of testing both by mental and achievement tests in the courses now given in both summer and Saturday morning programs.

When the principal's supreme interest is the improving of the learning process, he soon finds it necessary to help his teachers improve their own teaching. This is the real test of his leadership. The superintendents' work of rebuilding the curriculum has been of inestimable value to the principal. When this subject has been worth the most extended study that this leading educational body in our country has yet bestowed upon

¹ An address by the president of the National Education Association before the Department of Superintendence, February 22, 1926, Washington, D. C.

education, the helping of teachers keep step with the advancing curriculum has a dignity of appeal far ahead of the old ways of evaluating these subjects by which we educate the children.

The salvaging of the gifted child is not a difficult task in this land where opportunity springs up over night. There is always promotion possible, always opportunity for enriching his course by the materials giving new experience and awakening that greatest reward for work, the joy of achievement. But it is just as fine an achievement to discover the gifted teacher, and one that has long waited accomplishment. The price that the really gifted genius among teachers pays for advancement is promotion to a position of administration where the children are robbed of her power to awaken, of enlarging their horizon. As Emerson says of such, "By simple living, by an illimitable soul, you inspire, you correct, you instruct, you raise, you embellish all. By your own act you teach the beholder how to do the practicable. According to the depth from which you draw your own life, such is the depth, not only of your strenuous effort, but of your manners and presence." You are all recalling at this moment just such a rarely gifted teacher that you have once known. Cannot this honorable group find some way to reward such service and keep it for the healing of the world through

its blessing to little children? Some means of real recognition that will enable the gifted teacher to grow in power till his achievement is as known and acclaimed as that of a great musician or a great painter.

The efficient principal has learned how to make sure of professional growth for the whole faculty through the regular teachers' meetings. If the teachers are bored or unwilling participants, "The fault is not in our stars but in ourselves." Dr. Cubberley has neatly and completely charted this kind of enterprise, and it is a wholesome thing for us to take up his study of meetings with our teachers and honestly face the danger of having to confess ourselves guilty of some of the worst types in not so remote a past as we might wish. We all know his bulletin-board type where the notices and directions, wearying to exhaustion the already tired group, might just as well have been consigned to the kindly silence of the patient bulletin board. Some of us know the grievance type, where the time that should have been spent for professional growth and understanding of the finer things is snatched by a small group for the rehearsing of all the discouraging things in the whole profession, forgetting that the irritations of one condition of life are common to all conditions of life and are what the poet in his clarity of vision calls—

"Machinery just meant
To give thy soul its bent,
Try thee and turn thee forth, sufficiently impressed."

The principal has learned that neither the grievance type monopolized by the disaffected, nor the grumbling type expressive of his own dyspeptic hours, nor the routine that looks like real business but is an easy way to keep up the appearance of progress without doing the hard delving for the hidden treasure that makes for growth—none of these is what the golden moments of the teachers' meeting should be spent for. Nor is it the lecture-meeting where the principal mounts his favorite hobby and ambles along apparently at a great rate, but amounting to little more than giving his teachers a brief period of troubled rest. Milton knew that kind of leadership when he said: "The hungry sheep look up and are not fed."

The really efficient elementary principal knows that this time beyond price devoted to conference or formal meeting is his golden opportunity to awaken the latent powers and professional devotion of the teachers in his school. It is he who must take the blame when his meetings are dead and unprofitable to his teachers, exactly as they must assume the responsibility when their work falls cold and dead upon the children in their classrooms. There is no opportu-

The Naked Truth



WE DO not pay enough for the teachers of our children. Buying teaching service is like buying brick or shoes or automobiles—we get about what we pay for, and no more.

In the long run the level of efficiency of any vocation is about even with its remuneration.

When we buy teaching service, to a large extent we buy our children's outlook on life.

Most of us live for our children. The whole house is conducted for them. And no business can be more important than their proper development.

Much of the time the teacher stands in the place of the parent. He should be a man so trained that under him the children can develop into a proper maturity.

For this reason he ought to be one who has read the best books and magazines and who has the widest and best outlook on life. Selecting people of inferior quality to teach our children results eventually in inferior children.

A teacher should be the best sort of person in the world.

No stream rises higher than its source, and no education is going to do for our children what it ought unless it comes

from persons who are properly trained to give it.

Training teachers costs money. Attracting the best minds to the teaching profession costs money. And holding these best minds in the teaching profession costs much more money.

Teachers ought to lead cultured lives with plenty of leisure, and that costs money. The teacher must maintain a standard of living which permits him to live in comfort, so that he can bring to the classroom the necessary vitality. And that costs money.

We have done much toward improving the quality of the teachers in Texas and America, but the problem is so vital and so large that, in comparison with what is yet to be done, we have hardly begun.

The teacher should be paid enough to make him an important member of the community. He should be paid enough to insure the respect of the children.

Money does not mean everything and there are some things that cannot be bought for money, but at the same time money means much and in the long run it is the basis for those finer qualities which we desire in those who train our children.

We want teachers of superior ability, trained, cultured and traveled, with a

broad outlook and understanding of life, so that they may interpret life correctly for our boys and girls.

Such teachers in sufficient numbers to man our schools properly cannot be had for the salaries that we now pay.

Most of the vital problems in the future of the nation are to be determined in the classroom and we need the best of experts to preside there.

With the compliments
of
THE TEXAS OUTLOOK
Fort Worth

THIS LEAFLET, issued by the Texas Outlook, is suggestive of what a state association can do to procure higher salaries for teachers. Such material furnished county superintendents and school boards helps to obtain the rewards which workers in national, state, and local associations have long known to be necessary if the profession of teaching is to be elevated to its rightful place.

nity that can come to the principal comparable to this experience by which he is continually being weighed in the balance.

The meeting worthy of a professionally-minded principal is a professional meeting—one carefully planned with real objectives, with common interest 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. And that is the happiest recompense that could come to him, for just around the corner of his career, the newer and greater difficulty is lying in wait. At a Washington women's club recently the meeting included a little

prayer that seemed to me to belong to teachers' meetings with a peculiar grip:

Keep us, O God, from pettiness; let us be large in thought, in word, in deed. Let us be done with faultfinding, and leave off self-seeking. May we never be hasty in judgment and always generous. Let us take time for all things; make us to grow calm, serene, gentle. Teach us to put into action our better impulses straightforward and unafraid, and, O Lord God, let us not forget to be kind.

The efficient elementary principal gets his real power through his touch with his community. He is a member of the church of his choice, men's clubs for social and political interests—the board of trade or chamber of commerce will welcome him if he is the real producer of human values that he should be. Anything that will get him and keep him in touch with men, real, live ones, will be his salvation, for at times it seems as if his mind has broken from its moorings for he seems to be in a world where fathers are no more. The parent-teacher organization is one of the greatest assets in America today to his profession, but after a few years he begins to wonder if the entire population of his school are the children of widows. Our entire profession is suffering today, be-

cause those who earn the money for the taxes by which education is maintained are only remotely interested in the education of their own children, whose entire future life depends in large measure on what we are doing to these same children today. The principal must leave the walls of his own profession and all its activities if he is to get into touch with those whose ignorance of the aims and attitudes of education today is costing us so much. But if you want to know what contact—living, vital contact—with this world of men outside the school means, read President Ide G. Sargeant's splendid account of Dr. Pearl in the Elementary Principals' Third Yearbook.

What holds us? We whose limitations financially, socially, even professionally loom so great? The principalship is not simply a stepping-stone to the superintendency and strangely enough, some have even refused, preferring the intangible rewards of life and service to the apparent ones. Listen to the confession of one who deserted from the ranks. Who among the wise of the outside world could blame her? But listen!

In the town where I first taught, schools were closed on account of influenza. Every



International News Reel

INDIANAPOLIS College girls in New York City on a sightseeing tour. Good roads and good buses make such traveling a pleasure. American youth no longer are fed on the dry husks of history. Today the motion picture and the drama and travel to historic places have vitalized the teaching of history.

teacher in the town volunteered to nurse and did it. We were all hundreds of miles from home. My landlady said, "remember, if you get sick, you can't come back here." When schools convened in December, the school board refused to pay our salaries during the entire period of our serving the community.

I taught two years in the rural schools, our clothes, friends, actions, telephone conversations, and mail were all closely observed and freely criticized. Then I left and went to college to get a city position. I spent five years in college and post-graduate work learning to teach. I had more personal liberty in the city school, but the classroom liberty was nil. Courses of study were planned by a speed maniac remote from boys and girls. We were allotted three days for Burke's Conciliation and one day each for Macaulay's speeches. Then I gave it up and went into business. Without any special preparation I doubled my salary, then I tripled it. No one expects me to perform miracles.

Now listen!!

Yet, sometimes I feel like one who has seen the glory of God—and deserted.

High faith in the future, love of eager boys and girls, sacrifice, service—could one who has known them forget?

What is the test of the efficient principal? Is not the test what it has been from the beginning, the imperishable part of the product? Those immaterial things, which stronger than steel, more enduring than adamant inform the mind and soul of those in whom he lives to create. For he is a creator, not merely the builder, nor the discoverer, nor even the interpreter. For it is through his touch on the plastic life of his school that the miracle of the inner life takes place.

Dust as we are, the immortal spirit grows
Like harmony in music.

sang Wordsworth in his great poem explaining the growth of childhood's soul. In our own day, H. G. Wells has immortalized the soul of all great developers of childhood. In his book, *The Undying Fire*, is revealed the mortal antagonism between the blindness of the world gone mad over money success and that devotion to an ideal that holds to its end, though crushed between the upper and nether millstones. This great schoolmaster here is appropriately enough named Job, and when he has passed unscathed through the fires of trial and when the sunlight of great blessing and great peace visit him again, he sings his pæan of trust in unforgettable words and dares for once to speak of his own gift to the lives of his scholars—golden words for those of us

who dare to lift our eyes, to confess the high calling to which we were called:

My boys have learned the history of mankind, so that it has become their own adventure; they have learned geography, so that the world is their possession; I have had languages taught to make the past live again in their minds and to be windows upon the souls of alien peoples. Science has

EXPLORATION for goodwill is one of the greatest adventures of life today. The new worlds of peace and goodwill to be discovered are no less important for human welfare than the new land found by Columbus.

There is risk? Yes. Every heroic age is an age of great risks for great stakes. Cynicism has contempt for great expectations. Many a man has courage to face physical danger who lacks the imagination for an adventure in human relations. Never have men endured risk for greater stakes than when they have adventured for peace on earth and goodwill among men.

Actions speak louder than words. Only as America shows confidence in other nations and respect for their goodwill, can we overcome the hatred men and nations naturally have for those who hold their motives in suspicion.

In the issue of the World Court, the United States has opportunity to show that it does not consider itself blessed by a peculiar quality of integrity not possessed by other people. No nation today is great enough or good enough to stand alone and to flaunt in the face of the nations its suspicion of the motives of the rest of mankind. America must take some chances to win the goodwill of the world.—Antioch Notes, December, 1925.

taken my boys into the secret places of matter and out again into the nebulae. Some of my boys have already made good business men—because they were more than business men. . . . When the war came my boys were ready. They went to their deaths—how many have gone to their deaths!

And would you not, my fellow workers, have to search the veritable book of Job to find a more perfect tribute to the great ideal of education? And for the future, I simply want this world better taught, so that wherever the flame of God can be lit, it has been lit. The lamp of knowledge, my fellow workers, yes, but lit with the flame of God!

WHAT the world needs today is a new set of international traffic regulations based upon the Golden Rule

and a moral consciousness sufficient to make them of service. Each age has its spirit which gathers into a definite movement. This was true of the revival of learning, the Feudal Period, and the Reformation.

Since the Armistice there has been a movement toward the "international mind" and the building of an "international morality" such as will make treaties and agreements more than scraps of paper. The "international mind" is merely an attitude of understanding and should help us to discover more clearly the true conditions and ideals of our national neighbors, and the "international morality" should help us to live in the spirit of goodwill, friendship, and justice.

The most important issue before the peoples of the world is the question of international peace. To this end we must allay national jealousies and racial hatreds. The movement to conserve international amity through the League of Nations, the Washington Conference, the World Court, and the Locarno Pacts is being fostered by the peace arm of the government. Previous treaties have been brought about by the military arm.

Locarno should have come from the Treaty of Versailles but it could not. It took seven years to allay the hatreds of the late war sufficiently to produce such a meeting. It could not have happened before. Locarno and the World Court will furnish the machinery of international justice, but these must be supported by the forces which can provide skilled operators. The motif of the World Federation is to help build the spirit necessary to this end. We wish to back up our belief that civilization has advanced to a condition which will enable us to banish war as we have altered barbaric tendencies and settled international disputes by means of justice through arbitration. War is too costly in blood and treasure to retain as a legal and legitimate means of determining values. Our big job in doing this is to banish hate.

Americans are willing to make an effort to provide a reasonable protection, to disarm as the nations can mutually agree, and to make an honest effort to bring about a world consciousness of a universal brotherhood through school and church and to apply the Golden Rule in international relations.—Augustus O. Thomas, in an address before the National Council of State Superintendents and Commissioners of Education, February 20, 1926, Washington, D. C.

What is the World Court?

MONTAVILLE FLOWERS

Pasadena, California

ANY PUPIL that understands the main outlines of the government of the United States will be able to understand the World Court if you build him up to it by giving him three ideas: (1) The growth of the idea of arbitrating disputes between nations instead of going to war to settle them; (2) the four steps in arbitration from no arbitration to compulsory arbitration; (3) the three institutions which have been created to effect arbitration, of which the World Court is the latest.

The whole world is at school growing up like any boy or girl, and it is still in the grades; maybe this generation can advance it into the high school. But the units in the world school are nations, and the course of study aims to teach them all the elements of good government, of cooperation, and the limits of their rights; and to diffuse among them enough of the same methods and instruments of government to enable them to act in accord on all important matters, just as the members of a class act in school or as states act in a nation. It is a long course, with many backward pupils.

*Growth of the idea of arbitration—*The idea of settling disputes between nations by reasoning together—that is, by arbitration—is almost entirely the development of this generation. The first quarter of the twentieth century is marked by the first organization of governments for the purpose of the peace and unity of the world. Before that a few governments had made treaties agreeing to arbitrate disputes, but such agreements were limited to certain kinds of disputes, usually those that do not lead to war. Governments cannot progress much faster than their peoples, and the masses of the peoples of the nations had thought little about uniting all nations in an effort to settle all disputes by peaceful means and thus to end all wars; and what little opinion they had upon the matter was to the effect that such a thing could not and never would be done.

So we had to start with nations that acted much like savages toward each other in settling disputes; for, as the savage under the feeling of offense would slip up behind another and strike him

down, so the nation was wont to take all law into its own hands, make rules to suit its grievance, sit alone in judgment upon its case, and execute its own decision by slipping up on another nation



MONTAVILLE FLOWERS, lecturer and leader in the lyceum movement. Mr. Flowers gives in this article the facts which every teacher should know about the World Court.

and striking the first blows of war. Many wars have been begun without giving any notice of the intent to make war and that method was deemed extremely smart. Indeed, a nation felt disgraced if it failed "to strike the first blow."

On January 11, 1897, the United States and Great Britain made a general arbitration treaty agreeing to settle all disputes, within certain limits, by arbitration. John Fiske, the historian, reviewing the nineteenth century in *A Century of Science*, cites this treaty as one of the outstanding events of the century. He compares this idea of arbitration with the great revelations of science and the advances of invention as one of the arches of the bridge that spans the gulf between savagery and civilization, but he could not see how fast we were to travel along the road. A reading of that chapter of that book will be of great value to any teacher in developing with the pupils this first idea.

*The four steps in arbitration—*In all history only four ways have been developed to settle disputes between nations without going to war, and although each is an advance on the preceding, all of them are still in full operation. The first is by the processes of diplomacy—that is, by adjustment through regular representatives of the governments. For instance, if England and the United States had a dispute about a boundary line, the Secretary of State of the United States and the Minister of Foreign Affairs of England would try to reach an agreement, or two diplomats representing the two governments would do so.

If diplomacy fails, the next resort has been to agree to arbitration through individuals chosen by the parties in the dispute under special arrangements made by them at the time. If they fail or the agreement has been reached, these special arbitrators are dismissed, and if there is another dispute between the same two nations another set of men must be appointed to arbitrate it.

This is an advance because it called in men from nations other than the parties in dispute—usually one man from each nation, a third from a third nation, and a fourth and a fifth from two other nations.

The third advance has been for several nations to make a common treaty in which the makers agree to arbitrate the disputes that are classified in the treaties, through a special list of arbitrators from which to form courts for that purpose. This is an advance because it required the establishment of such an arbitral method—the Hague Tribunal.

Before that, when two nations really wanted to arbitrate a dispute, they had at hand no agency ready, able, and authorized to undertake the task. The nations had to spend time and good nature trying to agree upon the time, the place, the kind, and the personnel of arbitration, and sometimes in doing so they greatly involved the quarrel in hand.

The fourth and last development is to have a hard and fast agreement to submit all classified disputes to a definite court, composed of a definite number of eminent jurists, who are duly elected by

all the nations; a court located at a definite place and always ready, and that does nothing else but settle the disputes brought before it, and whose opinion shall be final. That is the World Court.

Three world institutions for arbitration—In 1899 Czar Nicholas II of Russia invited the twenty-six nations having representatives at his Court to meet at the Hague for the primary purpose to reduce armaments, which at that time were being greatly increased. The conference failed in that, just as all other conferences have failed since, up to the notable exception of the Washington Conference in 1922; it failed because Germany refused not only to reduce but to stop or even to limit the increase of her armaments.

But one thing of everlasting importance which they did accomplish was the third step described above. They formed and signed an agreement called the Hague Convention of 1899, which provided a Court which these nations agreed to use in the adjustments of international disputes, although they did not agree to arbitrate all disputes. This Court was named the Permanent Court of Arbitration, or the Hague Tribunal.

And this was the plan. Each of the nations was to appoint four recognized international lawyers from among its citizens. This made a list of names which at present totals 148. From this standing list any two nations in dispute may select five men, who go to the Hague, and hear and decide upon the case. America has its four representatives. Since its formation this court has decided eighteen cases, not a great number, but just eighteen more than was ever decided that way before. That is the first institution. It is the starting-point for the operation of the World Court as it *nominates* the judges for that Court.

As a part of the peace treaty in 1919 a League of Nations was formed composed of a Council of nine (now ten) members and assembly, now of fifty-five members. Both of these may act as courts of arbitration in questions submitted to them; or, if disputes that may lead to war are not submitted, either of them can take notice and offer aid in settlement. The League of Nations is the second permanent institution and is the second step in the operation of the World Court as its members *elect* the judges of that Court.

Now there was a second conference at the Hague in 1907, attended by forty-four nations. They undertook to estab-

lish a real court because what they did establish in 1899 was not really a court, it was only a list of names from which to select a court. But Elihu Root, who was Secretary of State of the United States, instructed the American delegates thus: "*It should be your effort to develop the Hague Tribunal into a permanent court composed of judges who are judi-*

elect the judges. When the plan was submitted to the League of Nations, it was approved, with slight amendments, by the Council in October, and by the Assembly in December, 1920.

But it did not come into existence then, for it must be understood that this Permanent Court of International Justice (which is the true title) is not a part or department of the League of Nations as the Supreme Court is a part of our government. Although the plan for the court submitted by the ten jurists was approved by the nations in the League, it was necessary that a sufficient number of nations, irrespective of whether or not they were members of the League, should sign a distinct treaty agreeing to adhere to the Court and to come under its jurisdiction. This treaty attached to the Constitution of the Court is called the World Court Protocol.

Each nation must ratify this protocol in the same way as it ratifies any other treaty. This makes it possible that a nation in the League may not adhere to the Court and that a nation not in the League may adhere to it. At present forty-eight nations have ratified this protocol. Fifteen of these have signed an additional sub-treaty agreeing to compulsory arbitration of all disputes of a judicial character. There are fifty-five nations in the League.

The next step to form the Court was the election of the judges and here we go back to the Hague Tribunal. The judges for the World Court are nominated by that Tribunal, in this manner: Each group of four men that each nation has in the list nominates from the citizens of his own country or any other country outstanding jurists not exceeding four in number. If any nation is not in the Hague Tribunal it can appoint a nominating committee of four to act in like manner.

