

The Woman Who Was Forgotten

BESS STREETER ALDRICH

MISS MILLER sat on the porch of her little cottage in the soft June dusk. Miss Miller had a given name, but no one ever used it. In spite of the fact that there were a half-dozen others entitled to the same cognomen, she alone was "Miss Miller" to the entire town. Miss Miller, who had come from the east to this midwest state in her young womanhood, had been principal of the highschool for years upon years. And now she was old, with not much to show for those years of service to the community. Service is not a substance. It is immaterial, a disembodied thing. You cannot see it, nor show it to your friends, nor put it in the bank. Because this is true, Miss Miller, sitting in the lush warmth of the new-summer evening, faced The Visitor. Naturally cheerful and optimistic, she had avoided it hitherto. If it had been just Old Age she could have gone out to meet it with cheery greeting. But it was harsher—*Dependent Old Age*. It is a cruel guest.

A year had gone by since Miss Miller resigned her position. Voluntarily she had given up her work, to forestall any possible action of the school board. Like a surgeon she had operated. Never must anyone say that she had stayed too long, outgrown her usefulness. The phase of the affair which hurt was the agility with which the board had accepted the resignation. They must have been waiting for it. With hurt pride she had packed her household things, rented her cottage, and gone back east to live for a time with a married niece. Because she had helped the niece through college, she carried in the secret place of her heart, like an unborn hope, the thought that the niece would want her to remain for the rest of her life.

By a system of arithmetic as old as the science itself she had worked her problem. It was very simple: a fourth-grade child could have done it. The sum of money in the bank, plus that which would come from the sale of the cottage, made the dividend. The possible number of years which she might live became the rather pathetic divisor. The quotient resulted in a yearly sum which,

with good judgment, would cover all her expenses, independent of the niece.

But inherent caution and good sense had caused her to rent her cottage until

THE JOURNAL is privileged to present this beautiful story through the courtesy of its author and of Editor Merle Crowell of the *American Magazine*, in which it appeared last June. Perhaps it is no mere coincidence that much of Mrs. Aldrich's life is associated with Cedar Falls, Iowa, where lives that veteran educator, Homer H. Seerley, inspirer of ten thousand graduates of Iowa State Teachers College, over which he has presided since 1886. There she was born, learned to read, went through highschool, finished college, and taught in the primary training school of the college.

In 1907 she married a banker and in 1909 moved to Elmwood, Nebraska. Her husband died suddenly in 1925. She is now busy rearing her four children and interpreting the life of the great prairie area. Her books—*Mother Mason* (1924) and *The Rim of the Prairie* (1925)—are a vital part of a growing native American literature. She is well known also for her short stories, familiar to readers of the *Ladies' Home Journal*, *Delineator*, *Woman's Home Companion*, *Harper's Weekly*, and other magazines.

Hats off to one who has come up through the ranks! Teacher! Mother and homemaker! Interpreter of the best in our life!

she could try out the visit. It was well that she had done so, for although the relative's roof was fully forty feet by fiftyeight, it had not seemed quite large enough for her.

The niece had been kind—but the husband, and the children! Miss Miller's sensitive soul shrank from the intrusion which she felt she made. So she had come back to the midwest town which had seen the work of her life. After all, it was home.

Today she had finished settling. The old furnishings seemed cordial and friendly. She had a foolish notion that they were glad to see her. Well, she would not leave them again. All day

she had been settling them in their accustomed places. It had taken a long time to put the books on the shelves, for she had visited for a few moments with each one. The Shakespeare set, a geometry textbook, the orations of Cicero. The Latin grammar had fallen open at "*amo, amas, amat, amamus, amatis, amant.*" She smiled at the thought of the yearly struggle she had had with the freshmen to keep them from singsonging it.

And now tonight everything was in order, and Miss Miller sat and faced The Thing. It seemed to have developed horns and cloven hoofs, to have taken on a demonlike leer. For the first time she felt genuine panic. If only she might have her old position back. She was not ill, not even so tired, since the year away. Not a faculty was impaired. To slip back into the old groove would not be at all hard. But to start in another town under new conditions seemed to her almost impossible.

Hitherto she had brushed away all cobwebby troubles with a broom of sane philosophy. But all her keen intelligence, all her humor and brave spirit, could not hide The Thing which stood before her tonight. As she faced the future, she told herself that there was one final sanctuary open to her when the time came—the old people's home which her church supported. She had visited it once.

A cold hand seemed closing around her heart as she recalled the visit. The home had been pleasant and comfortable; but the old ladies sitting on the porch aimlessly watching the world go by were alien souls, women from whom the glow of living had departed. Two of them had been having a long and tiresome argument over their knitting. Miss Miller laughed a little to herself. At least, if she had to go there eventually she would find plenty of things to amuse her. Pathetic rôles were not meant for her.

Over and over in the deepening dusk she worked on the problem of her life. If she sold her house, she would have nowhere to go. If she retained it, she

would not have money enough to keep her many years. She might do private tutoring, take a roomer or two. Again and again, with sweet courage, she tried to work her problem—so much harder than algebra. "Let x equal the unknown quantity," she said bravely to herself. But there was no answer in the back of the book or anywhere. Not until God closed the book would she find what x equaled.

A little boy came running around the corner of the porch with the evening paper. Breathlessly he explained his tardiness: how the cow got out and they had to catch her before he could start with his papers. Miss Miller made a sympathetic comment. She had always been fair with children. She took the paper, went inside, and turned on the light. In a big chair beside her library table she settled herself and looked at the front page. In big black headlines it called to her:

Old Highschool to be Razed

Work Begins June Tenth

And then, because the editor was an alumnus, the third line said quite simply:

"Old School, Hail and Farewell!"

It affected her unaccountably, this coincidence of the building and her own life. They were both through, she and the old school, both to be torn down. If Miss Miller sat idly for a long time, let no one enter into the hushed aisle of her thoughts.

AFTER a time she rose with that energetic birdlike movement which characterized her motions, got her knitted white shawl from the closet, and went out of the back door.

Down the walk she passed through a little gate in the rear of the yard and turned down the alley to Mr. Larson's home. That is what she had called him, in dignified courtesy, for all the years that he had been janitor of the high-school: Mr. Larson, instead of Chris.

Old Chris was sitting near the back steps with his feet in the cool, dewy grass. He was tipped back in a kitchen chair against the side of the house, a sooty old pipe in his mouth. Seeing Miss Miller, he dropped his chair down on its natural legs, surreptitiously slipped the pipe into the grass, and curled his blue and white socks under his chair. That was the way Miss Miller had affected him for several decades. Jim Larson was there, too, with his father.

Jim had been one of Miss Miller's high-school boys, one of the few that she never seemed able to get hold of. A taciturn, gloomy-acting boy he had been, with no kindling response to her overtures of friendship. She had done her best to draw him out, but he had graduated with apparently no attachment for her. He had a wife now and two babies and a harness shop.

"Mr. Larson, I saw by the paper tonight that the old building is to be torn down." Miss Miller had to make an effort to keep her voice steady. She had not realized that it was meaning so much to her.

"Yes; they'll begin the tenth, I see." Old Chris made signs to Jim to bring out another chair for the caller. Even if he retained his own seat, Old Chris knew enough to provide another.

"You still have the key, I suppose, Mr. Larson?"

Old Chris nodded. "Yes, ma'am," he added.

"I wonder if you would let me take it the evening of the ninth . . . that last night before they begin to demolish the building. I'd just like to go over the old place for the last time with a sort of—'We who are about to die, salute you!'" Old Chris had never heard of the *Morituri Salutamur*, but he recognized the emotion in Miss Miller's voice.

"You two men will laugh at me for being so sentimental?" Miss Miller questioned apologetically.

"I won't laugh at you." Old Chris, at the risk of a conflagration in his thick woolen sock, pushed his pipe farther under the chair. "It's got me a-feeling blue a'ready."

Before the two had finished talking Jim Larson left. "He doesn't want to visit with me," Miss Miller thought; "I never got hold of Jim."

There was a little more conversation relative to the school board's plans, and then Miss Miller left with, "Goodnight, Mr. Larson, and thank you. I'll come for the key, so if you see someone prowling around the old building don't shoot or call out the constable."

All week the old teacher went about her simple household tasks with something hanging over her. It was as though she had a meeting with a friend or a tryst with a lover, a little like a rendezvous with death.

THE evening of the ninth was beautiful. As she stopped for the key, old Chris said, "Well, tomorrow is the day they begin. Sort o' sad, ain't it?"

There was a moon and the heavy scent of syringa, a warm breeze, and crimson ramblers. It had the smell and feel of old commencements.

At the schoolgrounds Miss Miller went up the broad front walk, worn with the steps of a thousand youthful feet. In the moonlight all discrepancies in the old building were hidden. One could not see the cracks in the brick nor the settling window frames nor the sagging steps. It looked sturdy, unyielding. It seemed to be holding up its head proudly. Like Miss Miller!

She turned the key and pushed the huge iron latch which had clicked to three generations. Softly she stepped into the shadows of the lower hall. It was warm and friendly, as though it welcomed her home. She crossed the room and mounted the stairs, her hand slipping along the banister, as smooth as old ivory from the polishing of countless human palms.

Straight to the main study hall she passed—a huge room with row upon row of seats half in the moonlight and half in the shadow. Her eyes took in the familiar bookcases along one side, the dictionary stand in the corner, and the big desk on a raised platform in front, with the straight-backed chair behind it. Toward the front of the room Miss Miller walked softly, as the people do in the presence of the dead.

A composite picture of all the schools seemed before her. Personalities looked at her from every seat, but Miss Miller did not realize that in point of time they were sometimes twentyfive years apart. There sat Mart Richardson, mischievous, indolent, even stupid in the things he did not like. Mart Richardson was a banker now, heavy-set and opulent . . . her banker, who knew her small bank account to its last cent. There was Annie Grayson's seat; Annie was a missionary in China now. Over there had sat "Red" Hamilton; "Red" was a member of the legislature, slated for Congress by his party. Here sat laughing Nan Buskirk, a happy wife and mother. Their old teacher summoned them back, not grown nor successful, but young and needing her.

SLOWLY she circled the room, recalling a hundred events, funny, exciting, or serious. Then she turned toward an inner room, opened the door and stepped into her own office. Once it had been her Gethsemane: One day she had gone in there full of happiness and the joy of living, engaged to be married. The superintendent had come

in to her with drawn face, and told her the heart-tearing contents of the telegram he was bringing. When she came out, some of her had died. The part that lived she had dedicated to her boys and girls, warming her heart at the fire of their youth, putting into her work all the love and interest she would have given to a husband and home.

Miss Miller crossed the little room, opened the one window and sat down by it. The June breeze, sweet with the smell of flowering things, came in and lifted the tendrils of her gray hair.

Memory went over the road of the years.

After a time she summed them up—the results of the journey. Foolishly she had thought the love and admiration of her boys and girls would compensate for all her devotion. But one could not eat past love nor clothe her declining years in ancient admiration. For the first time bitterness assailed her. It was not right, not just, to give all and receive nothing. She had been a fool to think that if she gave her best, the knowledge of service rendered would be its own reward.

Across the street and a block down, some evening social affair was in progress. A dozen cars were gathered at the curbing, and the sound of high gay voices came from across the way. She was left out of even those events now. She had returned from the east, and only a neighbor or two had noticed. She had not been in a pupil's home for a long time. They had forgotten her. Slow tears came, the more painful, because she had hitherto met life with high hope, deep courage, broad faith.

Miss Miller raised her face to the June sky as though to hold intimate converse with some one. How foolish she had been to think that by binding herself to Youth she could hold her own light spirits. That early dedication of hers to the lives of her pupils was all Quixotic. That old idea of carrying a torch ahead to show them the way to unrevealed truths was all wasted effort.

Not only had she dedicated her life to highschool boys and girls, but also specifically to the ones of this community. Several times when she had thought to go to a larger city the junior class had prevailed upon her to stay. "Just to see us graduate," they had pleaded, and she had been weak, soft, yielding like a mother who could not forsake a younger child. Every waking thought she had given to her pupils. There were teachers who heard lessons,

and then left their responsibility, like a raincoat, hanging in the hall. She had not been able to do that.

It had told on her, too. One cannot expend such energy and not age. Service, like sorrow, may beautify only the heart, not the face of a woman. She had given the best that was in her, not only that their minds should unfold, but for those other sides of their lives—the physical and moral. Strained eyes in a pupil—and she had not rested until the matter was rectified. Recurring headaches—and she had not known peace until the source was traced. And then that other thing, that elusive thing which was neither all physical nor all moral, the attachment of one for another. How she had pondered over it, questioned and advised. Many a mother, less motherly than herself, had either not sensed the danger or, having seen, had lifted no hand to guide. All this she had done for her boys and girls. And what was her reward? Poverty and loneliness. Tears came once more. Some were for her own lost youth and some were for shattered faith in humanity.

SUDDENLY, in a great whirl of beating wings, a mass of pigeons flew from the bell tower, their bodies almost brushing the window. And then, quite plainly, the bell tapped. Miss Miller heard it distinctly, a long, low, resonant sound.

Startled, she jumped and looked furtively behind her. She had that queer suffocating feeling that one has when he is conscious of a presence near. For the first time she felt a creepy, frightened sensation. Her heart was pounding madly. All at once the building was cold and forbidding. It was as though there were soft footfalls, phantom whisperings. The ghosts of all her yesterdays seemed haunting the place. Was her brain addled? Had she played too long with her memories? All her poise was gone. She wanted to fly as from a tomb.

It seemed now almost a physical impossibility for her to return through that huge shadow-laden study hall. But there was no other way of egress. She must gather herself together.



With sheer will-power she made herself cross the office to the door. They came again—those eerie rustlings, low murmurs, faint, mocking laughter. There even seemed a far-away uncanny chant of "*amo, amas, amat, amamus, amatis, amant.*" The bell tapped again, low, reverberating. The pigeons swirled past the window. With an effort Miss Miller swung open the door.

If the room was full of memories they were substantial ones. If it harbored only dreams, they were materialized. In the moonlight she could see that the seats were full of people. The tops of the desks supported some. Others crowded the aisles. Several layers were banking themselves around the walls.

"*Amo, amas, amat,*" they chanted; "*amamus, amatis, amant.*" Then there was laughter, high and excited. Someone said, "Oh, don't frighten her." And someone else said, "Turn on the lights, Mart."

Blinding lights flashed on. Miss Miller blinked a moment before she could distinguish the countenances. And then—they were as familiar as the faces of children to a mother.

Miss Miller grasped, "Why, boys and girls, what is it?" She reached out for something to steady herself and caught at the chair behind the desk. Wide-eyed, she slipped into it and gazed questioningly at the sea of faces.

The laughing, buzzing crowd ceased its noise, for someone was raising his hand. It was "Red" Hamilton, sitting in his old seat and snapping his fingers. "Miss Miller, please may I speak?"

Everyone giggled nervously. But it was the Hon. A. J. Hamilton who arose and stood by the side of the seat:

YEARS ago to many of us, more recently to others," his smooth, pleasant voice began, "we had a loved teacher who gave the very best that was in her that we might become good men and women. Many times after leaving her we said, 'Some day we will send her a box of flowers.' . . . 'Tomorrow we will write her a letter.' . . . 'Soon we will go to see her.' But Time sped by on silver wings, and all the to-morrows became the yesterdays.

"So tonight we have put those promises to ourselves into action. All that is dross in us has melted away. All that is weak has been left behind. Only that which is best in us has come back to pay her homage. My mind is crowded with a hundred things she did for us, things that came to us forcibly only in years after, when lighted by the

experiences of our own parenthood: the way she looked after our bodies as well as our minds, the manner in which she helped us and advised us in our small troubles, the way she increased our capacity for the enjoyment of good reading, her Shakespeare class, which inculcated in us an undying love for the greatest of bards. I have heard the lovely throaty voice of Ethel Barrymore, and the liquid, melting tones of Julia Marlowe, but never have I heard them read with more depth of feeling than her own:

Goodnight, goodnight! As sweet repose and rest
Come to thy heart as that within my breast.

He dropped the third person and turned to the little lady on the platform:

"Miss Miller, all the things that you did for us will never be known. They cannot be counted, nor measured, nor weighed. And because this is so, we have come back tonight to tell you that many times in the midst of the world's work we think of you, that we appreciate you, that as long as life lasts we will love you."

When he sat down, Miss Miller half started from the chair. But there was no opening for her to speak: another hand was swinging in midair. It was Mart Richardson, president of the First National Bank. With a great creaking of the desk he succeeded in pulling his bulk from it and rose.

"I'm no speechmaker like Red here," he began jerkily. "But down at my place of business we handle something that speaks louder than words, something that really talks. Now, Miss Miller, years ago you used to make out our report cards, and have us take them home to our folks to sign. I'm not mentioning the time you mailed mine to my father all year instead of giving it to me, having a sort of foolish notion that Uncle Sam would deliver it more safely than I would."

There was a general laugh, and the banker resumed: "What I'm trying to say is that turn about is fair play. Each class you graduated has a report card ready for you to sign. Each class has given you a grade and, just like our old cards, they have to be signed on the back and returned. You sign these on the back, Miss Miller, and return them to my bank tomorrow morning. . . . All right, now. Roll call. Class of '88."

A middle-aged farmer squeezed out from the crowd around the wall, came forward and dropped the "report card"

into Miss Miller's lap. It was an oblong piece of paper, thin and white. In the upper right-hand corner a number in three figures kept close company to a dollar sign.

"Class of '89!"

A pleasant-faced woman rose from a front seat and laid another piece of paper in her old teacher's lap.

"Class of '90!"

A. J. Hamilton went forward with the gift of his class. And each class, on to the last one Miss Miller had graduated, continued the little ceremony. Thirtysix checks lay in Miss Miller's lap—three dozen white messengers of love.

Now, Miss Miller,"—Mart Richardson had more to say—"we wanted to give you something, tried to think what you would like best. You know people have to let out their feelings in presents. The boys wanted to buy up all the flowers in town, and the girls wanted to get all the candy. But we finally decided we'd just give you the money and let you make your own choice. You know, even the wise men brought gifts of gold. And I say that's where they were wise." There was a general laugh, and then the banker continued: "But don't think for a minute that mere dollars and cents can ever—can ever—"

Something was going wrong with the fat speaker. His voice broke, but he rallied his forces: "Why, when I think of all you've done for this community—I—I—" He ran his fingers through his hair in an impatient gesture, and then finished lamely, "Oh, pshaw! I might have known better than to try to make a speech. Let's open the baskets now and eat."

There was another laugh. But someone else had risen and was calling out, "Just a minute. Before we eat let's give a vote of thanks to Jim Larson for getting us stirred up. There isn't one of us but was anxious to do something for you, Miss Miller; but it took Jim to have enough gumption to get us started. I know that he took several days from his business to go to every member of the alumni in town, talk over the phone to those in the country, and write a lot of letters."

Jim! A great warmth flooded Miss Miller. Jim Larson, whom she had never been able to get hold of!

They did not ask Miss Miller to speak. For that she was very grateful. The baskets were opened and the picnic feast spread in the gymnasium. There

were a great many foolish pranks. Someone drew cartoons of all his classmates, and someone else got out the old physiology skeleton. Eternal Age, pretending that there is no age! And Old Chris rang the bell for the last time . . . the tolling of the death of the building.

BUT it was when they were ready to go that the last drop was poured into Miss Miller's overrunning chalice. It was A. J. Hamilton who broached it:

"A few of us have just been wondering if you couldn't come back into high-school next year, not for the principalship but just for the English work. You see, I'd rather you'd teach my girl what good literature is than anybody else I know. We thought maybe you'd consider it, seeing you seem so much better than when you went away."

"Why, yes, Red,"—Miss Miller flushed with the joy of it—"I could. I feel fine. I feel as well as I ever did."

Then they left, group by group. Miss Miller had a dozen dinner dates. Not that old indefinite, "Come to see me some time, Miss Miller," but "Tomorrow night at six" and "Next Friday, on the baby's birthday."

Every group put the same question, "Are you ready now? We'll take you home?" And as many times she answered, "Thank you. I'm not just ready."

Even when the last group asked her, the answer was the same. It was a woman who intuitively sensed it. "Come on," she whispered. "Can't you see? She wants to be left behind."

Down in the lower hall Miss Miller waited. Erect and smiling, she bade them all good night. Like a mother she stood, watching the last child break the tie which held it to home. Then she stepped back and climbed the stairs to the study hall.

Through the moonlit room she walked quickly, definitely, like one with a duty before her. Behind the desk she stepped as though having a sacred rite to perform. She picked up a piece of chalk, and on the blackboard, which tomorrow and other morrows would no longer be there, she wrote:

For life is the mirror of king and slave,
'Tis just what we are and do;
Then give to the world the best you have
And the best will come back to you.

Then Miss Miller walked firmly down to the lower hall, passed out of the big worn door and turned the key under the latch that had clicked to a thousand youthful hands.

Teaching the Unity of Art

INEZ FIELD DAMON

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TRUTH is self-existent, eternal, untouched by opinions concerning it. Beauty is a symbol of truth, eternal, self-existent. A desire to achieve certain ideals of beauty, pitifully meager though these ideals may be, is common to all humanity. As our opinions concerning truth do not effect truth, so our poor ideas of beauty do not effect the absolutism of beauty. While beauty like truth is infinite, never to be compassed, yet to awaken conscious relationships to advancing ideals of beauty, I take to be a prime function of education. That education is becoming increasingly alert to this situation is evidenced by the expansion of public school music and school art courses in our curricula. "Music Appreciation" and "Art Appreciation"—meaning many things to many people—are recurrent in our professional vocabulary. Intentions are commendable but results often sterile. We pluck from the ether and thrust before the child, ideas sometimes beautiful but frequently unrelated to each other or to the child's experience. Children are required to listen to talking-machine records of the teacher's choosing and interpretation, and to draw objects presented to them by the teacher for this purpose. The teacher may see where she came from and where she is going, but she seldom takes the child into her confidence.—Would it be treason to harbor the suspicion that the teacher herself may not always know?—Though the "project method" may be doing its best, still, how horribly heterogeneous life must look to the average school child!

While beauty as its own interpreter may chiefly be left to do its perfect work unanalyzed, nevertheless true apprecia-

tion of any form of art is incomplete without personal reaction. Mere passivity is never the mark of real appreciation. If this reaction can find expression in at-

ship between him and the composition heard, and listening with care he finds himself asking "How does the music make me feel?" "What kind of picture—or poem—would make me feel the same way?" "What do I need to know about drawing—or English—to be able to make the kind of picture—or poem—which I wish to make?" It is as simple as this. It is found that the zest of pursuing the previously obscure secrets of art and literature, is equalled only by the joy of the chase. The teacher instead of leading, enticing, beguiling, finds herself panting to keep up! Surely this quickened sense of beauty and the will to express it, is alone enough to justify these experiments in the transmutation of the arts!

May I relate a few instances of the working out of this plan. In a fourth grade a poem "October's Leaves" is read. Three numbers are played on the talking-machine, one number being "The Whirlwind." The children unerringly choose "The Whirlwind" as best representing the spirit of the poem. Children then follow with pencils on paper the rhythmic and melodic sweep of the music. They sketch rapidly—crudely of course—their visualization of the swirling vari-colored leaves. Later in a lesson on design their "swirls" become a rhythmic pattern, the motif, a leaf. In a similar way in a sixth grade, the children jotting down the long and short note values of MacDowell's "To a Wild Rose" worked out a rhythmic pattern. The motif was obviously a rose. This led to the study of rose patterns, imitative, conventional, traditional. Some children preferred one, some another. Some even invented a

Thoughts

M. F. T.

Who loves and longs for hills
Where a clear thrush-call
Echoes and the silence fills;
Where quiet shadows fall

In benediction: he knows a joy
Which yet is sharpest pain.
For storms sweep to destroy
But bring life-giving rain.

I Gaze on Beauty's Splendor

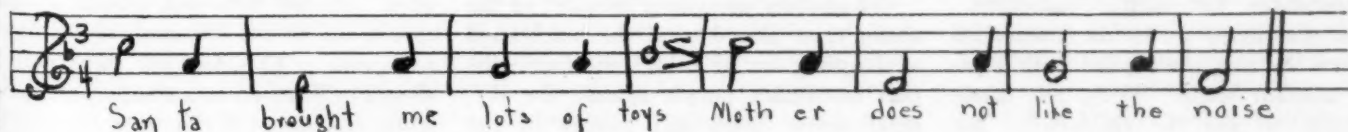
LOIS M. BRADEN

I gaze on beauty's splendor
Arrayed in blues and golds
I feel a presence near me
Which God, Himself, unfolds.

The mist unveils a perfect dawn
The skies are clear and blue,
And all reveals a thought of love
That comes from God to you.

I gaze upon the splendor
Which God, Himself, reveals,
And all is calm and peaceful
And reverence o'er me steals.

tempted participation, perfect motivation is assured. Let us assume then that music, art (graphic art) and literature are three media for the conveyance of the same message. Starting then with a concrete example of any one of the three—shall we take music first? Let us say to the child—or student (for this procedure, in measure, belongs equally in grades or college) "Draw a picture which makes you feel the same way the music makes you feel." "Write a poem which makes you feel the same way the music makes you feel." Note what happens. The child at once assumes that there is a personal relation-



Eleanor Donahoe

Age—seven years.

THE second-grade child who wrote this bit of music knows the joy which comes with appreciation and knowledge of art. The poems above were written by students of the Massachusetts State Normal School.

form. The full blossom on the long stroke, with a leaf or bud on the short seemed to be a common inspiration.

On one occasion at the time of a fourth grade music lesson, a sudden terrific downpour dashing against the windows absorbed the attention of the class. The teacher, bethinking herself, wrote upon the blackboard Stevenson's lines:

The rain is raining all around
It falls on field and tree.
It rains on the umbrellas here
And on the ships at sea.

Thereupon the game of composing a tune for these lines, and writing out the music, became an engrossing one. Each child was given opportunity to sing his original tune for the first two lines, the best tune being chosen by the vote of the class. A similar procedure was followed for the second half of the stanza. A valiant little fellow in offering his tune for the second half, began by saying, "I want to make it start off just like hers, but I s'pose it's wrong!"—referring to the little girl who had contributed the opening phrase. Thus did his sense of form and balance conflict with his scruples against plagiarizing!

Children throughout the grades are required to become familiar with a certain number of wellknown compositions. Many of them keep notebooks in which they place the name and theme of the composition, a picture of the composer with the date of his birth, and some picture which seems to them to illustrate the mood of the musical number. They never seem to tire of searching magazines for these pictures. A little sixth grade boy of European birth, who seemed very forlorn and to lack conspicuously cultural background, could get no magazines from which to cut his pictures, so drew his own—a woman praying before an altar for "O Rest in the Lord," a farmer pausing in his hoeing to look up into a tree at a singing bird, for "Hark! Hark! the Lark." A little girl brought a picture of two laughing children coasting down hill in a snowstorm for Raff's "Cavatina." When questioned as to the connection between the two, she replied with a patient tolerant smile, "Why, the music is happy, so are the children!" So, again, the human child (like the human adult) is the sum of his own experience and wise is the teacher who can see life through childhood's lens—and leave it there!

As to this work carried on with older students: in a state normal school

three contrasting compositions were played without title explanation or comment of any sort, to two groups of students. One group had been provided previously with a limited drawing vocabulary which might be useful. No hint as to the reason for that vocabulary was given at the time. The other group



came entirely unprepared. The compositions played were the Chopin Waltz in G flat major, that portion of the first movement of Tschaiakowsky's Sixth Symphony containing the Andante theme, and Rhapsodie Guerriere by Sinding. The students were directed to make a sketch—crude if need be—which should evoke the same mood as the musical number. Those who felt incapable of attempting a sketch could state what they would like to draw if they could. As was expected, those who had the previous drawing vocabulary used it, while those who had it not, went to succeeding classes eager for knowledge and skill with which to express their ideas. Many of the results were delightful.

On another occasion a member of the senior class placed upon the blackboard a charming bit of color landscape, distant mountains purple against the sky, quiet water, with tall grasses in the foreground. Glints of gold from a sunset afterglow touched mountain peaks and water. The suggestion was made to the students that any who wished might write a poem expressing the mood of the picture. A considerable number of poems was brought in, all showing

a sensitiveness to the message of the picture. Certain of these poems were then passed on to the members of the music supervisors training class, each member being asked to choose a poem and write for it a suitable music setting. Suffice it to say that each amateur composer caught in a superior way the purpose of the work in hand. The mechanical means for such expression gave real life to the classes in form and harmony. Here is one of the poems:

Thoughts

Who loves and longs for hills
Where a clear thrush-call
Echoes and the silence fills;
Where quiet shadows fall
In benediction: he knows a joy
Which yet is sharpest pain.
For storms sweep to destroy
But bring life-giving rain.

An article of this sort whose boundaries do not permit of ample specimens of concrete results may seem threadbare, but after all, are the concrete results more than byproducts? The real results are certainly in the hearts and minds of the children and students who are learning to love, recognize, and express beauty and its inexorable and universal laws.

BEAUTY IN EDUCATION—The inborn love of beauty in the human struggles for expression. The window of a tenement house with its box of greenery goes to prove that it exists and seeks to live. The gaudy colored prints on the wall of a negro cabin testify to the same truth. Weak, crude, elemental as the expression is, it is surprising to find in places most unlikely a longing for the artistic. Such evidence suggests that the love of the beautiful is potentially in every human heart, though crushed it may be by many forces, and often dying of starvation. Should not the hungry be fed and the opportunity for satisfaction be given before it is too late?

If beauty is to bring the desired effect, it must be adapted to the child's plane of development and must answer to his need. In both form and content it must correspond to his life, and so call forth a response. This does not mean that it should be lowered to a child's immediate whim and taste; if this were true, little beauty might remain! Superficial likings are not to be considered. The guide for selection is not to be what a child thinks he wants, but innate tendencies that will respond to certain stimuli and not at all to others must be reckoned with.—FREDERICA BEARD.

The Story of the Alphabet¹

OTTO F. EGE

The Cleveland School of Art, Cleveland, Ohio

DO YOU KNOW your A B C's? Each letter character has a history and a reason for its present form. Have you ever questioned the origin and significance of the alphabet?

Our transition from barbarism to civilization can be attributed to the alphabet. Those great prehistoric discoveries and inventions such as the making of a fire, the use of tools, the wheel and the axle, and even our modern marvelous applications of steam and electricity pale into insignificance when compared with the power of the alphabet. Simple as it now appears after the accustomed use of ages, it can be accounted not only the most difficult, but also the most fruitful of all the achievements of the human intellect.

Man lived by "bread alone" and without the alphabet untold ages, and with a practical alphabetic system not more than 3000 years. So important and wonderful was this step deemed by those who lived nearer the time of its inception—in the time before the wonder of its extraordinary powers had been blunted by long possession and common use—that its invention, as well as that of writing, was invariably attributed to divine origin.

Modern investigation always seeks sources other than mythological ones, and thus the science of ancient handwriting, paleography, came into existence. In the last hundred twentyfive years the writing of the ancient Egyptians, which was a "sealed book" for nearly twenty centuries, has been deciphered through the efforts of Champollion and Young; the mysterious cuneiform characters of ancient Assyria and Babylon have been interpreted by Grotesfeld and Rawlinson, and the "missing link" to connect our present alphabetic system to these ancient ones is being partly completed by Sir Arthur Evans, who is compiling and analyzing Cretan

characters and pre-Phœnician writing. The story, however, will probably never be told in its entirety.

The forms of our letters, with the exception of G, J, U, W, reached their

analogy is evident in the architecture of those two peoples, the temple pediment and angularity of the Greeks as contrasted with the dome and arch of the Romans.

The Greeks, in their contact with those great traders and "Yankees of ancient time," the Phœnicians, saw the value of their alphabetic writing and inaugurated its use about the time of the first Olympiad, 776 B. C. Three or four centuries before they gave it to the Romans the ancient Greeks found use for fifteen of the Phœnician letters and then conceived enough to round out an alphabet of twentyfour characters. The changes that took place in the shape of their letters can be attributed to their sense of order; the letters are balanced better and the parts better related.

The Greeks were interested in the sound value only, not in the picture value of the symbol, and, therefore, they probably did not notice that A, for instance, had ever been a picture of the head of an ox and that it was now drawn upside down; and that the Phœnician name "Alphē" meant ox and that they mispronounced the sound in calling it "Alpha."

The Romans borrowed from the Greeks and the Greeks had borrowed from the Phœnicians, but where did the Phœnicians obtain their letters? Did they invent them? To what extent were these letters influenced by earlier systems of writings as those employed by the Cretan, Assyrian and Egyptian civilizations? These are questions that probably will never be answered satisfactorily. Many arguments and theories are advanced. We can, however, trace back with certainty a number of our letters to the Phœnician alphabet of 1000 B. C. Beyond this all is, at present, a matter of conjecture.

The Phœnician alphabet consisted of twentytwo pictures of familiar objects. These pictures were rudely and simply made, for writers and readers soon recognized the fundamental characteristics and all unnecessary details were eliminated. The great advance that can be credited to them is that they realized that a small number of sound-expressing characters, if well selected, are sufficient to express any word. Other races at this

Genealogy of Our Letters from the Phœnician Alphabet 1500 B.C.

Phœnician 1000-1500 B.C.	Greek 700-1000 B.C.	Roman 500-1000 B.C.	Evolution of small letters 1000-1500 B.C.	Italic 1000-1500 B.C.	Script 1000-1500 B.C.
𐤀 = ox, Alph	Α Α Alpha	A Ah	Α α α α	Α α α α	Α α α α
𐤁 = house, Beth	Β Β Beta	B Bay	Β β β β	Β β β β	Β β β β
𐤂 = canal, Gamel	Γ Γ Gamma	Γ Kay	Γ γ γ γ	Γ γ γ γ	Γ γ γ γ
𐤃 = door, Dalteth	Δ Δ Delta	Δ Day	Δ δ δ δ	Δ δ δ δ	Δ δ δ δ
𐤄 = window, Het	Ε Ε Epsilon	Ε Et	Ε ε ε ε	Ε ε ε ε	Ε ε ε ε
𐤅 = hawk, Vau	Ϝ Ϝ F	Ϝ FF	Ϝ Ϝ Ϝ Ϝ	Ϝ Ϝ Ϝ Ϝ	Ϝ Ϝ Ϝ Ϝ
𐤆 = fence, Cheth	Ζ Ζ Eta	Ζ Hah	Ζ η η η	Ζ η η η	Ζ η η η
𐤇 = hand, Yod	Ι Ι Iota	Ι Et	Ι ι ι ι	Ι ι ι ι	Ι ι ι ι
𐤈 = palm, Kaph	Κ Κ Kappa	Κ Kah	Κ κ κ κ	Κ κ κ κ	Κ κ κ κ
𐤉 = whip, Lamed	Λ Λ Lambda	Λ El	Λ λ λ λ	Λ λ λ λ	Λ λ λ λ
𐤊 = water, Mem	Μ Μ Mu	Μ Em	Μ μ μ μ	Μ μ μ μ	Μ μ μ μ
𐤋 = fish, Nun	Ν Ν Nu	Ν En	Ν ν ν ν	Ν ν ν ν	Ν ν ν ν
𐤌 = eye, Ayin	Ξ Ξ Omicron	Ξ On	Ξ ο ο ο	Ξ ο ο ο	Ξ ο ο ο
𐤍 = mouth, Pe	Π Π Pi	Π Pay	Π π π π	Π π π π	Π π π π
𐤎 = head, Kaph	Φ Φ Rho	Φ Kay	Φ φ φ φ	Φ φ φ φ	Φ φ φ φ
𐤏 = head, Reth	Ρ Ρ Rho	Ρ Air	Ρ ρ ρ ρ	Ρ ρ ρ ρ	Ρ ρ ρ ρ
𐤐 = mouth, Shin	Σ Σ Sigma	Σ Est	Σ σ σ σ	Σ σ σ σ	Σ σ σ σ
𐤑 = mark, Tiber	Τ Τ Tau	Τ Tay	Τ τ τ τ	Τ τ τ τ	Τ τ τ τ
𐤒 = mark, Tiber	Υ Υ Upsilon	Υ Oe	Υ υ υ υ	Υ υ υ υ	Υ υ υ υ
𐤓 = mark, Tiber	Ϝ Ϝ Upsilon	Ϝ Oe	Ϝ υ υ υ	Ϝ υ υ υ	Ϝ υ υ υ
𐤔 = post, Samath	Χ Χ Chi	Χ Eex	Χ χ χ χ	Χ χ χ χ	Χ χ χ χ
𐤕 = mark, Tiber	Ψ Ψ Upsilon	Ψ U	Ψ ψ ψ ψ	Ψ ψ ψ ψ	Ψ ψ ψ ψ
𐤖 = mark, Tiber	Ω Ω Zeta	Ω Zayta	Ω ω ω ω	Ω ω ω ω	Ω ω ω ω

full development two thousand years ago. The Roman letter was the parent of all the styles notwithstanding the diversity that has appeared in Europe since the beginning of the Christian era. With a little imagination it is not difficult to note the resemblance between similar letters of the old Roman capitals and those following that have been designated as script, italic, Old English or black letter, versal, uncial, and an endless list of alphabet families. The desire for speed, and the influence of the tool, pen, reed, chisel, brush, were the determining factors in the change of form. Curiously enough instead of being archaic, the Roman alphabet, which is now 2000 years old, is still the most useful because of its legibility, and also the most beautiful.

We derived twentythree of our letters from the Romans. They had taken probably eighteen of these from the Greeks about the fourth century B. C. and afterwards borrowed elsewhere or invented seven more. Instead of giving them names as the Greeks did, they simply called them by the sounds for which they stood: A (ah), B (bay). They introduced the curve wherever possible, whereas the early Greek letters were all angular—what an interesting

¹ Reprinted from an art booklet copyright by Normal T. A. Munder Company, Baltimore, Maryland, and used by courteous permission. The border on p. 45 was prepared by Edward B. Edwards and is from a booklet by the same publisher, *Pre-alphabet Days*. It is Early Chinese. The development of the alphabet is one of the great achievements of the race.

period had phonetic systems but they consisted of numerous symbols and cumbersome appendages of non-alphabetic characters—"eye pictures" side by side with "ear pictures." No doubt earlier Phœnician writing passed through the stages of development traceable in so many countries:

1. The pictures or characters suggesting the thing or incident (picture writing).
2. The pictures or characters symbolizing the thing or idea (ideographic or symbolic writing).
3. The pictures or characters representing the sound of the thing or idea (phonograms).
4. The sign suggesting the various sounds of the language (alphabetic system).

To free this last stage from the others was the great Phœnician contribution.

A—Why is A the first letter? It represents one of the commonest vowel sounds in ancient languages. Naturally the Phœnician alphabet makers selected a familiar object in the name of which this particular vowel sound was emphasized. Since food is of primal importance, it is not surprising to find that he chose the ox—"Alef" (ah'lef), or rather the head of the ox, for the characteristics of animals are chiefly embodied in the head. Not only was the ox important as food but also as a beast of burden, for the ox had been harnessed to the plow centuries before the horse was domesticated. Thus one of the earliest and most important of man's friends among the brute creatures was honored.

In making this letter repeatedly and rapidly they became careless and instead of crossing the letter V they tried to make it with one continuous scratching, hence when the Greeks became acquainted with it three to five centuries after its invention, the picture had deteriorated almost beyond recognition. They introduced balance and the V was inverted, and the cross-bar was retained between the lines. Unknowingly they were drawing the ox head upside down; and it remains so with us to this day. The Greeks called the first letter alpha, the Romans called it A (ah) and we call it A (ay), a sound it never possessed in Latin.

B—The second letter of the alphabet represents a crude house, roughly outlined. After food, shelter is an important consideration and this fact was

expressed by the early alphabet maker. The Greeks again were ignorant of the picture and careless or indifferent as to the exact name of the character, and thus two triangles instead of the square supporting a triangle were made and the name changed from "beth" to "beta" (ba'ta). Combine the Greek names for the first two letters and we have (alpha-beta) "alphabet." The Romans shortened the name "beta," calling it B (bay) and introduced the curved loops. The original name is familiar to us through names found in the Scriptures: Bethel (house of God) and Bethlehem (house of bread).

C-G—The "ship of the desert," the camel, gave its name to the third letter. Our name for this animal is traceable back to the Phœnician "gimel" (ghe'mel) or "gamel" (gah'mel). The long neck and the peculiar angle of the neck in relation to the head could easily be represented. The Greeks made changes similar to those in other letters—they improved the shape and changed the name to "gamma." The Romans did not forget the curve and gave it both the hard and soft sounds (kay and gay). Later on, about the third century A. D., to distinguish the "g" sound from the "k" sound they added a little bar below the opening. Thus we get both C and G from the picture of the camel.

Stevenson said that when he was a child the capital G always impressed him as a genii swooping down to drink out of a handsome cup. Kipling's story of the invention of the alphabet is filled with similar delightful stories of the picture origin of letter forms.

D—The next letter D, came from a representation of a door—"daleth" (dahleth). It probably pictures the door of a tent. A custom that prevails among the Arabs and in a number of countries gave particular importance to the door of a tent—a stranger, or even an enemy, if he entered through the door of a tent must receive food, drink, and shelter. "Daleth" became "delta" with the Greeks and D (day) with the Romans, who, of course, rounded the angle.

E—The house picture gave us B, the door, D, and the window, E. "He" (hay) meant to look, to see, or window, and one writer asserts our familiar street cry "hey, there" can be traced to these ancient times. One side bar of the window was lost early.

The Greeks at first used this sound

for the long "e" (epsilon) but afterwards employed the character H or "eta" for the long sound. The Romans at first made no change except to call it "eh."

This is the letter that occurs so frequently in English words, and many no doubt recall the interesting use that Poe makes of this fact in his story "The Gold Bug."

F—Our letter order does not agree with that of the Phœnicians or the early Greeks. Our sixth letter, F, is missing in classical Greek, but it is found in earlier writings. It comes from a Phœnician representation of a hook or nail (?) "vau." The Hebrew form resembles the latter object. The nail was important in shipbuilding, a common industry of the early traders. When the Greeks used this letter they called it "digamma" (double gamma) and its form represented one "gamma" (Greek c) superimposed over the other. The Romans called it F (ef) and during the reign of Emperor Claudius the consonant V was represented by the F inverted. This was done because the Latin alphabet had but one character to represent U and V and OCTAVIA became OCTAVIA.

H—Two fence posts and three horizontal boards gave us our eighth letter, H. The fence was called "cheth" (haith). The Greeks omitted the upper and lower boards thus making it like our H, and called it "eta" (ata). The Romans gave it a soft sound H (hah) just as we do today.

I-J—The parts of the human body also played an important part in giving form to the letters of the alphabet. The early peoples recognized the value of the hand and the head and these members gave rise to the letters I and K, and Q and R respectively. The hand in profile bent at the knuckles and wrist gives us the character "yod" (the hand) as used by the Phœnicians. The Greeks, who always liked to have their words end in vowels, added "a" and called it "Iota" (e-o'ta). When the Romans received it, it was simply a vertical stroke, I (ee) which represented the same long "ee" sound as it did with the Greeks, but later they used it both as a consonant and vowel, differentiating the consonant by making the letter I longer, J; but they did not give a distinct letter form for the capital J until the sixteenth century.

The small *j* came into being nearly a century later. The dot over the *i* was first introduced in a thirteenth century manuscript.

K—The silhouette of the open hand, with its radiating lines, discloses the origin of the letter K, "kaph," which signified hollow or palm. We know that palmistry was practiced by the ancients, and probably the association of reading the hand and writing influenced the inclusion of this character. The Greeks added their favorite vowel sound, "a," again and thus obtained their "Kappa." The Romans had no need for this letter at first, as C furnished the same sound. When they did accept it, they made no change.

L—The ox goad or whip lash, "lamed" (lah med) gave rise to the next letter. Herding oxen and sheep was the important occupation of the slaves of the Phœnicians and hence the lash, an object so unfamiliar to us, was easily recognized by them. The Greeks again added an "a" and called it "lambda" and made it in the form of an inverted V. The Romans, strangely, adhered much more closely to the original form than did the Greeks.

M-N—The Phœnicians were lovers of the sea, and from this source two letters were derived, M and N. They explored not only all of the Mediterranean shore at an early date, but they also sailed boldly through the gates of Gibraltar, and "beyond the world" where they found Britain. They were the first navigators that sailed by night and it is said they discovered the north star. Therefore it is not surprising that water "mem" (maim) is the source of M and that fish, "nun" (noon) the source of N. The letter M has changed but little in form, it is the Greek letter "Mu" and the Roman M (em). The head of the fish, from which the letter N is pictured, was simplified even more than the head of the ox, in A. It no doubt represents the fisherman's viewpoint—not a swimming fish but a suspended one. The Greeks reversed the stroke and called it "Nu" and the Romans did

not change its form but called it N (en).

O—In Phœnicia, as in Egypt, China and Mexico, the eye is one of the commonest elements found in the writing. It was called "Ayin" (ah-yin). The Greeks used it for two sounds now designated by "Omicron," little "o," and "omega," great "o," the letter which, strangely, was placed at the end of the Greek alphabet. We find in the Bible: "I am the Alpha and the Omega, the beginning and the end, the first and the last." How many today would think of using the alphabet for such an important illustration? It is easy to trace the Roman O (oh) from its Greek parent, "omicron."

P—Many letter pictures run in pairs—finger and hand, water and fish—and now after eye we find mouth "pi" (pe) which represents the lower lip. The Greeks made little change in the name or shape at first, but later they introduced the angles and made the downward strokes equal. The Romans formed the letter by continuing the curve farther than the Phœnicians and called it "pe" (pay).

Q-R—Now we come to Q and R, the letters which were mentioned above as those probably coming from the head. Whether Q (koph) was derived from the picture of the back view of the head and neck, or whether it represents a knot, which, no doubt, was as important to navigators then as it is now, is a mooted question. The Q sound is guttural and the tail of the letter is supposed to indicate the throat sound. The Greeks soon discarded "koppa," as it was called, and the Romans went back to the original source for their Q (koo).

The back view of the head is the unusual one for as we look at the drawing of the early races, or memory pictures, or the delineations of a child of seven or eight we find they are almost without exception profile pictures. The Phœnician "resh" represents the profile and shows very little resemblance to a human being, although at first the features may have been more clearly indicated. The Greeks, as was to be expected,

turned the letter around, and later, oddly enough, introduced a curve making it exactly like the Roman letter P. The extra stroke which we find in the Roman letter was no doubt due to the carelessness in copying. They pronounced it R (air).

S—There is a common legend explaining S, the letter with the hissing sound. Because of its curved shape and its hissing sound many people believe it to be derived from a snake. Its real history is easily followed from Phœnician "shin" or "sin" (teeth) to the present day. Its form closely resembled our W. The Greeks made it perpendicular for their "sigma" and the Romans simplified and curved it giving S (ess).

T—Our twentieth letter, T, is particularly interesting because it is derived from "tahv" a mark or cross made by people who could not write, and no doubt their signature frequently resembled it. We must not forget that even Charlemagne and other kings of the middle ages had to make their mark or trace their initials through stencil plates. The only change of "tahv" to Greek "tau," and to Roman T (tay) was the raising of the cross bar.

U-V-Y—The letters U, V and Y were all taken from the letter "Upsilon," and it may have been derived from the queer Hebrew form of "Ayin" which closely resembles Y. The letters U and V were interchangeable. Upsilon, known as the "Samian letter," was used by Pythagoras as an emblem to represent the parting of the ways—the young man making a choice in life.

W—Our Anglo-Saxon forefathers contributed two letters, W (wen) and another often confused with Y, called "thorn." These were introduced during the thirteenth century. The French always called the former letter double vay, and in English it may be said to represent double U, as its name indicates. The letter "thorn" had the value of the digraph "th," and "ye" in old English should be pronounced "the" like the definite article.



X-Z—Although we have no direct need for the letter X, for Z can be substituted for it when it is used as an initial letter, and "ks" when used elsewhere, it has remained in the alphabet since its frequent use by the Greeks. It came from the Roman X (eex) which may have been derived from the Greek "ksi." The latter resembles the Phœnician character "samech," meaning a post or support.

The dagger "zayin" from which we obtain our Z must have been important in the daily lives of the Greeks, Hebrews, and Phœnicians for it occupies the sixth place (Zeta) and the seventh in the latter alphabets. The Romans did not change its name or shape, but although there has been little change in 2000 years we see little resemblance to the short sword in the letter the Romans gave to us.

Many slight changes that have occurred in the formation of the letters of the alphabet may be accounted for. At first the Greeks wrote from left to right in one line and from right to left

on the next line—a mode of writing which has been termed "boustrophedon" because it runs as an ox plow does in a field, up one furrow and down another. It is due to this fact that many letters were reversed from their original prototypes. It is interesting to note that recently books for the blind have been embossed in this manner.

The small letters of the alphabet, sometimes called "lower case" letters because printers keep them in a case below the capitals, or "minuscule letters" in contrast with "majuscule," or capital letters, illustrate further changes due to rapid writing of capitals in a cursive or running hand.

The few characters selected by the Phœnicians, the great traders, artificers and farmers of the ancient world, not only influenced Greek literature and life, Roman and modern nations in Europe, but also spread eastward to the very walls of China. The Hebrews copied them as a whole and retained the original names with only slight variations. They did change the shapes because a

different writing instrument was employed.

According to a legend, Jehovah gave the letters to Moses, hence all the left curves in Hebrew letter form turn upward—as symbols of a finger pointing heavenward.

The Phœnician alphabet is also the parent of the Arabic, Indian, Javanese, Corean, Tibetan, Coptic syllabaries and alphabets. No small country ever gave such a great gift to humanity; no large country could have given a greater gift.

THE scientific investigator and the scholar has his own peculiar rewards. He finds a few like-minded persons to cooperate with him. Scientific research is not simply a solitary indulgence of infrequent and eccentric individuals. Little drops of knowledge coalesce into bigger drops, and odds and ends of detailed information gradually get shifted into patterns of great interest and beauty. For the world proves to be indefinitely investigable.—James Harvey Robinson.