These nominations are sent to both the Council and Assembly, and each body acting separately must elect by majority vote eleven judges and four deputy judges, irrespective of nationality; of course, both bodies must elect the same eleven. All these preliminary steps were taken. By September 15, 1921, the processes had been finished and the judges elected. They met in preliminary session for the first time on January 30, 1922, and a Permanent Court of International Justice became a fact. Permanent, a wonderful step in arbitration.

Eleven judges constitute the full Court, nine constitute a quorum, and the deputies supply the places of any absent-

Judges of the Court

Elected September 14-15, 1921, to serve nine years

Name of Judge	Nationality ¹
Hans Max Huber, President	Switzerland
Rafael Altamir y Crevea	Spain
Charles André Weiss, Vice-president	France
Dionisio Anzilotti	Italy
Epitacio da Silva Pessoa	Brazil
Antonio Sánchez de Bustamante	Cuba
Robert Bannatyne Viscount Finlay	Great Britain
Bernard Cornelis Johannes Loder	Netherlands
John Bassett Moore	United States
Didrik Galtrup Gjedde Nyholm	Denmark
Yorozu Oda	Japan

¹ The nationality of a judge does not indicate that his nation is represented.

cial officers and nothing else, who are paid adequate salaries, who have no other occupation, and who will devote their entire time to the trial and decision of international causes by judicial methods under a sense of judicial responsibility."

The conference worked out and agreed upon the plan of such a court, but they failed to establish the court because they could not agree upon how the fifteen judges should be chosen, or how they should be divided between large nations and small nations. However, the document they created became the model for the constitution upon which in 1920 the World Court was founded.

The Covenant of the League of Nations had recommended the creation of just such a court as Elihu Root had defined. So, in 1920, the League Council appointed ten eminent jurists from ten nations to draw up the plan for the Court and Elihu Root was the jurist chosen from the United States.

These jurists used the plan drafted in 1907 and found a satisfactory way to

tees. They hold their places for nine years and are eligible for reelection; but, where a person is chosen to fill a vacancy, he holds office only for the remainder of the unexpired term. It thus results that there must be an election of the whole Court every nine years.

No judge can be removed by the League of Nations. His dismissal can be brought about only by the unanimous opinion of the other members of the Court, that he has ceased to fulfill the required conditions.

Thus, within a quarter of a century, the world has progressed farther in arbitration than during all the past, and three institutions of world-wide scope have been created. They do not conflict in their functions, and each is available to all nations. The Permanent Court of Arbitration provides a list of jurists to whom any nation may appeal on any kind of dispute. The League of Nations provides several forms of arbitration but deals principally with questions of a political nature, such as boundaries, minorities, and economic problems, with a secretariat (permanent headquarters, general secretary, and assistants) to prepare for conferences and preserve records. The Permanent Court of International Justice is a purely judicial body and acts on all cases brought before it and gives advisory opinions to the League of Nations, but its jurisdiction is not compulsory; its function is to develop the fundamentals of international justice, to settle disputes by the process of law, and thus to build up a code of ethics as the workable basis of international law.

HOW THE WORLD COURT OPERATES¹—Each member of the Court is required, before taking up his duties, to make a solemn declaration in open court that he will exercise his powers impartially and conscientiously. The members, when engaged in the business of the Court, enjoy diplomatic privileges and immunities.

The members of the Court wear robes with black velvet facing, which can hardly be distinguished from the academic gown commonly worn in the United States. The robe adopted by the Permanent Court is worn only on the bench.

The official languages of the Court are French and English, but the Court may, at the request of the parties, authorize another language to be used. The parties are to be represented by agents and, as in the case of ordinary courts, may have the assistance of counsel or advocates. Proceedings are both written and oral. This applies to the testimony of witnesses. Hearings are to be public, unless the Court shall otherwise decide, or unless the parties demand that the public be not admitted. Minutes must be kept of all hearings.

All questions are to be decided by a majority of the judges present at the

hearing, and in the event of an even division, the president or his deputy is to have a casting vote.

Every judgment is required to state the reasons on which it is based and to contain the names of the judges who have taken part in it. If the judgment is not unanimous, dissenting judges are entitled to deliver separate opinions. Judgments must be read in open court, after due notice to the agents of the parties. If the meaning or scope of the judgment is disputed, the Court, on the request of any party, is to construe it. Applications for revision may be made only on the ground of discovery of some decisive fact which, when the judgment was rendered, was unknown to the Court and also to the party claiming revision. But no application is allowed if the want of knowledge was due to negligence. The Court frames its own rules.

The Court, or, if it is not sitting, the president, may after hearing the parties order the registrar to permit the inspection of the cases and counter-cases.

Article 28 of the Statute provides that the Court, in rendering its decisions, shall apply (1) "international conventions, whether general or particular, establishing rules expressly recognized by the contesting states," (2) "international custom, as evidence of a general practice accepted as law," (3) "the general principles of law recognized by civilized nations," and (4) "subject to the provisions of Article 59, judicial decisions and the teachings of the most highly qualified publicists of the various nations, as subsidiary means for the determination of rules of law."

¹ John Bassett Moore, elected in 1921 as a judge of the World Court, writes about "How the World Court Operates," in the February issue of *The Congressional Digest*. The following paragraphs quoted from this article are extracts from *International Law and Some Current Illusions and Other Essays* by this author, published by MacMillan Company in 1924.

THE UNITED STATES SENATE AND THE WORLD COURT

THE UNITED STATES Senate, by a vote of 76 to 17, on January 27, 1926, passed a resolution granting the advice and consent of the Senate to the adherence of the United States to the Permanent Court of International Justice. The action on January 27 followed years of discussion. In February, 1923, President Harding asked the favorable advice and consent of the Senate to the adherence on the part of the United States to the protocol of December 16, 1920. President Coolidge, in his message to Congress in December, 1923, commended President Harding's proposal and repeated his recommendation in December, 1924, and again in December, 1925.

The reservations which were made a part and condition of this resolution are:

(1) That such adherence shall not be taken to involve any legal relation on the

part of the United States to the League of Nations or the assumption of any obligations by the United States under the covenant of the League of Nations constituting Part I of the treaty of Versailles.

(2) That the United States shall be permitted to participate through representatives designated for the purpose and upon an equality with the other states, members, respectively, of the council and assembly of the League of Nations, in any and all proceedings of either the council or the assembly for the election of judges or deputy judges of the Permanent Court of International Justice, or for the filling of vacancies.

(3) That the United States will pay a fair share of the expenses of the court as determined and appropriated from time to time by the Congress of the United States.

(4) That the statute for the Permanent

Court of International Justice adjoined to the protocol shall not be amended without the consent of the United States.

(5) That the United States shall be in no manner bound by any advisory opinion of the Permanent Court of International Justice not rendered pursuant to a request in which it, the United States, shall expressly join in accordance with the statute for the said court adjoined to the protocol of signature of the same to which the United States shall become signatory.

The signature of the United States to the said protocol shall not be affixed until the powers signatory to such protocol shall have indicated, through an exchange of notes, their acceptance of the foregoing reservations and understandings as a part and a condition of adherence by the United States to the said protocol.

Teachers' Responsibility for World Peace

A. EVELYN NEWMAN

Dean of Women and Professor of English Literature, State Teachers College, Greeley, Colorado

IF THE WAY to peace is through education—and I sincerely believe that it is—then the teacher, the primary and secondary school teacher in this country, has a tremendous task and responsibility. If boys and girls who are today in our public schools, anywhere between the kindergarten and the end of the senior high school, are to be saved the horrors of an infinitely more terrible war than was the last, for themselves or for their children, then understanding and sympathy of these boys and girls for all other boys and girls on the earth's surface must be created by their teachers.

Every subject that is taught can be so handled that the child will see the indebtedness of our country to other countries. In the lowest grades many of the games, the very methods used, are gifts from Germany. The tiny children can be told such stories about the life and work of Froebel and the writings of Grimm and Andersen, can be made so to love the country from which many of our most beautiful Christmas traditions and carols come that the German people will ever be dear to them. The statue of the boy David found in so many schoolrooms, or the story of Joan of Arc, or the study of any of the great madonna pictures could be used to show the children what we owe to Italy and France.

Geography and history can be made fascinating by the study of folk dances and folk songs from all countries. The children's own little Russian smocks can make material for charming tales about the vast country, the home of Tolstoi whose stories "Where Love Is God Is" and "What Men Live By," handled by a wise teacher, would form a great lesson in ethics as well as in literature. The globe of the world can be an interesting plaything to them, as they trace the sister countries and find the Atlantic Ocean a connecting link instead of a separation between the old and the new world. Teachers living near a coast or seaport should take children through a ship, explaining that it is one of the connections between the parts of the world today. They will thus love the world as

a family, even as did Nils in Selma Lagerlof's Nobel prize geography story, *The Wonderful Adventures of Nils*.

History is even more fruitful for international direction. Even the militaristic teacher cannot sin as greatly as in the past. The story of the Hague conferences, the Pan American conferences, the League of Nations, and the World Court idea in which an American, Elihu Root, could be made the hero, and which could close with the present discussion of our own country's entering the Court would appeal to children of any age. One of the most fruitful themes of the past could be that of the young Quaker, Richard Rush. Tell the children how this young man, after the war of 1812, prevented heavy armament along the Canadian-American border by consulting with the British ambassador, Charles Bagot, and agreeing with him that it would be to the interest of both nations to have an unarmed boundary line between Canada and America. Rush, who afterwards became Attorney General for the United States, drafted an agreement which was signed by both contracting parties. As a result, peace for over one hundred years has been maintained along this three thousand mile border.

The teachers of all the modern languages have wonderfully fruitful subjects for fertilizing the minds of children with the thought of world unity. The spirit of France, Germany, Italy, Spain, Great Britain, or America can only be comprehended truly by those who have lovingly studied their literatures. A teacher who does not feel that to interpret rightly the ideals and spirit of literary masterpieces is far more essential than the teaching of grammatical correctness and idioms (though they too are important) is indeed a criminal. No child who has learned to love the art of Michael Angelo or Raphael, no college boy or girl who has been led into the depths and heights of Dante's *Divine Comedy* could ever think of any Italian as a "dago." No young person who has loved Schiller's story of *Joan of Arc* or Goethe's *Faust* or Heine's love lyrics or Kant's essays could call a German a

"Hun." Some of our soldier boys called the French "frogs," as a derogatory term. Those same boys, however, after a year at the Sorbonne, or a sojourn in Avignon or Carcassonne or Nîmes, in the study of art and history, after acquaintance with French drama and art, never used the term "frog" again. They were grateful for French genius and its service even as was the German boy, Karl, in H. G. Well's *Mr. Britling Sees It Through*.

Our teachers of American literature can show our debt to Chaucer, Milton, Shakespeare, Wordsworth, Tennyson, Browning, and all the other great singers down to Masfield of the present moment. There could be no more direct preparation for world citizenship than proper teaching of the best of contemporary writing. Such poems as *A Consecration* by John Masfield, *The Flower Factory* by Florence Wilkinson, *The Man With The Hoe* by Edwin Markham, *Scum O' The Earth* by Robert Haven Schauffler, and *The New World* by Witter Bynner rightly interpreted can sow seeds of tolerance, justice, and love in the minds of children that will flower into international understanding and unity when these children have reached manhood and womanhood.

But no amount of literature can do anything in the hands of a teacher who is not awakened to world thought and world need, who does not realize the curse of war and the necessity of its banishment if child life is to be safe upon this globe and if civilization and Christianity are to be made the environment for this child life.

After the darkness of this terrible war, not ten years past—leaving still such dreadful effects for us to battle with—will come, through the teachers' efforts, light—the light of love as expressed in Christ's teachings for, with, and among all the nations of the world—a love that will make future wars impossible. Such should be our aim.

THE STRENGTH and security of the nation will always rest in the intelligent body of the people. Our education should implant conceptions of public duty and private obligations broad enough to envisage the problems of a greatly distraught world. More than anything else, men and women need the capacity to see with clear eye and to contemplate with open, unprejudiced mind the issues of these times.—Warren G. Harding.

After Measuring, What?

H. T. MANUEL

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ONCE upon a time, in a rapidly growing town where the demand for tailored clothing appeared to be getting far beyond the supply, a young man decided to be a tailor. He was a well-meaning chap, but he had never been trained in tailoring. To be sure, he had repaired a few rents in his own clothing and had replaced a button now and then. He was, moreover, generally skilful with his fingers and was said to be quite patient in trying situations. So he bought shears, thread, a sewing-machine, and some beautiful cloth. Knowing little about the work upon which he was entering, he went to a second-hand clothing store in the hope of obtaining some appropriate models that might be within the limits of his purse. There he found some excellently tailored garments that had once been the possession of the élite of the town. His limited funds allowed him to purchase three suits representing, as he thought, the various types of customers who might come to him; for, he reasoned, to be clothed like the town banker (a tall, slender individual), like the leading grocer (a short, plump person), or like the mayor (a man of medium height and well built) would compensate in the tailoring for slight maladjustments to the individual differences among his customers. These three model suits were carefully ripped and used as patterns.

This tailor had the good sense to rent an attractive suite of rooms and to employ a good publicity agent. In a short time he was almost overwhelmed with would-be customers. He took their orders with a great show of skill. The comments he wrote were few, but he took care to label the order B, meaning like the tall banker, G, like the fat grocer, or M, like the honorable mayor. No exact measures were taken.

In the course of time, he began to turn out garments, not particularly well tailored, it is true, but made of beautiful cloth and built more or less like the suits once worn by the banker, the grocer, and the mayor, respectively. Unfortunately, however, the garments did not fit the particular persons for whom they had been tailored. There was in fact a great deal of complaint.

Finally, a friend of the tailor sug-

Education

ARTHUR GUITERMAN

MARK HOPKINS sat on one end of a log
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
And taught as an elder brother.
I don't care what Mark Hopkins taught,
If his Latin was small and his Greek was naught,
For the farmer boy he thought, thought he,
All through lecture time and quiz,
"The kind of a man I want to be
Is the kind of a man Mark Hopkins is!"

Theology, languages, medicine,
law,
Are peacock feathers to deck a daw,
If the boys who come from your splendid schools
Are well-trained sharpers or flip-pant fools.
You may boast of your age and your ivied walls,
Your great endowments, your marble halls,
And all your modern features—
Your vast curriculum's scope and reach,
The multifarious things you teach—
But what about your teachers?

Are they men who can stand in a father's place,
Who are paid, best paid, by the ardent face
When boyhood gives, as boyhood can,
Its love and faith to a fine true man?

No printed word nor spoken plea
Can teach young hearts what men should be,
Not all the books on all the shelves,
But what the teachers are themselves.

For Education is making men!
So is it now, so was it when
Mark Hopkins sat on one end of a log,
And James Garfield sat on the other.

—From "The Light Guitar," copyright, 1923, by Harper & Bros.
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gested to him that all of the tailors in a neighboring city measured their customers carefully before making their suits.

This seemed to be a good idea. So our enterprising young man purchased a tape line, a yardstick, and a tailor's chart, and then advertised that the tailoring thereafter would be done according to a modern and progressive plan. This was, of course, good publicity. So a flood of customers was again stimulated. Carefully and conscientiously he measured each one, and as carefully and conscientiously he filed the measures away. He intended on some rainy day when business might be slack to work through them carefully and to use them in cutting out the new garments. But he continued to be busy, and time went by. Presently men began to call for their suits. So under the pressure of heavy work he continued to make suits according to the old plan, leaving his measures still filed away. Indeed, they now remain in his files, for most of his customers have long since returned their ill-fitting garments and have sought another tailor—one who measures?—yes, but one who also works according to the measures he makes.

Once upon a time a practicing physician attended a convention in which the work of laboratory specialists was emphasized. He was tremendously impressed by their earnestness and by the very evident objectivity of the means they employed for determining physical conditions. He returned to his practice thoroughly enthusiastic about corpuscle counts, blood pressure, bacteria cultures, secretion analyses, immunity tests, measured feeding, X-ray determinations, and the like. Knowing his own inability, he invited experts from the medical school of a neighboring university to assist him in making a series of laboratory tests on his patients. These experts came after a while and, with the assistance of a few of their graduate students, they weighed, measured, analyzed, photographed, and examined a large number of patients. The process excited not a little comment, and friends of the patients renewed their hope.

Shortly after their return to the university there came a voluminous report, beautifully lettered, "A Clinical Survey of Certain Conditions among the Patients of Doctor Blank." It was a model of its kind, whether viewed from

the standpoint of the clarity of its descriptions, the soundness of its statistical method, or the effectiveness of its graphs.

The physician himself was gradually acquiring skill and enthusiasm in the laboratory work. When the report of the university specialists came, it was not peacefully laid away as were the measures of the unfortunate tailor. On the contrary, he referred to it constantly. He had the graphs that were most striking enlarged, and these enlargements, together with many of his own graphs, decorated his office. He added daily to the data already in hand and his technique of measuring grew constantly more admirable. In the local medical society he discoursed in a learned fashion on the medians, averages, probable errors, and correlations of his findings. He displayed ingenious diagrams showing the starting agreement of various measures in the case of individual patients. In a short time, he could tell from memory not only the average standing of various sex, age, and social groups, but also the corpuscle count, the blood pressure, and other numerical results from various examinations of individual patients. His patients generally marvelled at his remarkable vividness of description and his almost uncanny exactness of statement. As a measurer he became a marked success.

It was observed, however, that when he was asked about the meaning of his measures and what he intended to do by way of modifying the treatment, he appeared a bit embarrassed and remarked that this was a very interesting subject and one that would justify further investigation. And then he shifted the discussion as soon as possible to his apparatus, charts, or tables. It soon became clear that, although he might be a great success as a measurer, he neglected the treatment side of the work; he slighted his practice. Although apparently he knew the mathematics of his cases with great precision, he was more or less a failure in taking advantage of his improved technique. When he had measured, tested, tabulated, and graphed, he stopped short. He practiced in the same old way that he had practiced for twenty years. Indeed, there were some who imagined that his zeal for measuring actually interfered with his remedial work. It is evident that to this physician measures were treated more or less as ends in themselves; their great service in improving the healing art was neither appreciated nor utilized.

These parables suggest the general an-

swer to the question raised in the title of this paper, *After Measuring, What?* In education as in the arts of everyday life, measures are intended to be used in achieving more effectively and more economically the aims that have been set up. The school superintendent or teacher who gives tests only to file them away or simply to enjoy the tables and graphs that are made from the results, without using them either in the advancement of science or in the improvement of the educational process, is wasting time, money, and energy. And yet it must regretfully be admitted that school people, like the tailor and the physician of the parables, frequently fail at the point of application. While, in general, education has progressed beyond the stage where the standard test and statistical methods are relatively unknown, it is still necessary for educators to remind themselves that these instruments belong largely to the diagnosis side of their work, and that after measures have been applied the real task of educating is still ahead. The value of the testing technique depends upon the use to which it is put.

There are, of course, many possible uses of measures in education. The function of so-called standard measures is to make more accurate, objective, and usable the quantitative and qualitative estimates that are necessary throughout the educative process. They throw light upon the problems of the board of education, of the superintendent, of the principal, of the supervisor, of the teacher, and even of the pupil. It is the purpose of this paper, however, to emphasize their use by the classroom teacher.

The administrative use of tests to compare the standing of different cities on a given subject, or of schools within a city, is only a minor part of the service to which they may be put. It is a matter of some interest and possible value to a superintendent to find that his city ranks a few points higher than a neighboring city in reading. It is interesting also to know how the schools of his own city rank among themselves. In passing, it may be remarked, however, that there are a great many difficulties in making valid and meaningful comparisons of this kind. The figures may give an illusion of a degree of accuracy that is not in fact justified. But even if these comparisons could be taken at their face value, the crux of the educational problem would still be untouched, for it lies within the several classrooms. The working point of the great educational machine is at the place where it makes contact with

the individual pupil, and our efforts to improve conditions must finally be translated into the treatment accorded these individuals. Testing, then, must become a part of the ordinary classroom technique in the definition of objectives, the diagnosis of difficulties, the measurement of progress, the evaluation of methods, the judging of ability, and the differentiation of training.

Urging that tests be used by classroom teachers places a premium upon teacher training. The giving and use of standard tests cannot be safely left to a few experts. Much of the work can and should be done by the teachers themselves. To be sure, an expert may be called in for a general survey, for inaugurating a testing program, for advice, and for administering tests the technique of which is especially difficult, but giving tests and using the results intelligently must be regarded as a part of the work of the ordinary teacher. No amount of expertness in administration and supervision can take the place of expertness in the classroom.

In addition to general educational outlook and training in subject-matter and methods, the teacher's preparation must include acquaintance with the nature and meaning of common educational measures. The testing of abilities and the rating of personality qualities are not so simple as measuring a line or reading a thermometer. In a school situation there are many variable factors, and interpretation is often quite difficult. As a matter of fact, ability is never measured directly and immediately. Achievement in a particular task under certain conditions is the thing that is measured directly; and from the achievement, inferences are made concerning the ability that presumably exists. There are, of course, many opportunities for error at this point.

The very language used is frequently misunderstood or misleading. The so-called intelligence test is a case in point. As used by psychologists—and as a matter of fact they do not agree entirely among themselves—intelligence means the general capacity to do mental work, to perform mental tasks. In popular thinking, on the other hand, the term seems often to imply something more. An intelligence test, for example, is sometimes called in question if a high rating is received by a person who does poorly in his school work. It seems hard for many to understand that one may have ability and not make effective use of it. Another illustration of the pit-

falls of language in the field of testing is attaching the same name to tests which measure somewhat different abilities. It is hard for the uninitiated to understand, for example, why two different tests of reading should not give approximately the same results, for do they not both measure reading ability? The answer, of course, lies in the fact that reading ability is a very complicated thing and that it cannot be completely measured by any particular selection of reading tasks that make up a given test.

Errors in the interpretation of tests lurk also in the figures used to express the results. It is easy to forget the limitations that necessarily characterize a single thirty-minute test consisting of only a small number of all the possible items that might have been included in it. When a standard test has given an IQ of 70, the untrained but credulous is inclined to accept it at its face value. The author of the test may have stated that the "probable error" of a single determination is as much as five points; but if the untrained individual has read the statement at all, the chances are that he does not know what it means. A figure gives the impression of finality or else it is totally mistrusted. The purpose of technical training in measurement, of course, is among other things to teach the reliability and validity of measures so that persons who use them may neither overestimate nor underestimate their accuracy.

The discussion of the immediately preceding paragraphs has emphasized technical training in measurement, but obviously this is not enough. We are coming to see that an educator's philosophy of education is itself an important factor in the uses to which test results are put. Arithmetic does not determine the rate of interest that may fairly be charged; nor do measurement and statistics in themselves prescribe the goals which educators shall set for children. Measurement does not carry its own philosophy; statistics may be used to support dangerous policies as well as those that are helpful, and especially so if the facts themselves are not what they appear to be.

This general statement may be illustrated by reference to the contrast between the democratic and the aristocratic

ideals of society. Tests have shown pretty conclusively that individuals differ enormously in native capacity. The question is, What shall be done about it? Assuming for the moment that the tests give perfectly reliable measures of individual ability, shall we use them to sort out the most promising individuals and then center our educational effort upon these few, or shall we use the tests to give every individual the opportunity from which he can profit most? For the answer to such questions as these we must turn to the philosophy of education.

In favor of the aristocratic view of education it is pointed out that discoveries in science, works of art, and social reforms are primarily the product of gifted individuals. Holders of this view seem to be impressed that the life of an individual is not so important as the contribution which he may make to progress. Only a few days ago a talented man in my presence gave voice to the sentiment that perhaps in the long run an individual counts little. He seemed inclined, indeed, to justify the suffering of the masses who built the Egyptian pyramids, basing his justification on the fact that the world now has in the pyramids a great monument which it would never have had otherwise. Apparently he thought that the sensible thing is to give the gifted a chance and not be solicitous about the masses. Perhaps it is felt that the organization of society that will make possible the greatest progress will even be better in the long run for the individuals whose abilities are limited, for they may be expected to share in the common prosperity. There are those who appear to believe sincerely that democracy is necessarily a failure. It might even be urged with some degree of plausibility that the resources of society are limited; that it is the part of wisdom to employ them where they will do the most good; that this is obviously upon a select few; and that even the masses under a plan of this kind would not be especially unhappy, for being in relative ignorance they would have wants not very difficult to supply.

The danger of such an interpretation as I have just sketched may be relatively little in the field of education. How-

ever, we should not be too sure. Even persons who have a great technical knowledge cannot be expected to think clearly in every field. It may be that some will become so interested in the technique of their measures that they will give inadequate attention to the social implications of the measures. Measurers are not entirely free from juggling with words. It has been a favorite stunt, for example, to attack the famous statement that all men are created equal, but I am not at all convinced that attacking the statement on the ground of intelligence quotients is not reading into it much more than the writer of the memorable document ever intended; and I am not at all sure that those who appear to enjoy this stunt will not some day be reading into their IQ's a social significance that is not there at all. It is one thing to know that original endowment varies widely, and quite a different thing to know what to do about it.

It is the position of the writer that educators, from superintendent to teacher, should use standard educational measures and others like them in great number, and that these measures should then be used understandingly and effectively in giving to every boy and girl the educational opportunity from which he or she can profit most. Tests are not instruments for choosing those who shall be educated and those who shall not, but are rather instruments for making a better adaptation of the educative process to each individual child.

Education has illustrated again and again the human tendency to neglect the opposite of the thing that is being emphasized. For a long time we were prodigal with the gifted. We allowed him to work far below his capacity, to develop habits of inattention, and to be satisfied with mediocre accomplishment. One of the by-products of the testing movement has been a new emphasis upon the utilization of resources which we have been wasting. Just now we are working feverishly to prevent this waste in education and to bring to the gifted the opportunity from which he can profit most. By helping each individual to the best development of which he is capable, we may confidently expect to find both individual welfare and social progress.



The Teacher's Faith

HENRY NOBLE MACCRACKEN

President, Vassar College

THE TEACHER'S articles of faith are three—he believes in his subject; he believes in his pupil; he believes in himself.

In his subject, first, that it is the best of all possible subjects under the sun for study, research, and application. The teacher must be convinced, like any other salesman, of the value of the commodity in which he deals. Of the teachers I have known whose teaching was a failure the greater number seemed to have lost faith in their subject. It is the one great law of teaching, that it goes by infection. Many a half-hearted pupil, unwillingly or unwittingly dragged into chemistry, has caught fire from the flaming zeal of the teacher.

Of course, the teacher's faith can never proceed from half-knowledge. Your book-canvasser who repeats his parrot knowledge of the grand, illustrated, authoritative history of the war and tries to simulate an interest in the edition which he has not read is the type of untrained teacher that infests our schools. When we realize that less than a quarter of our . . . teachers have any real knowledge of their science, and only a tenth of these have a first-hand acquaintance with authority or experiment in any field, we realize how much is parrot-study, how little fact or reason, in American education.

So true is this, and so defective our system of education in its failure to make the teacher a learned person, that our most scholarly group is in violent reaction against this state of things and insists that there is nothing to teaching; that teaching is but pseudo-science. . . . The irritation against departments and professors of education among university professors the country over is due, in the first instance, to the utter failure of both public and private education to train and hold its teachers and to raise them from a conception of teaching as mere occupation up to the professional point of view.

Certainly this may be conceded: that if any one of us will turn time's flight backward and ask himself this question, "Who was my greatest teacher?" he must confess, I think, that the first merit of his best teacher was acquaintance with and love for his subject. And this love was not diverted by thought of applica-

tion to life, by vocational advantage or propaganda, but was a pure love of the subject for its own sake, for the delight of its discoveries, the neatness of its in-

THE ESSAYS that teachers find so helpful that they read them over and over again reveal the permanent ideals of the profession. "Religio Magistri," by Henry Noble MacCracken, appeared in the *Atlantic Monthly* for January, 1921. The extracts here printed are taken from a well worn copy of the article which President McSkimmon carried about in her handbag during her tour of the country in connection with fall and winter meetings. Thousands of our readers who have had the privilege of meeting her and hearing her speak will recognize in this article something of her own faith and outlook.

ventions, the harmony and perfection of its laws, the intricacy and smooth workings of its processes. . . .

Faith in one's subject is, of course, apt to harden into its excess, bigotry. Nine tenths of all faculty quarrels are due to the secret contempt with which one professor views the subject-matter of his neighbor's course. *Rara avis* the teacher who commends the subject-matter of another department. Here and there, it is true, one sees signs of a better understanding, chiefly through the influence of national associations. The sciences, in particular, have shown signs of some real fraternizing within the curriculum. Botany now frankly acknowledges its debt to chemistry and physics; so must physiology. But the feeling is not always reciprocal, and physical chemistry views with grave suspicion the heresies that may arise through botanists who meddle with osmosis.

And so it goes round the faculty. One would think, for instance, that the languages would welcome departments of comparative literature. As it has turned out, the sister languages have had to form a kind of league of nations, with an Article X to prevent unlawful seizure of the common territory. The history of academic toleration is a short one, and full of petty wars. Teachers must give

up such bigotry and proclaim instead the common dignity of all fruitful learning, free trade over all frontiers, reciprocity, and mutual understanding. . . .

And the teacher must have faith in his students. He must trust their growth as the farmer trusts sun and rain and soil to work their aestival miracle. . . .

Your true teacher loves youth for its own sake, as he loves his subject; he keeps himself young among his lads; he sees through their eyes the importance of the matters that engross them; he brings into the classroom all the wealth of allusion this knowledge gives him.

The teacher's faith in his students receives its reward in vicarious ways only. Through their achievements he lives. Professor John Bassett Moore said the other day: "When I learned that there were many members of the Peace Conference who considered the most brilliant and best-trained diplomat in Paris my pupil, Wellington Koo of the China Mission, I had my unalloyed reward."

Such pleasure is akin to that of the creative artist; but the art in which the teacher makes his impression is that of life itself, and always through the personality which he has trained. The true teacher withholds his hand from the temptation to guide his student. He distrusts profoundly the current discussions of vocational guidance. He believes in bureaus of vocational statistics and would lay before his students the whole world of his day with every opportunity it may afford. But he believes that, just as an imprisoned youngling robin, which has never seen a bird's flight, will fly on the first trial, by instinct, out of the opened cage, so the effective impulses which stimulate the choice of careers and the quest for success are deeply rooted in personality and should be held sacred by parent and teacher alike. This is the ultimate test of the teacher's faith in his student.

It is even more important that the teacher include faith in himself. There is no true teaching without it. The only discipline worth the name is discipleship, which cannot come unless the teacher himself inspires not only affection but admiration. Sincerity, the one thing needful in real art, begins and ends with the teacher's faith in himself. . . .

The Summer Round-Up of the Children

MARGARETTA WILLIS REEVE

President, National Congress of Parents and Teachers

NOT on the ranges where the cattle are gathered in for the yearly stock-taking, but in the homes of America where little boys and girls are making ready for their first great adventure, is laid the scene of this story.

In the past few years there has been a steadily advancing movement to strengthen the efficiency and efficacy of school health inspection. In some centers the health authorities have conducted summer clinics in an effort to put children in good physical condition before the beginning of the school year and have met in many instances with marked success. With but few exceptions, these undertakings have been financed and conducted as city health projects at the expense of the community, either through the health department or through the school system.

To the best of our knowledge and belief, the first definite movement to place where it belongs, squarely upon the home, the responsibility for sending to school a child ready to be taught was made by the National Congress of Parents and Teachers in the summer of 1925, when it took as the object of its summer activity, the securing of the entrance into the first grade of a class of children 100 percent free from remediable physical defects, and so advanced a long step toward the goal marked out for it thirty years ago—the intelligent cooperation of the parents with the teaching force of the schools. For the responsibility for the health of the preschool child belongs in that child's home and should be compelled to rest there, under all ordinary circumstances, though parents shirk their duty and schools be willing to assume it, for the most part readily and with a sincere desire to meet what they see to be an imperative need.

As a result of this first step, we catch faint glimpses of a new era; of a day in which the perfect child shall be the average child and in which the undernourished, the deaf, the half blind, and the mentally defective shall be the infinitesimally small minority, upon whose parents shall rest the commiseration or the reproach of the community in which they live—a day when fathers and mothers will see that their children are healthy without waiting for the orders

from the nurse or doctor who is employed as a health policeman to compel the unruly parent to observe the wise regulations of those who know that a

The Challenge of the Campaign

BEFORE school begins, do the things which otherwise will have to be done afterwards!

Do not send to school from your home a neglected child! Have parent pride!

Interest your neighbors. Their child may sit next to yours in school!

sound mind is the tenant only of a sound body with but few and conspicuous exceptions.

As a health officer observed at a recent state convention, parents have been too much concerned with the repair shop and not enough with the construction end of their business. When we face the fact that 21 percent of the total annual mortality in the United States is that of children under five years of age and that of this appalling proportion, 70 percent die from preventable causes, the organized, thinking parents and teachers, now a million strong, must take up this challenge and say: "These children shall have their rights of life and health and happiness instead of the injustice which gives them disease and death."

Pride, or sensitiveness, or honest ignorance of the normal health standard, often bar the door to the professional "health worker." But the Parent-Teacher Association is founded on the word "together," and when those who have learned to know and value each other through a common interest undertake such a campaign, all barriers are down and all the members are stirred to activity. It becomes to the parents a matter of civic pride, not only

that their own child shall go to school a "blue-ribbon" scholar, but that every child in the community shall have the same distinction. From porch to porch, across backyard railings, on street cars and at market, yes, even through business shops and offices, flies the challenge: "I am making my child one hundred percent ready for school; have you looked yours over?" Herein lies the secret of this opportunity; not clinics only, but cooperation; *parent pride* aroused and putting *parent power* to work.

In 1923 the National Congress of Parents and Teachers built a small platform of four planks: (1) An educated membership, in which all members shall know the functions of a parent-teacher association: its duties, its privileges, and its limitations; (2) the carrying back to the home of the things of the home in order to relieve the undue congestion in the school system; (3) all-the-year-round parenthood, including the responsibility of parents for the education of their children out of school hours and during the holidays ("Parenthood is the one profession which takes no vacation"); (4) the duty of the Congress in selling education to the people on the ground that those who have been admitted to the schools on a cooperative basis and who know their real needs and value can rally the entire community to their adequate support.

To these was added in 1924 a fifth plank, the promotion of law observance, beginning with the preschool child in the home and carrying that branch of education through the grade and high school years, by both precept and example; and finally a sixth, the standardization of education between parents and teachers in order to secure its full influence and value, for the home must support the sevenfold program of the school if the child taught in both is to have a chance for a right development.

With these fundamental principles in mind, a consideration of the educational health program resulted in the conviction that this should be supplementary to and cooperative with that of the home, rather than corrective or remedial in its nature, and that the first contribution the parent should make to the school is a scholar ready to be taught.

At first there seemed to be a feeling

in some directions among the health authorities that an "amateur" organization was trying to do something which required the most expert knowledge, but it gradually became clear that the Congress was not usurping the place of the health worker but rather was serving as an auxiliary. When the interest of the parent is aroused, the child is taken to the physician or to the clinic, and the directions given are enthusiastically obeyed at a time of year when the pressure of regular work is greatly lessened for the health officer and professional nurse, then home, school, and community will alike be benefited.

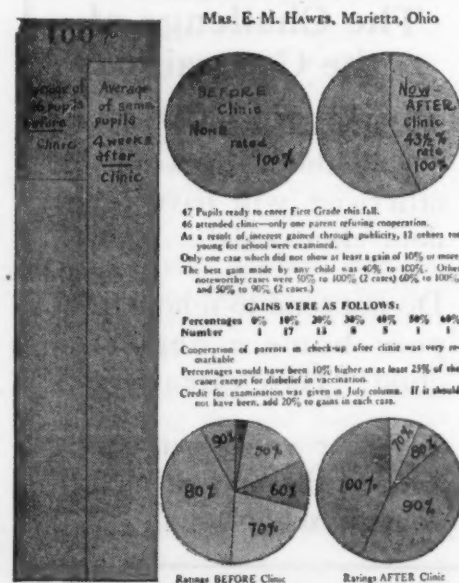
The summer round-up is not an effort to secure such an exhaustive examination and diagnosis as belongs in the province of the family physician or the specialist. Its aim is to send to school a class as free as possible from remediable defects, those handicaps which if neglected will result in absences from school in the important opening months of the term, or in the inability of the pupil to do the required work: dull hearing, imperfect vision, infected tonsils, adenoids, skin eruptions, carious teeth, bad scalp conditions, faulty posture, malnutrition, heart trouble. All the defects except the last named are readily curable in the three months allowed. If the medical inspection reveals diseased heart or lungs, faulty nerves, or nutrition, and the child is placed by its aroused parents under treatment in May, it will either have improved sufficiently in health by the opening of school to be able to do efficient work, or the discovery will have been made that owing to its physical condition, the schoolroom is no place for it until the handicaps have been removed.

From Iowa comes this illustration. "In the case of one mother, the reaction to the campaign was instant. Though she had wondered why her child separated himself so much from other children and seemed so sensitive, it was not until after the examination that the cause was found to be defective vision, one eye being so weakened that the boy was not using it at all and the other eye already badly strained. Glasses and immediate treatment have surely saved one boy from being a 'repeater' and have probably saved him from total blindness."

Taking shape so late in the season as to make any degree of success apparently impossible, the contest struck so responsive a chord throughout the organization that associations in thirty states entered, in July and even in August,

with results far beyond the most sanguine expectations of the director, while from the states which felt unable to move so swiftly has come the assurance that the Spring of 1926 will find the ranks unbroken for the new campaign, so that wherever a Congress Parent-Teacher Association is to be found, there will the school be assured

Putnam-Washington P. T. A. "Round-Up" School Clinic Results



of a first grade practically one hundred percent perfect in health. It is difficult to find words in which to express fully the recognition due to those men and women, parents, teachers, doctors, nurses, who in the face of almost insuperable obstacles—closed schools, scattered children, vacation-seeking parents, ignorance, prejudice, and inertia—saw the vision of what this undertaking might accomplish and through their undaunted efforts achieved a truly amazing result, in the blazing summer days of 1925.

The original plan of the summer round-up assured to each association carrying through the campaign a certificate signed by the U. S. Commissioner of Education and by the president of the Congress. The idea so appealed to the public-spirited editor of *The Delineator* that her publication added the offer of three prizes of \$250, \$150, and \$100 to the three associations attaining the best results and developing the best method of community cooperation. The prizes, which are to be spent for the benefit of the school, were won by the associations of the Barrow School, Columbus, Miss.; the Putnam-Washing-

ton School, Marietta, Ohio; and the Baker School, Austin, Texas.

Competition is a means to many ends, and to this one it is leading by swift and steady steps not to a prize but to healthy boys and girls; not to reach a goal ahead of all the others but to make a perfect score; not to win alone but to be one among many winners, so that the children of the town, the state, the nation may be what it is their right to be, whole in body and free to grow in mind toward that type of manhood and womanhood which is the rightful heritage of the sons and daughters of a free country. One local president spoke for many when she said: "When we started, we were working for the prize, I am ashamed to say. But when we got into the work and saw the results and the good we had done and will do for our community and town, we were truly ashamed to think that a prize had to be offered to wake us up, and not one of us mentioned prize during the entire work."

Many good friends foresaw failure from such a hasty launching of a nationwide project and advised more deliberate procedure, with all details worked out, so that a plan complete in every particular might be offered in 1926. But others said: "Go ahead. Get people to thinking and talking about this thing. The idea is a good one. It will sell itself. If even a hundred children can be helped in 1925, why wait a year?" So we who know what parent-power, once aroused, can accomplish, were glad that others shared our faith, and like the good old Swiss Family Robinson, "we thanked God and took courage."

The machinery was of the simplest. A letter was sent to the president of each state branch, offering the necessary material and requesting cooperation. The detailed schedule was printed in the *Child-Welfare Magazine* and was also distributed in quantity sufficient for each entering unit. The interest and cooperation of the U. S. Bureau of Education was secured, resulting in a fine series of letters sent out during the summer and a striking poster distributed all over the country.

A score card and carefully detailed examination blank was prepared by the National Chairman of Child Hygiene, Mary Murphy, of the Elizabeth McCormick Memorial Fund, and after approval by the president of the American Medical Association, was supplemented by the Baldwin-Wood weight-age-height tables and some additional instructions.