THIS PICTURE was taken in front of the headquarters building of the National Education Association, Washington, D. C. It is a record of a conference of secretaries of our state associations and the officers of the National Education Association (December 9-11, 1926). Reading from left to right the faces are J. W. Crabtree, Washington, D. C.; Harold A. Allan, Washington, D. C.; B. H. McIntosh, Wyoming; Stanley R. Oldham, Massachusetts; Frank E. Reynolds, Ohio; W. W. Trent, West Virginia; rear, E. G. Doudna, Wisconsin; W. N. Taylor, Mississippi; C. J. Heatwole, Virginia; front, Mary McSkimmon, Massachusetts; middle, Uel W. Lamkin, Missouri; rear, J. P. Coates, South Carolina; R. C. Moore, Illinois; front, Francis G. Blair, Illinois; rear, John K. Norton, Washington, D. C.; J. P. Womack, Arkansas; front, Charl Williams, Washington, D. C.; rear, J. Herbert Kelley, Pennsylvania; front, William M. Davidson, Pennsylvania; rear, Charles F. Pye, Iowa; S. D. Shankland, Washington, D. C.; front, Margaret M. Alltucker, Washington, D. C.; middle, C. G. Schulz, Minnesota; rear, Ernest T. Cameron, Michigan; Jule B. Warren, North Carolina; Charles O. Williams, Indiana; N. E. Steele, North Dakota; Harriett M. Chase, Washington, D. C.; Helen Moore, Washington, D. C.; front, Agnes Winn, Washington, D. C.; rear, Joy Elmer Morgan, Washington, D. C.

School Ideals and Character

HENRY NEUMANN

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HOW CAN WE teach swimming? By lectures, or by "developing" the points in friendly conversation, or by having the children draw diagrams of the different movements? Instruction of this kind has its place, to be sure, once the pupil has been in the water and has tried the strokes for himself. But if not even swimming can be taught chiefly by the method of recitation, how can we rely upon this method for training in the much more difficult art of right living?

The chief stress in any moral education program should be put on what the children themselves actually do in real situations. Such situations exist in the everyday life of the school. The pupils must get into right relations with each other, with the teachers and other persons in the building, and with the community which rests its hopes of a better future on the work done in the school. The best moral training will fix its eye upon these situations and do these three things with respect to them: it will try to get the children to begin and to make habitual those practices which allow pupils, teachers, community, all to do their work together better; it will try to have the children understand the best of reasons for such conduct; and it will try to inspire them to make these behaviors constantly better.

The aim must be more positive than merely having the children refrain from hurt. If we are told that as citizens, all we are expected to do is not to break the laws, we shall not care particularly to do much more than these negative acts. Suppose, however, we appreciate, as we did during the world war, that all of our best must be given to our country, then we obey the laws as a matter of course; but we also do a great deal more. So in the life of the school. It is better to have our pupils feel that something better is expected of them than merely desisting from offence. We should want them to understand that pupils, teachers, office staff, janitor, parents, and community, are all working together in a great enterprise which asks the best service of all who share in it. Let the pupils, therefore, carry as big a share of the responsibility for the work of the school as their special gifts permit.

Take for instance, the matter of the use of the school property. Give the children every possible chance to repair, to beautify, or to increase, the property

A Moral Code

GOODWILL. The good of the whole must prevail over that of the individual. The best motive of conduct is a controlling desire for the good of all life for all time.

2. Health. The human enterprise must be carried on in human bodies. Body and mind must be kept fit by omission of all harmful conduct, however socially intrenched, and by development of habits that add to their soundness and vigor.

3. Eugenics. The best lives should be perpetuated.

4. Integrity. Only as men can trust each other are they free to achieve life purpose. Integrity in all relations is essential.

5. Inquiry. Only as we learn the nature of the world, through unswerving search for truth, can we learn how to live.

6. Symmetry. All values are relative. It is essential to strive always to see them in true relations.

7. Aspiration. Life purpose is potent only when pursued with desire. The nurture of aspiration is essential.

—*Antioch Notes.*

of the school. If the children have put their labors into making a school garden, clearing up the litter, planting the grass and flowers, making bookshelves, closets, hatracks, umbrella-stands, they will be much more certain than otherwise to take a loving pride in the school's appearance. The more they can be enlisted to do the mimeographing and other office jobs, to manage the playgrounds, corridors, lunchroom, etc., the more likely will they be to care more for their school. To love any object, give it service. So too, the pupils understand the responsibility of teachers, office staff, janitors, better when they are asked to cooperate in making some of the rules of the school and in seeing that these are carried out. Instead of posting up a set of regulations for conduct within the lunchroom or ways of passing from class to class, would it not be better to put the problems before the classes, not

in mass meeting but in the home rooms, and have all the pupils study the problem from the viewpoint of what would be best for the school as a whole? Then when the rules are adopted, they will be regarded by the pupils not as external impositions which it is good form to evade, but as the commonsense embodiment of their own desires for efficiency and order.

For their treatment of one another, again the aims should be higher than merely avoiding hurt. The best way to respect a neighbor is to see in him a person to whom more is due than refraining from injustice. The pupils can be organized to welcome the newcomers at the beginning of each term, to see that these are properly introduced to the regulations, the courtesies, the spirit of the school. The more advanced should be expected to help bring the more backward pupils up to grade. (Some parents will object on the ground that this is what the teachers are paid to do. If, however, there is the right kind of parents association, the principal can easily enough explain that by giving this help, the pupils are getting a valuable training in good citizenship.)

This applies as well to bringing up to grade those who are morally behind the others. The young people take from one another what they are much less ready to accept from their teachers. When the better spirits among the pupils, often the ones to whom the others look up for their skill in athletics, or for their gifts of leadership, or for their recognized honesty and goodwill, pass the word that such and such things "won't go in our school," the other boys and girls hearken.

Every opportunity should be utilized to have the pupils do teamwork. If an enterprise called into being by the young people themselves, such as a class party, an athletic event, a dramatic entertainment, a bazaar, fails because some of the boys and girls have not lived up to their responsibilities, these are likely to receive a moral instruction from their fellow pupils far more effective than any lecture would be from a teacher. When these group undertakings succeed, the pupils learn, better than words can tell, how the best of good times are those which come from working with other

people for objects that are worthwhile.

In the older classes, the discussions, especially of current events, give an excellent chance to practice certain habits of fairness. The subject, let us say, is the World Court. John has just finished a plea in behalf of America's entrance. William rises all eager to prove that America should stay out. But before William is permitted to state his case, let him first do two things: let him repeat briefly what John has said. This will at least make sure that he has listened to the other side and is able to quote his opponent accurately. Then let him tell what he thinks is just and fair in the opposite view. Having done this, he may then go ahead to present his own case with all the fervor at his command. But it will be a somewhat more enlightened fervor than if William simply yields to the natural impulse to pitch into his opponent without even understanding what his opponent has said. The moral value lies in the practice of being fair toward those with whom we differ. In a democracy, few attitudes can be more important.

To practice right relations with the community surrounding the school, there are also many live occasions. The children's parents are members of that community. As often as the school facilities permit, the parents should be invited to assemblies run by the pupils themselves—with the idea of having the pupils interpret to their fathers and mothers what the school is trying to do. In neighborhoods where there are many parents of foreign birth, the school can

do few things better for its pupils than to give them every chance to show their elders courtesy and respect. This is particularly important because there is often a wider gap between the two generations in such homes than in native homes.

Every community has requirements which the children can help to meet. Is cooperation needed with health officials, the fire department, and other civic officers? Whatever the children are able to do is important enough to be included in the school program. When money must be gathered for a needed charity at home, or for sufferers abroad like the victims of the Japanese earthquake, whatever the children can do to make things, or to raise money through candy sales, bazaars, entertainments, subscription lists, has its great moral value in giving this practice in the exercise of public spirit. And the best way to overcome antipathies toward people of a different type from one's own is to get practice in doing them a kindness.

Has moral instruction any place in such a program? Its place is highly important. Though we appreciate responsibility only through the attempt to fill some responsible post, nevertheless we understand the word better when the practice goes hand in hand with an interpretation of its meaning. There are times when the will to be faithful at one's post is weak. Talks of the right kind can do much to keep such a will strong. Better than lectures are the biographies of great personages, recounted with an emphasis on specific instances where a sense of responsibility

and initiative were especially shown.

Opportunities for enlightening the moral judgment of the children are endless. Instead of preaching a string of "don't's," let the teacher keep before the children what is best among the desires already operative in the children's lives. For example, a lesson on truthfulness should remember that the children want to be courageous and want to enjoy the confidence of other people. The liar is a coward and forfeits people's trust. The person who tells the truth is more likely to achieve the objects which the children most respect. Keep these objects vividly before them through song, story, poem, biography, celebration.

Space does not permit the consideration of the problem of scheduled moral instruction, nor the use of the moral values that lie at hand abundantly in the subjects already prescribed. When the conditions are favorable, scheduled courses can be given to advantage. But as a colleague of the writer put it, "There is all the difference in the world between having a moral vocabulary and living a good life." Therefore whatever methods in moral instruction are employed should always go hand in hand with using to the utmost the moral possibilities in the actual life-situations in which the children find themselves from day to day.

AN IDEAL is the most practical thing in the world, for it is a good force behind action that must be reckoned with by the frankest materialist.—Edward Howard Griggs.

CHILDREN

Books for fathers and mothers on their care and training

THERE are probably as many ways of training children as there are children. No dependable hard and fast rules can be put in print. Nevertheless, physicians, nurses, educators and other workers have gained much valuable experience in dealing with children and some of them have put that experience in the books on this list. These authors sometimes differ on details. For this reason, it is well not to follow any single book too exclusively but to read a variety for their different suggestions.

CARE AND FEEDING

- Bayley *Practical talks on the care of children* 612.91-188
A particularly full, popularly written book for mothers. The chapters are reprinted from various women's magazines.
- Bell *Feeding, diet and the general care of children* 612.91-194
Definite directions well arranged for reference.
- Bolt *Baby's health* 612.91-316
Covers very briefly the essential points in the care of the baby.
- Brown *The normal child; its care and feeding* 612.91-318
Chiefly devoted to the care of infants.
- Dennett *The healthy baby* 612.91-431
An especially useful book written to make clear to the mother just how to do best the ordinary, everyday things that every mother has to do for her child.

- Holt *Care and feeding of children* Ed. 10 612.91-47321
Questions and answers for mothers and children's nurses, chiefly on the physical welfare of babies and young children, with a section on older children. A favorite standard work.
- Holt *The happy baby* 612.91-4736
Chapters from the *Delineator* on the general care of the baby, maternal nursing, artificial feeding, diet, and teach.
- Lucas *Health of the runabout child* 612.91-586
Definite information and suggestions for fathers and mothers, by the professor of children's diseases, University of California Medical School.
- MaccCarthy *The healthy child from two to seven* 612.91-591
Chapters on food, sleep and rest, play and growth, training and education, nerves, bodily hygiene, common disorders and emergencies.
- Shaw *The young child's health* 612.91-8104
A very brief but suggestive little book on the care of the child from two to six.
- Smith *From infancy to childhood* 612.94-824
Physical development, care and training of the child from two to six years.

EDUCATION AND TRAINING

- Cope *The parent and the child* 193.5-266
Studies in the problems of parenthood by the general secretary of the Religious Education Association.
- Everyday manners for American boys and girls* 193.5-763
A much simpler and briefer book than that by Hall mentioned below, and an excellent one to put into the hands of children themselves.
- Fisher *Mothers and children* 193.5-413
A sensible book for both fathers and mothers. Respect for the child's personality forms the basis of all that Mrs. Fisher has to say.

- Groves *Wholesome childhood* 193.5-4255
Written to help parents maintain the wholesome homes that prevent the origin of the most troublesome problems of childhood.
- Gruenberg *Your child today and tomorrow* Ed. 2 178.7-41
Advice on parental problems, including punishment, reasoning, lies, ideals and ambitions, fear, work and play, imagination, obedience, social activities, etc.
- Hall *Manners for boys and girls* 193.5-418
Written for boys and girls especially but useful also to those who must guide their social education.
- Haviland *Character training in childhood* 193.5-4288
The Research Secretary of the National Child Welfare Association discusses the physical basis of character, early habit forming, growth through play, study and work, the child and his vocation, and the religious education of the child.
- Martin & de Gruchy *Mental training for the pre-school age child* 193.5-552
The author lays down sixteen principles for governing children, with discussion and illustrative cases.
- Moxcey & Ward *Parents and their children* 193.5-605
A simple, suggestive little book with chapters on the meaning of parenthood, government and discipline, mealtime and manners, play and recreation, and religious training.
- O'Shea (editor) *The child* 178.7-692
A careful digest of present day knowledge regarding "the nature and the physical, intellectual, social and moral needs of childhood and youth." The contributors are specialists in child study and education.
- Patri *Child training* 193.5-655
Sane, sympathetic little talks on the psychology of the child, grouped under such general heads as, The child in the home; School; child, parent, teacher; Building the child's character; Moral training.

- Read *Mothercraft manual* 193.5-76
Deals in a practical way with the physical care and feeding of children, the education of the child, play, games, story-telling and other important matters.
- Scott *How to know your child* 193.5-83
One of the most helpful and suggestive books, although not new.
- Scott *Meeting your child's problems* 193.5-833
Tells of actual everyday cases of dealing successfully with children.
- PROGRESSIVE RECREATION**
- Beard *Little folks' handy book* 178.0-2184
A helpful friend to mothers giving directions for making simple toys and ornaments out of the most inexpensive and handy material, such as twigs, clothes pins, envelopes.
- Bryant *How to tell stories to children* 172.28-22
A simple and practical handbook by a teacher of wide experience. Includes a number of stories in form for telling.
- Hunt *What shall we read to the children?* 1805.12-47
The Director of Children's Work of the Brooklyn (N. Y.) Public Library points out the importance of encouraging children to read, and gives practical suggestions by way of guidance.
- Hodgkins *Atlantic treasury of childhood* 1808-447
An excellent collection of stories for reading or telling to children or for children to read for themselves.
- Moses *Rhythmic action plays and dances* 172.27-57
A book of graded games and dances arranged to Mother Goose and other action songs.

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Looking In On American Education

HERMAN HARRELL HORNE

Professor of the Philosophy of Education, New York University

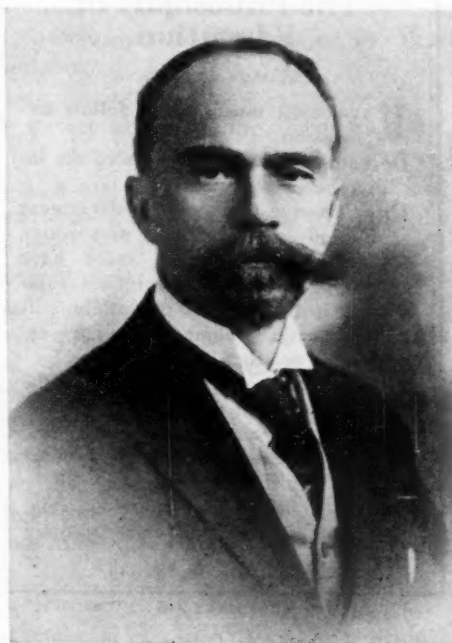
AMERICAN EDUCATION can be understood only in terms of American ideals. Four notable ideals which America has contributed to world history are: democracy, the union, government by written constitutions, and religious liberty. To these four we may add: a democratic system of public education expressive of these and related ideals. We are not to understand that our system with all its strong points is perfect. It has ideals but it is not ideal. Some of its weaknesses will be indicated in the course of our discussion.

Articulation. From pre-kindergarten to highest graduate and professional school, our system is a graded unity. It is intended for one class, not two, or more. In a measure we have realized Huxley's ideal of an educational ladder with one foot in the gutter and one in the graduate school. Only we prefer the sidewalk to the gutter. Our kindergarten receives children at four or five years of age and at six passes them up to the primary grades. The elementary school keeps them six years and at twelve passes those that remain in school on to the junior highschool; or keeps them eight years and at fourteen passes those that remain in school on to the highschool. The highschool keeps them four years and at eighteen passes those that continue their education on to the college or university, technical institutes, or schools of commerce. The college or university keeps them four years and passes the scholarly-minded on to the graduate school; or, keeps them two or three years and passes those who so choose on to the better grade professional schools of law, theology, medicine, engineering. Schooling may be discontinued at the will of the parents at fourteen or any age thereafter. As a matter of fact the dropping off the ladder, or "school mortality," is far too great.

An English scholar, John Adams, says: "The Americans have the most elastic educational system in existence in a great country at the present day."

Non-centralization. A Frenchman or German might say our system is decentralized. It has never been centralized. The federal government does not control education except in territories and the District of Columbia. Our federal

education office, unlike such offices in most other countries, is a fact-finding and distributing rather than an administrative agency. While America has



HERMAN H. HORNE is a native of North Carolina, and holds higher degrees from Harvard and other institutions.

national education in the sense of fair homogeneity of ideals and plans, in reality it has an independent system of education in each of the fortyeight states. The National Education Association, which has served as a powerful unifying agency since its organization in 1857, advocates a Department of Education with a Secretary in the President's Cabinet, but is an ardent supporter of the American system of state and local management.

State support. The wealth of the state for the children of the nation. Our schools are supported by a general tax. As the Protestant reformers said the children must be educated to exercise the right of private judgment, the American state says the children must be educated to exercise the rights of democratic citizenship. No adequate education without schools; no adequate schools without money; no adequate money without taxation. The general wealth is taxed in the interest of the general welfare. With state support goes state control;

and with state control goes state supervision.

Compulsory education. Our courts of law have repeatedly declared that the state as the instrument of the general will has power to compel unwilling parents to send their children to school. No parent in a democracy has the right to keep his child in ignorance. The welfare of the child as well as that of the state alike require the light of knowledge. Usually the upper age limit is fourteen. It may soon be sixteen. In time it may be eighteen. The age of fourteen is rather too young for appreciation of the duties and privileges of democratic citizenship. The forces of life from fourteen to twenty are too spasmodic and unsystematic adequately to complete the training for full suffrage. At present our highschools with free tuition invite but do not compel.

Secularization. American education is secularized. The state, not the church, is in control. No religious instruction of any kind whatever is given in our public schools, in consequence of which our schools are a socially unifying influence. Religion is left strictly to the home and the church. When the Bible is read in the opening religious exercises held in some states, it is done "without note or comment"—a phrase derived from our great American educator, Horace Mann. Religion with us is not nationalized and never can be. All our churches are "free." The religious influences disengaged in our public schools, and they are tremendous, come not from the spoken word but from the living presence of religious teachers. Still, no teacher is employed because he has religious faith or dismissed because he lacks it. Historically our schools are the child of the church as mother and the state as father, but there has been a divorce and our courts have assigned the custody of the child to the father.

Parallel schools. At the same time that our government maintains public schools and compels school attendance, it does not compel attendance at public schools. This is because our democracy believes in both private initiative and freedom of religious conscience. Thus we have private schools for the children of those well-to-do parents who prefer

not to send their children to the "promiscuous" public school. And we have parochial schools, Catholic, Jewish, Episcopal, Lutheran, and others, for those who prefer to send their children to schools where religion is taught. These two plans modify our "ladder" theory in practice. However, the state and public opinion also require that the standards of such private and religious schools be substantially equivalent to those of the public schools. The private schools meet their own expenses. The parochial schools are supported by philanthropy. No public money is usable for sectarian purposes. Voluntary supporters of parochial schools pay their taxes just the same to support the public schools. There is no occasion to question the loyalty of such private and parochial schools to American ideals or the quality of the patriotic citizenship they develop. In this way, though the father and mother are divorced, they remain friends. We have no "anti-clerical" political parties.

Administration. Here is to be noted the great influence of the executive head. This is quite in keeping with the individualism of our American life. The public school principal largely makes the individual school. The city superintendent largely makes the local system. The county and state superintendents exercise supervisory relations over the larger units of administration. The college president must combine the functioning of educator and money-getter, either from the state legislature or private individuals, dependent on whether he is the head of a state or a private institution. His influence in the educational and general community is weighty. State educational institutions are administered by boards of trustees appointed by the legislature. Private institutions are usually administered by self-perpetuating boards.

Coeducation. We believe in and practice coeducation not only in the elementary schools but also in all the later schools. This we do not only as a matter of economy, avoiding duplication of material equipment, but also as a matter of democratic principle. The American girl is primarily a citizen, not primarily a candidate for household manager. Sex is no limitation in America. We have ten million women in industry. The American home, regrettably, is somewhat breaking under this strain, but there is no concerted move to recall women from "this freedom," but rather so to educate them that careers and

domesticity do not clash. This problem is not as yet solved.

Higher education for women. For nearly a century now America has had colleges for women of equal status with those for men. The newer state universities for seventyfive years have admitted women students equally with men. There are both private colleges for

teachers in the system, though this attitude is likely to change. Women, by nature sympathetic and patient, make good teachers, and the teacher who is a mother is likely to understand and so control children better.

Electives. Yes, we believe in and practice election of studies, in part at least, by the pupils. This we do because we have rejected the theory of formal discipline in studies, because we do not hold that certain studies have a pronounced superior disciplinary value, and because we do not believe adequate living in school or out of school can come from the prescription of a few subjects, however honored in age or use. We believe the field of knowledge is too extensive and too valuable in all its ranges to prescribe a set course. Rather, the interests and aptitudes and future calling of our individual students suggest some liberty of choice. For this reason, from the junior highschool on we have an increasing election of studies. We seem to have found that students study more as a rule when they elect their studies and so like what they study, though we always face the danger of pupils electing studies for frivolous reasons.

College spirit. A warm attachment springs up on the part of the student body for an institution of higher learning where many of our youth spend four of the best years in life. It is something that lasts through life. Even high, junior high, and elementary school pupils may develop a school spirit of loyalty to the ideals of the local institution they attend. Our private secondary institutions, like Andover and Exeter, show the same thing. This school or college spirit manifests itself in customs within and demonstrations beyond the campus. In quality it is akin to one's loyalty to the flag or the church. It does not center in the teaching body, though individual teachers may be favorites, but rather in the school community itself. Our college students do not migrate from one institution to another; they do not spend the winter in a city university and the spring in a country university.

Athletics. Children in our elementary schools and junior highschools have playgrounds, gymnastics, and athletic games. From the highschool period on through college there are organized athletic teams. Our girls play basketball, sometimes baseball, and have trackteam work. In addition our boys have football, and the great national game of baseball. Contests between classes within an institution as well as between institutions are

The Philosophy of Education

HERMAN H. HORNE

EXPRESSION must always follow impression

Do not divorce the interests of the individual and society

Ultimate questions give enlargement of mind and breadth of perspective

Conflicts in experience must have both practical and theoretical solutions in the light of the whole

All education comes through responses to stimuli

Teachers cooperate with God in the perfecting of man

Ideals are more real than bare facts

Only those ideas that correctly represent reality are true

No human life out of conscious relationship to the universe is quite complete

women and state colleges for women and state colleges for both men and women. There has not resulted the dreaded physical breakdown of women. Our women college graduates do marry later, are more choice in their selection of husbands, and do not as a rule have large families, for which compensations are to be found in the improved quality of our womanhood, our home life, and our citizenship.

Women teachers. In the American public schools there are practically eight hundred thousand teachers. Of this number about eighty percent are women. Masculine shoulders for the most part carry the burdens of democratic government in the present; feminine shoulders carry them for the future. The making of the coming American democracy is largely in the hands of our women teachers. There is no clear evidence that our boys are becoming feminized or are dropping out of school through having mostly women teachers and yet we do need more good men in our public schools. The marriage of women teachers gives us a big recruiting problem. There is practically a complete turnover in our teaching staff every five years. There is at present a prevalent dislike to retaining the services of married

arranged. Such contests call out and also cultivate school and college spirit. We believe in and support athletics as beneficial to both health and morals. Serious injuries to skilled players are rare. It is true that unless carefully supervised and controlled, athletics may breed the commercial spirit and so menace good sportmanship, and may also prove too distracting and diverting and so menace good scholarship.

A national tool. American education is an agency for the preservation and continuance of American ideals. Our schools reflect and follow American standards, rarely lead. In them children are in a measure taught to think for themselves, to govern themselves, to respect majority rule, to influence public opinion, to look at the facts, to form independent judgments, to develop individual initiative, and to cooperate in social enterprises.

A paragraph from a recent class theme on "Modern Education" by a teacher reads as follows: "We teach children to investigate, to think for themselves rather than to take the thought of others by memory and explanation—we try to make them of an inquiring turn of mind. This is not hard, as children are naturally curious. The hard part is to give them something to satisfy this curiosity."