One of these blanks was furnished for each child reported as entering school in September, 1925, and from these, filled out and signed by the examining physician, a set of valuable statistics on the preschool child are being compiled.

These records have poured into the office of the director, accompanied by tales of loyalty, enthusiasm, efficiency, which have thrilled even the experienced judges who have read many stories and might well have come to believe that there is no new thing under the sun.

Plans are now well under way for the second campaign, which will open on May Day, before which date all the necessary material will have been distributed to entering associations. The month of May will give opportunity for the round-up of the entering first grade of 1926, while the doctors and nurses are still available and schools are open for the clinics. June, July, and August will be allowed for the correction of defects. Records and reports will be filed in September, and the results will be made

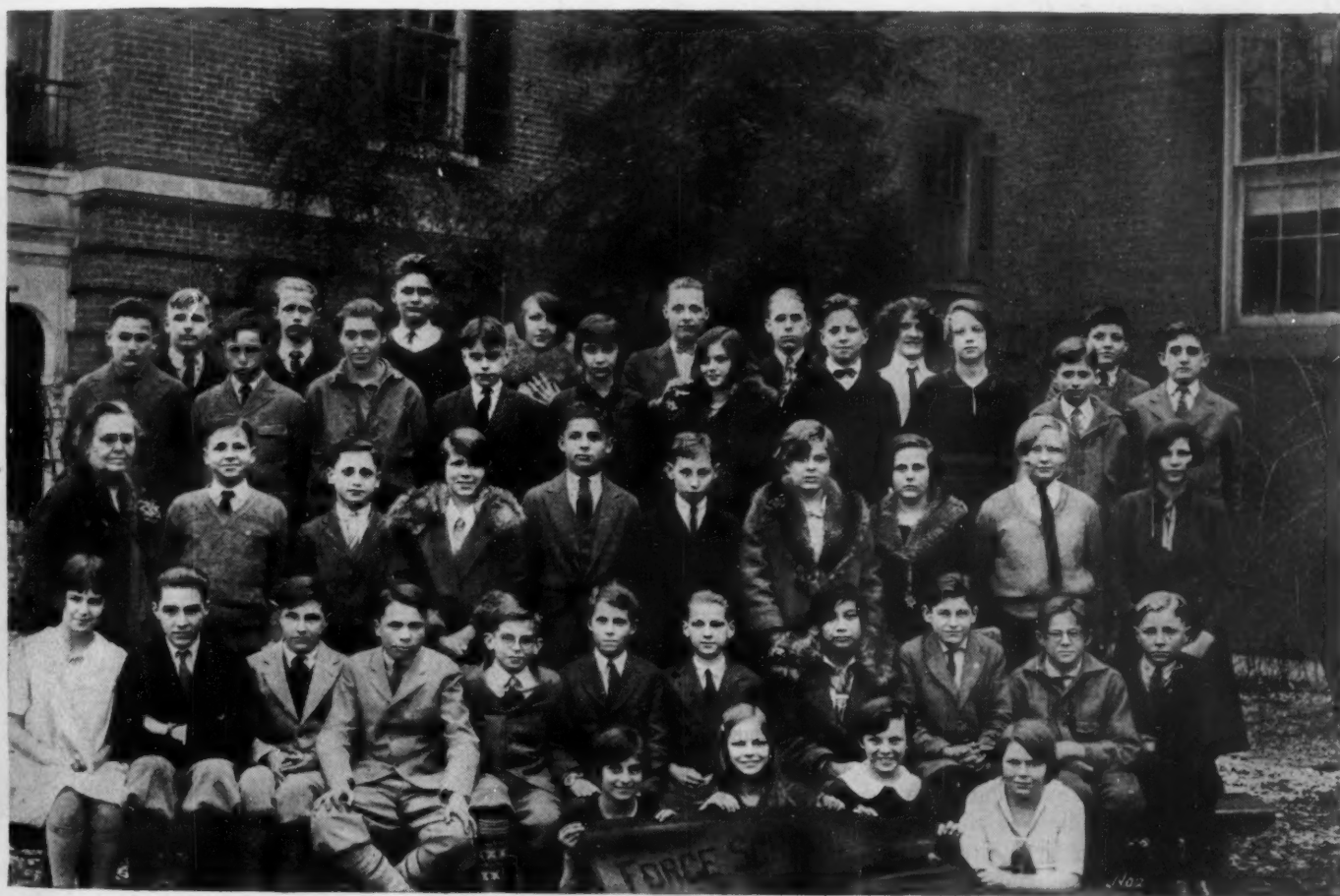
public on January 1, 1927. It is hoped that the sixteen thousand units of the National Congress of Parents and Teachers will register 100 percent in the entries for the achievement of "Blue Ribbon Parenthood."

GOOD FOR MEMORIAL DAY—President Mary McSkimmon of the National Education Association for many years has had the custom of reading on the day before Memorial Day Edward Everett Hale's "The Man Without a Country" to the eight hundred pupils of the Pierce School, Brookline, Massachusetts, where she is principal. Each year the children ask for it. Each year there goes out from this school a class with the finer appreciation of homeland which this ceremony inspires. In her wide travels as President of the Association, Miss McSkimmon has met many former pupils of the Pierce School who mentioned the impression that was made on their lives by this reading of a significant classic. They wanted to know

if the practice was still continued. Miss McSkimmon says it is and will be as long as children remember to ask for it.

S. M. N. MARRS, state superintendent of public instruction, Austin, Texas, composed the following pledge of allegiance to be used as a special number on high school commencement programs:

"The public school is the bulwark of the American nation. I acknowledge the obligation that I owe to the state and to this community for the training which I have received; and as an expression of my gratitude, I, here and now, in the presence of these assembled witnesses, cheerfully and unreservedly pledge myself ever to give such support to the public schools as my financial ability will permit and always to exert my influence as a citizen to uphold their ideals and to increase their usefulness in the preparation of the boys and girls of today to be the men and women of tomorrow."



FORCE SCHOOL, one of Washington's grade schools, is on Massachusetts Avenue, a few blocks from National Education Association headquarters. This is the eighth grade graduating class of January, 1926. In the school yard is a tree planted to the memory of Quentin Roosevelt, who formerly attended this school.

The Journal of the National Education Association

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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 Profession at Work on Its Problems

WORD comes from State Superintendent Fort E. Land, of Georgia, that the extra session of the Georgia Legislature has passed an equalization act. It creates a fund which the state board of education will distribute to more nearly equalize educational opportunities in the various counties. This is a living, flaming achievement. It means that coming generations of Georgia boys and girls are to have new doors opened to them. It means that the Georgia of tomorrow is to be richer, better, and greater. In the words of the *Atlanta Constitution*, future generations will point to the measure "as the greatest achievement of the lawmakers in the first half of the century."

The North Carolina Teacher is driving ahead toward an eight months' school term for the children of the state. The teachers of North Carolina have developed their organization during the past few years. With the support of the best people in the state, they are moving on to better things. They are meeting the opposition to the longer term with poise and conviction. They are pointing out that the arguments used against the eight months' term were used against the six months' term and the four months' term when these were up for action. And they will win, because they are right.

New Jersey has saved its excellent retirement system from a menacing legislative attack. So unexpectedly that no public hearing was asked for, the joint appropriations committee reported a bill which would have deprived the teachers' retirement fund of a large share of its reserve. The state association went into action. It demanded a hearing and got the bill back into committee. A thousand members of the state association attended the public hearing before the legislature at Trenton. The committee changed its report and the bill is said to be likely to pass the legislature. The officers and members of the New Jersey association deserve the congratulations of every teacher in the country for having held the front-line trenches in an important sector of the educational advance. This experience in New Jersey has emphasized an important lesson: states which are farthest ahead must help the others forward or run the risk of being themselves forced back.

These are but a few examples of purposes and activities that are nation-wide. Clearly the profession is getting to work on its problems and in doing so it is discovering its soul. Not since the founding of the Christian church has there been any movement so important to the race as universal education. Universal schooling for the children of America on the lower levels is almost a reality. To make that schooling effective in terms of individual needs and worthy social ends is the challenging task before the teachers of today. Much progress will be made by individual teachers working alone, but the great advance will come from the combined efforts of the profession as a whole.

During these closing months of the school year while plans are being made for summer study and the coming year, teachers are selecting the problems on which they will work. The staff of the National Education Association has also been busy. The Research Division has outlined a series of bulletins on vital school problems which may well serve as handbooks in professional study groups. The Association's Commission on the Curriculum has planned its program of cooperative work to emphasize the junior high school field during the coming year. THE JOURNAL staff has gathered enough material on two great problems to furnish the basis for many faculty meetings. Character development and curriculum improvement will be emphasized steadily during the school year 1926-27. There will be material on each of these subjects

in every issue which club leaders and principals can use as the basis of discussion in their meetings. The best writers in the country have been drawn upon for these articles. All this is in addition to the wealth of other material which members of the Association have come to look for in JOURNAL pages.

Educational periodicals throughout the country are steadily improving and can be used for individual and group study. There are many live issues. The enlistment of all teachers in their professional organizations is fundamental. Efforts for better salaries and more satisfactory working conditions must go on. The Education Bill is at a stage where it requires active support. Most of the state legislatures will meet early in 1927. Problems of health education are coming to the fore. The whole problem of better trained teachers is a pressing one for most sections of the country. Better teaching by better teachers for all America's children is the heart and core of the work of professional organization. So long as noble men and women look ahead to better things, the elevation of education will be a constant challenge. In spreading the slogan—a stabilized all-inclusive membership and the entire profession at work on its problems—the local, state, and national associations are giving education a new significance.



THE NATIONAL CONGRESS of Parents and Teachers has been housed in the headquarters building of the National Education Association since 1920. This is Mrs. Arthur C. Watkins, executive secretary of the National Congress since 1919. It is most fortunate for two organizations having so much in common to be so closely associated.

Action? Action?? Action???

Have You Done Your Part?

WERE you asked to give one hour a month to the larger problems of education, would you think that a heavy demand upon your time? It is not much to give to a noble profession in a nation as big as the United States. And yet that hour given by a hundred thousand teachers would mean a new day for education. Teachers and children work against many obstacles that could be removed by a little sustained attention to our common problems.

One of our problems that is ripe for action just now is a bill before Congress proposing to create a Department of Education with a Secretary in the President's Cabinet.

The present bill (H. R. 5000, S. 291) has been seasoned and revised. Its purpose has been indorsed and reindorsed by the National Education Association and the Department of Superintendence. There is little solid opposition. The old reorganization program which has stood in the way for years is now no longer a possibility.

Joint hearings were held before a committee of the Senate and House on February 24, 25, and 26. An excellent record is now available in the published report of that hearing. Already copies of this report have been requested in remarkable numbers. Citizens interested in the creation of a Department of Education have written from every section of the United States to Congressmen asking for copies of this valuable document. The next step is to have the Education Bill reported by the House Committee on Education to the legislative calendar of the House and by the Senate Committee on Education and Labor to the calendar of the Senate. The measure would then be ready for action in its turn.

Congress is inclined to deal first with legislation that the most people want. Members who favor particular bills are helped by thoughtful expressions of opinion from their constituents. Have you written your Congressman on behalf of a

Department of Education? Have you given your hour to the common service? Now is the time to act. Make yourself count for the schools and the children.

What you can do to help

WRITE the member who represents your district in Congress, addressing him care of House Office Building, Washington, D. C. Indicate that you are interested in H. R. 5000, S. 291, and that you would like to see it reported out of the Committee on Education. Ask him if he will not see personally each member of the Committee on Education, urging that the Education Bill be put on the House calendar immediately.

The first thing to do—Write to the member who represents your district, care House Office Building, Washington, D. C., saying that you are interested in the Education Bill, H. R. 5000, S. 291. Ask him if he will not personally see the members of the House Committee on Education and urge each one to report the bill out of Committee soon. Even those who are opposed to the measure should not object to giving it a hearing before the House of Representatives. Let no teacher fail to do this. It is an opportunity for service; for applied citizenship. Can anyone teach citizenship who does not do his part as a citizen?

Other things to do—First. Have the measure presented in your

school, club, faculty, women's study group, or business men's luncheon club. Have these groups adopt resolutions and send them to members of Congress. Encourage the use of the following question for debates on every possible occasion:

Resolved that the Bill sponsored by the National Education Association providing for a Department of Education with a Secretary in the President's Cabinet should be enacted into law. (Bill H. R. 5000, S. 291).

Second. Write your representative in Congress asking for a copy of the Report of the Joint Hearing on H. R. 5000, S. 291, a bill providing for a Department of Education with a Secretary in the President's Cabinet. This is a priceless document. Some day teachers will look back to it as they now look to Horace Mann's famous reports. Every citizen is entitled to a copy free. Write your Congressman for yours. Encourage your friends to do likewise.

Third. Remember that great things are not done in a day. Any cause worth winning is worth working for to the end. Have you given your hour this month? Plan to give it next month, and next year if need be.

Pioneers have toiled to found our schools; to bring system out of chaos; to establish the offices of city superintendent and state superintendent; to protect childhood with compulsory education laws; to provide a fair start in life for every child. Every one of these advances has been opposed. The arguments that are now used against the Education Bill were marshalled against them. They won because they were right, as the Education Bill is right. They won because school people and citizens worked for them year in and year out in the name of childhood and civic duty and opportunity. No nation now fights a war on short-term enlistments. It wants soldiers for the duration of the struggle. The call now is for men and women who believe in childhood and the schools—who are willing to work.

The Basis of Democratic Civilization

ELMER CORNELIUS

Philadelphia, Pennsylvania

THE SPIRIT of self-improvement makes us benefit by opportunities provided at great cost to progress to a higher place in the estimate of the community. We must create new opportunities such as never existed before in repayment of those we enjoy.

Truth and goodness have many aspects. Most differences are "just plain differences," with no superiority or inferiority on either side. Illiberality and lack of confidence about our own natural peculiarities often make us unfair in judging ways different from those we have become used to. In some things we are essentially equal and in others essentially unequal. Social justice recognizes both conditions wherever found. Not to recognize actual inequality is as unfair as to create artificial inequality.

2. *The spirit of cooperation* is the basis of all group action. Reasonable conformity is the price of its advantages. It makes necessary obedience to the law, toleration of opposition, ability to profit by opponent's opinions, and to accept accomplished facts.

The spirit of productive service is another side of cooperation. Self-respect and independence require it. Social demand and reward are based on it. Joy in one's work results from it.

The spirit of confidence in others is pleasant in itself and shows self-confidence. Respect for the true leaders of one's group and considerate observance of the forms of confidence and respect are necessary to full expression of self-respect. They are also an example and a payment for what we expect from others.

3. The business of the world proceeds mainly by more or less crude compromise devices. They are all in process of profound improvement. Their crudity is no reason for their destruction in the absence of definitely worked out and plainly superior substitutes. The most radical changes may proceed by separate cautious steps, yet rapidly.

The least unwillingness to submit to binding arbitration in any matter where an agreement is necessary is an admission either of unjust claims, or of incompetence to find a fair judge.

The appeal to violence has never a necessary connection with the merits of

a case. It is more likely to be made by a losing faction, which cannot trust to an appeal to the larger group or to

Awake, America

CARROLL D. CHAMPLIN

Southwestern Normal School, California, Pennsylvania

Young Western World, America,
You owe the nations old
Your presence with the foreign
powers,

A member of the fold.
Alone and independent, strong.
You stand aloof and stern;
Fear not to show that you belong
With those that think and learn.

There is a battle you must fight,
A foe you must o'erthrow;
The enemy is jealousy;
And selfish hate must go.
There's dreaded superstition
Awaiting clearer sight,
Tradition's fog and treachery
All seek the saving light.

Let education be the force
To exorcise the tears.
Bid education integrate
And reconcile the years.
The nations need not slay themselves;
The strife is not to stay.
Our schools convey the promise of
A sunrise every day.

A league of teachers is the best,
And schools the one world court
Wherein to inculcate the truth,
With research to resort.
Let justice be our springtime song
And end of war our aim.
May education gird itself
And shrive the world of shame.

Awake, O young America;
A clarion call is heard.
Your educators have a plan,
A peace sustaining word.
Learn, and let the youth rejoice;
To learn, the world's great need.
To learn, and then to love mankind—
Will heal the wounds that bleed.

time. By its effects even the "winner" is likely to be worse off than before.

4. Democracy does not mean equality. It does not mean rule by a bare majority. It does not mean unlimited individual freedom. *Democracy means that every element in the group should participate*

in its control. No class is exclusively privileged or competent to rule. The practical consent of all is necessary for any essential measure. Influence in control should be in proportion to competence, fairly measured.

5. Democracy requires that the individual submit willingly to all measures judged necessary by the group in furthering the general good in which he participates, even though many measures are not for his immediate selfish benefit. Increasing civilization means increasing cooperation. This always requires a surrender of some form of individual freedom which to the group seems less desirable than some higher form of individual freedom to be attained only by a common surrender of the lower form. Social conflict arises largely from disagreement over this surrender.

Every right or privilege is gained only by performance of a corresponding duty. Every necessary duty performed should have its return in a corresponding right. To claim the right and refuse the duty is contemptible and makes just retribution probable. There are no absolute rights, all depending upon performance of corresponding duties.

Freedom of conscience does not extend to freedom of action or speech, except within socially recognized bounds. Intelligence should be free to accept or reject any belief, no matter how widely accepted or rejected by the group. Full freedom of intelligence comes only with the widest information and sympathy.

6. Selfish and altruistic ideals are not necessarily inconsistent. Selfish ideals are likely to be narrow and self-defeating. Altruistic ideals are often impracticable. On the other hand, self-interest often is justified, and altruistic ideals may be strong and practical. Usually intelligence can reconcile them and make them effective together. Low ideals are inconsistent with an intelligent view of either. Lack of sturdiness in identifying one's self with the highest ideals is the gravest personal defect.

CIVILIZATION depends not only upon the knowledge of the people, but upon the use they make of it. If knowledge be wrongfully used, civilization commits suicide.—Calvin Coolidge.

Exercises for World Goodwill Day

FANNIE FERN ANDREWS

SUGGESTIONS FOR KINDERGARTEN AND PRIMARY GRADES—The following pageant is taken from the program prepared by Payson Smith, state commissioner of education, Boston, Massachusetts, for Armistice Day, 1921. Children should participate in planning the program and in making the pennants, flags, and flowers. On days preceding the celebration, the language, drawing, and singing lessons should contribute to the preparation.

A. *March* into assembly hall or about the room singing chorus of *The Battle Hymn of the Republic*, children carrying flags or pennants representing as many nations as possible.

B. *Three-minute speech* by third-grade child on the topic: "The Meaning of Goodwill Day." This may be prepared by the whole class in the language period.

C. *Coming of the nations*—Banner across front of room or back of stage, made by second grade (white ground—gold letters) "NO MORE WAR—PEACE FOREVERMORE."

Other smaller posters about the room, such as "Let Us Work Together for Peace and Goodwill." Posters of National Child Welfare Association, 70 Fifth Avenue, New York City, "Children of Many Lands."

Have as many children as possible take part, representing the different nations, using costumes or flags when available. Children can make flags of paper and pennants of cardboard, bearing colors and name of nation.

Children march to the front singing to the tune of *Onward, Christian Soldiers*:

Onward, ever onward,
Fighting for the right,
Winning every vict'ry,
Down with strife and might;
Keep each nation's heroes
In our hearts today,
Honor them by living
Peaceably always.

Onward, ever onward,
Onward children all,
Guarding well these colors
They shall never fall.

Child, dressed as Peace, comes to front with outstretched arms. She may recite the following lines, or all the children may sing these words to the tune of *Maryland, My Maryland*:

Here comes the children hand in hand,
To bring this prayer from every land,
That War may never come again
But Peace forever—to all men!

THE FOREIGN offices of the world are reflecting the goodwill of Locarno. The highest promise for the perpetuation of this accord lies in training the young people of the present generation to think and act in the spirit of friendship and conciliation. Education is the bulwark of Locarno, and the observance of World Goodwill Day this year offers an appropriate occasion for strengthening that bulwark.

Let the representative of each nation march before Peace to the tune of its national hymn, when possible, holding high her flag or pennant, speak, then stand at one side.

First Nation—

Dear Peace, I bow my head today,
And pray that thou wilt lead the way,
If nations each would all befriend
Then Peace will reign and wars will end.

Second Nation—

Ah Peace, a heavy heart I bring,
And yet a joyous song I'd sing,
Stay with us now and comfort give,
Through love for thee all men shall live.

Third Nation—

I, too, would lay my guns aside,
I, too, would give up will and pride,
For Peace must ever come to be
And make all men forever free.

A Small Nation (a small child)—

Though I'm so small,
I yet can say,
That Peace to us
Is dear always.

Uncle Sam—

All strife, all war must surely cease,
Let all of us unite for Peace.

Let all, holding their banners, kneel
around Peace.

Peace speaks—

My blessing on ye, nations all,
Abide in me—ye cannot fall
If ye love each—as friend loves friend,
Peace shall reign—and War shall end.

All the children sing the chorus of *The Battle Hymn of the Republic* as they march to their seats.

Other pageants which could be adapted to these lower grades are: *Good Will, the Magician*, Hazel MacKaye, published by National Child Welfare Association, 70 Fifth Avenue, New York City; *Where War Comes*, Beulah Marie Dix, published by American School Citizenship League, 405 Marlborough Street, Boston, Mass.

Books containing appropriate stories, etc.: *A Course in Citizenship and Patriotism* (graded), Mary McSkimmon, Ella Lyman Cabot, Fannie Fern Andrews, and others, published by Houghton Mifflin Company; *Through the Gateway*, Vol. I of *Books of Goodwill*, published by National Council for Prevention of War, 532 Seventeenth Street N. W., Washington, D. C.

Suggestions for Intermediate and Upper Grades

A. *Five-minute Speech* by a pupil on "The Meaning of Goodwill Day." This exercise may be prepared by the whole class in the language period.

B. *World Peace and Brotherhood*—
1. *Poems*: "Tubal Cain," Charles Mackay; "The Fatherland," James Russell Lowell; "Ring out the Old, Ring in the New," Alfred Tennyson; "The Cherry Festival at Naumburg,"—contained in *Peace Day*, Bulletin, U. S. Bureau of Education, 1912, No. 8. "Ode Sung at the Opening of the International Exhibition," Alfred Tennyson; "The Reign of Peace," Eliza Thornton; "Peace on the Earth," E. H. Sears; "A Voice from the West," Alfred Austin;—contained in *The Promotion of Peace*, Bulletin, U. S. Bureau of Education, 1913, No. 12.

2. *Stories*: "The Christ of the Andes," "How Richard Rush had his Chance"—contained in *Through the Gateway*, Vol. I of *Books of Goodwill*, published by National Council for Prevention of War, 532 Seventeenth Street N. W., Washington, D. C.

3. *Songs*: "Song of Peace," M. K. Schermerhorn, music by A. S. Sullivan, tune: *Onward, Christian Soldiers*; "The Coming Day of Peace," tune: *Battle Hymn of the Republic*; "A Loftier Race," John Addington Symonds, tune: *Duke Street*; "God Bless Our Fatherland," Oliver Wendell Holmes, tune: *America*; "Ring in the Larger Heart,"

Alfred Tennyson, tune: *Ward* (Lowell Mason)—*L. M.*—contained in *The Promotion of Peace*, Bulletin, U. S. Bureau of Education, 1913, No. 12. "Oh, Beautiful, My Country," tune: *Webb*; in *Peace Day*, Bulletin, U. S. Bureau of Education, 1912, No. 8.

4. *Plays and Pageants: A Pageant of Peace, The Enemy, The Glorious Game, Where War Comes*, Beulah Marie Dix, published by American School Citizenship League, 405 Marlborough Street, Boston. *Good Will, The Magician*, Hazel MacKaye, published by National Child Welfare Association, 70 Fifth Avenue, New York City.

5. *References for Teachers: A Course in Citizenship and Patriotism*, Mary McSkimmon, Ella Lyman Cabot, Fannie Fern Andrews, and others, published by Houghton Mifflin Company. *Through the Gateway*, Vol. I of *Books of Goodwill*, National Council for the Prevention of War, 532 Seventeenth Street N.W., Washington, D.C. *Student's Hymnal*, C. H. Levermore, published by Ginn & Co. *Everyland, a Magazine of World Friendship for Boys and Girls*, West Medford, Mass. *Junior Red Cross News*, Washington, D. C. "A Plan of Education to Develop International Justice and Friendship," by David Starr Jordan, winning plan of the Raphael Herman \$25,000 Award. Resolutions adopted by World Federation of Education Associations, Edinburgh, 1925. *Addresses and Proceedings, 1924*, National Education Association, Report of Committee to Cooperate with the American School Citizenship League—an historical account of the observance of the Eighteenth of May and a suggested program for the day. *Addresses and Proceedings, 1925*, National Education Association, Report of Committee to Cooperate with American School Citizenship League—discussion of A Plan of Education to Develop International Justice and Friendship, by David Starr Jordan. Articles on the observance of the Eighteenth of May: *Our World*, June, 1924; *School and Society*, April 25, 1925; *Journal of Education*, April 16, 1925; *Religious Education*, October, 1924; *Journal of the National Education Association*, May, 1925.

Suggestions for High Schools

A. Address by pupil or the principal on "The Significance of Goodwill Day."

B. Responses, taken from the program prepared by Payson Smith for Armistice Day, in 1921.

LEADER. The cause of peace is not the cause of cowardice.

RESPONSE. If peace is to be maintained, it must be by brave men.

LEADER. The heroism of peace is the heroism of service and rescue.

Goodwill Day Created

WHEREAS, One effective means of promoting the spirit of international goodwill is to set aside a day in the year to be observed in the schools of the world as "Goodwill Day"; and, Whereas, This day should in itself be a significant landmark in the movement for international friendship; Therefore be it resolved:

1. That the eighteenth of May, which commemorates the opening of the first Hague Conference—the first gathering of the nations in time of peace for the consideration of means of settling international differences by peaceful methods—is especially appropriate for concentrating upon the ideals of justice and world friendship.

2. That on the eighteenth of May instruction should be given concerning the results of The Hague Conference and also the later efforts to bring the world together in a cooperative body, and that this instruction should be accompanied by songs, both national and international, plays and pageants, which carry out the spirit of the day.—Resolution adopted by the World Conference on Education at San Francisco, July, 1923.

RESPONSE. And peace hath her victories no less renowned than war.

LEADER. Hereafter nation shall not lift up sword against nation.

RESPONSE. Neither shall they learn war any more.

LEADER. And they shall beat their swords into plowshares.

RESPONSE. And their spears into pruning hooks.

LEADER. These things shall be! a loftier race

Than e'er the world hath known shall rise.

RESPONSE. With flame of freedom in their souls

And light of knowledge in their eyes.

LEADER. Nation with nation, land with land

Unarmed shall live as comrades free.

RESPONSE. In every heart and brain shall throb

The pulse of one fraternity.

C. Music: "America the Beautiful," Katharine Lee Bates. "Hear, O Ye

Nations," Frederick L. Hosmer, Tune: *Lyons*; "A Hymn of Peace," Oliver Wendell Holmes, Tune: Kellar's *American Hymn*; "Recessional," Rudyard Kipling, Music by DeKoven;—contained in *Peace Day*, Bulletin, U. S. Bureau of Education, 1912, No. 8. "Let Us Have Peace," George Graff, Jr., Music by Ernest R. Ball, published by M. Witmark & Sons, New York City. *Cantata for Peace Day*, Poems compiled by Fannie Fern Andrews, Music by John Charles Donovan, published by the John Church Company, Cincinnati, Ohio.

D. Poems: "Festival Hymn," Dudley Buck; "The Soldiers' Recessional," John H. Finley; "Need of the Hour," Edwin Markham—contained in *The Promotion of Peace*, Bulletin, U. S. Bureau of Education, 1913, No. 12. "A Vision of the Future," Alfred Tennyson, "Locksley Hall," in *Peace Day*, Bulletin, U. S. Bureau of Education, 1912, No. 8. "The Conquering Army," Katrina Trask.

E. Plays: *The Enemy, The Glorious Game, Clemency*—Beulah Marie Dix, published by American School Citizenship League, 405 Marlborough St., Boston; *In the Vanguard*, Katrina Trask, published by the Macmillan Company, New York City.

An appropriate exercise in the English classes would be the writing of letters to pupils in foreign countries. The American School Citizenship League, 405 Marlborough St., Boston, and the Junior Red Cross, Washington, D. C., arrange such correspondence.

Helpful suggestions for the teacher may be found under Suggestions for Intermediate and Upper Grades. The Division of Intercourse and Education, Carnegie Endowment for International Peace, 405 West 117th St., New York City; the World Peace Foundation, 40 Mt. Vernon St., Boston; The American Foundation, 565 Fifth Ave., New York City; and the League of Nations Non-Partisan Association, 6 East 39th St., New York City, will send literature on request.

THERE is no patriotism more pure, more elevated, or more deserving of recognition than that of one whose highest ambition it is to store the minds of little children with knowledge and to guide their footsteps in the path of duty, for in this humble task is involved all that is greatest and grandest in a state.—James Pyle Wickersham, in *A History of Education in Pennsylvania*.

A World Brotherhood Through Music

FRANCES ELLIOTT CLARK

THROUGH all the pother of World Court and World Goodwill efforts, is it not well to search out the common ground upon which all nations stand and build thereon a great "city four square" of international understanding, mutual appreciation, respect, and liking, if love be too strong a word?

Truth is eternal and also common to all, and love is human, the greatest factor in human activity, and the very essence of the Divine. Faith, devotion, and worship is common to all religions—Christian, Buddhist, Mohammedan, and Zuni.

Common, too, to all people on the earth, to all nations, to all religions, is the use of music, as the most intimate form of expressing human emotion, human faith, and human worship of some higher power. Music is the one common language understood by all without word or line. Music is the one common chord that binds all hearts together in a common outpouring of love for what seems to each to be beautiful or holy.

We of the early comers to these shores know now that our forbears did not fail entirely to recognize the music of the Indians whom they found here. It was said of Apostle Eliot's Indians that they "sang ravishingly." We know now that probably no people in the world ever used music as a part of daily life so much as our American Indians.

We have been slow to appreciate fully the wealth of music brought to us by the later comers from other lands. For many years we ignored or tabooed much of the beautiful music—the folk songs, the folk dances, the picturesque costumes—from other peoples, smugly sure we had everything needful.

Ridicule often dried the songs of the lips of these "other" children and halted the feet in their beautiful native games and folk dances. Many influences are at work to soften our harsh "br" into a welcoming prefix, making them now "brother" children. We, the melting-pot nation, can amalgamate all these diverse peoples more quickly through music than in any other way.

Everywhere we now sing "Santa Lucia," "All Through the Night," "Praise ye the Father," "Silent Night,"

and "Auld Lang Syne," and cease to remember that we owe them to Italy, Wales, Netherlands, Tyrol, and Scotland. They are ours. We sing the beautiful hymn, "My Saviour As Thou Wilt," and care not at all that it was written into the overture of an opera by the German, von Weber. The "gang" song of "Hail, Hail" is shouted lustily on every occasion, blissfully unmindful of its origin in Sullivan's opera, *Pirates of Penzance*, while the "Won't Go Home Until Morning" or "He's a Jolly Good Fellow" is the old French "Malbrook," and it in turn was brought from the Crusades. We sing to our babies "Rock-a-Bye, Baby" (English), "There Is a Happy Land" (Hindustan), Brahms' "Lullaby" (German), "Slumber, Baby, My Little Brother" (French), "Sweet and Low" (English), and "Hey Baloo" (Scotch).

Our own stirring "America" is shared by England, Germany, and Bavaria. We marched into France to the strains of their "Marche Lorraine" and "Marseillaise," while they as gaily hailed our "Stars and Stripes Forever." We used to dance the German waltz, the Polish polka, the Scotch and Irish reels. More recently we have annexed the South American tango, and now Mr. Ford is reviving, happily, the polka, the Spanish varsovienne, the Scotch schottische, and the American country dances which are of English parentage. Through the folk dance movement, the children are learning the beauty of the folk games of Sweden, Norway, Denmark, Czechoslovakia, Hungary, Bohemia, France, Italy, and other countries.

Here, then, is the open sesame to world goodwill, to world peace: "When children's friendships are world-wide, new ages will be glorified."

Through song and dance and the beautiful music of all lands, we shall come to an understanding of racial problems. Our geography will be no longer "What river bounds it on the north?" but "What are the art expressions of the folk? What do they sing and dance and draw? What is the type of their national music? What is their home life?"

Our "Home, Sweet Home" is the greatest home song in the world. Written by an American while in France, set

by an English composer to a Sicilian tune, inserted in an Italian opera—it is an universal expression of love of home. If it could be translated into every known tongue and all the world set singing it, each in love for his own home, surely none could ever again devastate the home of another. If our revered "America" could be written for every land in its own language, breathing out patriotism and love of country, but loyalty to that Divine Power that guides us all—what a world goodwill hymn it would be!

The children in the schools now are learning to know the masterpieces of great composers of all lands. They know why the mysterious north creeps into Greig's music; they know the dainty grace of Bizet and Gounod; they know the profound Beethoven and Brahms; and they know the beautiful songs of Schubert, Mendelssohn, Purcell, MacDowell, and Cadman. They know the lightsome joyousness of Mozart and Haydn, the serenity of Handel, and hundreds of little classics that bring joy and happiness into the life that is and that is to be. Here the newer American is at one with those of Puritan descent. Music is the common language; music is the one lever by which to reach the heart of every child, and through the child, the parent.

One hundred thousand people, comprising every nationality that reaches our shores, many speaking no language but their own, may sit in the great concerts in Central Park, at Lemon Hill, or the Hollywood Bowl, and everyone in that vast throng will thrill and throb to the strains of Beethoven, Verdi, Strauss, Puccini, Tchaikowsky, Elgar, Wagner, Granados—all one great crowd's consciousness touched by the spirit of music.

The World Federation of Education Associations can carry to all the allied nations the message of the power of music to unify the people. When that great convention can sit together—Chinese, Hindu, Japanese, Celt, German, Czech, Italian, Hawaiian, Scandinavian, and Pole—all singing the national songs of each land, the home songs of each people, and listen as one mind and heart to great world music common to all and loved by all, then shall real world goodwill be felt and realized.

Heaven speed the day when every child in this great country may know the music of his own land and that of every other land! May the fairy wand of beautiful music open the windows of his soul to appreciate all beauty!

On to Philadelphia

THE PRINCIPLE of representation lies at the heart of large enterprises. Representatives selected by their associates from a wide territory bring to the central gathering a knowledge of local conditions and the point of view of the persons by whom they have been surrounded. In that sense the Sixth Representative Assembly of the National Education Association, which will convene in Philadelphia in June, will speak for nearly eight hundred thousand teachers. In an official sense it will speak for that growing body of more than a hundred sixty thousand teachers who are members of the Association.

To be a delegate to this Assembly is one of the greatest honors that can come to an educational worker. It gives him the obligation and the opportunity to speak for his colleagues on the great questions that are before the teachers of the nation and to take his part in selecting the officers that are to guide the policies of the Association until the next Representative Assembly meets. He has also the privilege of carrying back to the home folks something of the outlook, the enthusiasm, and the inspiration of the greatest legislative body of teachers in the world.

The Representative Assembly is a democratic insti-

tution. It represents every section of the Country and every branch of the profession. Persons who feel that their point of view is not getting a full hearing have only to organize and elect delegates to make their influence felt. Friendly rivalry between various states and professional groups for greater service in the Association is a wholesome thing.

Every section and every group has much to gain from a powerful and active national association. Only one teacher in five is now helping to pay the cost of the Association's significant work, but every teacher benefits. Workers in backward areas, who may not even have heard of the Association, find their schools carried upward in the sweep of progress.

Workers in the more advanced areas find it necessary to bring up the rest of the country if they are to be secure in the ground they have gained.

The men and women who will gather in Philadelphia in June will come as the responsible servants of their respective state and local professional organizations. They will consider matters of no less moment than those which come before the Congress of the United States. What the Representative Assembly does in June will do much to shape the nation's destiny. That Assembly will largely influence school programs and the status and work of teachers. It is a challenge to every teacher to make his contribution to the common services of the profession from which he derives his livelihood and through which he renders service. Make arrangements now to be in Philadelphia the last week in June. You will never regret it.

PART PAYMENT OF DELEGATES' EXPENSES

THE great increase in the membership of the National Education Association will result in a record number of official delegates at the Philadelphia Convention. The problem of delegates' expenses is a serious one to associations situated at great distances from Philadelphia.

While it is conveniently located for teachers on the east coast, the problem of transportation is difficult for delegates coming from the western states. These delegates from a distance will be glad to know that the Association has voted to continue the plan of setting aside ten thousand dollars from Association funds to be used in payment of a portion of the expenses of official delegates.

The ten thousand dollars will be proportioned on the same basis as last year—that is, in paying the expenses of those delegates to the Indianapolis meeting whose railroad and pullman fares amount to over fifty dollars, each delegate to Philadelphia will receive a sum proportionate to the amount that his railroad and pullman fare exceeds fifty dollars.

Each delegate from the states listed will receive the amount indicated in the accompanying table, the figures of which are the result of calculations carried on under the direction of Cornelia S. Adair, chairman of the Committee on Financing Delegates. These calculations are based on careful estimates of the number of delegates expected at the Philadelphia Convention and a state-

ment furnished by reliable railroad representatives, showing a delegate's expense from the capital of each state to Philadelphia and return.

The expenses considered were the cost of a round trip railroad ticket, one and one half fare, and pullman fare both ways. On the basis of these facts, calculations were made so that each delegate whose expenses were over fifty dollars would receive a proportionate share of the ten thousand dollars. In considering the amounts arrived at in this table, certain facts should be remembered.

1. No delegates from states not listed in the table will receive any part of their expenses from Association funds. The cost of railroad fare and pullman from the capitals of the states not listed is less than \$50; therefore they do not share in the \$10,000 set aside for financing delegates.

2. Only participating official delegates will receive any part of their expenses.

3. Each delegate from the states listed will receive the same amount, that given in the table, no matter from what part of the state he comes.

4. Every official state or local delegate attending will receive the amount given, no matter how large or how small the total state delegation.

5. The amount due to a delegate will be paid at Philadelphia at the close of the convention.

ON TO PHILADELPHIA!

State	Amount Allowed Each Official Delegate
Alaska	\$75.00
Alabama	3.00
Arizona	27.50
Arkansas	6.50
California	35.00
Colorado	16.50
Florida	4.50
Hawaii	100.00
Idaho	29.00
Illinois	3.00
Iowa	5.50
Kansas	8.00
Louisiana	8.50
Minnesota	9.00
Mississippi	6.00
Missouri	3.50
Montana	24.00
Nebraska	8.50
Nevada	33.00
New Mexico	22.00
North Dakota ...	13.00
Oklahoma	11.00
Oregon	35.00
South Dakota ...	12.00
Tennessee	2.00
Texas	15.00
Utah	24.00
Virgin Islands ..	35.00
Washington	35.00
Wisconsin	3.00
Wyoming	18.00

Historic Philadelphia

PHILADELPHIA, which is to entertain the June convention of the National Education Association, is so closely connected with the birth of the nation that a visit to its historic sites and shrines is like turning the pages of American history. Thousands of teachers are now planning to attend the convention and the Sesqui-centennial International Exposition, which will open in Philadelphia the first of June. Several weeks could be spent to good advantage in the city that celebrates this year the one hundred fiftieth anniversary of American freedom. The impulse which led to the foundation of Philadelphia was the same passion for liberty that actuated the settlers of New England. William Penn, the son of an English admiral, persecuted for his belief as a Quaker, sought to establish in the western world a colony where there would be religious liberty and freedom from oppression. His humane treatment of the Indians and his wisdom and liberality in regard to the making or altering of laws gained for him the love and esteem of the colonists.