The American school is America in

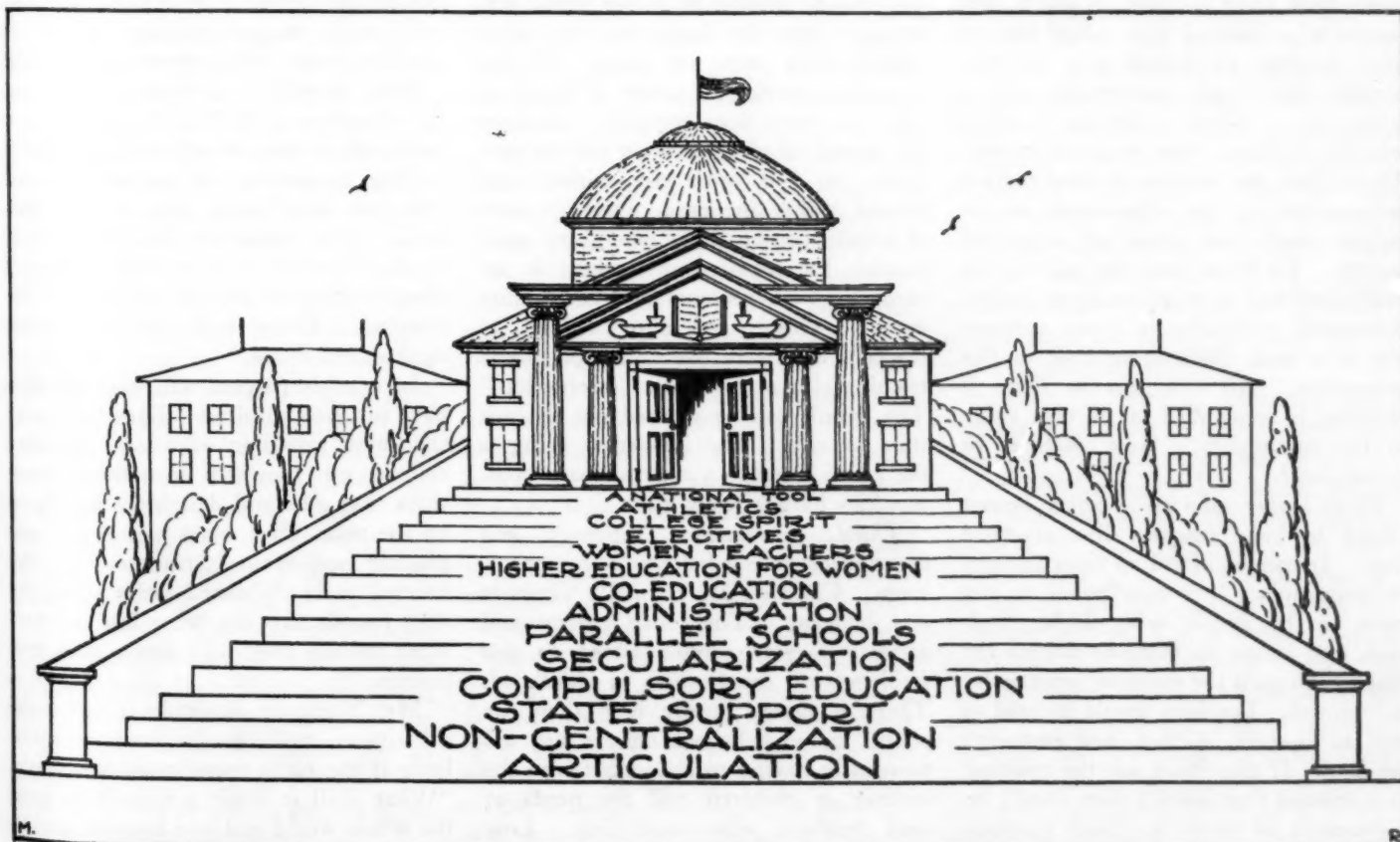
the making. Into it goes what American society desires for its future. An endeavor is made to understand and to respect the ideals of other nations, to sympathize with the down trodden and unfortunate of all races, and to bridge the social gaps in American society. Our school virtues are the virtues of democracy, and our school vices are the vices of democracy. By political democracy we mean, in Lincoln's immortal phrase, a government of the people, by the people, for the people. The spirit of democracy appears also increasingly in our society as the sharing of common interests and to some extent in industry as joint management and control of the conditions and products of labor. "A government of the people" is a government of law, not of men; "a government by the people" is a government from within, not external imposition; and "a government for the people" is service, not exploitation.

Among the generally admitted weaknesses of our system at present are our slow rate of progress through secondary school and college; our too low maximum age for compulsory attendance; our high rate of school mortality; and our remaining inequalities in school opportunity. The children of our poorer states are not so well trained as those of our richer states, and the children of the country districts are not so well

trained as those of the cities. These weaknesses are remedied only slowly because they must wait upon the formation of a public opinion that would eliminate them. As a whole the American people have great faith in education, accept its support as an obligation, and believe its results a benefit. Though believing in the individual, the American people do not act on the *laissez faire* principle, or that of parental responsibility, or church provision, when it is a question of educating the new generation.

The characteristic American philosophy is doubtless pragmatism, the method that looks at consequences and judges that the ideas that work are true. We may be educational pragmatists in means and methods; we may be commercial and even materialistic in some of our vocational schools; but just as surely are we also social idealists in our aims and objectives, and a good half of us at least are also philosophical idealists, holding that, in the last analysis, education is the perfecting of both the individual and society in fulfilment of some "increasing purpose" moving toward some "far-off divine event."

THE CHIEF end of education is a correct estimate of values and a corresponding choice.—Charles Wesley Emerson.



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To The Public

THIS EDITORIAL is about teachers. It is printed in a teachers periodical. But it is for the public. We hope it may be reprinted in many newspapers. It deals with a matter that concerns the public tremendously—the kind of men and women they bring into the lives of boys and girls. Everyone who looks back over his life recalls a few people who inspired him, lifted him to new heights, awakened new powers, opened doors, made opportunity seem a living fire. These were his teachers whether he found them in school or out. To multiply the number of these radiant personalities in the schoolroom is the biggest single task ahead of organized society. To draw into the schools the best talent and to make teaching a solid, substantial profession in every community is a vital challenging task to this generation. All this can be done if teaching is recognized at its true value to the community. How shall it be recognized?

First, higher salaries. Society cannot afford to have teachers live cramped lives. It cannot afford to have poverty in their souls. It is poor policy to pay more to the people who clothe, feed, haul, and amuse us than we pay to the people who open the doors of opportunity and growth. Teachers should be paid as well as lawyers, doctors, and engineers are paid. If they have not the training to command that reward they should be encouraged to obtain it. Such a salary

schedule must mean for many small communities that the teacher will be the highest paid person there since teachers are more numerous than any other professional group. In the long run society gets what it pays for. If it really believes that life is more important than things, then it should be willing to pay the people who mold life at least as much as it pays the people who make things. Material wealth has increased rapidly in America during recent decades and no group has done more to make this increase possible than teachers. On one hand they have helped to elevate habits of living and on the other they have prepared youth for increasingly efficient service.

Second, tenure. February is a good time to talk about tenure. In the vast areas where teachers are hired from year to year, February marks the beginning of the annual unrest. It is an insidious, gnawing cancer in the vitals of educational efficiency. Teachers hesitate to plan either their personal affairs or their school work for a future which is uncertain.

Early elections help but they do not solve the problem. They do not enable teachers to buy homes and accept responsibility for community enterprises which require several years of continuous effort. The only ultimate answer is indefinite tenure during satisfactory service. It may not be possible to go the whole way at once, but first steps may be taken. Among first steps are these. Abolish laws that restrict the power of boards to elect for more than one year. Increase the period of election from one to two, three, or five years as training and proved ability increase. Develop units of administration, large enough to make possible the transfer of teachers in accordance with personal and community needs. Grant indefinite tenure to teachers who have had full professional training plus a reasonable "internship." The details can be worked out in each state or city. The important thing is the vision to make a start as many communities have already done.

Third, retirement. Infirmary and decrepitude do not belong in the schoolroom. Children are normally vigorous and buoyant. They love energy and action. Society cannot afford to put feebleness on the frontier of childhood. There is more tragedy here than the public knows. School officers are too frequently having to choose between the welfare of children and the needs of aged teachers who must live. Low

salaries in past years have left many veterans in the service who must face want unless provision is made for them. They should not haunt the schoolrooms when they have become too weak to carry the load. They should not be cast out to neglect and oblivion. There is a better way. That better way is sound systems of teacher retirement.

It is not consistent to blow the trumpet call for new volunteers—to insist that we shall have the best talent for the schools—when observant youth can turn to living examples of long professional service unrewarded by provision for old age. Let us reward the faithful in the name of common fairness to the children, in the name of justice to public servants, and for the sake of showing young people who are considering teaching as a career that the public can be grateful.

Fourth and finally, training. It has been asserted that George Washington was killed by his doctors. They did the best they knew in a day when people were bled for pneumonia. Doctor training then was where teacher training now is. Some day we shall look back upon the present inadequate training among teachers with something of a shudder as we now contemplate the fate of Washington at the hands of his well meaning physicians. Teaching is the most intricate of the sciences and the noblest of the arts. A person who does well with meager training would do world's better with generous training.

Now the man in the street often thinks of education as drill in the petty accuracies of certain school studies. He is willing to employ as teacher any one who can keep order and conduct this drill. If he happens to be a member of a school board he is willing to hire a cheap teacher to replace one with more training. Every such act is a crime against childhood.

In a crisis parents will give all they have for their children. They will make the most gruelling sacrifices. During college years they will do without necessities that sons and daughters may keep up the pace. But when it comes to employing well-trained teachers for the epochal early childhood years when the very foundations are being laid in character values, they will strain at a few dollars.

Mr. Taxpayer, don't do it. A large inheritance will profit your children little if the early foundations are weak. "What shall it profit a man if he gain the whole world and lose his own soul?"

A Vote of Confidence¹

ON THE SECOND OF NOVEMBER, by a majority vote of 20,000, the citizens of Cincinnati approved the request of Superintendent Condon and the board of education for a school tax levy to be used for a substantial increase in teachers salaries. It is the largest special tax ever voted here for school purposes. Extending over a five-year period, it insures a permanency of results lacking in issues presented annually; moreover, since the whole proceeds are to be used for salaries, it is a clearcut recognition of the fundamental importance of the teacher in the scheme of public instruction.

To whom shall we give credit for having won this forward-looking campaign in education? Sane analysis will show it to be the combined result of organized effort. The move had its inception in the research department of the National Education Association. These researches have convinced the nation that its teachers were inadequately remunerated; that their salaries were lower than the wages of uneducated laborers; that changed economic conditions were depriving the profession of many of its ablest recruits; that the schools of the nation were in imminent danger of being flooded with mediocrity; and that in order to staff the classrooms of the country with worthy teachers the taxpayers would have to delve deeper into their pockets. The evidence so overwhelming and irrefutable resulted in an awakened national consciousness which has already found expression in increased salaries for teachers in scores of cities.

The research data of the National Education Association has been appropriated by livewire local bulletins of classroom teachers; these organs have had no small part in creating favorable public opinion. Our *Official Bulletin* reinforced by the National Education Association Press Service began two years ago to acquaint school people here with salary trends in the United States. Supported and encouraged by representative Cincinnati Teachers Association members it published for many months material bearing upon every angle of the salary problem. Finally aroused to the relatively low status of teachers pay in

Cincinnati, various committees in the organization made their wishes for better pay known to the board of education. Many other groups gathered information to substantiate and supplement that already published in the *Bulletin*. A notable contribution was made by a committee of highschool teachers led by William Von der Halben of Woodward. This report showed plainly Cincinnati's comparative rank in teachers salaries. In principals meetings, in the Schoolmasters Club, and in various gatherings salaries were discussed. All this pressure resulted in then acting Superintendent Roberts requesting the board of education to make an investigation.

Accordingly a committee of thirty teachers and supervisory officers led by Assistant Superintendent Otterman was appointed to study the problem. For eight months this body worked diligently and its final report furnished much illuminating data. Now thoroughly aroused to the gravity of the situation and convinced that, in order to save Cincinnati's fine prestige as an educational center, the board of education decided to revise its antiquated teacher-salary schedule. It sought the aid of the Citizens' Committee consisting of approximately one hundred of the city's representative citizens. This body headed by John Withrow, already distinguished in the service of the schools, established publicity headquarters. In cooperation with an executive committee led by Principal Ben Siehl of Hartwell it launched an honest-to-goodness campaign. Prominent speakers addressed the civic, professional, and labor organizations of the community; the radio and movie screens were commandeered. And the four dailies of the city assiduously published news of the campaign and ably supported it editorially. Another contributing factor to the success of this, as well as other tax and bond levies, was the new city government which under the management of Colonel Sherill had won the people's confidence. One of the outstanding figures in the whole campaign, however, was Superintendent Condon. He went from place to place making pleas for the children's teachers. It was easy for him to win the support of a citizenship whose confidence and esteem he had long since won. The logic of the situation was bound to have appeal, and, as was to be expected from an

enlightened electorate, the result was a handsome majority vote from the citizens who said in effect they wanted good teachers and that they were willing to pay for them. Thus again we have tangible evidence of the power of professional organizations to create and win the sympathetic support of public opinion.

What will be the effect upon teachers of this generous and determined gesture from the voters? The teachers interpret it as a vote of confidence and appreciation. *Its wholesome effect upon the morale of the teaching body will far outweigh any economic consequence—morale, that subtle, indefinable, but, nevertheless, very real motivating force in human behavior.* This heightened morale will find expression in hundreds of ways that will benefit the city's children. It will result in more worthwhile interest in the work; in more determined professional zeal; in a willing and more joyful service; and in continued professional growth. Indeed the salutary effect of such an amicable gesture will extend far down the years. Of this we feel certain.

What will it mean to the city? It means that the tide of mediocrity with which Cincinnati was threatened will be turned aside; it means that the city will retain its reputation as an educational center; it means that Cincinnati's recognition of the teachers importance will be broadcast thus adding to her already preeminent civic prestige; and we sincerely believe that taxpayers will get value received for every extra dollar expended. Moreover, better pay for better teachers makes it possible for the board of education not merely to accept but to select its teaching corps.

Finally, this vote of confidence from patrons is a challenge to our worthiness and our willingness to assume cheerfully greater responsibility for fitting youths for their life work. It should enjoin teachers to leave the mark of their peculiar skill upon the finished product, the boy and the girl, not only in knowledge and skill but also in a finer type of manhood and womanhood; more, it should move teachers themselves to aspire to the *sine qua non* of personal fineness. And it should encourage them to turn in kindly sympathy to the poorly endowed child endeavoring to help him realize his fullest capacity. Better pay,

¹ Reprinted from the *Official Bulletin* of the Cincinnati Teachers Association.

then, means better service. Still higher remuneration in the future, however, will in all probability depend upon a higher all round efficiency of all the teachers.

Many of us are disturbed over the apportionment of pay provided by the new salary schedule. Since the *Bulletin* represents all groups of teachers, each with differing opinions, it can offer no adequate solution. It should be borne in mind that the proposed salary schedule calls for radical revision, the import of which has not yet been carefully and scientifically worked out. Perhaps no

one has a solution. What we need to study is the reality behind the label, using careful scientific judgment and not blind passion. We are facing a situation which calls for careful consideration. The *Bulletin* believes that all should approach the problem in the fine democratic spirit that was suggested by our superintendent, Randall J. Condon, as follows:

"The board of education and the superintendent and his assistants alone cannot solve the problem, but I believe, that by all working together—teachers, principals, superintendent's office, and

the board of education, we can. In this spirit we shall approach our task—a spirit of mutual confidence and helpfulness and consideration—and when we have met this first test we shall move forward to even finer results in a spirit of contentment and happiness in which the children's welfare and the welfare of our city shall always hold first place; grateful to the people who have voluntarily levied upon themselves this tax for our support, and with a determination to render a larger measure of service for the better salaries that will result."

Looking Into Our Ideals

LIKABILITY is more to be desired than wealth or wisdom, according to a recent questionnaire circulated among approximately two hundred college women residents of Roble Hall at Stanford University by a student in the department of education under the direction of John C. Almack, associate professor of education. The questionnaire, containing eight things which people commonly like or wish for, was distributed in order to determine the ideals of a group of college women. Since ideals in themselves are mere embodiments of abstract standards, it is extremely difficult to determine definitely the ideals of college women.

Contained in the questionnaire were the items fame or eminence, service, wealth, wisdom, appreciation of beauty, physical fitness, popularity, and likability. Definitions which were meant merely as suggestions and not as limitations were placed beside each item. Each woman was asked to rate the items in order of her preference by placing a figure 1 before the one she wished for most and so on until she reached the one she least desired, before which she was to put a figure 8.

Popularity received the lowest in contrast to the highest average placement accorded to likability. Appreciation of beauty is next highest, while physical fitness ranks third in the choice of ideals. The high ranking of items of self-interest, such as likability, appreciation of beauty, and physical fitness, over service, which is fourth choice, suggests that women tend to be more selfish than altruistic.

Since wisdom and wealth are graded fifth and sixth, respectively, it is apparent that women believe esthetic ap-

BELOW is a list of eight things which people commonly like or wish for: Tell which one you wish for most by putting a figure 1 before it, tell which one you wish for next by putting a figure 2 before it, and so on to the one you wish for least where you will put an 8 before it.

Fame or eminence—To be famous, to render devotion to a cause or to a country, as did George Washington, Abraham Lincoln, Frances Willard.

Service—To promote interest and happiness of society; to be unselfish, energetic, and useful in a humanitarian way, as Clara Barton, Florence Nightingale, Herbert Hoover.

Wealth—To acquire possessions, as money, factories, bonds, and land, as John D. Rockefeller and Henry Ford.

Wisdom—To have the ability to judge soundly and to have knowledge, with the capacity to make due use of it; to be a scholar, to spend your time in study, and to write books as John Dewey, G. Stanley Hall, David Starr Jordan.

Appreciation of beauty—To cultivate a love of beauty; to be filled with the joy of living; to like poetry, painting, natural scenery, etc.

Physical fitness—To have good health; to be able to live your life to its fullest; to participate in games of strength and skill, as boxing, football, tennis, swimming.

Popularity—To be celebrated; to be well known and have your name in the newspapers, as Mary Garden, Douglas Fairbanks, Babe Ruth.

Likability—To be pleasing, suitable, agreeable, such as to attract liking, to be well liked by your fellows.

Note—It is evident that the above is valuable only as a record of what you actually and honestly think, not what you ought to think or what other people think.

preciation and the human quality of likability of more value than either of the materialistic qualities of wisdom or wealth. Women seemingly consider fame and popularity not worthy and enduring, for fame is ranked seventh and is followed by popularity.

Erasures and recheckings on various blanks indicated that those answering

the questionnaires encountered difficulty in making choices. In most cases, however, there was little hesitation about putting likability in the upper half of the choices and popularity in the last two places. Each of the ideals was checked at least once in each of the eight places.

Two years ago a student of the university circulated in Roble Hall a blank similar to that distributed this year except that the former questionnaire contained only seven ideals, lacking the item likability. With only two exceptions, the average choices of each ideal differed from those made in the recent questionnaire. Appreciation of beauty received second average place in both instances, and popularity is rated as least wished for in each experiment.

Comparison of the rating of service in both experiments indicates that women are losing their zeal for service, which received first choice in the first questionnaire and only fourth in the later blank. That women are becoming less desirous of appearing in the world of fame is illustrated by the fact that fame, which ranked third, dropped to seventh.

Practically no divergence is shown in the choice of wisdom, which ranks fourth in the earlier and fifth in the later chart. That wealth may be considered of more importance by women of the present time is suggested by the fact that wealth is ranked relatively higher than two years ago.

Women are now placing more emphasis on physical fitness, for they rank that item in the later chart as third on the list, whereas physical fitness was accorded only fifth choice in the blanks filled out in 1924.—Barbara C. Dewlaney, Santa Barbara, California.

Improving Arithmetic Through Research

WHAT are some of the questions which a wide-awake arithmetic teacher wants answered? These questions are many; and fortunately there are some scientific data available to guide teachers in solving them. Over three hundred educational investigations have been published on the subject of arithmetic.¹ In most cases, it will be found desirable to consult the original studies. For the busy arithmetic teacher who hasn't time to review all these studies, this article briefly summarizes data relative to certain questions.

When should systematic instruction in arithmetic begin? While available data relative to this question are incomplete, they point to the desirability of more attention to the development of comprehension—ability in silent reading in the first and second grades and the omission of formal number work, except counting. Experience shows that with this ability developed, children who do not begin formal arithmetic until some time in the second or at the beginning of

¹Most of these educational investigations on arithmetic are reviewed in the *Third and Fourth Yearbooks* of the Department of Superintendence of the National Education Association and in the *Summary of Educational Investigations Relating to Arithmetic*, by Guy T. Buswell and Charles H. Judd, Supplementary Educational Monograph No. 27, University of Chicago Press, June, 1925. 212p.

THE OLDER methods taught arithmetic for arithmetic's sake, regardless of the needs of life. The newer methods emphasize the processes which life will require and the problems which life will offer.—Thorndike.

the third are at the end of the third grade equal in arithmetical ability to those who have had formal arithmetic for three years. Most of the new courses of study provide that all work in the first and second grades shall be informal and that books shall be in the hands of the teacher only.

There appears to be more or less complete agreement on these two points:

1. Number for little children is primarily language—hence during the kindergarten and first and second grades, it should be largely oral and related to pupil activities involving materials and things. Written symbols should not be stressed until the child has a basis of meaning for them. In other words, "educate children with numbers in children's sizes."

2. Problems must be within the child's experience and vital to his interests. Experience must in all cases precede formal work in calculating. There is little or no point to having children

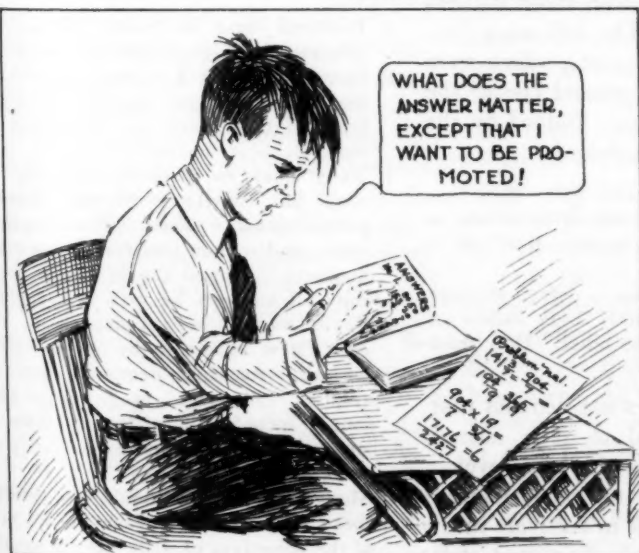
attempt to solve problems when the setting is entirely unknown to them. Children learn most readily the things they feel the need of knowing.

There is little doubt but that in the past the great dislike many children had for arithmetic was partly due to the fact that they were forced to begin it too early; they had tasks imposed upon them which had no real meaning for them; and teachers created some of the difficulties by their own explanations. According to one writer, "The bases for the revision of mathematics are the subject-matter, the community, and the child; and greatest of these is the child."

Is the tendency to increase or decrease the amount of time devoted to arithmetic in the elementary grades? Chart I shows that within the last twenty years the tendency has been to decrease slightly the amount of time devoted to arithmetic. It is possible that in the future still further reduction will be made in formal arithmetic. As school work is organized more on the project and less on the subject basis the number of minutes devoted to arithmetic will vary widely from week to week.

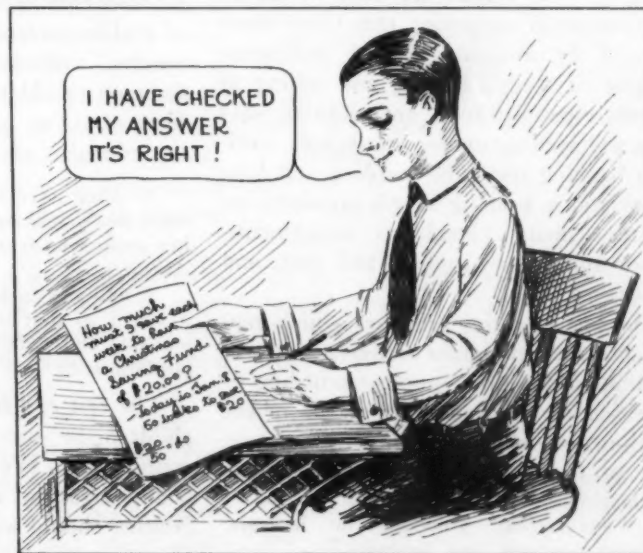
Chart II shows the average number of minutes per week and the percent of all school time devoted to arithmetic in grades one to eight in forty-nine large cities in 1924.

BOY INTEREST



A Dull Problem

RELEASES BOY ENERGY



A Live Problem

How much and what kind of arithmetic does the business and commercial world demand? To answer this question extensive research has been carried on. Mention is made here of only a few of many research studies. Tests have been made of the arithmetical abilities of employees in various commercial establishments. Problems arising in over 150 different occupations have been analyzed. Newspapers and magazines have been reviewed to discover the mathematics employed in the news, special articles, advertisements, legal notices, market reports, etc. Thousands of bills of sale have been analyzed to determine the arithmetic needed by the clerk and by the customer. Facts in banking that all people in a community should know have been collected.

As an introduction to further study, the principal conclusions, many of them still tentative, which may be drawn from studies similar to the above are these:

1. Many arithmetical processes consuming much school time can be omitted from the course of study without material loss to the children, according to surveys of social and business usage.

2. Problems solved in actual usage are brief and simple. They chiefly require the more fundamental and more easily mastered processes.

According to Thorndike, "much more than nine tenths of the arithmetical calculations of the real world are with numbers under one hundred."

3. In one study of business and social relations, eightyfive percent of all problems involved the use of money in either the buying or selling of goods.

4. Several studies are more or less in agreement in suggesting that these topics should be included in the arithmetic course of study: Buying and selling of goods, especially food, and clothing, saving and loaning money, mortgages, modern banking methods, building and loan associations, keeping simple accounts, investing money, bonds as investments, labor and wages, interest and rent, and insurance.

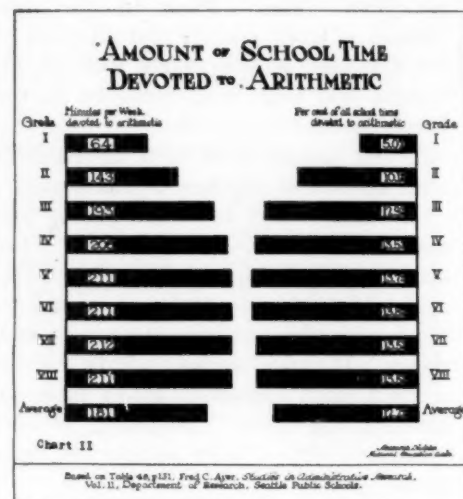
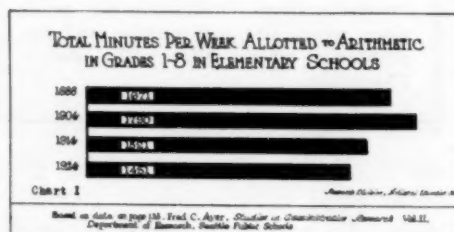
5. The essential processes which represent the minimum requirements in arithmetic for grade pupils, according to research studies and most of the newer arithmetic courses are:

- Writing and reading numbers, integers, common fractions, and decimals.
- Fundamental processes in integers, common fractions, and decimals.
- Simple factoring.
- Denominate numbers, addition, subtraction, and one-place reduction.
- Use of common aliquot parts.

f. Simple percentage, with simple interest and bank discount.

g. Measurement—perimeter, surface, and contents of common plane figures, and solids. Square root.

h. Business practices—borrowing, saving, loaning, and investing money; banking; taxes and public expenditures; and keeping simple accounts.



Indiscriminate mental gymnastics versus practical exercises—Old arithmetic texts often included problems which not only disregarded children's interests, but which also often disregarded the vital interests of adult life. Experience has shown that efficient training in reasoning requires that pupils reason about matters of real importance. The following "examples," arithmetical stunts, which were common to old texts, remind one of the feats of circus jugglers. Judged by the test of reality they are absurd.

If Alice were two years older than four times her actual age she would be as old as her aunt, who is 38 years old. How old is Alice?

A nail five inches long is driven through a board so that it projects 2.419 inches on one side and 1.706 on the other. How thick is the board?

The test of life does not demand that children be submitted to such mental contortions. We do not seek to develop bodily vigor by acrobatic performances. Neither should we seek to cultivate mental acumen in practical affairs and skill in actual daily usage by the solution of such problems as the above. The pupil who solved them would not necessarily

be able to compute interest by the shortest method, or judge the expediency of a particular investment.

Merely to know how to juggle figures is not sufficient; one must know the "setting" in which the problem occurs.

Should arithmetic drill be organized according to "sharp-shooting" or shotgun methods?—The arithmetic teacher's four-fold professional task is to "teach—practice—measure—remedy." The bull's-eye in arithmetic drill should be specific disabilities. After discovering each pupil's particular difficulty, the teacher's next step is to prepare such drill exercises as will correct these difficulties. These eight specifications have been suggested for drills organized to maintain acquired skills:

1. A drill exercise should be specific. Drill should be on the entire process.
2. Drill should come frequently and in small amounts.
3. Each drill unit should be a mixed drill.
4. Drills should have time limits and should provide a scoring technic so that the pupil may watch his growth from day to day.
5. Drills should have accuracy standards so that the pupil may have at least a rough notion of his degree of mastery. It is important that the learner be interested in his improvement.
6. Examples in a unit of drill should be arranged in order of difficulty.
7. Drill units should include verbal problems.
8. Drills should facilitate diagnosis of individual disabilities.

Drills built according to these specifications will effectively reduce the high cost of forgetting.

What are the chief demands of the newer methods of arithmetic teaching?—Briefly they include these points:

1. Problems must be based on reality—of interest to the pupil and of social value.
2. Instruction in a new topic should be of the "ladder" type, graded in difficulty from easy to hard, or from simpler to more elaborate operations.
3. Time should be spent in computing rather than in copying. Mimeographed or printed practice sheets will reduce the eye strain and tedium that come from copying numbers. A pupil should not be made to copy all numbers he uses in computation.
4. Pupils should be encouraged to verify each new process by those already learned. Accuracy demands checking of results. "Answers" to problems are no longer included in arithmetic texts. Instead pupils are supposed to verify their work by checking it.
5. Motive for drills should be provided. Speed, as well as accuracy, should be one of the objectives of drill. Drills should be built according to definite specifications.
6. Topics should be organized from the point of view of the learner.—MARGARET M. ALLTUCKER.

The State of Six Flags

IN ONE IMPORTANT respect at least, Dallas strikes the keynote of Texas, and so furnishes a happy introduction to the largest of the states. This is a southern state, yet it is strikingly different from most of the Old South. So, too, it is a western state; yet it is not the west of Arizona, nor even of Nebraska or Colorado. There is a blending of the southern and the western spirit in Texas, and Dallas exemplifies it excellently.

The visitor is likely to find the evidences of southern influences in little things: unusual words, pronunciation, mannerisms difficult to catalog or analyze. Objectively the southern locale will be most obviously disclosed by the thousands of bales of cotton that jam freight platforms and the wagonloads of the bales encountered on the streets; and by the large number of negroes in the population.

A generation or so ago there was still much in the physical appearance of Dallas to tell of its western character. Architecturally there were hold-overs from the false-fronts of the pioneer era; the paraphernalia of the cow country was to be seen on every hand. But Dallas has put all that behind her. One finds her westernism today only in intangible things: a certain virility of expression; an impulse toward camaraderie that spurns too great formality. But for the most part Dallas is metropolitan, and its people have taken to metropolitan ways quite as naturally as their forebears took to the saddle.

Some observers have found a third ingredient in the Dallas blend and have pronounced it, in fact, little more than a northern city in a southern setting. While that is going rather far, there is an undeniable spirit of what the northerner would call "Yankee progress," abroad in Dallas. Despite the sixty years that have rolled by since the Civil War, it would be more diplomatic to label this, "American energy," for "Yankee" has connotations of its own in the south even today.

Dallas, like many of its fellow American cities, has grown with great rapidity from hamlet to metropolis. When Texas entered the union in 1846, the

population of Dallas consisted of less than a dozen families. It was then on the very edge of civilization with Indian country beyond, and only occasional

than a million and a half bales of it pass through the hands of Dallas business men each year.

Within the past two decades real estate values have increased to such an extent in the heart of Dallas that it has soared upward and now has just such a forest of skyscrapers as marks the center of many another large American city.

Like most other southern and western cities, Dallas is predominantly a city of individual homes. To find homes, each surrounded by its lawn and shrubbery, one must go, in New York, to Long Island or Westchester County; in Chicago, to Evanston or Oak Park. Not so in Dallas. The long rows of attached houses, so obvious in Baltimore and Washington and other eastern cities, have not invaded Dallas. Apartment houses, some of them huge structures, have begun to appear, but they strike only a minor note in this city of detached homes. Handsome residences, grouped on the hills at the edge of the city, show the presence of much wealth in Dallas.

Fort Worth, one of the five largest cities of Texas, lies only thirty miles to the west of Dallas, and the twin municipalities maintain a sometimes friendly, sometimes acrimonious rivalry, such as that between the country's other notable twins: Minneapolis and St. Paul, and Seattle and Tacoma. Fort Worth was far behind Dallas in population until a decade or so ago; but since the development of a great petroleum industry in northern and middle western Texas, and the establishment of refineries and administrative headquarters in Fort Worth, the latter has grown surprisingly and is now probably not more than 30,000 or 40,000 behind its rival.

Although only thirty miles farther toward the setting sun than Dallas, Fort Worth is much more markedly a western city. While Dallas was more and more taking on its character as a distributing and marketing center for the farmer, Fort Worth was identifying itself with the livestock industry to the west. The establishment in the city a generation ago of huge packing houses by the chief packing companies of the country accentuated this movement. Today, Fort Worth ranks second among the livestock markets of the United States.

With the development of the petroleum industry and the pressing westward



Copyright Underwood and Underwood

GOVERNOR DAN MOODY of Texas, who will welcome the members of the Department of Superintendence when they meet in Dallas on February 28.

wagon trains connecting it with the more settled country to the east. The town was named for George M. Dallas, Vice-president under President Polk, from 1845 to 1849.

After the first railroads were laid from the east in the seventies, the town became the starting point for a vast hauling service to all the surrounding country. Wagons jammed the streets, and it was necessary to appoint rather rough and ready special police to untangle the horse-drawn vehicles where uniformed traffic officers and flashing lights perform that service today.

This function as a great distributing center assumed by the little town when it numbered its inhabitants in four figures remains with Dallas today and has been the principal factor in its growth to a city of 200,000 population. It feeds and clothes and fills the other varied needs of more than a million people, and in turn is the market place for the cotton, grain and much other produce of this multitude. Within a hundred miles of Dallas, one tenth of the world's cotton is grown, and more

¹ This article was prepared for THE JOURNAL by the National Geographic Society, Washington, D. C.

of the farmer, Fort Worth's atmosphere of metropolis of the Texas cow country has been colored by other activities. But the western tang has by no means been eradicated. Thousands of ranchmen and cowboys still are drawn to Fort Worth as their nearest big city when they feel the urge to have a brief fling at city life. In Fort Worth, too, a number of prosperous ranch owners have town homes.

There is considerable manufacturing in Fort Worth aside from that connected with the packing industry, and it is also important as a distributing center. The difference in a business way between Dallas and its near neighbor seems to be that while both have important distributing and manufacturing activities, the emphasis is more on distribution in Dallas, and on manufacturing in Fort Worth. One of Fort Worth's most interesting establishments is the United States helium extraction plant. In it is produced all of that rare and valuable gas needed for the dirigible balloons of the army and navy. Railways, an electric interurban line, and an excellent highway connect Dallas and Fort Worth, and the trip between the two cities can be made quickly at all hours.

Although Dallas and Fort Worth furnish a happy introduction to Texas, they do not tell the whole story. Texas has many facets, and it is only by passing these varied sides in view that one may obtain an adequate idea of this state which has always loomed so big geographically and which in recent years has been rapidly catching up with its area in population, production, and wealth.

The unusual history of Texas cannot be overlooked in this hasty view for it affects the character of the state today. Texas was not one of the original Thirteen States that banded together to form the union; but it has a status that places it closer to those thirteen founding states than any of the other commonwealths that joined after the union was a going concern. And this status makes Texas unique among all her associates. She existed for ten years as a full fledged independent republic with all the machinery of nationhood.

At Austin, the republic's capital, and now the capital of the state, were gathered ministers and envoys from the United States, France, Great Britain, Sweden, and several other countries; and the forms and amenities of world diplomacy were carried out punctiliously in the little capital. Traditions still linger

of the efforts of the French and British ministers to gain the greater influence with the young republic, and of the watchfulness of the envoy from the United States to see that no loopholes were opened to facilitate an attack on the Monroe Doctrine.

There is also memory of the *opéra bouffe* incident of the pigs of a tavern keeper that so annoyed the French minister that he asked for his passports. Austin was then not much different from Washington of the same period, a world capital of mud streets and rather primitive conveniences.

But one must push farther back into time to realize the richness of Texas' history. The commonwealth is often called "The state of six flags." But era by era the sovereignties have been seven. First comes the period of French claim by virtue of a colony planted on the Texas coast by Chevalier La Salle in 1685.

The French flag waved only a little while. La Salle's colony was abandoned and in 1718 the Spaniards, penetrating from Mexico, founded the first of their combined missions and garrisons at what is now the city of San Antonio.

For more than 100 years the Spanish flag flew over Texas, to be replaced in 1821 by the Mexican banner when Mexico won her independence from Spain and fell heir to the latter's possessions north of the Rio Grande.

American colonization began in Texas with the advent of the Mexican Republic and continued rapidly during the decade and a half that that government's flag remained aloft north of the Rio Grande. There was trouble between the new settlers and the Mexicans from the first, and when the Americans numbered perhaps twenty or thirty thousand they began their war of independence, and defeating the Mexican armies, won their freedom in 1836.

It was then that the Republic of Texas was organized, to exist until, on February 16, 1846, the Stars and Stripes were raised in front of the old capital of the republic in Austin marking the formal entry of Texas into the United States.

But this raising of the fifth flag of sovereignty in Texas was not the final major flag incident in the state's history. When the other southern states seceded in 1861, Texas joined them and for four years functioned under the Stars and Bars of the Confederacy. Finally, on October 13, 1865, the Stars and Stripes were once more raised over Texas.

Texans are proud of their rich history, of their declaration of independence, and of their separate nationhood. They show this today by their pride in the old Lone Star flag of the republic, which is now the state flag. This banner utilizes red, white, and blue in a simple but most effective way. The third of the flag next to the staff is a vertical band of blue, in its center a single, large, white star. The forward two thirds is made up of two horizontal bands, the upper white, the lower red. The Lone Star flag is used constantly throughout the state in decorations on gala occasions, and it flies, of course, over the state buildings.

Texas' historic past affects the spirit of the people and their government in many ways, but it also affects the state materially in one very important respect. When Texas entered the union she did so virtually through a treaty between individual nations. One provision of this contract was that Texas should retain all her public lands. Like a wealthy heiress she kept her great dowry in her own name. In the western states which passed through the territorial stage, the federal government owned all the public lands, and in many of them these holdings are still vast. In Texas Uncle Sam has never owned a foot of land save those small lots and tracts that have been deeded to him for post offices, court buildings, forts, etc.

Like the federal government, Texas maintains a land office to administer its public domain. Many of the millions of acres that the state retained in 1846 have been granted or sold to settlers, but a sizable area still remains and is being constantly disposed of to the advantage of the state treasury. Hundreds of square miles of land in the western part of the state were early set aside as an endowment for the University of Texas. For decades the only income from these properties were grazing fees from cattlemen. In recent years, however, petroleum has been discovered under these lands and millions of dollars in royalties have flowed into the coffers of the University. It is likely that as a result of these discoveries the University of Texas will before long be one of the wealthiest educational institutions in the United States.

If one saw only a limited area of Texas, and on that based his ideas of the whole, he would be as confused as the blind men of the fable who tried to describe an elephant. The first, feeling a leg thought the animal was like

a tree; the second, feeling its side, considered it like a wall, and so on. If the visitor were set down in east Texas from over the Louisiana border he would decide that Texas was a heavily forested state, with here and there a swamp, and that timber must be the most important product. Texas is sixth state in the production of timber products, but the timbered belt is relatively small and there are vast areas of the state without a tree.

Emerging from the forests, the visitor would find himself in huge rice fields on the coastal plains near the Gulf of Mexico, and would have to amend his ideas to include agriculture. Texas ranks second among the states in the production of rice.

Hard by the rice fields he would come upon a great sheaf of oil derricks and would realize that Texas is a mineral producing state as well as a forest and agricultural region. This is only the first of many scattered oil fields that he would find in his journeys over Texas. Altogether they give an annual production worth more than two hundred million dollars.

Passing through Houston where a great port has been created by a ship canal comparable to Manchester's, and pausing at Galveston, one of the greatest salt water ports in the United States, the visitor would pass through more rice fields and then in the low plains would stumble upon an amazing mining operation, where sulphur is "mined" with superheated steam through wells. These unusual "mines" are in Brazoria and Matagorda Counties. The yellow mineral is melted by the steam where it lies far under ground, and the fused substance is pumped to the surface. Texas contributes more than half the sulphur produced in the United States and about a quarter of the world production.

Passing rapidly south along the coast from the sulphur deposits, the visitor would find in Kleberg County, still another aspect of Texas. This is the heart of the south Texas cattle country, and there is a single ranch more than a million acres in extent. One more activity has been found in which Texas leads. In south and west Texas are millions of acres devoted entirely to cattle raising. The value of live stock in the State exceeds three hundred million dollars, and no other commonwealth has as many beef cattle, mules, sheep, or angora goats.

In the southern and southwestern zone of Texas is a large Mexican population,

and almost every town has its section of flat-roofed, blocklike, mud houses where the Mexicans live much as they do south of the Rio Grande.

If, instead of entering Texas in the east, a visitor were set down first at the southern tip of the state, he would find himself in orange and grapefruit groves and would be tempted to think of Texas

How Texas is Growing



Courtesy Dallas Chamber of Commerce

as a semitropical region. A considerable area in the lower Rio Grande Valley is semitropical, and there is developing the third citrus fruit region of the United States to dispute markets with Florida and California. This development is recent and has been exceedingly rapid. Four years ago only 125 carloads of fruit were shipped. This season there will be more than ten times as many. The total number of trees is close to the three million mark, and in ten years, it is estimated the annual shipments will reach 20,000 cars.

Journeying next through central Texas a visitor will find himself passing beside seemingly unending fields of cotton. This is the black-soil prairie country of the state, and so widespread is the cultivation of the white, fleecy fiber that the observer would be tempted to forget his other impressions and to label Texas a land of cotton. Statistics would almost justify him, for Texas grows more than a third of the American cotton crop, and more than a fifth of the world's supply. When the price is favorable Texas' annual cotton crop reaches a value of more than half a billion dollars.

Incidentally, the cotton country is

also a corn country. The fields are grown side by side, and the crops are usually rotated. Hundred million dollar corn crops are common in the state.

When all of the annual crop values of Texas are totaled they just about reach the billion dollar mark. This places Texas in the leadership of all the states and credits her with approximately one eleventh of the total crop values of the union.

Faring westward from the cotton country toward the Mexican and New Mexican boundaries, a visitor will cross hundreds of square miles of semiarid country, chiefly devoted to cattle raising. This is today the main seat of Texas ranching, an activity that once spread much farther east. But even into this cow country the oil driller has penetrated and some of the richest fields are being developed there. All along the edge of the ranching country, too, farmers are penetrating and the one-time ranges are being given to the plow.

The final major facet of Texas' many sided activities is to be found in the far north, chiefly in the "Panhandle." This cool section of Texas is covered with great wheat fields and takes on the aspect of one of the central states. Texas' bumper wheat crop in 1919 was one thirtieth of the total United States production and was valued at nearly seventy million dollars.

The size of Texas is pretty well known; in truth this obvious fact about the state has often sufficed for outsiders, and has masked the interesting other facts about the state found beneath the surface. With its area of approximately 265,900 square miles, Texas constitutes about one eleventh of the United States, exclusive of Alaska and other outlying possessions. Although the state might almost be called sparsely populated on the whole, yet it now ranks fifth among the states in total population, having climbed from twentyfifth place in 1850. There is room and to spare, and if the present rate of increase continues, Texas may wake up after some census to find herself first in population as well as in size.

Texans are fond of one story that well illustrates the state's bigness. Jones, representing a Chicago firm, was stationed in El Paso at the western tip of Texas. One day he received a telegram from a headquarters associate suggesting that he "run over to Texarkana," also in Texas, and see a client.

"Run over yourself," Jones wired back, "You're closer than I am."

Books to Share with Friends

WHAT BOOK have you recently found especially worthwhile? Something that you have read easily, eagerly, and with profit—either in the field of education or out of it." This question was proposed by THE JOURNAL to a number of authors of important writings on education. Here are some of the replies.

HENRY TURNER BAILEY, director of the Cleveland School of Art—The best book I have read in ten years is the *Heart of Emerson's Journals*, edited by Bliss Perry and published by Houghton, Mifflin Company. It's a good book for teachers to read. It throws a strong sidelight on many public characters. It proves the truth of William T. Harris' contention, that Emerson is our greatest poetic seer.

E. W. BUTTERFIELD, state commissioner of education, Concord, New Hampshire—To your list of valuable books, I will suggest one which I have read with profit, *The Nature of the World and of Man*, by H. H. Newman.

SECRETARY TO E. P. CUBBERLEY, Stanford University, California—Dr. Cubberley is away, but answering for him I would say that I have found his *Introduction to the Study of Education* the most interesting and worthwhile book I have read for a long time. I would recommend it.

JOHN DEWEY, Department of Philosophy, Columbia University—In the field of education I heartily recommend Martin's *The Meaning of a Liberal Education*, Norton and Co., New York. Outside this field, Jack Black's *You Can't Win*, Macmillan Company. Teachers can also get a great deal out of this book.

SUSAN M. DORSEY, superintendent of Schools, Los Angeles, California—Every teacher in the country should own and read at least once a year *The Teachers Philosophy in and Out of School*, by William De Witt Hyde. This is a tiny book but full of valuable suggestions. Another tiny book that is worth its weight in gold several times over is George Herbert Palmer's *Selfcultivation in English*.

EDWARD A. FITZPATRICK, dean of Graduate School, Marquette University, Milwaukee, Wisconsin—Of the books I have recently read, one of the most stim-

ulating is Professor Judd's *Psychology of Social Institutions*. It goes straight to the fundamental importance of sociological and biological factors in the develop-

An Opportunity to Bring Joy to Your Fellow Teachers

WHAT BOOKS or parts of books do you read in moments of weariness or depression to restore your mind to buoyancy or peace? We know one exceptionally fine teacher who has a shelf of poetry for this purpose. Another reads O'Henry's *Four Million* and other stories of the masses. Yet another turns to Henry van Dyke according to the mood of the moment. One testifies to a fondness for Elbert Hubbard's *Little Journeys*. A second loses all sense of time or place in the great original books of American history that sing the pioneer in his struggle to build the nation. A third keeps a scrapbook in which are pasted announcements from newspapers of new inventions or scientific discoveries and turns to that for release from dull care. A fourth browses through Burton Stevenson's *Home Book of Verse*.

What do you read to restore the keen edge to your mind and bring joy to your intellectual life? Write the editor of THE JOURNAL, 1201 Sixteenth Street Northwest, Washington, D. C. Your experience may bring pleasure to a fellow teacher.

ment of man, and is calculated to furnish material for thought for months, if not years.

J. R. HILDEBRAND, chief of School Service, *National Geographic Magazine*, Washington, D. C. — Quiller-Couch's book *On the Art of Writing* you know undoubtedly; his one chapter "Jargon" is like a spring breeze after the usual hothouse English rhetoric.

JAMES F. HOSIC, Teachers College, Columbia University—One of the most stimulating books which I have read during the past year is *Mainsprings of Men*, by Whiting Williams, published by Charles Scribner's Sons. This is an account of actual experience in several different occupations, in the course of which Mr. Williams made a careful study of the attitudes and mental stages of the men he was working with. As a whole, the book may be called a study in

the personnel problem. Much of his discussion is applicable to the schools.

CHARLES H. JUDD, director of the School of Education, University of Chicago—One of the most stimulating works that I have recently read is a book entitled *Brains of Rats and Men*, by Judson Herrick. This is a very good piece of scientific work and has implications to psychology and education that are of first importance.

LEONARD V. KOOS, professor of secondary education, University of Minnesota, Minneapolis—The book in the field of education with which I have made contact in recent months and which strikes me as especially worthwhile is Freeman's *Mental Tests—Their History, Principles, and Application*. He has not only covered the field in an excellent manner, but he has done outstanding thinking in the chapters dealing with mental growth and the nature of intelligence.

CHARLES E. MERRIAM, Department of Political Science, University of Chicago—I have read over with great interest Carroll H. Woody's *The Chicago Primary in 1926*, but as this was written by one of my students I admit that I may be somewhat prejudiced.

Professor Carlton J. H. Hayes' recent volume on *Essays on Nationalism* also impressed me as significant.

E. A. ROSS, professor of sociology, University of Wisconsin—The richest and meatiest book which has come to my attention in 1926 is H. B. Hawthorn's *The Sociology of Rural Life*. The fact that it was brought out in a series of which I am editor should not make my commendation of it "suspect." It is the finest analysis of the psychology of the American farmer and of the means whereby he can forever escape peasantism that I have ever met with.

DAVID SNEDDEN, Teachers College, Columbia University—For many educators it seems to me possible that Lewis Broome's *This Believing World* is especially a valuable book. It is published by Macmillan Company.

EDWARD LEE THORNDIKE, Teachers College, Columbia University—I have found L. M. Terman's *Genetic Studies of Genius* (Stanford University Press) a book especially worthwhile.

Knowing Lincoln Better¹

ABRAHAM LINCOLN stands, today, as the supreme American figure. Scholars, poets, laymen, have laid their tribute at his feet. An estimate of the man, and his place in history, and in the hearts of his countrymen, must of necessity come from those who have painstakingly studied the records of his life, and interpreted them in terms of modern times. Thus we read:

The greatest of all men of his generation was Abraham Lincoln.

Concerning him are current, past any hope of eradication, incidents which never occurred or in which he had no part. Poetry and song and the myth-making tendency of the human mind are all at work, and have been at work for half a century. But only a mighty man could thus have been idealized. . . . We measure his stature by the shadow which he casts; it is nothing less than colossal, and the crest of his character is the dignity of his moral grandeur. *The Life of Abraham Lincoln*, by William E. Barton, 1925.

Study of Lincoln—The study of Abraham Lincoln holds many elements of interest for school children from the lower grades through highschool: pioneer days in Kentucky; life in the open; books as friends and teachers; struggles for education; good humor and the battle of wits with Douglas; his homes; triumph over difficulties; humility in greatness; his dramatic death; his ever-growing fame.

Early life—The early life is simply told for younger children in Brooks *True Story of Abraham Lincoln*, and for grades 6-8 in Stoddard's *Boy Lincoln*, with its account of the Indiana backwoods life, and in Sparhawk's *Life of Lincoln for Boys*, telling of home life in the far-off days of 1809. *The Story of Nancy Hanks*, by Phillips also provides material for those days.