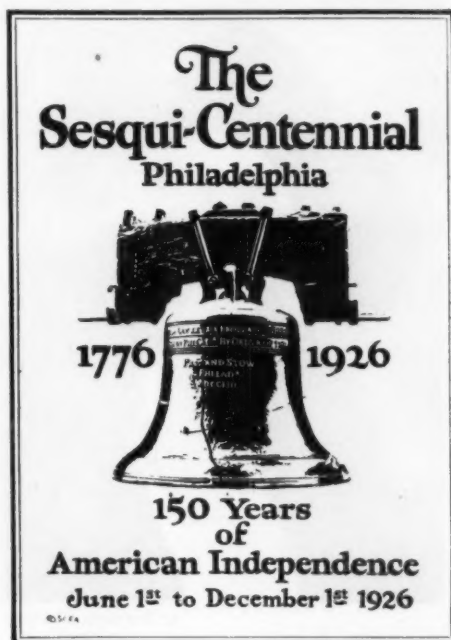
Few cities have in the compact area of one square mile the historic memorials that Philadelphia has. In the heart of the business district are places of interest within easy walking distance of each other. These landmarks are treasured as they were two centuries ago.

Starting with a visit to Carpenter's Hall, the meeting-place of the first Continental Congress, we linger a few minutes in South Orianna Street, formerly Franklin Court. Down at the end of the Court on the west side stood the house where Franklin died. It was here that he wrote the final draft of his *Autobiography*. In this little street, which until recent years extended only between Market and Chestnut Streets, James Gordon Bennett began his career as a newspaper publisher and here Woodrow Wilson's grandfather was a printer.

Leaving the old court we go up Market Street, once known as High Street, and passing the site of the home of Deborah Reed, afterwards the wife of Franklin, recall the story of the penny roll and her merriment. Farther on we pass the site of his printing shop, where *Poor Richard's Almanac* was printed for twenty-five years.

But the pilgrimage to Franklin's

haunts is often deferred until Independence Hall is seen. On page 159 of this issue of *THE JOURNAL* is a view of this historic building taken last New Year's



even while Mayor Kendrick's reception was in progress. It is indeed a shrine for patriotic Americans, who feel it a sacred duty to visit the east room where George Washington was chosen commander-in-chief of the Continental Army, June 15, 1775 and where the Declaration of Independence was signed a year later. The walls are lined with portraits of its signers and other men of note. Here may be seen Liberty Bell and numerous lesser relics of Revolutionary days, such as the colonial chair and mahogany table used by the presidents of the Continental Congress and the old silver inkstand, with its quill box and sand shaker, used by the signers of America's most priceless document.

Near Independence Hall is Congress Hall, the capitol of the United States during 1790 to 1800. Here Washington was inaugurated in 1793, and here he gave his "Farewell Address." A few squares farther, and we come to the first United States Bank, built in 1797.

On North Second Street, just north of Market Street is Christ Church, where Washington, Franklin, and Betsy Ross worshipped. The Washington pew was taken in 1836 to Independence Hall, but the old pulpit and font of 1770 remain, and some parts of the communion service, given in 1708 by Queen

Anne, are still in use. From here it is a short walk to the home of Betsy Ross, in which the first American flag was made in 1777 and where tradition says Washington came and arranged with her the design, and then to the old burial ground of Christ Church at Fifth and Arch Streets, where Benjamin Franklin's grave can be singled out from others of Revolutionary fame. His admirers will wish to visit the building known as the Library Company of Philadelphia, a society founded by Franklin in 1731 and an outgrowth of a little club called The Junto, formed in 1728 for the mutual improvement of its members. This was the beginning of the subscription library in America.

Reminders of William Penn, the founder of Pennsylvania, as well as of Benjamin Franklin, everywhere greet the eye. Surmounting the tower of the City Hall is a huge bronze statue of Penn, tall as a three-story house, said to be one of the largest statues in the world. In the grounds of the Pennsylvania Hospital is another statue of Penn presented in 1804 by his grandson, John Penn, of Stoke Poges, England. On beautiful Landsdowne Drive in West Fairmount Park stands Penn's first home in America, the little "Letitia House" or "Penn House," which was built in the present Letitia Street and so named after Penn's daughter in 1682 and removed to the park by the city authorities in 1883.

In the rooms of the Historical Society of Pennsylvania at Thirteenth and Locust Streets, there may be seen among scores of relics the famous wampum belt given Penn by the Indians. Four miles from the City Hall is Penn Treaty Park, with its weather-beaten monument commemorating the only treaty with the Indians not ratified by oath, yet never broken. Here stands a small monument to mark the site of the famous treaty elm blown down in 1810 but still planted firmly in the soil of memory. In imagination we see this early "league of peace" in council under its spreading branches and hear Penn say: "We meet on the broad pathway of good faith and goodwill," and the sachems' fervent reply: "We will live in love with Onas and his children as long as the creeks and rivers run and while the sun, moon, and stars endure." —J. M. R.

National Council of Education

THE NATIONAL COUNCIL of Education held its winter session in Washington, D. C., in connection with the convention of the Department of Superintendence. At the first meeting, Tuesday afternoon, February 23, the report of the joint committee on *Health Problems in Education*, of which Thomas D. Wood, Teachers College, Columbia University, is chairman, was presented. C. E. A. Winslow, of the Yale School of Medicine and chairman of the New York State Commission on Ventilation, spoke on *Fresh Air in the Schoolrooms*. Dr. Winslow, after speaking of modern concepts of ventilation and the various systems now in use, recommended that mechanical systems be abandoned entirely in the average schoolroom, to admit fresh air by the windows themselves, and to permit the heated air to escape through gravity exhaust ducts above.

Edmund P. Fowler, health commissioner of New York City, presented a *New Appreciation of Deafness in School Children*. Mary McSkimmon, president of the National Education Association, gave the principal's viewpoint on the appreciation of health in the schools. Evelyn C. Schmidt, American Dental Association, Chicago, discussed *Dental Hygiene for Children in the Schools*. John A. Hoeveler, manager of the engineering department of the Pittsburgh Reflector Company, presented a paper on *Lighting the Schoolroom*. Mr. Hoeveler showed how states had passed many laws to protect the eyes of workmen, but how only one had paid any attention to the lighting of classrooms. He then gave a brief résumé of the "School Lighting Code," promulgated by the American Engineering Standards Committee, which establishes certain rules that will enable the child in school to see without eye-strain. He added:

It is stated on good authority that many of our school buildings have lighting far below the standard prevailing in industrial and commercial establishments. This is a reproach on society, because it is found that the eyes of the young child are in the formative state, and undue strain at such a period must certainly leave its mark later. Moreover, statistics indicate that a high percent of absences and failures are due to defective eyesight.

The report of the committee on *Teachers Colleges*, Charles McKenny, chairman, was then given. F.B.O'Rear,

State Teachers College, Springfield, Missouri, presented a paper on the *Registrar's Office in Schools for Training*



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ADELAIDE STEELE BAYLOR, secretary of the National Council of Education, 1916-1926. Miss Baylor is chief of the Home Economics Education Service of the Federal Board for Vocational Education, Washington, D. C.

Teachers. Mr. O'Rear stated that the registrar is now "performing duties relating to business affairs, social welfare, instructional activities, general school organization, and non-instructional academic and professional matters." The school should be so organized that those duties not actually the registrar's by right of office should be left to the president, dean, business manager, welfare director, and comparable officers.

E. S. Evenden, professor of education, Teachers College, Columbia University, spoke on *Some Criteria for the Construction of Teachers College Curricula*. He raised the questions of whether teachers should have two or four years of professional training before beginning to teach, whether they should be trained in a liberal arts college or a teacher training institution, and whether they should follow a definite curriculum or select their own courses. These questions, he believes, should be studied intelligently. Researches, sponsored by nationally recognized educational organizations, should be conducted to find which plans of training are the best.

The second meeting of the Council, held Wednesday afternoon, February 24, was opened by an address by President McSkimmon, on the *Place of Biography in Schools*. Following Miss McSkimmon's address, the report of the committee on *Extension Education*, of which Charles S. Meek, superintendent of schools, Toledo, Ohio, is chairman, was presented. E. L. Huesch, state supervisor of trade and industrial education, Columbus, Ohio, spoke on *Extension Activities in Connection with Public Schools*. Charles McKenny, president, State Teachers College, Ypsilanti, Michigan, followed with a talk on *Extension Activities in Normal Schools and Teachers Colleges*. Because of existing conditions many teachers, when they enter the schools, are unprepared to teach children and these are the teachers who need to take every opportunity for advancement. These teachers must be trained by extension courses and in summer schools. Extension classes must, of necessity, be confined to a territory fairly near the mother school, so that many institutions also have correspondence courses for more remote students. Teachers taking extension work are greatly benefited financially, for the cost of a credit hour by extension, when all items are taken into consideration is only eight percent of the cost in residence.

Further continuing the report of the Extension committee, V. A. C. Henmon, University of Wisconsin, said that university extension had grown by leaps and bounds in the last decade, but that it was too much separated from the other activities of the parent school, and was still too independent of the well-established educational authorities.

The report of the committee on *Training Teachers in Service* was presented by its chairman, Thomas W. Butcher, president, Kansas State Teachers College, Emporia. President Butcher stated that only about one fourth of the beginning teachers each year have at least one year of professional preparation and that most superintendents, being without professional training themselves, are absolutely unable to help these young people. He advised that the office of county superintendent be removed from politics and suggested that the National Education Association, or some other nation-wide organization, sponsor this movement.—W. H. M.

Department of Rural Education

THE DEPARTMENT of Rural Education held five meetings during the Washington Convention of the Department of Superintendence, four of which were in the auditorium of the Department of the Interior, and one, the County Superintendents Division, in the auditorium of the American Red Cross building.

Three meetings were given to a discussion of the subject, *Objectives in Rural Education*. Among the speakers were: I. Jewell Simpson, assistant state superintendent, department of education, Baltimore, Maryland; J. R. Grant, supervisor of rural schools, state department of education, Little Rock, Arkansas; Kary C. Davis, professor of agricultural education, Peabody College, Nashville, Tennessee; Orville G. Brim, Ohio State University, Columbus, Ohio; W. L. Spencer, director of secondary education, state department of education, Montgomery, Alabama; Francis B. Haas, state superintendent of public instruction, Harrisburg, Pennsylvania; Florence M. Hale, supervisor of rural schools, state department of education, Augusta, Maine; and Fletcher Harper Swift, professor, school of education, University of California, Berkeley, California.

In an address on the topic, *Can Rural School Forces Aid in Solving Agricultural Problems*, Kary C. Davis, professor of agricultural education at George Peabody College for Teachers, Nashville, Tennessee, said:

The present rural situation throughout the country offers many problems for solution by the rural schools. It is encouraging to note that the rural educational forces of America are attempting to solve some of these problems. Billions of dollars now being spent in rural school work in the forty-eight states, are not hitting at the crucial point to best weld the rural people to the schools. The rural classes are greatly dissatisfied with the present rural educational system. Pupils now drop out of school at the ages of ten to twelve years and compulsory laws fail to keep many of them in school through the elementary grades. The average rural education is about fourth grade.

Francis B. Haas, state superintendent of public instruction, Harrisburg, Pennsylvania, in explaining the position of rural education in the state program said:

The outstanding need of rural education is a crystal clear recognition of the fact that

the state is an entity and that every one of its parts has an equity in and a fundamental responsibility for all phases of education that have to do with the rural communities.



MABEL CARNEY, secretary of the Department of Rural Education, and professor of rural education at Teachers College, Columbia University, New York City.

The state program must be developed so that the interdependence of the various parts will be defined in terms of mutual interests, obligations, and responsibilities, and the so-called rural program must be clearly visioned as an integral part of the state program.

The State Supervisors of Rural Schools section of the Department covered the subject *Better Teaching in Rural Schools. The Relation of the Factors in Teaching: The Child—The Learning Process—The Teacher* was the topic on which Willard Beatty, assistant superintendent of schools, Winnetka, Illinois, spoke. *The One-Teacher School* was ably discussed by U. J. Hoffman, state supervisor of rural schools, Springfield, Illinois, and Vera M. Telfer, helping teacher, Belvidere, New Jersey. In explaining the difficulty in obtaining good teachers for one-teacher schools, Miss Telfer said:

Anyone who has really taught in a one-teacher school knows what a difficult, complex job it is—the most difficult in the whole educational system. The teacher has the responsibility of making good citizens of from five to fifty boys and girls, varying in size, intelligence, and disposition, ranging in age from five to fifteen or sixteen years. He is

expected to teach everything from first grade to eighth grade. He must be his own principal, janitor, nurse, librarian, physical training director—everything in fact. Quite a job for one person!

Special features of the centralized school were brought out by George A. Selke, rural education, University of Minnesota, Minneapolis, Minnesota. This was followed by a general discussion on the one-teacher school, upheld by M. Theresa Weidefeld, assistant supervisor of elementary schools, Baltimore, Maryland, and the centralized school championed by C. G. Sargent, department of rural education, Fort Collins, Colorado.

The final meeting of the Department was that of the County Superintendents Division. *Democratic Administration—How it May be Realized* was the theme. The speakers who participated were: W. J. Avery, superintendent of Rapides Parish, Alexandria, Louisiana; Hilda Hughes, superintendent of Lagrange county schools, Lagrange, Indiana; J. W. Huffington, state supervisor of colored schools, Baltimore, Maryland; and A. R. Hall, Member of Congress, Eleventh District, Indianapolis, Indiana.

In speaking of the necessity of innate humaneness to teaching ability, Representative Hall declared:

In my early experience as a teacher, soon after my graduation from college, it was my belief that if one made himself successful that that would be the best argument for being hired to a better position. I have since revised those early idealistic views, revised them because of practical experience. I learned that if an individual hired himself to the average school official, the thing that counts is not ability, but degrees.

A school man has something for sale. It may be genuine ability of a high order, but if it is not wrapped in a beautiful package with tinsel cord, it will remain upon the shelf; dust will settle upon it, while an inferior brand of goods properly decorated will become the best seller.

My solution to the problem involved of maintaining efficiency and democracy in the school is to eradicate false standards of qualifications and substitute the human element; raise the standard of hiring officials to the place where they know the qualifications a teacher should possess; find that administrator who is big enough and human enough to see beyond system, cost, and teacher—the child.

The final session of the Department was closed following a general discussion of the subject involved.—R. G. H.

Radio in California Schools

GRACE C. STANLEY

Supervisor of Primary Grades and Dean of Women, Humboldt State Teachers College, Arcata, California

THE FIRST experiment in radio for the schools in California was made in Oakland under the direction of Virgil E. Dickson, head of the psychology department of the Oakland city schools, in the spring of 1923. Station KGO, of Oakland, furnished the broadcasting equipment.

The purpose of this experiment, which was carried on throughout the school year of 1923-24, was to determine the value of broadcasting lessons specially prepared for a particular grade in a specified subject. If it were possible to carry on this kind of work successfully, the whole scheme of supervision would need to be revised.

Several subjects were tried out, such as music appreciation, penmanship, art, and the social sciences. The greatest care was taken in the preparation of the lessons. Those who gave them practised on single classrooms first, standing on the stairway outside the rooms and speaking through an open transom, in order that there might not be any help given the children by gesture or facial expression. The results attained were considerably beyond expectation. The children's art work showed more individuality than when given in person. Penmanship and arithmetic also showed much better results than had been counted on. The social sciences were satisfactory, but as the expectation was higher in these subjects, the surprise was not so great.

One of the most interesting reactions from these lessons came from parents who said that now they could understand what was going on in the schools. Mother could sit down and practice penmanship with her children, or find herself producing a creditable piece of art work, or thrilling to the awakened understanding of a masterpiece in music.

The attempt at giving lessons for children in rural schools came as a result of a series of conferences that were held to discuss the rural schools and their needs. Professor Harvy L. Eby, of the Southern Branch of the University of California, in cooperation with the State Board of Education, called these conferences, which were attended by representatives of all the organizations in the state that were interested in rural

life. During the course of an open discussion, it was decided to try the effect of radio programs for the benefit of isolated schools. Accordingly, a committee, consisting of State Superintendent Will C. Wood and Archibald Anderson, president of San Francisco State Teachers College, was appointed to organize the work.

When the plan was well under way, it was taken up with the representatives of Station KGO, and they very kindly agreed to render every assistance to make the programs a success. Programs were prepared under the direction of the Commissioner of Elementary Schools, covering three school subjects—music, history, and geography. The music consisted of selections rendered by musical organizations of the public schools, with occasional numbers by soloists and other organizations. As this was the Diamond Jubilee Year for the state, California history was selected as one of the topics. "Great rivers of the world" furnished the geographical material.

Later other sections of the state became interested and programs were planned to be broadcast from KNX, Los Angeles, from Fresno, and from Stockton. It then became necessary to appoint committees to have charge of the programs in the various parts of the state. Mrs. David Martin, of Oakland, acted as chairman for the KGO programs, assisted by Ruth Thompson, assistant editor of the *Western Journal of Education*, San Francisco, and Alice Eggers, of the music department of the Oakland High School. The Los Angeles committee consisted of H. L. Eby, chairman, Myrta McClellan, Mrs. Lucy Gaines, all of the Southern Branch of the University of California, and Mrs. Emma M. Bartlett, head of the music department of the Inglewood High School. The Fresno programs were under the direction of C. L. McLane, president of Fresno State Teachers College, and his able faculty. The Stockton programs were directed by R. H. Allen, principal of Jefferson Elementary School, Stockton.

The first problem to be solved was that of preparing programs that could be listened to by children of varying ages with profit for all. It was accord-

ingly decided that the talks should be prepared with children of about third grade specifically in mind. Then, by supplementing the talks with suggestions for further reading and study, the needs of all the children could be met, and all could enjoy the broadcasting.

The second problem was even more difficult of solution. Very few schools, even in the larger cities, had any equipment to enable the children to "listen in." It was most inspiring to receive letters telling of the efforts that some of the schools were making to receive the help that was being sent from the state department. They tried making sets, they visited neighbors who were fortunate enough to have radios, or they borrowed from those who were willing to lend. Dealers often took portable sets out to the schools in their effort to cooperate. In some of the schools the teachers bought sets and put them in, or loaned the ones they already had. To solve this problem teachers need to be convinced that almost anything can be accomplished with a sufficient amount of determination and resourcefulness.

Sets of letters were received from children describing the programs and giving suggestions and criticisms. The value of the musical programs to the country children consisted largely in the pleasure they received from hearing children perform in a manner suitable for public presentation. The city children were stimulated to improve the quality of their work. The geography stories, presented in the form of a travelog with two children personally conducted by natives through many strange lands, made a striking effect.

The possibilities for this method of teaching are almost unlimited. By the use of radio the work of a great teacher can be immeasurably extended. Such a system of lessons by radio together with plans and suggested readings and activities, could bring the most scientific methods into the most remote districts. It would involve the recognition of the radio as a necessary part of every school equipment, and some means would have to be available in order to supply those schools that have not the funds to finance the project. It also involves training teachers to use the material that is sent out, so that an adequate return on the investment might be received. Radio, so far from making lighter demands upon the teacher, requires a higher type of instruction and more ability in adapting suggestions to the varying needs of children.

For Humanities' Sake

MEAVE W. SHARMAN

San Diego, California

LISTEN to this," said Mrs. Bangs, reading from last night's paper (Mr. Bangs had tonight's): "We have too many ignorami!"

"Well, there are an awful lot," said Mr. Bangs.

Mrs. Bangs picked up a pencil from the floor. "Is this yours, Tim?" she asked the boy who sat across the table, studying.

"Uh-huh. Say, Mother, what's this word—'p-r-o-c-r-a-s-t-i'—"

"Procrastinate?" interrupted Mrs. Bangs. "It means 'put off till tomorrow.'"

"Gee, you know a lot," said Tim, admiringly.

"Why, that's straight Latin—*pro* means 'for' and *cras* means 'tomorrow'—nobody could miss it."

"Oh, say, that makes me think. Miss Johnson says next Monday we've all got to know what course we're going to take in High. I told her I knew now—it's Latin Course for mine!"

Mr. Bangs laid down his paper, preparatory to getting into the conversation. "What makes you think you want to take the Latin Course?" he asked, beligerently.

The boy hesitated, coughed, and twisted his feet around the legs of his chair. "Well — er — why do I want to take it, Mother?"

"How should I know?" she answered, laughing. "But I could, I think, give several reasons why I want you to take it."

"For every argument you can trump up for Latin I'll give you ten against it." Mr. Bangs spoke as one having authorities.

"Very well," his wife assented quietly. "Since you have so many more, perhaps you'd better start."

Mr. Bangs stroked his mustache thoughtfully, as he mentally assembled his arguments. "In the first place," he began, "you'll always find an underlying strata of superficiality in all these arguments for Latin. Experience won't back them up. Take my avocation, now, for instance. I never studied Latin, yet I get along all right without it."