The Boy's Life of Abraham Lincoln, by Helen Nicolay, gives the essentials from the larger work of John Nicolay.

The boy scout finds a book completely to his taste in the *Boy Scout's Life*, by Tarbell. A review of this book, written by a boy scout, sums it thus:

This volume should be read by every boy scout in the world as it deals with a life that is a parallel to what a good scout should be. With such a life for an example, scouting should grow forever better and the citizenship of the world be bettered in proportion to that growth.

Homes—The school children of central Illinois make solemn pilgrimage to the home of Lincoln in Springfield, usually in groups, but sometimes the more ambitious go alone. Early one morning a resident of the Lincoln home found an anxious small child, note book in hand, on the doorstep.

"Please, ma'am," said she, getting her February heroes confused, "does George Washington live here?"

Old Salem, twentytwo miles from Springfield, by the Lincoln Trail, is visited as a requirement for eighth-grade graduation.

The boy scouts, in true Lincoln fashion, trudge the Lincoln Trail on foot.

The ambitious youth—Deeply interested as he (Lincoln) had always been in legal reading, he had never dared . . . hope that there was a chance for him to learn enough to be admitted to the bar, but while he was electioneering one of his fellow candidates, John T. Stuart, a lawyer of Springfield . . . began to urge him to try for the bar. "I'll lend you books," he told Lincoln. "Study nights and as you travel from place to place just as you have always done. You have already a foundation. You can do it."

There was nothing Lincoln wanted so much to believe as that he could do it. At least he could try.

Springfield was twenty miles from New Salem, but he walked or rode back and forth, to get the books he wanted, and as he traveled he studied them—often aloud.

You can see him, can you not? A long, lean figure with a great shock of black hair, surveying instruments under his arm, an open book in his hand, striking or riding across the rough prairie preparing for the life he wanted. *Boy Scouts' Life of Lincoln*, by Ida M. Tarbell.

Highschool boys and girls find the Tarbell books, *The Life of Lincoln* and *In the Footsteps of the Lincolns*, vivid and interesting. Also for older pupils, the Stephenson Lincoln should be useful, and similarly, the newer *Autobiography*, compiled by Stephenson, giving, as it does, Lincoln's own account of his life and thought.

Such books as these, out of the many worthy ones, may serve to re-create for Young America, not alone a hero on a pedestal, but a real person as well as a man of might.

Brooks, Elbridge S. *True Story of Abraham Lincoln*. Boston, Lothrop, 1906. \$2. (Grades 4-6.)

Deals principally with his early life.

Stoddard, William E. *Boy Lincoln*. N. Y., Appleton, 1905. \$1.75. (Grades 6-7.)

Written as a story, this book gives Lincoln's life in the Indiana backwoods.

Sparhawk, Frances C. *Life of Lincoln for Boys*. N. Y., Crowell, 1907. \$1.35. (Grades 7-8.)

Begins with descriptions of how the people lived in 1809, of pioneer days and Daniel Boone. Tells of his early life and development, emphasizing high moral standards.

Phillips, Ethel C. *Story of Nancy Hanks*. Boston, Houghton, 1925. \$1.50. (Grades 4-5.)

The childhood journey of Abraham Lincoln's mother from Virginia over the Wilderness Road into the wilds of Kentucky.

Nicolay, Helen. *Boy's Life of Abraham Lincoln*. N. Y., Century, 1906. \$1.75. (Grades 7-8.)

Well written, absorbing and inspiring.

Moore, Charles W. *Life of Abraham Lincoln*, for boys and girls. Boston, Houghton, 1909. \$1.50.

Tarbell, Ida M. *Boy Scout's Life of Lincoln*. N. Y., Macmillan. \$2.

An impressive and absorbing narrative, emphasizing character. Popular with younger children (who say "Father will read it to us") as well as boy scouts.

Schauffler, Robert H., ed. *Lincoln's birthday (Our American Holidays)*. N. Y., Moffat, 1914. \$1.50.

A useful compilation of prose and poetry, for grade and highschool use.

Tarbell, Ida M. *Life of Lincoln*. New ed. 2v. N. Y., Macmillan, \$5.

Vivid and authentic.

Stephenson, N. W. *Lincoln: an account of his personal life*. Indianapolis, Bobbs, 1922.

Story of the development of the inner life of a man. Fascinating and instructive to the teacher and worth trying with pupils.

— comp.

An Autobiography of Abraham Lincoln: consisting of personal portions of his letters, speeches and conversations. Indianapolis, Bobbs, 1926. \$5.

Charnwood, G. R. B. *Abraham Lincoln*. N. Y., Holt, 1917. \$3.

An English scholar has drawn upon all the sources and used them with a clear historical perspective.

Schurz, Carl. *Abraham Lincoln*. Boston, Houghton, 1920. \$1.50.

An excellent sketch of the character and achievements of the great president. Voices appreciation of the foreign-born.

¹Prepared for THE JOURNAL by the staff of the Lincoln Library, Springfield, Illinois.

Rural Education at Philadelphia

WHY shouldn't the rural school have as good a teacher as the city or private school? asked John H. Logan, state commissioner of education in New Jersey, in the opening address before the Department of Rural Education in Philadelphia, June 29, 1926. He asked if it were less important to educate the country boys and girls and if city children have more brains and character than rural children. Mr. Logan stressed the point that men teachers should be more numerous in elementary schools, saying:

I believe in the masculine hand and the masculine mind in the elementary school. All of us are grateful to the women who taught us in childhood, but some of us are also grateful that we had some men for our teachers. If I were a member of a rural school board I would insist upon having a male teacher now and then.

The next speaker on the program was John C. Lockhart, superintendent of Wake County schools, Raleigh, N. C., who spoke on *The County and the Rural School*. Mr. Lockhart emphasized the inadequacy of opportunities for country boys and girls as compared with those who lived in the city. He said:

Any program of education for country boys and girls is inadequate which does not provide for them opportunities approximately equal to those provided for city children. Certain conditions in the cities and towns have been favorable to the development of schools systems which offer advantages superior to those which the rural schools provide. These superior advantages are due to: (1) larger schools which favor specialization on the part of teachers; (2) longer school terms; (3) better prepared teachers; (4) better building and equipment; (5) more adequate financial support. In order to improve the opportunities offered rural children it is necessary that these factors be made the basis of the plan for improvement. How can this be done?

Following Mr. Lockhart, Eugene Fair, president of the Northeastern Missouri State Teachers College at Kirksville, spoke on *The Teachers College and the Rural School*. Mr. Lockhart said that if any of the education institutions of the United States have a "charge to keep" in relation to rural schools it is the teachers college. Teachers colleges have realized that they have such a charge and have sympathetically, in most cases, tried to work out the problem. He declared:

Just now there is no more important aspect of this leadership than that of heartening the rural communities and getting each one of them to have a firm belief in its capacity to have as good a school as any other. An "inferiority complex" is present in many rural communities who could do much more to help themselves than they are. Such communities need to turn their eyes toward the wonderful possibilities in boys and girls and to cultivate more dignity and selfrespect.

The Department held a second meeting on Thursday afternoon, July 1. The speakers on this program answered America's challenge to her teachers. The first speaker, Nancy Grace Wright of West Ridge School, Highland Park, Ill., answered from the point of view of the rural school teacher. She said:

Many disadvantages are cited when rural school work is mentioned, but no place in the educational field of labor holds such wonderful opportunities of getting the influence of the school into the home. "Guide the home and you guide the nation, for America is built around the family and the home."

Therefore, if we as rural teachers are willing to forget self in generous enthusiasm; to believe that our school can be the best school; our community the best community and to grasp every honorable opportunity to bring to our boys and girls experiences which shall produce for them sound bodies, clear minds, happy spirits, and worthy characters, surely rural education will meet America's challenge to her teachers.

Floyd C. Fretz, supervising principal of Unionville Joint Consolidated School at Unionville, Pa., answered the challenge from the viewpoint of a principal of a consolidated school. He emphasized the importance of training for leisure time, saying:

Few boys and girls or men and women go astray during their working hours or their sleeping hours; the time most serious is that when they haven't anything definite to do, commonly known as leisure time. Very few of us can refer back to our school days and find a solitary incident that prepared us for this important part of each

day we have at our disposal. I am, however, thoroughly convinced that America has a right to demand of us that somewhere through our influence a better, more profitable, and more wholesome leisure time may be at the disposal of the next generation.

Cora Pearson, supervisor of elementary schools, Montgomery County, Ala., answered the challenge from the point of view of the supervisor of rural schools. She said that the supervisor's function is to help teachers plant their feet firmly on the principles which must underlie all good teaching. Then he may point the way, but not prescribe the manner. She particularly stressed the importance of the selection of the right person for a leader, giving these qualifications:

He should be possessed with that personality which at the same time inspires respect and manifests a sympathetic understanding. There should have been that close personal contact with schoolroom problems—in other words, that rich experience in classroom work which gives one a basis for judgment and decision, and enables him to project himself into a situation, understand its difficulties, and help the teacher to think through them. There should be that adaptability which makes him able to feel the thrill with those attaining the heights, and at the same time hold the hand of the one who is discouraged and afraid. Indeed he must be a student in the deepest sense of books, of conditions, and of people.

The last speaker on the program was Florence J. Ward, head of the rural bureau of the National Congress of Parents and Teachers, who answered the challenge as a representative of that organization.

The officers of the Department of Rural Education for 1926-27 are: *President*, Julian E. Butterworth, Cornell University, Ithaca, N. Y.; *vice-president*, May Trumper, State Department of Education, Helena, Mont.; *secretary*, Katherine M. Cook, Bureau of Education, Washington, D. C.; *treasurer*, C. G. Cooper, county superintendent of schools, Towson, Md.

The Department of Rural Education meets twice each year, in February in connection with the Department of Superintendence, and in June. A report of the February, 1926, meeting was published in *THE JOURNAL* for May. The Department sponsors the publication of a journal or bulletin, which is sent regularly to members thereof.



National Education Association State Directors for 1926-1927



Alabama—J. D. Williams, principal of Arondale School, Birmingham.



Arkansas—A. B. Hill, president, Ouachita College, Arkadelphia.



Delaware—H. V. Holloway, state supt. of public instruction, Dover.



District of Columbia—Harry English, chief examiner, Washington.



Florida—W. S. Cawthon, state supt. of public instruction, Tallahassee.



Georgia—Fort E. Land, state superintendent of schools, Atlanta.



Hawaii—Will C. Crawford, superintendent of public instruction, Honolulu.



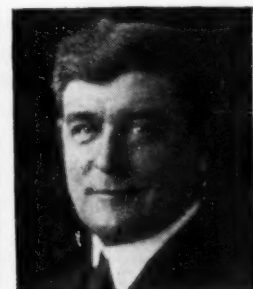
Idaho—Elizabeth Russum, state superintendent of public instruction, Boise.



Kansas—M. E. Pearson, city superintendent of schools, Kansas City.



Indiana—Martha Whitacre, 172½ Main Street, Richmond.



Maryland—William Burdick, state supt. of physical education, Baltimore.



Minnesota—Effie MacGregor, prin., Burroughs School, Minneapolis.



Missouri—T. J. Walker, editor of School and Community, Columbia.



Nebraska—M. C. Lefler, city superintendent of schools, Lincoln.



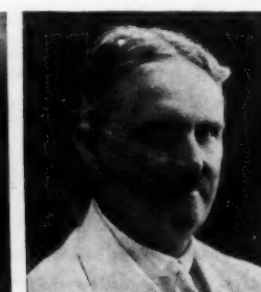
Nevada—H. A. Whitbeck, superintendent of schools, Las Vegas.



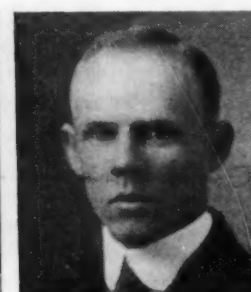
North Carolina—N. C. Newbold, state department of education, Raleigh.



North Dakota—Minnie J. Nielson, state supt. of pub. instruc., Bismarck.



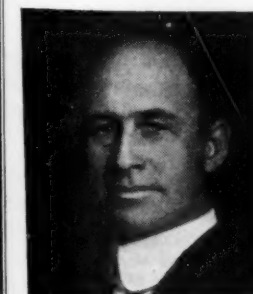
Philippine Islands—Luther B. Buxley, director of education, Manila.



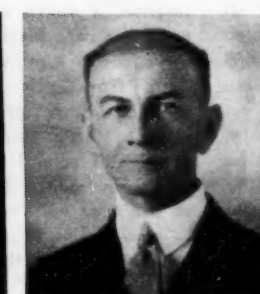
South Carolina—George W. Wannamaker, supt. of schools, St. Matthews.



Texas—J. O. Webb, superintendent of schools, Harrisburg.



Vermont—Clarence H. Dempsey, state comm. of education, Montpelier.



Virginia—Joseph H. Saunders, superintendent of schools, Newport News.



Washington—Thomas R. Cole, city superintendent of schools, Seattle.



Wisconsin—E. G. Doudna, secretary, Wisconsin Teachers Assn., Madison.



Wyoming—A. A. Slade, city superintendent of schools, Casper.

Can America Afford Education?

Revenue Various Taxes Would Yield and School Receipts From State, 1924

Prepared by the Research Division of the National Education Association

States	Yield of a two mill tax on tangible property	Yield of a personal income tax at one half rates of federal normal tax	Yield of a tax on net income of corporations at two percent	Yield of three percent tax on value of mineral products	Yield of tax of five percent on retail tobacco sales	Total yield of foregoing forms of taxation 1924	School receipts from the state 1924
1	2	3	4	5	6	7	8
United States.....	\$477,470,446	\$128,715,528.00	\$140,459,455.20	\$139,747,292	\$92,350,000	\$978,742,721.20	\$268,607,668*
Alabama.....	4,320,650	820,440.50	624,815.84	2,319,472	775,740	8,861,118.34	5,065,658
Arizona.....	2,131,910	185,270.50	124,171.52	3,009,762	267,815	5,718,929.02	1,935,505
Arkansas.....	4,022,514	411,158.00	298,311.84	1,852,470	600,275	7,184,728.84	2,802,501
California.....	22,358,130	8,902,263.00	7,065,830.72	12,845,270	5,614,880	56,786,373.72	19,238,340
Colorado.....	5,098,636	712,548.50	1,123,855.52	1,844,636	831,150	9,610,826.02	1,037,013
Connecticut.....	7,872,988	2,013,118.00	1,895,700.32	243,880	1,459,130	13,484,816.32	1,736,857
Delaware.....	900,146	229,419.50	752,526.40	15,370	166,230	2,063,691.90	2,235,703*
District of Columbia.....	2,833,152	1,321,767.00	919,264.16	24,408	720,330	5,818,921.16	3,035,861
Florida.....	4,026,732	1,585,808.00	1,121,022.24	393,036	655,685	7,782,283.24	547,601*
Georgia.....	5,595,994	956,760.50	885,792.80	448,398	1,080,495	8,967,440.30	4,367,540*
Idaho.....	2,535,514	130,207.00	108,864.16	834,949	295,520	3,905,054.16	862,563
Illinois.....	33,475,932	13,318,233.50	13,194,827.84	7,073,881	7,803,575	74,866,449.34	8,382,627
Indiana.....	13,476,072	1,678,541.50	2,068,842.72	3,368,972	2,234,870	22,827,298.22	111,374*
Iowa.....	18,053,668	984,926.00	845,584.16	1,213,796	2,031,700	23,129,673.16	2,076,948*
Kansas.....	10,365,240	686,440.50	1,573,275.68	3,150,164	1,200,550	16,975,670.18	739,694
Kentucky.....	5,286,028	930,695.00	1,175,589.92	3,615,323	1,025,085	12,032,720.92	5,352,631
Louisiana.....	4,470,884	1,020,733.00	949,481.76	1,707,920	951,205	9,100,223.76	4,257,705
Maine.....	2,945,786	522,677.50	565,413.12	181,055	526,395	4,741,326.62	2,692,101
Maryland.....	5,505,038	2,507,311.00	1,575,505.76	555,206	1,274,430	11,417,490.76	3,345,168
Massachusetts.....	18,392,394	6,584,110.50	6,527,371.84	471,776	4,515,915	36,491,567.34	6,737,420
Michigan.....	16,209,878	4,711,149.50	9,579,081.12	3,427,182	3,629,355	37,556,645.62	12,220,547
Minnesota.....	13,578,360	1,363,929.50	2,031,685.60	2,235,340	1,883,940	22,093,255.10	9,985,997
Mississippi.....	3,194,212	301,692.00	213,704.48	62,713	489,455	4,261,776.48	3,813,916
Missouri.....	15,277,956	2,730,793.50	4,166,294.40	2,431,624	2,715,090	27,321,757.90	4,315,432
Montana.....	3,742,510	256,371.50	134,563.04	2,118,954	406,340	6,658,738.54	1,049,552
Nebraska.....	9,117,050	640,036.00	442,058.56	96,283	1,071,260	11,366,687.56	1,397,818
Nevada.....	977,012	82,703.50	23,545.28	786,778	92,350	1,962,388.78	422,253*
New Hampshire.....	1,941,726	315,031.50	148,774.40	101,345	332,460	2,839,336.90	711,419
New Jersey.....	15,969,818	6,368,778.00	4,910,226.08	2,258,130	3,038,315	32,545,267.08	15,214,404
New Mexico.....	1,465,912	98,174.50	43,341.60	717,406	156,995	2,481,829.10	587,573*
New York.....	55,418,248	34,346,050.50	39,377,489.28	2,863,059	15,690,265	147,695,111.78	40,177,555
North Carolina.....	6,295,344	674,723.50	1,556,209.92	277,844	951,205	9,755,326.42	6,890,463
North Dakota.....	4,407,412	120,514.00	70,943.52	83,302	378,635	5,060,806.52	4,286,341*
Ohio.....	27,858,504	5,997,191.00	8,180,795.84	7,471,489	5,541,000	55,048,979.84	3,741,485*
Oklahoma.....	6,101,846	993,967.00	635,082.72	11,790,920	978,910	20,500,725.72	2,645,927
Oregon.....	5,758,550	696,741.00	497,057.60	220,927	858,855	8,032,130.60	2,512,174
Pennsylvania.....	41,835,758	12,864,721.00	14,001,960.32	30,348,926	8,283,795	107,335,160.32	26,369,018
Rhode Island.....	2,511,662	980,104.50	837,879.84	33,979	600,275	4,963,900.34	430,598
South Carolina.....	3,391,772	246,595.50	219,595.04	103,331	563,335	4,524,628.54	2,908,040
South Dakota.....	5,269,602	134,114.50	56,871.20	206,533	470,985	6,138,105.70	1,974,882
Tennessee.....	6,542,144	981,515.00	926,256.64	1,060,635	1,034,320	10,544,870.64	3,832,483
Texas.....	15,640,840	2,993,396.50	2,691,068.80	8,181,870	2,816,675	32,323,850.30	21,211,370
Utah.....	2,410,976	234,033.50	335,809.76	2,530,698	341,695	5,853,212.26	3,657,413
Vermont.....	1,218,730	214,131.50	161,803.36	436,482	212,405	2,243,551.86	634,733
Virginia.....	7,616,282	873,962.00	1,502,796.48	1,138,864	1,108,200	12,240,104.48	5,583,717
Washington.....	8,559,978	1,248,588.00	936,105.92	634,781	1,431,425	12,810,877.92	7,675,544
West Virginia.....	8,115,968	662,359.50	901,684.32	9,219,426	941,970	19,841,407.82	2,025,177
Wisconsin.....	11,671,792	1,912,075.00	2,418,112.00	473,902	2,105,580	18,581,461.00	3,837,729*
Wyoming.....	1,703,196	169,656.00	62,609.76	2,264,825	193,935	4,394,221.76	1,933,298

THIS TABLE estimates the revenue which various forms of taxation would raise in each state. It is generally recognized by taxation authorities that one or more of these taxes must be adopted to supplement and replace the general property tax, now universally condemned as a sole source of revenue.

You can obtain the figures for your state by reading the table as follows: A state tax of two mills levied on the true value of tangible property in Alabama would raise \$4,320,650; a personal income tax at one half the rates of the normal (excludes all surtaxes) federal income tax would raise \$820,440.50; a two percent tax on the net income or

profits of corporations would yield \$624,815.84; a tax of three percent on the value of mineral wealth annually produced would yield \$2,319,472; a five percent tax on retail tobacco sales would raise \$775,740. The total yield from all these taxes would be \$8,861,118.34 which is considerably larger than the \$5,065,658 which the schools of the state realize from state sources.

These data are taken from the January, 1927, Research Bulletin, which should be consulted by those who wish to use the figures given as a basis for action or the drawing of general conclusions. Proper interpretation of this table justifies the conclusion that in most states the problem of securing an adequate state school

fund is not one of waiting for an increase in economic resources. It is rather one of adopting a modern system of taxation which will derive from the abundant supply of economic power already in existence, a share appropriate to the importance of education.

Teachers may make arithmetic problems from this page for solution in school. Such problems have a civic value. For example, in your state what percent of school receipts from the state would be raised by a tax of two mills on the true value of tangible property?

* Figures marked thus, and some of the others in this column are approximate rather than exact.

General Program for the Texas Meeting

THE fiftyseventh annual meeting of the Department of Superintendence will have its official beginning on Saturday afternoon, February 26, at two o'clock when Superintendent Randall J. Condon, president of the department, officially opens the exhibit. This is the first time an official opening of exhibits has been held. It is intended to emphasize that these exhibits are distinctly an educational feature of the session. There has never been an opportunity for the exhibits equal to that offered at Dallas and the Department is making the most of the opportunity. In addition to the technical exhibits which occupy an area of 65,000 square feet and which have been arranged in connection with the registration and convention service in such a way as to present the maximum of artistic and educational effects, the distinctly educational exhibits which have been organized under the Department of Superintendence will occupy about 20,000 square feet of wall space. These will deal with art applied to life, civics, vocational and visual education, the platoon form of school education, exhibits showing progressive tendencies in education, a series of exhibits showing the latest and best thought in regard to schoolroom equipment, grouping of pupils, etc., arranged by kindergarten, elementary, junior and senior high school activities. There will be also a thousand square feet of exhibits showing the finest school buildings throughout the country.

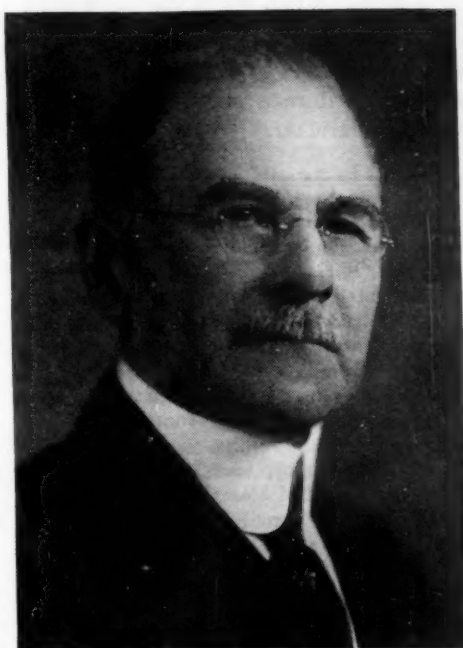
The Saturday evening session at the Fair Park auditorium will be a meeting of the National Society for the Study of Education.

On Sunday afternoon a vesper service will be held in McFarland auditorium of the Southern Methodist University. George W. Truett of Dallas, one of the great preachers of the south, will deliver the address. The musical features of the program will consist of organ numbers by Palmer Christian, head of the department of music of the University of Michigan; two numbers by the string section of the National Highschool Orchestra; and two numbers by the Choral Society of the Southern Methodist University.

On Sunday evening at eight o'clock Mr. Christian will give an organ recital in the Fair Park auditorium.

The general theme of the Monday

morning session will be *National Ideals*. The address of greeting will be given by Dan Moody, governor of Texas; the response for the Association, by Payson



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RANDALL J. CONDON, president of the Department of Superintendence for 1926-27, and superintendent of schools, Cincinnati, Ohio.

Smith of Massachusetts. L. G. Hardman, governor of Georgia, will speak on "National Idealism." Herbert Wenig of the Hollywood Highschool will speak on *The Constitution*. Mr. Wenig won the international championship in his address on the Constitution at Washington last June. Sarah Louise Arnold of Boston will speak on "The Birthright of America's Children." Led by the National Highschool Orchestra and the organ the Monday morning session will close with the singing of "America the Beautiful."

Monday afternoon there will be a number of groups discussing *Some Phases of Education, New and Old*. Some of the topics are preschool and parental education, visual education, safety, health, boy and girl scout activities, education of crippled children, sight saving, janitor service, music, rural schools, character education, home economics, nutrition classes. These are all to be genuine group discussions of the phases of education indicated. These sessions will be held in the auditorium and assembly rooms of the Methodist

and Baptist churches which are just across the street from each other.

On Monday evening the session will be held at the Fair Park auditorium, the general theme being *International Goodwill and Understanding*. There will be three speakers, Miguel Guerra Mondragón of Porto Rico will speak on "The Inter American Significance of Porto Rico's Educational Program"; Mrs. Percy V. Pennybacker of Texas will speak on "The Password to the Door of Understanding"; and John H. Clark, former Associate Justice of the United States Supreme Court, will speak on "America's Contribution to International Understanding." The teachers club of Dallas will provide the musical setting for the Monday evening program.

On Tuesday morning the general theme will be *Educational Ideals and Their Achievement*. There will be seven speakers each limited to ten minutes, W. F. Bond of Mississippi; Edwin D. Starbuck of Iowa; Thomas W. Gosling of Wisconsin; W. H. Holmes of New York; George Howard of North Carolina; L. A. Pechstein of Ohio; and Nicholas Bauer of Louisiana. Following these addresses there will be reports from the Commission on the Curriculum by Superintendent Edwin C. Broome, for the Committee on the Articulation of Educational Activities by Superintendent Herbert S. Weet, for the Committee on Curriculum Material by Director Charles H. Judd, and from the Legislative Commission by Superintendent William M. Davidson. This will be followed by the usual business including the nomination of officers.

On Tuesday afternoon the Department will meet in sectional meetings at the Methodist and Baptist churches. The general theme will be *Problems of Administration and Their Solution*. The sessions will consist of state departments of education, county superintendents, assistant superintendents, business managers, four groups of city superintendents divided according to the size of the cities, and teacher training institutions.

On Tuesday evening the meeting will be a joint session of the Department of Superintendence and the National Society for The Study of Education. The general theme will be *The Curriculum in the Making*. A chorus of six hundred students from the Booker T. Washing-

ton Highschool of Dallas will furnish the music.

The general theme for the Wednesday morning program will be *Our Educational Responsibility for the Lowest Quarter*. The speakers will be Helen Thompson Woolley of Teachers College, Columbia University, who will present the results of her ten years' study of one thousand pupils who went to work at the age of fourteen and of one thousand who remained in school; followed by William Green, president of the American Federation of Labor, who will discuss the problem from the point of view of the employee; William Hapgood of Indianapolis who will speak on "Education and Employment"; and Grace Abbott of the Children's Bureau who will discuss the problem from the point of view of social welfare. The closing address for Wednesday morning will be made by Superintendent F. D. Boynton of Ithaca, New York, who will speak on "Education, the Door to Opportunity."

Wednesday afternoon will be left free for visiting the schools of Dallas in accordance with a well developed program, and for visiting the educational and commercial exhibits. There will, however, be an important conference of the Department on the junior high-school, its objectives and accomplishments.

Wednesday evening will, as usual, be devoted to the college dinners.

For Thursday morning the speakers will be Emily Griffith of Denver who will speak on "An Understanding Citizenship Through Adult Education"; Thyrsa W. Amos, dean of women of the University of Pittsburgh, who will speak on "The Work of the Highschool Dean in Relation to Character Development"; D. J. Kelly, of Binghamton, N. Y., who will speak on "Health Education"; M. G. Clark, of Sioux, Iowa, who will speak on "Spiritualizing the Facts"; and Helen Field Fischer, of Shenandoah, Iowa, who will speak on "Come Into the Garden."

For Thursday afternoon the speakers will be James L. Hughes of Toronto who will speak on "Principles of Modern Education" as seen by one eighty years young; Henry Turner Bailey, of Cleveland, who will speak on "Personality as a Factor in Developing Efficient Citizens"; and Francis G. Blair, President of the National Education Association, who will speak on "The Face at the Window."

Thursday evening will be the climax

of the entire meeting. No one should think of leaving Dallas until he has heard the full National Highschool Orchestra in its great program of classical music and the singing of the eight hundred pupils of the elementary schools of Dallas in the cantata "Rip Van Winkle." There will be only one address on Thursday evening, that given by Superintendent Webster of Minneapolis on "Music and Its Relation to the Seven Objectives of Education" and the part which it may play in the development of character.

THESE PROGRAMS are tentative.

Changes and additions will appear in the Official Program, which will be distributed at the time of registration at Dallas. Announcements or programs for the following organizations appeared in THE JOURNAL for January, where they may be consulted:

Department of Elementary School Principals

Department of Deans of Women

Department of Vocational Education

National Council of Kindergarten

Supervisors and Training Teachers

National Council of Primary Education

City Teacher Training School Section

National Society for the Study of Education

National Society of College Teachers of Education

National Council of Education.

THE DEPARTMENT OF RURAL EDUCATION will meet Monday, Tuesday and Wednesday afternoons, February 28 - March 2. The General Theme of the convention is Research and Practice in Adapting Education to the Life Needs of Rural Children. On Monday the topic will be The Rural Elementary School Curriculum. Dr. Fannie W. Dunn, Teachers College, Columbia University is in charge of this program and will sum up the discussion with a talk on Principles of Curriculum Construction. A Discussion of the Curriculum will be led by Ellsworth Collings, University of Oklahoma. The topic for Tuesday is The Rural Secondary School. Reorganizing the Local School Unit in Terms of Social and Economic Relationships, by C. C. McCracken, Ohio State University; Outstanding Needs as Shown by a Survey of the Small High Schools of a State, G. I. Barnes, Kentucky State Department of Education; Improvement of Highschool Facilities through Coordination, by Thomas Smart, University of Kansas; and The Function of the Secondary School in Rural Education, by E. N. Ferriss, Cornell University, are the papers to be presented at this session. Under the topic The Supervision of Instruction in Rural Schools on Wednesday, Maycie Southall, Department of Public Instruction, Raleigh, N. C., will speak on A Study of the Value

of Supervision. Some Suggestive Practices in Supervision are: (a) Follow-up work through the use of a supervisory bulletin, discussed by C. J. Anderson, Wisconsin State Department of Education; (b) Zone supervision, Fred C. Fischer, Wayne County, Michigan. Charles A. McMurry, Peabody College for Teachers, will speak on An Evaluation of These Practices in the Light of Present-Day Conceptions of Supervision. The meeting will be followed by a business session.

The Educational Research Association will hold meetings Monday, February 28, and Wednesday, March 2, with a joint session with the National Society of College Teachers of Education on Tuesday, March 1. W. W. Charters, professor of education, University of Chicago, will open the session with a talk on A Technic for the Analysis of the Teacher's Functions. Leadership in Education Research is the title of a talk by B. R. Buckingham, director of the bureau of educational research, Ohio State University, Columbus. Some New Things that are Really Old will be discussed by Willis L. Uhl, professor of education, University of Wisconsin, Madison. Fletcher H. Swift, professor of education, University of California, Berkeley, will discuss Newer Types of Taxation for Public Schools. The Ability and Effort of States to Support Education will be reviewed by John K. Norton, director, research division, National Education Association, Washington, D. C. A Comparison of the Accomplishment in English and American Secondary Schools is to be made by Samuel R. Powers, associate professor of natural science Teachers College, New York City. J. Cayce Morrison, assistant commissioner for elementary education, State Department of Education, Albany, N. Y., will discuss School Savings Banks from the Viewpoint of Children and their Parents. The second open meeting held on Wednesday includes the following subjects: Factors Influencing Transfer, by Ernest Horn, State University of Iowa, Iowa City; Ways and Means of Reorganizing and Improving Instruction in Reading, by William S. Gray, Dean, College of Education, University of Chicago; Psychological Studies in the Organization of Curriculum Materials, by Harold Rugg, Lincoln School, Columbia University, New York City; The Ability and Interests of Eight Hundred Highschool Seniors, by Clifford Woody, University of Michigan, Ann Arbor; Non-School English of Highschool Children, by E. J. Ashbaugh, assistant director, Bureau of Research, Ohio State University, Columbus; Kindergarten Training as Affecting Later School Progress and Achievement, by Harry A. Greene, director, Bureau of Educational Research, University of Iowa, Iowa City. The session will close with a discussion led by E. E. Keener, director of Instructional Research, Chicago. There will be two closed meetings of the Association. Section I includes The Adequacy of the Formula for Corrections for Chance in Tests, by G. M. Ruch, professor of education, University of California, Berkeley; A Unitary System for the Measurement of Nature and Nurture, S. A. Courtis, University of Michigan, Ann Arbor; A Report on

a Comparison of Two Methods of Reading as Used by Intermediate Grade Children, by C. T. Gray, professor of education, University of Chicago; The Constancy of Performance of Z and Y Students, by Raleigh Schorling, professor of education, University of Michigan, Ann Arbor; and Achievement in Seven Grade Systems vs. that in Eight Grade Systems, by Clara Mallory, director, Education Research, Beaumont, Texas. Closed meeting, section II includes: A Controlled Study of the Learning of Multiplication by Third Grade Children, by John Guy Fowlkes, professor of education, University of California; The Beginning of an Elaborate Grade Placement Study in Elementary Arithmetic, by Carleton W. Washburne, superintendent of schools, Winnetka, Ill.; Experimentary Data to Support the Use of Certain Types of Drill Material in Arithmetic, by F. B. Knight, professor of education, University of Iowa, Iowa City; A Plan for Rating Schools on the Basis of Efficiency, by E. E. Keener, director of instructional research, Chicago; a discussion led by Ernest C. Witham, director of research, Wilmington, Delaware; and last The Relation of Certain Independent Variables to Achievement in the Secondary School, by Frederick L. Whitney, Department of Educational Research, Colorado State Teachers College, Greeley. The program of the session with the National Society of College Teachers of Education will be found under that society.

The National Association of High School Inspectors and Supervisors will meet on Monday and Tuesday, February 28 and March 1. On Monday Ernest C. Hartwell, Superintendent of Schools, Buffalo, N. Y., will open the session with What a Super-

visor Should Look for in a Half Hour Visit to a Classroom and will be followed by a discussion led by C. L. Goodrich, Deputy Superintendent, Department of Public Education, Lansing, Mich., and H. T. Alves, State Department of Education, Austin, Texas. Next will come a series of talks on The Improvement of Instruction: Through Highschool Reorganization, by J. H. Highsmith, Director, Division of School Inspection, Raleigh, N. C.; Through A Teacher Training Program, by C. B. Ulery, State Department of Education, Columbus, Ohio; Through Improvement of Teachers in Service, by Charles F. Trudeau, State Department of Education, Baton Rouge, La.; Through Group and Regional Conferences, by Sidney B. Hall, Supervisor of Secondary Education, State Department of Public Instruction, Richmond, Va.; and Through Coordination of Supervisory Agencies, by Mary Jo Popplewell, State Department of Education, Austin, Texas, and C. S. Hall, State Highschool Supervisor, Pierre, S. D. Tuesday morning there will be a "clinic on superintendology." What Are the Duties of State High School Supervisors? by Frank P. Morse, Boston, Mass., and D. W. Rockney, Santa Fe, N. M.; Common Deficiencies in the Management of Smaller School Systems, With Suggested Remedies, by Carl A. Jessen, Helena, Mont.; To What Extent Should the State Supervisor Assist Principals and Superintendents in the Selection of Teachers? Ought His Office to be a Clearinghouse Respecting Desirable or Undesirable Candidates? by L. L. Jackson, Trenton, N. J. A Restricted Program of Studies in Order to Emphasize Quality of Work, to Avoid Small and Expensive Classes and to Prevent the Over-Loading of

Teachers Versus a Free Selection Policy and a Broadened Curriculum, by John C. Hanna, Springfield, Ill.; Should There Be a Supervisor Who Will Confine His Attention Solely to Administration Problems and Office Organization? by M. R. Owens, Little Rock, Ark.; Should States License High School Teachers in Two Major Subject Groups Only in Which They Have Had Special Training, in Place of the Old Blanket Certificate? by Richard J. Werney, Sacramento, Calif.; Should State High School Supervisors be Specialists or Give Their Time to General Inspection? by John W. Rittinger, Indianapolis, Ind.; How Can a State Supervisor Emphasize the Attitude of Helpfulness Rather Than Inspection? by W. L. Spencer, Montgomery, Ala.; and How Can We Broaden the Teacher's Outlook? by E. Clarke Fontaine, Baltimore, Md. On Tuesday afternoon the program will be divided into four sections: (1) A Continuation of Problems of Supervision: How Can a State Supervisor "Sell" to Local School Authorities Worthy New Movements in Education? by W. H. Bristow, Harrisburg, Pa.; and How to Present a Building Program to the Smaller Community, by Josiah W. Taylor, Augusta, Me.; (2) To What Extent Should the Secondary Schools of the State be Controlled with Respect to Their Curriculum by the Colleges, by Thomas L. Jones, University of Wisconsin, Madison, and J. B. Holloway, State Department, Frankfort, Ky.; (3) The Accrediting of Schools: (a) Methods, by H. A. Hollister, Highschool Visitor, University of Illinois, Urbana, Ill., and (b) Results, by J. B. Edmonson, Secretary, Committee on Accredited Schools, University of Michigan, Ann Arbor, Mich.; and (4) Business Meeting.

Builders of Our Profession

New Life Enlistments

OUR PROFESSIONAL organizations are the policy determining agencies in American education. They are clearing-houses for ideas. They are the keepers and carriers of our common ideals. They are discoverers of talent. They are the makers of tomorrow's schools. They are the friends of children and the advocates of better living for all. Our organizations of teachers stand for the highest and best things in life. Whoever helps to build them is helping to keep uppermost in our civilization the values that satisfy and abide. These lists of builders record the pioneers—the men and women who see a little farther than their fellows and who have faith in the power of organization to achieve better things for tomorrow. Is your name among them? Are your friends there? Has your town, your county, your state made up its quota for this great army of the educational advance?

The following life members have been reported since the list was published in the January JOURNAL.

ARIZONA—D. M. Hibner.
ARKANSAS—A. E. Pearson, H. L. Turner.
CALIFORNIA—Mary F. Mooney, Albert M. Shaw, Linnie Thomasson.
COLORADO—Nell B. McCartney.
CONNECTICUT—Percival S. Barnes.

DISTRICT OF COLUMBIA—Agnes Winn.
FLORIDA—C. C. Carson.
GEORGIA—Ralph Edmond Wager.
HAWAII—Emma P. Giacometti, F. E. Howard.
IDAHO—A. L. Colwell.
ILLINOIS—S. K. McDowell, Harold Patterson.
MAINE—Clara L. Soule.
MARYLAND—Stella A. McCarty.
MASSACHUSETTS—Florence Barnard, Ernest W. Fellows, Katherine Kelly, Florence E. Leadbetter, Farnsworth G. Marshall, Guy Mitchell Wilson, Rosanna E. Yeomans.
NEBRASKA—Lula E. Wirt, J. W. French.
NEW JERSEY—Charles H. Elliott.
NORTH CAROLINA—H. A. Carroll, M. R. Trabue.
OHIO—Charles W. Cookson, Jesse H. Mason, I. F. Matteson, C. F. Ridgeley, Elizabeth M. Yoder.
PENNSYLVANIA—Clara M. Shryock.
SOUTH CAROLINA—George W. Wannamaker.
SOUTH DAKOTA—Edgar Creighton Higbie.
TEXAS—Evalyn Belmont Sterling.
UTAH—Francis W. Kirkham.

New Affiliations

THE FOLLOWING association is in addition to the affiliations which have been reported in previous issues of THE JOURNAL.

MASSACHUSETTS—Nantucket, Nantucket County Public School Association, Anna G. Swain, treasurer.

New Completed Enrolments

THE FOLLOWING schools have completed their reports for one hundred percent membership in the National Education Association for 1926-27 since the list was published in the January JOURNAL. Many of

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

FIVE OR MORE YEARS

ARIZONA—Mesa, Mesa Public Schools, Franklin, Irving, Lincoln, Webster; Prescott, Prescott Public Schools, High, Jefferson, Junior High, Lincoln.
CALIFORNIA—Bakersfield, McKinley; Piedmont, Beach, Havens, Wildwood; San Francisco, Part Time High; San Jose, Washington; Stockton, Grant, Lafayette.
COLORADO—Boulder, Highland; Denver, Ironton; Greeley, East Ward, North, South Ward; Sterling, Sterling Public Schools, Franklin, Junior High, Lincoln, Logan County High.
CONNECTICUT—Burnside, Public; East Hartford, Meadow, Second North; Stamford, Wall Street.
ILLINOIS—Maywood, Lincoln, Washington; Moline, Lincoln; Winnetka, Winnetka Public Schools, Greeley, Horace Mann, Hubbard Woods, Skokie.
INDIANA—Hammond, Woodrow Wilson; Terre Haute, Harrison.
MASSACHUSETTS—Brookline, Edward Devotion, J. Elliot Cabot; Springfield, Charles Street, Homer Street.
MICHIGAN—Detroit, Bellevue; Grand Rapids, Sibley, Walker; Sault Sainte Marie, Washington.
MISSOURI—Sedalia, Sedalia Public Schools, Arlington, Broadway, Eugene Field, Horace Mann, Jefferson, Martha Letts, Prospect, Smith Cotton High, Washington, Whittier.
NEW YORK—Binghamton, Alfred Street.
OHIO—Cincinnati, Vine; Elyria, Elyria Public

Schools, Ely, Franklin, Garford, Gates, Gates School for Crippled Children, Hamilton, High, Jefferson, McKinley, Roosevelt, Washington; *Euclid*, Shore High; *Massillon*, Harvey; *Norwood*, Allison Street, Sharpsburg; *Oberlin*, Oberlin Public Schools, Centennial, Junior High, Pleasant Street, Prospect Street, Senior High.

PENNSYLVANIA—*Corry*, Corry Public Schools, Concord, Fairview, Harding, High, Junior High, Washington; *Pittsburgh*, McCleary, Mount Albion.

SOUTH DAKOTA—*Milbank*, Milbank Public Schools, Elementary, Secondary.

WISCONSIN—*Kenosha*, Lincoln Elementary, Lincoln Junior High.

FOUR YEARS

ARIZONA—*Glendale*, Glendale Public Schools.

CALIFORNIA—*Monrovia*, Orange Avenue; *San Jose*, Gardner; *Santa Ana*, Franklin; *Stockton*, Lincoln.

COLORADO—*Denver*, Alcott; *Greeley*, West Ward; *Montrose*, Central, Johnson, Montrose County High.

GEORGIA—*Americus*, Furlow Grammar, Prospect Heights.

ILLINOIS—*DeLand*, DeLand Township High; *Maywood*, Irving; *Waukegan*, North.

INDIANA—*New Albany*, S. Ellen Jones.

MASSACHUSETTS—*Braintree*, Hollis; *Hopedale*, Park Street.

MICHIGAN—*Grand Rapids*, Burton Junior High, Sheldon, Hamtramck, Dickinson, Holbrook, Playfair, Whitney; *Saginaw*, East Side, Washington.

NEW JERSEY—*East Paterson*, Fifty-fourth Street, Gilbert, Market Street.

NEW YORK—*Binghamton*, Laurel Avenue, Opportunity, Pine Street, Thomas Jefferson.

OHIO—*Cleveland*, Scranton; *Scienceville*, Coitsville Rural.

OREGON—*Hood River*, Coe Primary, High; *Salem*, Garfield, Lincoln, McKinley.

PENNSYLVANIA—*Erie*, Garfield, Lafayette, McKinley; *Mauch Chunk*, First Ward.

SOUTH DAKOTA—*Mitchell*, Mitchell Public Schools, Central, Eugene Field, Junior High, Lincoln, Litchfield, Longfellow, Senior High, Whittier; *Sioux Falls*, Mark Twain.

TENNESSEE—*Eads*, George R. James High.

VIRGINIA—*Lynchburg*, Biggers.

WEST VIRGINIA—*Clarksburg*, Pierpont.

WYOMING—*Casper*, Park.

THREE YEARS

ALASKA—*Cordova*, Public.

ARIZONA—*Flagstaff*, Emerson Grade; *Hayden*, Grammar, Primary.

CALIFORNIA—*Los Angeles*, Yorkdale; *San Francisco*, Edward Robeson Taylor, Paul Revere, Roosevelt; *San Jose*, Grant, Hawthorne, Jefferson, Longfellow, Lowell; *South Pasadena*, Lincoln Park.

COLORADO—*Denver*, Cheltenham, Fairmont, Garden Place, Garfield, Hyde Park, Montclair, Thatcher, Twenty-fourth Street, Valverde, Webster, Whittier, Wyman; *Englewood*, North Englewood; *Gunnison*, Gunnison County High; *Montrose*, North Side; *Teller County*, Cripple Creek High, Garfield Grade, Golden Grade, Goldfield Grade, School District Number One, Victor High.

CONNECTICUT—*Stratford*, Center.

DELAWARE—*Townsend*, Public; *Wilmington*, Number Three.

ILLINOIS—*Belvidere*, High; *Mahomet*, Community High; *Maywood*, Melrose Park; *Pontiac*, Township High; *Rockford*, P. A. Peterson.

INDIANA—*Elwood*, Washington; *Fort Wayne*, Hamilton; *South Bend*, Muesel.

IOWA—*Council Bluffs*, Thomas Jefferson High; *Keokuk*, Junior High.

KANSAS—*Humboldt*, Humboldt Public Schools, High, Junior High, Lincoln, South; *Hutchinson*, Grandview; *Leavenworth*, Lincoln.

MASSACHUSETTS—*Beverly*, Edwards, South; *Everett*, Edward Everett Hale; *North Attleboro*, Bank Street; *Turners Falls*, High.

MICHIGAN—*Detroit*, Berry, Western High, Williams; *Grand Rapids*, Alexander, Dickinson, Hall, Lexington; *Hamtramck*, Hamtramck Public Schools, Carpenter, Dickinson, High, High (Special), Holbrook, Kosciuszko, Playfair, Whitney; *Pontiac*, Central.

MINNESOTA—*Duluth*, Riverside; *Mankato*, Union.

NEBRASKA—*Lincoln*, Twenty-sixth and O Street Junior High.

NEW JERSEY—*Bernardsville*, Bernards High; *Newark*, School for the Deaf; *New Brunswick*, Livingston.

NEW YORK—*Binghamton*, George Washington, Lincoln, Robinson Street, Rossville, Saint John Avenue; *Gloversville*, Kingsboro.

OHIO—*Cincinnati*, Kirby Road; *Cleveland*, Detroit Elementary; *Columbus*, Fairwood; *Lima*, Garfield; *Logan County*, DeGraff Public, Monroe Township, Rushsylvania Public; *London*, London Public Schools, Grade, High; *Mansfield*, West Fifth Street; *Rossford*, Rossford Public Schools, High, Walnut Street; *Youngstown*, Jefferson.

OREGON—*Hood River*, Hood River Public Schools, Coe Primary, High; *Portland*, Rose City Park; *Salem*, Grant.

PENNSYLVANIA—*Beaver*, Beaver Public Schools, Junior High, Lincoln, Market Street, Senior High;

Ellwood City, Ellwood City Public Schools, Central High, Circle, Hartman, Lincoln, North Side, West End; *Erie*, Glenwood, Jones; *Lehighton*, Lehighton Public Schools, High; *Mauch Chunk*, Asa Packer; *Titusville*, Drake Street.

SOUTH DAKOTA—*Belle Fourche*, High; *Sioux Falls*, Meredith.

VIRGINIA—*Lynchburg*, Floyd; *Norfolk*, James Barron Hope.

WISCONSIN—*Sheboygan*, Lincoln.

WYOMING—*Sheridan*, Taylor; *Worland*, Worland Public Schools, Grade, Washakie County High.

TWO YEARS

ALABAMA—*Birmingham*, Avondale.

ARIZONA—*Douglas*, Grammar.

CALIFORNIA—*Chula Vista*, Union Grammar; *Monrovia*, Mayflower; *Pasadena*, John Muir Technical High; *Piedmont*, Piedmont Public Schools, Beach, Havens, High, Junior High, Wildwood; *San Francisco*, Department of Adult Education, Henry Durant; *San Jose*, Part Time, Woodrow Wilson Junior High; *Santa Ynez*, Santa Ynez Valley Union High.

COLORADO—*Boulder*, Washington, Mapleton; *Delta*, Senior High; *Denver*, Beech Court, Columbian, Smedley; *Greeley*, Cameron, Gipson; *Montrose*, Montrose Public Schools, Central, Johnson, Montrose County High, North Side, Rural.

CONNECTICUT—*Bridgeport*, McKinley; *Warehouse Point*, Grammar.

DELAWARE—*Smyrna*, Smyrna Public Schools.

FLORIDA—*Palm Beach*, Public; *Tarpon Springs*, Elementary.

GEORGIA—*Atlanta*, Grant Park.

IDAHO—*Cambridge*, Cambridge Public Schools.

ILLINOIS—*East Saint Louis*, Charles Cannady, Longfellow; *Evansville*, Lincolnwood, Orrington; *Hampshire*, Hampshire Public Schools; *Lockport*, Taft; *Robinson*, Robinson Township High; *Taylorville*, Taylorville Township High.

INDIANA—*Martinsville*, Junior-Senior High.

IOWA—*Council Bluffs*, Avenue B; *Keokuk*, Keokuk Public Schools, Garfield, George Washington, Hilton, Jefferson, Junior High, Lincoln, Opportunity, Part-Time, Senior High, Torrence, Wells-Carey; *Magnolia*, Magnolia Consolidated.

KENTUCKY—*Louisville*, George D. Prentice.

MAINE—*Augusta*, Smith; *Dover-Foxcroft*, Grammar, North Street; *Springvale*, Hamlin.

MARYLAND—*Glen Echo*, Glen Echo.

MASSACHUSETTS—*East Braintree*, Jonas Perkins; *Franklin*, Thayer; *West Springfield*, Tatham.

MICHIGAN—*Detroit*, Hanneman, Pingree; *Grand Rapids*, Auxiliary; *Sault Sainte Marie*, Jefferson, McKinley, Park.

MINNESOTA—*Duluth*, Fairmount; *Minneapolis*, Corcoran.