"That's your opinion—I mean, it's not an argument. I studied Latin and I couldn't get along without it. We're even score so far."

"Well, we soon won't be. Professor Smith spoke at the club last week about this very thing—one of the most unique addresses that I ever heard. He convened a case against this 'gerund grinding,' as he calls it, that sure took the class out of the classics. I jotted down his list—wait a minute, I expect I've got that data in my pocket now!"

"List of what?" asked Tim.

"Great men who've been opposed to Latin—he inaugurated his speech with it. Yes, here it is is: Benjamin Franklin, Ralph Waldo Emerson, Charles W. Eliot, Herbert Spencer, G. Stanley Hall, H. G. Wells, David Starr Jordan. Isn't that some list?"

"But," his wife replied, "there have been others equally great upon the other side: John Stuart Mill, Matthew Arnold, James Russell Lowell, William E. Gladstone, Lyman Abbott, Henry van Dyke, James Bryce, Woodrow Wilson. There are more, but I can't seem to recall—oh, yes, Theodore Roosevelt—how could I have forgotten him?"

"Mother's two ahead," Tim ruled.

"I didn't get Smith's list entire, and anyhow he could have given twice as many more. The first real point, though, he brought out was how a student's English is effected by his Latin. He says the common notion that Latin is a help to English is entirely without veracity—not only that, but it's a detriment. In the first place, it takes time that should be spent on English; in the second place, Shakespeare and Lincoln never studied it; and in the third place, you might just as well learn Anglo-Saxon if you want the roots of words. Besides it's apt to make 'translation English.' And as to helping with new words, most students only take two years of Latin and there's no use anticipating benefits from what they learn, due to the fact that they don't learn anything. It's just time wasted."

"How about the series of English experiments conducted at Harvard recently, in which students who had had but one year's training in Latin were pitted against non-Latin students of the same grade? The Latin students came off victorious in every test—spelling, vocabulary, composition, accuracy, and word-meanings. Moreover, college records prove that Latin students have

always been superior in English scholarship, just as life records show that in the last three hundred years nine tenths of our great men have been classicists."

"Yes, Smith explained that—it's because the brilliant students always study Latin. He alluded also at great length to what he called 'the stronghold of the Latinists,' which is mental discipline. He said it was very difficult to eliminate the truth about mental discipline, because its phases are so very various. But that there really isn't any. And even if there was, it could be gotten easier by chemistry or science. Latin is only memory training, he said, and one-sided at that, for it turns students away from the realities of life, and fails completely to develop all their mental powers."

"I remember a sentence of Barrie's which replies to that," Mrs. Bangs took up the argument. "'I am far from taking a side against the classics,' he said; 'I should as soon argue against your having tops to your heads; *that way lie the best tops.*' Surely everybody who has 'dug' on Latin knows it strengthens not alone the powers of memory, of accuracy, and of observation, but also those of judgment, analysis, and relational thinking, which lie close to reasoning and logic. And I myself believe that Latin develops character. One of the great advantages of the classics as a course of training is the fact that there is little chance of going through them in a superficial way. The habits of thoroughness and industry they teach are of even more enduring value than their 'mental discipline,' although mental discipline is there."

"Oh, yes, that was another point Smith made. He said we must admit that students cheat at Latin—they demean themselves by using 'ponies,' from whence, he believes, arises one great factor in the lack of virtuous proclivities so noticeable among our young people of today. He says that teachers are conscious of the students' dishonesty too, but they don't know any other alternative except expelling them, and that, of course, they hate to do. The vice seems to be horribly prolix."

"Oh, Mother," Tim broke in, "Miss Johnson told us the funniest Latin question today—what does 'v-o-l-i-x' spell?"

"Volume nine," his mother answered, laughing. "That's an old one. It would take that many volumes, too, I guess, to hold the pros and cons of Latin; it's been argued for three hundred years and still is like Peer Gynt—undecided. But it's time for you to go to bed now."

May Day for Health

MRS. ERNEST R. GRANT

Chairman, Child Health Committee, National Tuberculosis Association, Washington, D. C.

THE WHOLE question of child health involves a balanced view of the child as a potential adult capable perhaps of the highest achievements. He should be strengthened, fortified, and guided into a state of complete physical, mental, and moral well-being. It is his natural heritage—give it to him. He is free, then, to achieve his whole destiny.

May Day is becoming traditionally a national child health day. In Medieval England, May Day was a great public holiday when people went "a-frollicking" in the woods, in celebration of the awakening of spring. The Romans in ancient days gathered in processions and danced their joyous way to the Grotto of Egeria. Here, high festival reigned, in honor of Flora, goddess of the flowers.

This May Day the people of the United States are celebrating the third National Child Health Day. Sanctioned by President Coolidge, the first of May was proclaimed a day when all people shall bring public attention, upon a national scale, to our child health problems and to the best methods for their solution. In furthering this end, the following May Day creed was written by Herbert Hoover, president of the American Child Health Association:

The ideal for which we should drive is that there should be no child in America that has not been born under proper conditions, that does not live in hygienic surroundings, that ever suffers from undernutrition, that does not have prompt and efficient medical attention and inspection, that does not receive primary instruction in the elements of hygiene and good health.

It is for the reiteration of this creed for the celebration of it, until it shall have become a living fact, that we urge all people to join in the celebration of May Day as Child Health Day.

We in America are far behind what a national conscience should demand for the public protection and the welfare of our children. With all of the scientific knowledge and all of the enormous prosperity of our people, six other nations have a lower infant mortality rate. Many of our communities have impure sources of water, unsafe supplies of

milk, and inadequate and incompetent public health administration.

As citizens of a country whose potentialities are unmeasurable, we should see



MRS. COOLIDGE, receiving a May basket at the White House door. The children came from the Child Welfare Society, which planned the event as part of its health week activities.

to it that every community throughout the entire United States is protected at its source of milk, water, and food supplies; that competent public health administration shall extend to every city, town, and hamlet throughout the nation; that efficient medical examination shall be given annually to each and every one of our children, and that health education shall be recognized as one of the major subjects in the curriculum of every public, private, and parochial school throughout the land. It is futile to graduate our children, even with high honors, if at the same time we do not protect them against physical unfitness, insanity, and crime.

In emphasizing the need for the annual physical examination of all school children by competent physicians, the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association in its 1924 report states

that of the 24,000,000 school children in this country, 8,400,000 have diseased tonsils and enlarged adenoids, 6,000,000 defective eyes, 1,000,000 active tuberculosis, 200,000 organic heart trouble, and 4,480,000 are undernourished, making a total of more than 20,080,000 children in need of attention. Such a condition is wholly unwarranted.

There are hundreds and hundreds of clinics throughout the United States where children may receive free examination and free treatment. Physicians of the American Medical Association and educators of the National Education Association—men and women of national repute—are studying the best methods of teacher training in child health that children may learn to put into actual daily practice the simple fundamental rules necessary for building and maintaining good health.

The poor little rich children and the poor little poor children are in equal need of attention. One suffers from over-indulgence and the other from insufficient attention. In either class, the most important job in the world is that of being a wise and able mother or father. The child's natural heritage is health, the kind of health that renders him fit to meet the daily demands of life and to realize the fulfilment of his highest ideals.

The physical problems of childhood involve the whole child. Therefore, one is obliged to consider specifically the parts that threaten the harmony and the utility of the entire vital mechanism. Diseased tonsils should be removed, crooked spines straightened, defective vision corrected, malnutrition relieved, not only for the purpose of improving the health of the child, but also to facilitate the normal development of all potential mental, moral, and spiritual phases. Decayed teeth are filled or extracted to improve the character as well as to remove infection. Eye-glasses are advised to promote poise and self-confidence as well as for a clearer vision. Mental hygiene clinics are rapidly commanding the attention of the parents whose child is incorrigible. In these clinics incorrigibility or criminality is diagnosed and treated as disease.

Using the Pageant in History

THE CENTENNIAL Exposition held in Philadelphia in 1876 awakened nation-wide interest in the progress that a century had made in the United States. In like manner the Sesquicentennial International Exposition of 1926 will show the advance of the past fifty years. The Centennial resulted in a great commercial impetus. Prior to 1876 more goods were imported than exported. The Exposition did much to convince manufacturers of the superiority of American products. What will result from the Sesquicentennial Exposition can only be conjectured.

Through the press and the radio, the events of the Sesquicentennial International Exposition will reach millions of our people and arouse in them a deeper appreciation of American history. To awaken interest in the days when a new nation sprang into being and a new people were welded from Old World nationalities, the pageant is most valuable. It reenacts past events and interprets them in the light of today. The present year, therefore, affords an excellent opportunity for teachers to vitalize history. Nothing excels a pageant in helping pupils visualize what happened long ago, for it supplies actual

situations instead of mere descriptions.

The drama has for centuries played an important part in the promulgation



THE COLONIAL façade of Independence Hall photographed last New Year's Eve under the rays of many floodlights.

of history. As long ago as the Elizabethan age, historical plays were enthu-

siastically received. Prior to this, mystery and morality plays, pastorals, masques, and interludes had been instrumental in getting before the public fundamental religious and historical facts. As an aid in visualizing the past, such spectacles today are most valuable. Then too the enthusiastic interest experienced in carrying out an educational project of this kind is most beneficial. Every participant in a pageant is likely to feel a desire for further reading—historical and biographical. Immediate benefits include an awakening to the importance of convincing gesture and graceful pose, and the charm of the spoken word, as well as a realization of the contributing effects of artistic grouping, of song and dance, to a pleasing whole.

Those who participate in a pageant are few compared with the many who view it. The inspirational effect of large choruses, the harmony of color and mass in the tableaux, which are now enhanced by the modern lighting facilities, and the perfection of orchestral accompaniment combine to make vivid pictures that will never fade from memory. But better than the scenic effects produced is the fuller understanding of the diffi-



THE REPUBLICAN COURT, the famous picture by Daniel Huntington, shows the stateliness and formality at Martha Washington's receptions. The grace, color, and beauty of social life in America in the eighteenth century are suggested by these figures.



THE SPIRIT OF '76—The original of this widely known group of figures, symbolizing the spirit of '76, hangs in Salem, Massachusetts, and is visited yearly by thousands of Americans. It displays in inspiring fashion the martial spirit which produced the success of American arms in the Revolutionary War.



MINUTE MAN—The details in this picture are so clear that the costume worn by this type of heroic colonial soldier may easily be reproduced. In Carlton's "THE SPIRIT OF INDEPENDENCE, A PATRIOTIC PAGEANT," some practical suggestions for the manufacture of the minute man's equipment are given.

culties and hardships experienced by the men of long ago, whose faith and loyalty to a great cause brought about the founding of this republic.

Making use of the dramatic instinct is an effective aid to history teaching. It is based on the Pestalozzian theory that we learn to do by doing. How much better will boys and girls understand the past if they themselves are permitted to recite the speeches of the nation's heroes, making their thoughts and actions their own? History teaching, by means of episodes, pageants, or historical films, is necessary to that closer acquaintance with men of affairs so needed in the formation of high ideals. To bring suitable material within the reach of every teacher, the National Education Association has published a book on pageantry, *The Drama of American Independence*.¹ It contains a number of

¹ *The drama of American independence.* National Education Association, 1926. 172 p. 50c. a single copy; five or more copies, 40c.

pageant episodes for schools and colleges, with directions and suggestions for staging them.

These episodes include: "We're Free!" suitable for grades one and two; the Boston Tea Party, Paul Revere's Ride, and Independence Day for grades three and four; A Brave Deed for Brave Men, for the upper grades; and the Story of American Independence for schools, colleges, and communities. Three additional episodes are given, and a chapter on suggestions for larger pageants. The sixteen-page pictorial section will be of use to those directing the details of costume and staging. Some of these pictures showing colonial dress afford many suggestive details; others are included merely for their historical connection as the facsimile of the Declaration of Independence and the shrine where it is housed in the Library of Congress in Washington.

The Drama of American Independence was prepared by persons experienced in pageant-making. The committee in-

cluded: Lotta A. Clark, head of the department of history and civics, Teachers College, Boston, Massachusetts; Helen Louise Cohen, head of the department of English, Washington Irving High School, New York City; and Jasper L. McBrien, director of rural education, State Teachers College, Edmond, Okla.

The Story of American Independence is the most elaborate in the book. It consists of a prolog of two scenes and three acts. The prolog scenes include a reception to Colonel Washington at Annapolis on Christmas night, 1772, and a meeting of patriots in Old South Meeting-house on the night of the Boston Tea Party. The first act is laid in Carpenter's Hall, Philadelphia, with Congress reviewing the oppression in New England. The second act takes place there a year later. Washington is made commander-in-chief of the continental forces, and war seems inevitable. The last act shows the drafting and adoption of the Declaration of Independence.—J. M. R.

How Birds Help



Downy woodpecker



Black-capped chickadee
carrying caterpillar



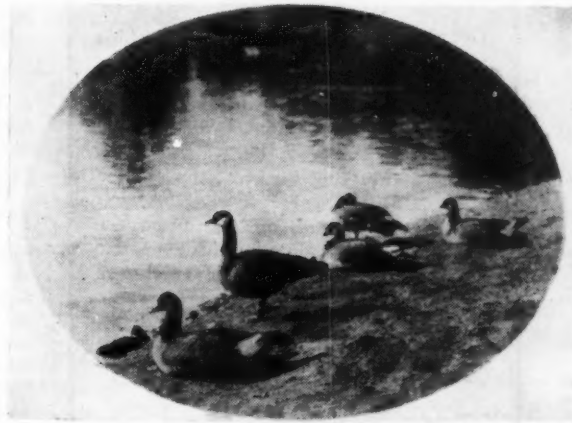
Great blue herons



White-breasted nuthatch



Bluebird carrying cutworm
moth to its young



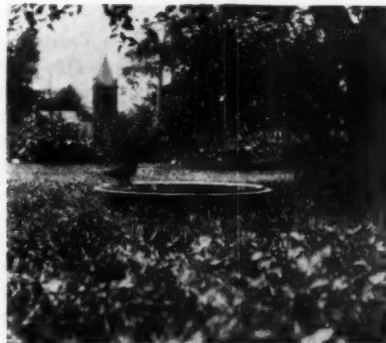
Canada geese



Crow



Robin



Means of attracting birds—
water supply



Canada jay

THESE ILLUSTRATIONS are from the series of lantern slides, "The Value of Birds in Relation to Agriculture," prepared by the Bureau of Biological Survey, cooperating with the Extension Service, United States Department of Agriculture. There are fifty-one slides in this series on birds, which is No. 14 of a group of sixty-two slide series prepared for the use of teachers in agricultural work. These slides may be had on request from the Office of Agricultural Instruction, U. S. Department of Agriculture, Washington, D. C. Descriptive notes, which may be used if desired in discussing the slides, accompany them. Transportation charges are paid by the borrower.

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 April JOURNAL. Many of the schools also have a complete enrolment in state and local associations. For the convenience of readers the list is now arranged by states. Under the name of each state cities are arranged alphabetically, set in italics. Under the name of each city, schools are arranged alphabetically, the word "school" being omitted to save space.

FIVE OR MORE YEARS

ILLINOIS—*Waukegan*, Waukegan Township Secondary School.

OHIO—*Lorain*, Brownell, Harrison, Lowell.

FOUR YEARS

CALIFORNIA—*Los Angeles*, Utah Street.

HAWAII—*Honolulu*, Palolo, Waikiki.

MASSACHUSETTS—*Gloucester*, Rogers.

OHIO—*Lorain*, Hawthorne, High, Whittier.

THREE YEARS

ALABAMA—*Birmingham*, Ensley High.

CALIFORNIA—*Los Angeles*, Cahuenga, McKinley Home.

HAWAII—*Oahu*, Ewa, Waipahu.

MISSOURI—*Kansas City*, Milton Moore.

OHIO—*Lorain*, Irving.

TEXAS—*El Paso*, Crockett.

TWO YEARS

ALASKA—*Anchorage*, Anchorage Public Schools.

CALIFORNIA—*Los Angeles*, Humphreys Avenue, Logan Street, Woodcrest, Yorkdale.

HAWAII—*Honolulu*, August Ahrens; *Oahu*, Waiialua.

IDAHO—*Salmon*, Salmon Public Schools.

KANSAS—*Leavenworth*, Lincoln.

MICHIGAN—*Lansing*, Genesee Street.

MINNESOTA—*Duluth*, Lowell; *Minneapolis*, Hiawatha.

OHIO—*Lorain*, Lorain Public Schools, Brownell, Fairhome, Garden, Garfield, Harrison, Hawthorne, High, Irving, Lincoln, Longfellow Junior High, Lowell, Oakwood, Whittier.

TEXAS—*Beaumont*, Fletcher.

VIRGINIA—*Norfolk*, John Marshall.

WYOMING—*Sheridan*, Coffeen Avenue.

CURRENT YEAR

ALABAMA—*Birmingham*, Baker, Wylam.

CALIFORNIA—*Los Angeles*, Alexandria Avenue, Atwater Avenue, Brentwood, Dahlia Heights, David Starr Jordan High, Dorris Place, Eighty Seventh Street, Euclid Avenue, Fir Street, Frank Wiggins Trade, Fremont Avenue, Fries Avenue, Gates Street, Griffin Avenue, Harbor City, Hellman, Hewitt, Home Gardens, Hoover Street, Lafayette Junior High, Lankershim, Lark Street, Lomita, Lorena Street, Loreto, Marengo Heights, Miramonte, Morningside, Mount Washington, Murchison Street, North Compton Avenue, One Hundred and Eighteenth Street, Pico Street, Rio Vista, Rosemont Avenue, Rowan Avenue, Russell, San Rafael, Santa Monica Boulevard, Saticoy Street, Seventy-fifth Street, Sixty-eighth Street, Speech Correction Department, The Palms, Thirty-sixth Street, Torrance High, Tujunga, Twenty-eighth Street, Van Ness Avenue, Virginia Road, Westwood, Woodrow Wilson; *Roscoe*, Roscoe School; *Venice*, Abbot Kinney, Florence Nightingale, Machado, Theodore Roosevelt.

COLORADO—*Kremmling*, Grade, Union High.

CONNECTICUT—*Bridgeport*, Beardsley, Black Rock, Lincoln, Wheeler; *Westport*, Bedford, Bridge Street, Green's Farms, Staples Junior and Senior High.

DISTRICT OF COLUMBIA—*Washington*, Langdon-Woodridge.

HAWAII—*Honolulu*, Central Grammar, Fort Street, Lanakila, Manoa, Moiliili, Pohukaina, Robello, Royal, Territorial School for the Blind; *Oahu*, Aiea, Kaaawa, Kahuku, Kailua, Kaneohe, Wahiawa.

DID YOU EVER remit your dues and receive your Membership Card and then receive a notice that your dues for the current year had not been paid?

WHAT IS THE EXPLANATION?—Usually that the dues remitted this year were sent in with initials, name, or address different from that under which former membership was carried. For example, who could tell that a remittance received this year from

Andrew Hanson
246 W. Ferry Street
Detroit, Michigan

should be credited to a former membership carried as

A. K. Hanson
1260 Hancock Street
Detroit, Michigan

Or that the following memberships were one and the same individual:

Margaret G. MacCall
Ridge Avenue Bldg
Darby, Pa.
Marguerite McCall
5124 Chester Avenue
Philadelphia, Pa.

Or that the dues received this year under the name of

Elizabeth B. Campbell
827 Trowbridge Place
El Paso, Texas

should be credited to the membership formerly carried by

Elizabeth Brown
837 Trowbridge Place
El Paso, Texas

THE REMEDY? When remitting your dues be sure that you sign the name and address which appears on the wrapper of your JOURNAL; or call our attention specifically to the fact that you have changed your name or address. This will guarantee your remittance being credited to your former membership.

If by chance a notice reaches you after your dues have been paid, return it promptly with notation regarding your new name or address.

ILLINOIS—*Brookfield*, Brookfield Public Schools; *Cicero*, Sherlock, Woodbine; *Evansston*, Willard.

INDIANA—*Fort Wayne*, Washington.

MAINE—*Augusta*, Smith, Williams; *Bangor*, Longfellow.

MASSACHUSETTS—*South Braintree*, Pond.