MISSOURI—*Kansas City*, Leeds; *University City*, Flynn Park.

NEBRASKA—*Grand Island*, West Lawn.

NEW HAMPSHIRE—*Pittsfield*, Memorial.

NEW JERSEY—*Bridgeton*, South Avenue; *Camden*, Beideman, C. K. Evered, Kaighn, Yorkship; *Fairton*, Fairton; *Lyndhurst*, Columbus; *Morristown*, Mills Street; *Morris Township Public Schools*, Collinsville, Hanover Avenue, Hillside, South Street; *New Brunswick*, Washington; *North Plainfield*, Somerset; *Sea Isle City*, Number One; *Trenton*, Hewitt.

NEW YORK—*Binghamton*, Central High (Division 2), Cripple Childrens School, Dickinson, Fairview, Jarvis Street, Open Air, Theodore Roosevelt.

OHIO—*Allensville*, Richland High; *Cincinnati*, Vocational; *Columbus*, Main Street, Milo; *Delhi Township*, Northwestern; *East Cleveland*, Shaw High; *Euclid*, Noble; *Kenton*, East, Espy, Grammar, North, West; *Lakewood*, Roosevelt; *Lancaster*, High; *Lima*, Emerson, Fourot, Franklin, Horace Mann, Irving, Jefferson, Longfellow, Lowell, McKinley, Richardson, Roosevelt, Washington, Whittier; *Marietta*, Washington; *Middletown*, Middletown Public Schools, B. T. Washington, Central, Garfield, Jefferson, Lincoln, North, Roosevelt, Sherman, South, Young; *Oakwood*, Dayton, Oakwood Elementary (Dixon Avenue), Oakwood Elementary (Schafer Boulevard) Tiffin, Columbian High; *Warren*, West Junior High; *Youngstown*, Covington, Elm Street.

OKLAHOMA—*Hominy*, Mound Valley High.

OREGON—*La Grande*, La Grande Public Schools, Central, Greenwood, High, Riveria, Willow.

PENNSYLVANIA—*Indiana*, Faculty of Indiana State Normal; *New Kensington*, New Kensington Public Schools, First Ward, Junior High, Second Ward, High, Third Ward.

SOUTH CAROLINA—*Walterboro*, Walterboro Public Schools, Grammar, High.

SOUTH DAKOTA—*Belle Fourche*, Belle Fourche Public Schools, Departmental, Gray, High, Lincoln; *Selby*, Selby Public Schools.

WASHINGTON—*Clallam Bay*, Public; *Spokane*, Finch; *Tacoma*, Administrative Group of the Tacoma Public Schools.

WEST VIRGINIA—*Charleston*, Woodrow Wilson High; *Clarksburg*, West End; *Falling Waters*, Marlowe Junior High and Grade; *Martinsburg*, High; *McDowell County*, Elbert-Filbert Consolidated Grade, Gary Public Schools, Gary Grade, Gary High, Havaco Grade, Jenkinjones Grade, Pageton

Grade, Thorpe Consolidated, Wilcoe.

WISCONSIN—*Appleton*, Wilson Junior High; *Madison*, Hawthorne, Marquette; *Wauwatosa*, Woodrow Wilson.

CURRENT YEAR

ALASKA—*Chicago*, Public; *Matanuska*, Public; *McCarthy*, Public; *Uzinkie*, Public.

ARIZONA—*Clarkdale*, Clarkdale Public Schools; *Safford*, Safford Public Schools, High, North Grade, South Grade.

ARKANSAS—*Little Rock*, Rightsell.

CALIFORNIA—*Anaheim*, Anaheim; *Los Angeles*, La Conte Junior High; *Modesto*, Washington; *Ontario*, San Antonio; *San Francisco*, Francis Scott Key, Hancock, Lafayette; *San Jose*, College Park, Hester; *Sonoma*, Elementary.

COLORADO—*Boulder*, Lincoln; *Denver*, Ashland, Colfax, Columbine, Edison, Franklin, Maria Mitchell, Park Hill, University Park; *Fort Collins*, Remington; *Greeley*, Junior High and Central; *Longmont*, Lincoln; *Meeker*, Meeker Public Schools, Rio Blanco County High; *Otis*, Grade; *Primero*, Valdez; *Vernon*, High.

CONNECTICUT—*Stamford*, Springdale; *Stratford*, Honespot, Nichols.

DISTRICT OF COLUMBIA—*Washington*, Birney, Douglas-Twining, Lucretia Mott, Randle Highlands-Orr.

FLORIDA—*Boca Raton*, Public.

IDAHO—*New Plymouth*, High; *Sterling*, Grandview.

ILLINOIS—*Aurora*, East High; *Chicago*, West Pullman; *Maywood*, Broadway, Garfield; *Oak Park*, Washington Irving; *Princeton*, Princeton Township High; *Scales Mound*, Scales Mound Public Schools; *Wheaton*, Wheaton Public Schools, Holmes, Junior High, Longfellow, Senior High, Whittier.

INDIANA—*Elwood*, High; *Fort Wayne*, Hoagland; *Muncie*, Longfellow; *Quincy*, Quincy.

IOWA—*Council Bluffs*, Madison.

KANSAS—*Atchison*, Franklin; *Burr Oak*, Public; *Hutchinson*, Central; *Neodesha*, South; *Pittsburg*, Eugene Field.

KENTUCKY—*Louisville*, Oakdale; *Walton*, Walton Public Schools.

MARYLAND—*Laurel*, Public; *Solomons*, Elementary.

MASSACHUSETTS—*Everett*, Glendale; *Malden*, Belmont; *West Springfield*, Bridge Street.

MICHIGAN—*Detroit*, Albert L. Stephens, Carleton, Clark, Keating, Lyon, Marcy, Marxhausen, Newberry, Thomas, W. E. Leslie; *Jackson*, Wilkins; *Ludington*, Lakeview; *Monroe*, Monroe Public Schools, Central, Christiancy, High, Lincoln, Maccomb; *Newberry*, McMillan Township High; *Saginaw*, Hoyt, Sweet.

MINNESOTA—*Duluth*, Norton Park; *Minneapolis*, Eugene Field, Hawthorne, Minnehaha, Monroe, Sanford Junior High.

MISSOURI—*Saint Louis*, Charles H. Turner, Roe, Special Number Eight.

NEBRASKA—*Beatrice*, Glenover Ward; *Omaha*, Jackson.

NEW JERSEY—*Basking Ridge*, Elementary; *Bridgeton*, Irving Avenue; *Camden*, Felters; *Dover*, Academy Street; *Dunnellen*, Lincoln, Whittier; *Hightstown*, Primary; *Morristown*, Morristown Public Schools, High, Maple Avenue, Mills Street, George Washington; *Newport*, Elementary, High; *Ventnor City*, Oxford Avenue; *West Deptford Township*, Colonial Manor, Mantua Grove, Red Bank, Thorofare, Thorofare (Colored), Veras; *Woodbridge*, Colonia.

NEW YORK—*Binghamton*, Columbus, Junior High; *North Bangor*, Union.

OHIO—*Akron*, Crosby, East High, Fraunfelder, Lane, N. L. Glover, North High, South High; *Alexandria*, Saint Albans Township Rural High; *Cambridge*, Park; *Cincinnati*, Twenty-seventh District; *Cleveland*, Detroit Junior High; *Columbus*, Spring Street, Trades High; *Lakewood*, Hayes; *Lancaster*, Lancaster Public Schools, Children's Home, East, High, North, South, Utica, West; *Lima*, Lima Public Schools, Central Junior and Senior High, Emerson, Fourot, Franklin, Garfield, Horace Mann, Irving, Jefferson, Lincoln, Longfellow, Lowell, McKinley, Richardson, Roosevelt, South Junior High, South Senior High, Washington, Whittier; *Martins Ferry*, Central, Mackey; *Tiffin*, Minerva Street; *Toledo*, Hamilton, Irving, Stickney; *Warren*, Frances E. Willard.

OREGON—*Bend*, Carroll Acres; *Forest Grove*, Forest Grove Public Schools, Central, High, Lincoln; *Monmouth*, Union High Number One; *Pendleton*, Washington; *Salem*, Highland.

PENNSYLVANIA—*Chester*, Lincoln; *Clearfield*, Market Street, Third Ward; *Gettysburg*, Lincoln; *Hollidaysburg*, Gaysport, Hillcrest; *Kresgeville*, Polk Township High; *Lewistown*, Junior High; *New Salem*, District Public; *Oil City*, Hoffman Avenue; *Philadelphia*, I. A. Sheppard.

TENNESSEE—*Knoxville*, Belle Morris, Flenniken; *Memphis*, West Tennessee State Teachers College and Training School.

TEXAS—*Cleburne*, F. E. Adams; *Houston*, Robert E. Lee; *Port Arthur*, Lamar.

VIRGINIA—*Lynchburg*, Fairview; *Richmond*, Patrick Henry.

(Continued on page A-46)

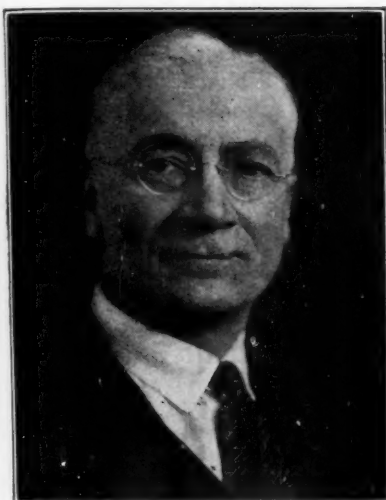
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NOTES and ANNOUNCEMENTS

(Continued from page 68)

WASHINGTON—Custer, Custer Union High; Seattle, Ballard High, Broadway High, Cleveland High, Garfield High, Lincoln High, Roosevelt High; Vancouver, High.

WEST VIRGINIA—Anawalt, Public; Charleston, Watts; Hurricane, Public; Long Branch, Public. WISCONSIN—Delavan, Public; Kenoska, Columbus; Mauston, High.

WYOMING—Laramie, Parkview.

SPECIAL RAILROAD RATES FOR DALLAS
—Roundtrip tickets on the identification certificate plan will be sold at one and one half fare for members of the National Education Association and dependent members of their families. Tickets will be good only via the same route in both directions.

Roundtrip tickets will be sold in the Southwestern Passenger Association territory February 22, 23, 24, 25, 26, 27, 28. When validated at regular ticket offices in Dallas, tickets will be good for return to reach original starting point not later than midnight of March 10. Dates of sale and return limits for more

distant territory, governed by other passenger associations, may be obtained from local ticket agent.

Identification certificates will be ready for distribution January 10. Write J. W. Crabtree, secretary, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. If in arrears, inclose check for membership dues.

If you neglect to secure in advance your identification certificate, no adjustment of fare can be made after arrival at Dallas.

THE DALLAS MEETING of highschool principals will be held February 28-March 2. Among other topics to be discussed are the following: extra curricular activities, the curriculum and curriculum adjustment, pupil adjustment, the national and junior honor societies, character development, chang-

ing goals in education, the graduation output, procedures in highschool supervision, special courses for students of varying needs, meeting human problems, qualities of a great teacher, etc. President Randall J. Condon, W. D. Lewis, E. D. Grizzell, Commissioner E. W. Butterfield, W. C. Reavis, as well as many of the leading highschool principals of the United States, will appear on the program.

THE DEPARTMENT OF CLASSROOM TEACHERS of the National Education Association will hold a luncheon conference at the Baker Hotel, Dallas, Texas, on Tuesday, March 1. There will be brief reports of regional conferences and also progress reports from committees who are making studies for the Yearbook. All classroom teachers attending the Dallas meeting are urged

(Continued on page A-48)

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SCHOOL LIBRARY MANAGEMENT, by Martha Wilson, tells what to do and how to do it. "The practical manual for trained librarians and for teachers not trained in library practice." 162 pages, \$1.25.

BOOK SELECTION

THE STANDARD CATALOG FOR HIGH-SCHOOL LIBRARIES, Part I, by Zaidee Brown. A classified buying list of 2600 books in all subjects. Special markings indicate whether suited for Junior or Senior High-School Students. The 200 which will form the nucleus of an efficient library are indicated. \$2.50.

CHILDREN'S CATALOG, by Minnie Earl Sears. A dictionary catalog listing best books for children, alphabetically under author, title and subject. Two editions—4100 titles and 1200 titles. The 1200 titles edition contains also lists arranged according to the grades for which suited. \$3.00. Ask for quotation for 4100 titles edition.

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(Continued from page A-46)

to be present at both the luncheon and conference.

THE SEVENTH annual meeting of the *National Council of Teachers of Mathematics* will be held Friday and Saturday, February 25 and 26 at Dallas. The Friday session will be devoted to, committee reports and business. On Saturday morning after a short business meeting the Council will consider the report of classroom experiments in teaching mathematics. On Saturday afternoon there will be talks on the Concept of the Locus, the Number System, and Euclid's Algebra. The Annual Banquet will be held Saturday evening when the Second Yearbook will be presented.

SUPERVISORS OF STUDENT TEACHING will hold their meetings at the Central Christian Church on Monday afternoon, February 28, and Tuesday morning, March 1, at Dallas. The supervisors are now a section of the American Association of Teachers Colleges.

AMERICAN ASSOCIATION OF TEACHERS COLLEGES will meet Friday and Saturday, February 25-26, at Dallas.

NATIONAL CONFERENCE ON EDUCATIONAL METHOD will hold its meeting on Tuesday morning, March 1, at the First Baptist Church at Dallas. There will also be a luncheon on Wednesday, March 2.

NATIONAL ASSOCIATION FOR THE STUDY OF THE PLATOON OR WORK-STUDY-PLAY SCHOOL ORGANIZATION plans to hold its meetings at the Central Christian Church, Dallas, on Tuesday and Wednesday, March 1-2.

BREAKFASTS, LUNCHEONS, DINNERS—The following will be given at the Dallas meeting:

The *Department of Classroom Teachers*, luncheon, Baker Hotel, Tuesday, March 1.

National Council of Administrative Women in Education, two breakfasts at 7:45 A.M., Tuesday and Wednesday, March 1 and 2.

National Council of Nature Study and Gardening Supervisors will hold their morning session, noon luncheon, and afternoon session at the Hilton Hotel, on February 26.

Associated Exhibitors of the National Education Association, second annual banquet, Adolphus Hotel, Tuesday, March 1, at 7:00 P.M.

The *Missouri* luncheon will be held Monday noon, February 28.

Kappa Delta Pi, annual dinner,
(Continued on page A-51)

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(Continued from page A-48)

March 3, 6:00 P.M., the Jefferson Hotel. Reservations may be made by addressing E. I. F. Williams, Recorder-Treasurer, Heidelberg College, Tiffin, Ohio. The price is \$2 per plate.

Ohio State University dinner, Hotel Hilton, Wednesday, March 2, at 6:00 P.M. Reservations may be had by addressing C. C. McCracken, Ohio State University, Columbus, Ohio.

Peabody Alumni Banquet, Athletic Club, March 2, at 7:00 P.M. The price per cover is \$2.50.

Phi Sigma Sigma Fraternity, banquet and annual meeting, Monday evening, February 28.

Michigan Delegation, banquet, Palm Garden, Adolphus Hotel, Tuesday, March 1, at 7:00 P.M.

Alumni of Teachers College, Columbia University, annual banquet, Junior Ballroom, Adolphus Hotel, Wednesday, March 2.

Pennsylvania State Education Association, banquet, Bamboo East Room, Adolphus Hotel, Tuesday, March 1.

Western Illinois State Teachers Association will hold meetings in the Bamboo East Room, on February 25 and 26, and a Banquet in the Palm Garden, February 25.

Indiana University, banquet, Palm Garden, Adolphus Hotel, Wednesday, March 3, at 7:00 P.M.

NATIONAL LEAGUE OF TEACHERS ASSOCIATIONS will hold its annual mid-winter conference at the meeting of the Department of Superintendence in Dallas, February 26-March 3. Headquarters will be established at the Adolphus

Hotel. The formal conference, to which all classroom teachers attending the convention are invited, will be held at 4 P.M. Tuesday, March 1. The tentative program stresses the psychology of teacher organization, the work of local, state, and national units, and the need for an educated leadership. It also includes the discussion of such timely subjects as size of class, tenure, and salary.

INTERNATIONAL COUNCIL FOR THE EDUCATION OF EXCEPTIONAL CHILDREN will hold a meeting in Dallas on Tuesday, March 1. Among the topics to be discussed are: A comprehensive program for children with defective vision; placing the handicapped in industry; New York state's provision for the education of exceptional children; visual aids in teaching reading; a health program for exceptional children; and the influence of environment on the development of the individual. The president of the council is Alice B. Metzner, 100 East Grand River Avenue, Detroit; and the secretary, M. LaVinia Warner, 417 South Henderson Street, Bloomington, Ind.

THE MEETING of the World Federation of Education Associations to be held in Toronto, Canada, August 7-12, 1927, will consider many issues vital to the educational interests of the family of nations that will gather. From present indications, there will be in the neighborhood of five thousand in attendance, according to an announcement by President Augustus O. Thomas, state commissioner of education, Augusta, Maine

(Continued on page A-52)

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NAME

CITY

SCHOOL STATE

(Continued from page A-51)

Dr. Thomas will send literature and information to anyone interested in the meeting.

THE SEATTLE CONVENTION in July, 1927, is to be the mecca for an auto caravan of Utah teachers. It is estimated that one hundred cars will share the fellowship of the journey.

NATIONAL DRAMA WEEK will be observed February 13-19, inclusive. Information and material may be obtained from the Drama League of America, 59 East Van Buren Street, Chicago, Ill.

THE EDITORIAL in this issue *To the Public* is a call to action. In many communities members may wish to hand it to the editor of the local paper. It might well be read at February meetings of boards of education. It is a simple proposal to be fair with the children. It deals with objectives that citizens and school people have been working for for generations.

THE PROPOSAL for a Department of Education with a Secretary in the President's Cabinet is being used for a statewide debate in West Virginia this year.

A NOTABLE educational achievement in the District of Columbia during 1926 was the liberalization of the provisions of the retirement law which had been passed by the Congress of the United States some years ago, so that the public school teachers of the District now have a most satisfactory retirement law in addition to the tenure law, the protection of which they have enjoyed since 1906, says Harry English, National Education Association state director and chief of the board of examiners of the District schools.

THE MOST significant educational achievement in Hawaii during 1926 was the establishment of real junior high-schools with a definite program and course of study, says Sarah W. Putnam, secretary of the Hawaii Education Association.

HARRISBURG, Texas, teachers are now enrolled one hundred percent in the Texas State Teachers Association and the National Education Association.

THE NORTH CAROLINA Highschool Debating Union has decided this year to debate the question, "Resolved that Congress should enact the Curtis-Reed Bill providing for a Federal Department of Education."

(Continued on page A-56)

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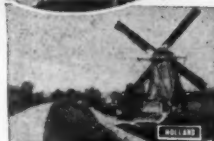
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(Continued from page A-52)

TEACHERS INTERESTED in European Travel will wish to know of the World Conference on New Education which is to be held in beautiful Locarno, August 3-15, 1927. Full particulars may be had from Beatrice Ensor, 11 Tavistock Square, London, W. C. I. England.

THE NATIONAL CONGRESS OF PARENTS AND TEACHERS has announced its intention of building its work for 1927 around the Seven Cardinal Objectives of Education—sound health, worthy home membership, mastery of tools and technics of learning, faithful citizenship, vocational effectiveness, wider use of leisure, and ethical character. The aim will be to encourage every parent and teacher to test daily practice in the light of these objectives.

WADE H. COOPER, head of the Continental Trust Company, Washington, D. C., has made a gift of \$100,000 to George Peabody College for Teachers, Nashville, Tenn. The fund is to establish a scholarship foundation to aid southern rural school teachers.

WORD has been received from the state of Washington that enough signatures have been obtained to secure the recall election of Governor Roland P. Hartley. The speed with which this huge task has been accomplished indicates that the people of Washington are solidly behind the integrity of their educational institutions.

IDE G. SARGEANT, principal of Public School Number 10, Paterson, N. J., former president of the Department of Elementary School Principals and member of its Executive Committee, died suddenly on January 10. Mr. Sargeant has long been active in the Association and has been a big force in the development of the Department of Elementary School Principals. He was a staunch supporter of the movement for a Department of Education with a Secretary in the President's Cabinet.

MARY DUNN, teacher of the sixth grade at Harris School, Key West, Florida, has rounded out fortyeight years of teaching with a record of being

(Continued on page A-58)



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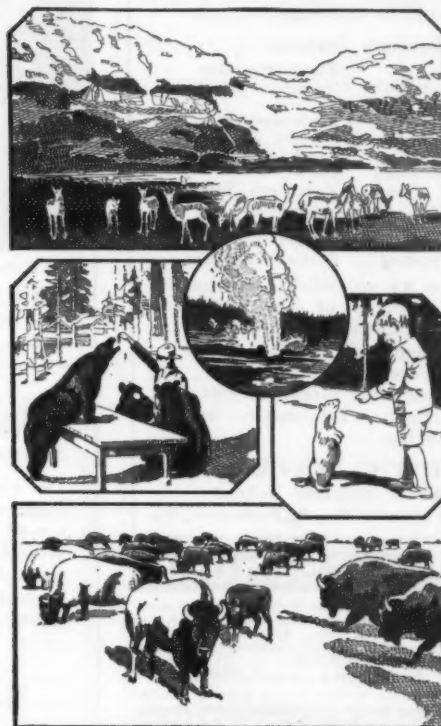
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(Continued from page A-56)

neither absent nor tardy for the entire time, according to word received from Principal Earl E. Mossman, principal of Monroe County High School, Key West, Florida.

A PLEA FOR A WIDER participation in the National Education Association—Much has been said in recent years of the educational rank of Texas as compared with other states of the Union.

Viewed from the most liberal angle, our standing is not as high as we would like to have it. But, fortunately, we are slowly building up a body of real professional teachers who are seriously setting themselves to the task of giving to Texas a superior system of schools. This is no small undertaking, and if we are to succeed, we must utilize every agency that will aid us. We have been slow to recognize the value of our professional organizations. It took years for the idea to dawn on some of our teachers that there were tremendous possibilities in our own State Association. Now the Texas State Teachers Association is considered a powerful and indispensable factor in the educational affairs of Texas.

But particularly have we been slow in sensing the value and significance of our national organizations. For the first fifty-two years of the life of the National Education Association, membership in that organization in Texas did not reach beyond the hundred mark. Not until 1921 did our membership take an upward trend. By 1925 the membership had climbed to 2,943—a remarkably good showing in comparison with our previous record, but relatively poor when placed alongside of the 15,006 for California, 14,033 for Pennsylvania, and 12,790 for Ohio. It is not merely that we should strive to make a showing of numbers. What we need is the contact furnished by our national organization, the inspiration and the leadership.

Texas has kept just a few paces behind the procession and, although making progress, will continue to occupy the same relative position unless we get fully abreast of movements in education.

It is even time that we were making some contributions in national leadership rather than following, after the ground has already been laid out. We cannot do this unless we identify ourselves more closely with national movements and join hands with those who are shaping the educational policies and principles of this nation.—J. O. Webb, N. E. A. state director and superintendent of schools, Harrisburg, Texas.

(Continued on page A-59)

(Continued from page A-58)

HENRY FORD advocates work to keep boys from crime. He believes that to give boys a chance to work and learn at reasonably paying jobs will do more to solve the question of crime than will quick, harsh court sentences after crime has been done. He gives this as his explanation for ordering the employment officers of his company to hire 5000 boys between the ages of sixteen and twenty as quickly as possible.

ANNOUNCEMENT has been made of the World Essay Contest for 1926-27, to be held under the auspices of the American School Citizenship League, and is open to students of all countries. Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essays on one of the following subjects: (1) Open to students in normal schools and teachers colleges, "The teacher as an agent of international goodwill"; (2) Open to seniors in secondary schools, "How the youth of the world can promote international goodwill." The contest closes June 1, 1927. Information may be had from Fannie Fern Andrews, 405 Marlborough Street, Boston 17, Mass.

BEGGING RIDES TO school has become a source of grave danger in many cities. In Newton, Massachusetts, the high-school's civics class decided to do something about the evil which it named thumbing. It initiated an anti-thumb ing crusade with the following announcement:

The citizenship classes of the Newton highschools through this notice wish to inform the citizens of Newton that we condemn and deplore the practice of "bumming rides," a habit that has increased considerably in the last few years. We hope that the citizens of Newton will not judge the good citizenship of the majority of the pupils by the actions and practice of a few who make a habit of "thumbing for lifts," thus endangering life and limb and becoming a nuisance and danger to the drivers of automobiles. We also request that car owners will help us stop this annoying practice by refusing to give lifts to the boys and girls who make beggars of themselves by walking in the streets "bumming rides."

ROLLINS COLLEGE, Winter Park, Florida, has created a new department known as professorship of books, according to the American Library Association. Edwin Osgood Grover, author, editor, and publisher, has been appointed to fill the chair. Introduction of this course is primarily for the purpose of developing reading habits in college students that will be lifelong.

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"Beyond the collection of our fee, beyond the teacher whom we place in a position that affords opportunity for greater self-realization, beyond the superintendent, whose problem of getting someone to carry on we have helped to solve, there is the child. He is the ultimate consumer of the services that we sell and he has no voice in the buying. He is entitled to justice, to a fair chance at personal equipment for doing his part of the world's work that awaits him. Let us never forget him."

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