MICHIGAN—*Detroit*, Ruthruff; *Ishpeming*, High Street; *Lansing*, Larch, Moores Park.

MINNESOTA—*Cloquet*, Junior High; *Minneapolis*, Peabody, Rosedale.

NEW JERSEY—*Linden*, Public School Number Three; *Lyndhurst*, Columbus, High, River Road; *Plainboro*, Plainsboro Township.

OHIO—*Mount Cory*, Union Township High School; *Piqua*, Bennett Junior High.

SOUTH DAKOTA—*Tripp*, Austin Blair, Ganson Street, T. A. Wilson, Trumbull, West Avenue.

TENNESSEE—*Memphis*, Humes High.

TEXAS—*Dallas*, Alamo, North Dallas High, Sunset High.

WEST VIRGINIA—*Clarksburg*, Alta Vista; *Monongah*, East Monongah Junior High.

WISCONSIN—*Kohler*, Kohler Public Schools; *Madison*, Randall.

WYOMING—*Cumberland*, Cumberland School Number Two; *Salt Creek*, Salt Creek School.

SUPERINTENDENT Winton J. White, of Englewood, New Jersey, writes as follows:

"All our schools in Englewood are 100 percent membership in the National Education Association. There are but seven schools in the city including the high school, and I think our membership is complete.

You may be interested in knowing just what our plan is. At the beginning of the year we put to our new teachers the proposition that they should all be so professionally minded that they should join three teachers' associations: (1) The National Education Association, (2) the State Teachers' Association, and (3) our own local Teachers' Club.

The dues in the National Education Association are \$2 and in each of the other organizations \$1, so that we collect \$4 from each teacher on the force at the beginning of the year. Our teachers are now so accustomed to doing this and feel that it is so decidedly worth their while that there is never any question about it.

We are proud of our record and shall continue to make every effort to maintain this high standard."

THE TWENTIETH CENTURY has brought us to recognize a fact the existence of which has long remained either unknown or ignored, namely: The several states have embarked in two great business enterprises: the building and conduct of public schools and the building and maintenance of public highways.

The schools were valued by the Federal Census Bureau in 1923-4 at \$3,744,000,000, nine states each having more than \$100,000,000 invested. To provide these schools at today's cost would require seven billion dollars. Their maintenance and operation should cost \$2,000,000,000 annually.

There are about three million miles of public highways in the United States. They have cost unknown billions in their now primitive condition. On these roads travel twenty million motor vehicles worth at least six billion dollars. The combined value of roads and vehicles undoubtedly surpasses that of the railroads and their cars. At least 10 per cent of these roads, must be improved as rapidly as possible with concrete or similar construction. At \$30,000 per mile, a modest estimate, this investment alone bids fair to cost \$9,000,000,000, its maintenance and operation \$400,000,000 annually.

These two great enterprises dwarf all other state functions. They require all the skill of management that is accorded the most prominent industrial corporations. Their managers and engineers should be of the greatest caliber, should be chosen with great care, and paid well for their important services. Those interested in the problem of public ownership of business enterprises will find a fruitful field for their attention in working to a successful and business-like management two of the greatest enterprises of history that have been assumed by our states. Their burdens cannot be transferred to other shoulders.—Pierre S. duPont, before the National Council of State Superintendents, Washington, D. C., February 20, 1926.

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What impelled a successful business woman to leave an established business and take up work with My BOOKHOUSE?

Why have scores of teachers left the schoolroom to join the BOOKHOUSE family?

An Idea! It came to a mother several years ago as she pondered over the need of her child for the kind of reading that would develop character as well as entertain. From that idea grew My BOOKHOUSE, a mother's selection of reading that eliminates the unethical, the gruesome, the commonplace.

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A former assistant professor in an eastern college writes: "To the intelligent, keenly alert woman, the field of salesmanship offers untold opportunities, not only from the point of view of pecuniary gain, but also from that of personal development. . . . To know My BOOKHOUSE, to explain the message back of Mrs. Miller's excellent work, to learn of the children's great love for their 'beautiful book'—all these facts make selling a real pleasure."

The end of the school year is approaching. If you are without an assignment for next year, or if you contemplate any change in your work, now is the time to investigate your possibilities as a BOOKHOUSE representative. As a first step, fill out and mail the coupon request for the Booklet, "What Can a Woman Do?"

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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) with (private) bath for party of _____ persons.
(dormitory) (private home) (detached) (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.

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.

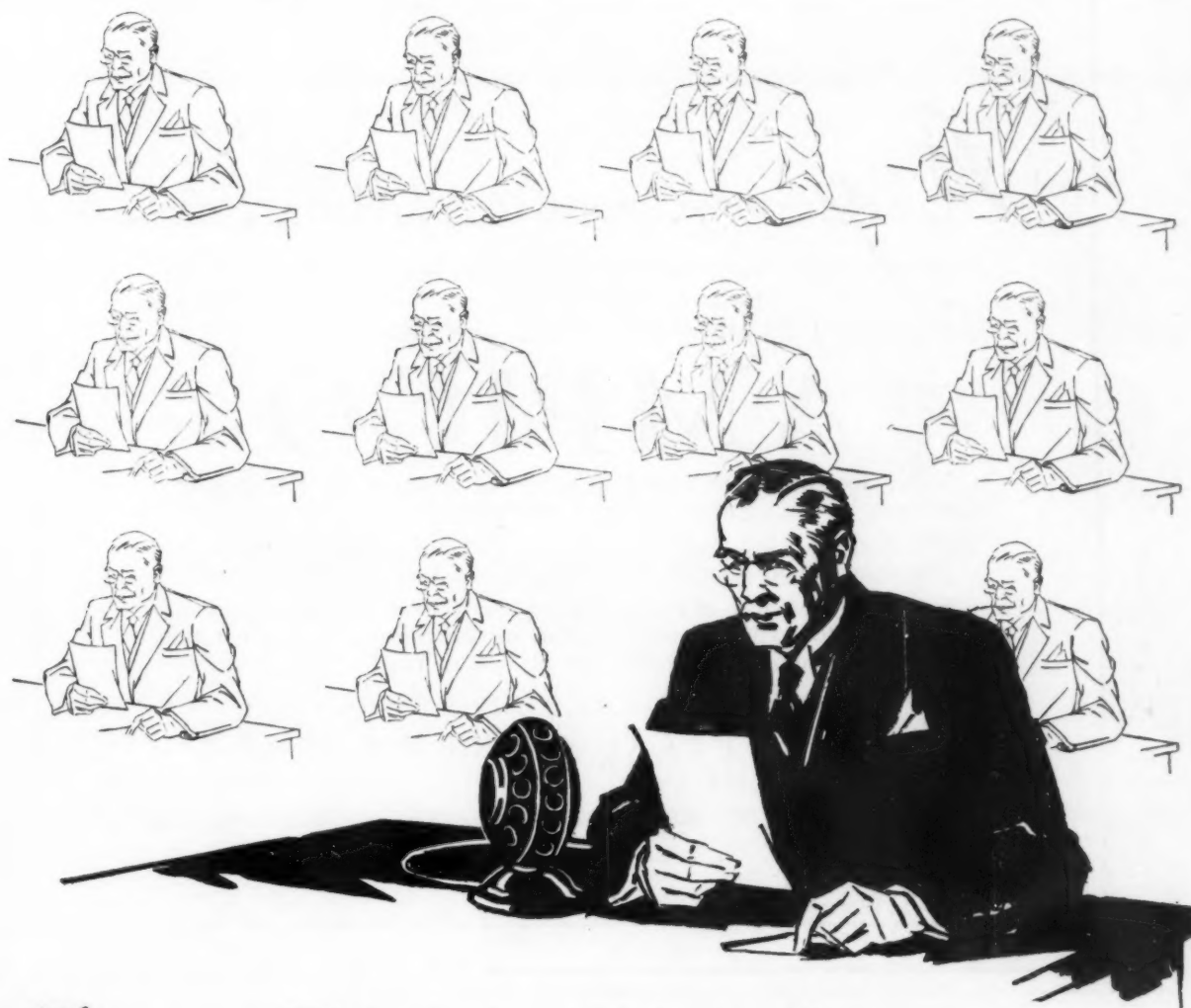
Most of the hotels are quoting rates for double rooms only. Whenever possible, plans should be made for two or more persons to occupy one room. Rooms for two or more persons range from \$6-\$14 a day. A few hotels offer rooms without private baths at lower rates. Several of the hotels offer large rooms 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)	Hanover (225)
Aldine (300)	Lorraine (310)
Bartram (300)	Majestic (400)
Belgravia (200)	Pennsylvania (150)
Bellevue-Stratford (900)	Robert Morris (208)
Benjamin Franklin (1220)	St. James (350)
Elks Club (men) (210)	Spruce (220)
Green Hill Farms (150)	Stenton (100)
	Sylvania (406)
	Vendig (216)
	Walton (350)
	Windsor (260)

Accommodations in the dormitories and approved rooming houses of the University of Pennsylvania, Temple University and Drexel Institute are offered at very favorable rates. These are well located and in very pleasant surroundings. Prompt action is required to secure these rooms. Write Mr. Gideon today.

Many thousands of visitors will be in Philadelphia during the convention period. Unless members of the Association make early reservations it may be difficult for them to secure satisfactory rooms.



This principal speaks —in 12 rooms at once



The classrooms equipped with these Public Address projectors are able to enjoy whatever goes on anywhere in the school—concerts, lectures, singing, etc.

NO magic here except the workings of the Western Electric Public Address System, which picks up a voice and distributes it to as many rooms at once as may be desired. The System may well serve to carry the morning message of the principal—sitting at his private desk—to every classroom. An hour later, all classes may listen without moving from their seats to music played from a central assembly hall. So the list of users goes and grows—calisthenics commands, singing, fire-drill instructions, to name just a few.

You will find this a very interesting subject to discuss with a well-qualified specialist who may be reached at a near-by Graybar Electric House.



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NOTES and ANNOUNCEMENTS

IN A LETTER to life members, Secretary J. W. Crabtree, National Education Association, writes: "It has been found that the professional spirit of the teachers in the various states has reached the point where greater numbers are interested in becoming life members. It is believed that the two immediate needs for an increased permanent fund can be met by this means. One need is that of a permanent income to tide over any period when income from membership dues runs low. The other is that of realizing what has only been a dream in the past, that of erecting a large educational building in the nation's capital. Kindred associations would locate their headquarters in this great building."

THE TEACHERS' associations throughout the Territory of Hawaii have adopted as a definite policy the co-inclusive plan for education association

membership. By this plan each teacher purchases at one time membership in the national, territorial, and local associations. The triple dues are collected by the local association's treasurer and distributed by him to the state and national organizations. The teachers of Hawaii have taken this step because they believe it to be professional, efficient, and progressive.

THE TENTATIVE program of the Philadelphia convention will appear in the June issue of THE JOURNAL. The June number will also contain good ideas for vacation reading.

THE BOARD of directors of the Sesquicentennial Exposition will grant two awards—a trip to Philadelphia and Washington during the Exposition—in honor of the youth and teachers of the United States. Every state will select

the boy and the girl of high school age, who for some fitting qualification or for some act of heroism or devotion shall be adjudged the best representative in that state of American ideals in youth. This is the American Youth Award. Likewise, from each state to the woman school teacher who has accomplished the greatest good for the pupils of her state will be given the American Teacher Award.

JOSEPH R. WILSON, director of education and social economy for the Sesquicentennial Exposition writes that the legend below Liberty Bell on page 3 of *The Drama of American Independence* is not entirely correct. He sends an inscription from a tablet outside the Zion Reformed Church, at Allentown, Pa., which states that Liberty Bell was hidden beneath the floor of that church for nearly a year during the Revolution.

NATIONAL MUSIC WEEK will be observed May 2-8. It was observed last year in 1205 towns and cities. Local committees may receive helpful literature free by writing the National Music Week Committee, 45 W. 45th, N. Y. City.

(Continued on page A-158)



Beauty lingers in the *smiling* face

FACIAL expressions, be they ever so fleeting, leave their tiny marks. Frowns age the face. Smiles keep it young. That is why beauty specialists say to keep the corners of the mouth turned up. The face with the smile holds beauty longer.

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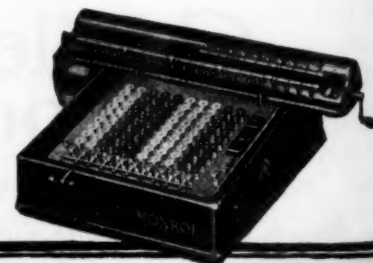
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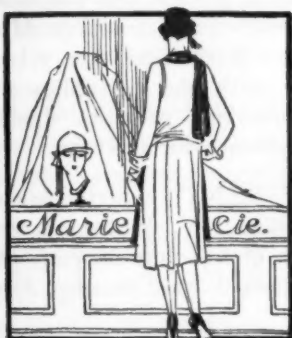
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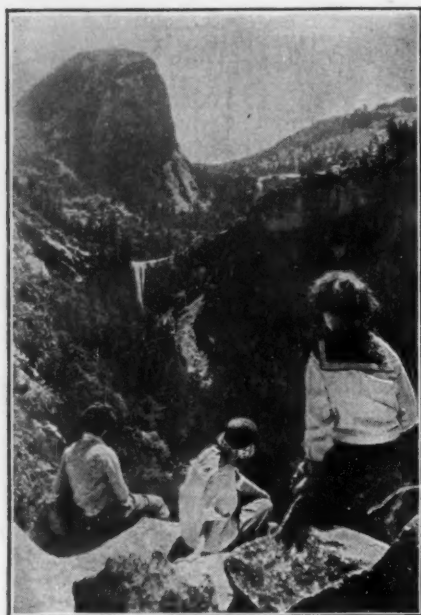
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(Continued from page A-154)

DECORATING the graves of those upon whom the lives of others depend—miners, railroaders, firemen, policemen, doctors, nurses, and mothers—has been done on Memorial Day in 1924 and 1925 at Spring Grove Cemetery, Cincinnati.

LISTENING IN, a radio magazine, published in Washington, D. C., reports that President Coolidge's address before the Department of Superintendence of the National Education Association, which was broadcast from Station WEAJ and other stations of the Bell system, was heard more widely than any other speech the President ever made. It is reported that letters poured into the White House in larger number than following any other address broadcast.

OLIVE GRAY, of Hutchinson, Kansas, writes in the *Elementary School Journal* for February on Making Teachers' Meetings Effective. That article is typical of a new day. It tells what was done and how. It has the flavor of accurate clinical reports that are recorded in the *Journal of the American Medical Association*. Such literature taken in connection with the multiplication of teachers' meetings promises significant technical advance for teachers.

W. W. TRENT, superintendent of schools, Elkins, W. Va., has accepted the position of full-time secretary of the West Virginia State Education Association.

AT THE DEDICATION of the Marengo Community High School building, Marengo, Ill., Mrs. Josie Dayton Curtiss presented the district with a seven-room brick house on a three and one half acre lot to be used as a residence for the principal.

THE THIRD GRADE of the Adams School, Washington, D. C., recently has had on display an exhibit of Indian articles sent them by the Chippewa Indian pupils of the primary grade of the Bena School situated on the shores of Winnebigoishish Lake at Bena, Minn. The exhibit consists of tiny birchbark canoes, papoose dolls, little moccasins, miniature snowshoes, and wooden implements for farming and hunting. The exhibit displays unusual craftsmanship for such young pupils.

MATERIAL for bird study may be had by addressing T. Gilbert Pearson, president, National Association of Audubon Societies, 1974 Broadway, New York City.

(Continued on page A-160)

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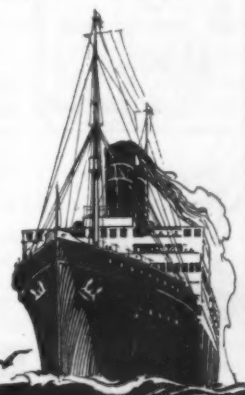
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(Continued from page A-158)

ACCORDING to statistics furnished by the Institute of International Education, 522 Fifth Avenue, New York City, 7518 students from foreign countries attended 367 American colleges and universities during 1924-25. The countries represented the largest by the students were: China, England, Canada, India, Japan, Mexico, Philippines, and Russia.

"A COLLEGE education equals \$150,000" is the title of an interesting article by Nick Flatley in a recent number of *Liberty*. It is based on figures sponsored by Dean Everett Lord, founder of the College of Business Administration at Boston University, who says it is an established fact that the total earnings of the average untrained worker from fourteen to sixty are about \$45,000; those of the average high school graduate from eighteen to sixty are about \$78,000; and those of the average college trained man from twenty-two to sixty are about \$150,000.

MONTANA State University's summer session offers teachers an opportunity to combine with recreation field

work in geology, botany, biology, and local history during week-end excursions into the mountains. In addition to the regular certificate courses, informational and inspirational work will make summer study delightful.

THE FIFTIETH anniversary of the birth of the American Library Association will be celebrated in Philadelphia in October. On October 6 a reception will be held in the Library of the Historical Society of Pennsylvania, which in 1876 entertained the Association. The library exhibit at the October convention will bring the features of library work before the public in a graphic way.

THE COLUMBIAN Educational Association, of which M. Grant Lucas is president, presented a copy of its Journal to every member of the Department of Superintendence meeting in Washington, D. C. The magazine contains fifty odd pages of articles of unusual interest to the cause of colored education.

FOUR MILLION dollars has been set aside for library purposes by the Carnegie Corporation of New York. The money will go to endow a graduate school of

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librarianship in some great university; to provide an annual income which will be used to aid other library schools; for general endowment of the American Library Association and to carry on its general activities, probably enabling the Association to develop more intensively the small library service.

(Continued on page A-164)

Flower Fringed Glaciers



Rainier National Park

A BOOK of pictures of Rainier National Park free for the asking. Glorious Rainier scenes—mountains mantled with snow and fringed with flowers and forests—waterfalls and lakes—outdoor sports, mountain climbing, coasting, skiing.

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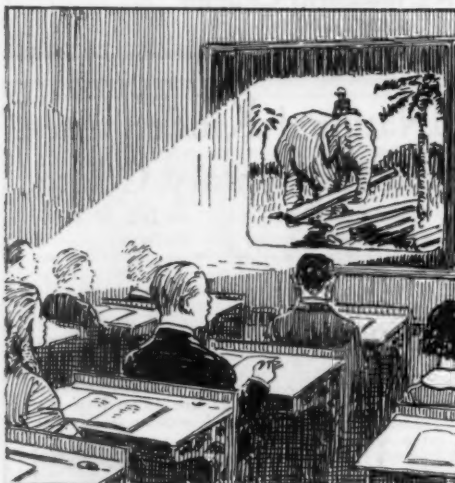
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(Continued from page A-160)

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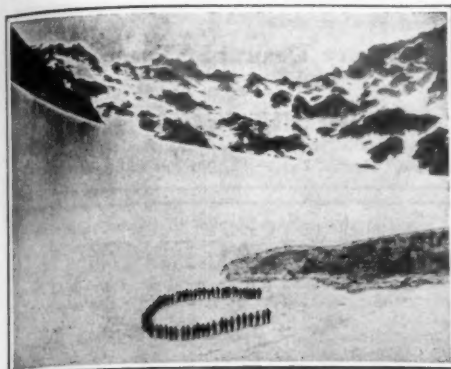
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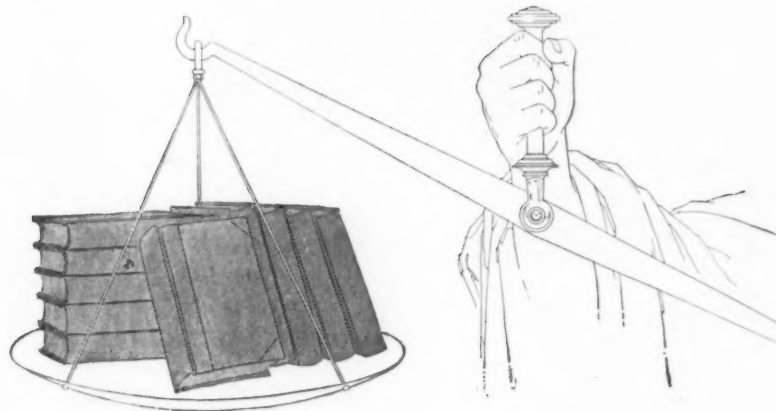
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