

# SCHOOL EDUCATION

*A Journal for Educators of the Northwest*

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## • State Teachers' Association

*L. D. Coffman.*

**M**ANY state teachers associations did not meet this last year on account of the influenza epidemic. In some instances, however, the associations were able to continue to do business, while others were impotent. The success or failure in each case seemed to depend upon the character of the organization. In those states where the organization reached into every district of the state and where fairly definite policies of interest to all the teachers of the state had been mapped out, where a journal was published and a secretary employed, membership fees were paid and the association continued to operate. In those states where the interest centered around the annual meeting, where there was no secretary and no journal, little was accomplished.

Minnesota belongs to the latter class. For years the big state meeting has been the chief item of interest. No one would wish to reduce the interest that now clusters about this meeting, but many are of the opinion that Minnesota could profit by a study of the organization in existence in a number of other states. In Illinois, Colorado, and California the state association includes in its membership all teachers who are members of various district associations. The membership fee paid to the district association entitles a teacher to attend any other association meeting within the state. The dues paid cover the subscription to a journal which is the official organ of the state teachers association and provide for a full-time, paid secretary who is editor-in-chief of the journal and who carries out the policies outlined by the state association.

Illinois is an illustration of the value of such an organization. Starting with a state association of perhaps twelve hundred members, by creating an organization so that each of the various district associations became affiliated with the state association, she now has a membership of more than fifteen thousand. Before this federation came into existence, the state appropriation for the public schools was less than two million dollars. Through the operation of the state teachers association this amount was increased during the first biennium to three million dollars, the second biennium to four million dollars, this last biennium to six million dollars, and there is reason to believe that the next legislature will increase it to ten million dollars. In addition to this, the state association has been instrumental in increasing the salaries of teachers in the state, in securing the enactment of

created a solidarity of interest among the teachers of the state. No legislature in the state of Illinois would think of enacting an educational measure without the full knowledge and consent of the state teachers association, and no individual would be able to secure a hearing for his bill, if that bill had not first been presented to the state teachers association.

I recently attended a conference in Iowa, where addresses were delivered by the chairmen of the Committees on Education in both the Senate and the House. It should be remembered that Iowa passed some important educational measures this last year. Among other things she provided that no college graduate could teach in the state of Iowa for less than one hundred dollars a month and that after two years he could not teach for less than one hundred and twenty dollars a month. She also provided that no normal school graduate could teach for less than eighty dollars a month and after two years' experience for less than one hundred dollars a month. In other words, college graduates wherever they teach, whether in the country schools or in the city high schools, will receive a minimum wage of one hundred dollars a month, and normal school graduates will receive a minimum wage of eighty dollars a month. The chairmen of both committees, one in the Senate and one in the House, declared that this progressive legislation had been secured largely because of the efforts of the state teachers association. *Similar results could be secured in other states.*

The question will arise very soon as to whether or not we wish to have an association in Minnesota which will be a force for betterment of the schools of the state. In raising this question it should be remembered that no teachers association should be organized primarily as a political agency, nor should it carry on its propaganda merely for salaries. Unless it is animated by professional ideals and motives, it is doomed to failure from the outset. The weakness in Minnesota lies in our lack of organization. Surely an organization essentially democratic in nature can be created in such a way as to represent every district of the state and to make it a power and influence for better schools and better school conditions in every community of the state. It is a great mistake for teachers to wait for pressure to be brought by labor unions, civic and commerce associations, merchants' associations, and the like to secure better

# Methods Department

Conducted by teachers and supervisors in leading normal schools and colleges in the Northwest, as a substitute or supplement for normal school training.

## Reading for Beginning Classes

(A Series of Articles on Primary and Intermediate Reading).

By Ora K. Smith, Supervisor of Normal Training Department, Girls' Vocational High School, Minneapolis; Supervisor of Rural School Methods, Summer Session, Winona State Normal School, 1919.

### No. 1 Action Imperative Sentence Method.

#### FUNCTION OF READING IN EDUCATION.

THE prime consideration of all teaching should be the mental, moral and physical development of the child. All exercises which contribute to this development should be utilized in his instruction.

Reading is one of these exercises. The best development of the child is dependent upon the growth of his power to read. Reading is more than the key of approach to other subjects; it is the great means to knowledge and to enjoyment all through life; it pictures the lives, thoughts and acts of others; it gives new experiences. Miss Gildemeister, in the Minnesota Course of Study, quotes from Hamilton W. Mabie: "Through reading one breaks for himself his bondage to time, to place and to narrow personal experiences." "And," continues Miss Gildemeister, "by means of the reading series a child learns to know himself, and, through knowing himself, to know his fellows and his God. He reads books not to forget himself or life, but the better to understand life and himself in that life."

Reading is a process of *thought-getting* and *thought-giving*. Thought-getting is the interpretation of thought from a printed or written page. This is silent reading. Thought-giving is the expression of the thought as interpreted. This is oral reading. Thought-getting must, of course, precede thought-giving.

Reading is the child's first problem when he enters school. He has for six years been acquiring ideas which he has related into thoughts by means of a vocabulary of acquired words. Now, these ideas and thoughts must be associated with written and printed words and sentences. The child's training up to this time has been in ear-mindedness. Now he must be trained in eye-mindedness. This is done primarily through silent reading, or by thought-getting. From the very beginning "listening with the eye"—silent reading—should be given. This means interpretation of the thought. For this reason "method readers" are barred.

In most instances the subject matter of these "method readers" does not appeal to the child's interests. It is formal and mechanical and has in it little meaning for the child. Reading does not begin with the recognition of individual words or letters. Primary attention is on the meaning. Basal experiences are vital in the interpretation of thought.

Attention must, of course, be paid to written or printed symbols; but this comes in periods separate from the reading period—in the phonic and word study periods. Mechanics of reading are mastered in these periods.

#### FOUNDATION MATERIAL FOR READING.

Since basal experiences are vital, silent reading readily falls into the experiences of the child's daily life. In his play he marches, waves flags, beats drums, plays ball, etc. So here we have the foundation material for working reading. Lessons based on these daily personal experiences may be called action—imperative lessons or sentences.

Lessons based on the daily personal experiences may be called action-imperative lessons or sentences. (This is not the only method to be used during the first months of school. Others as a preparation for primer reading will be discussed in subsequent articles.)

The action words should be based upon those in the basic primer. The teacher should carefully go over her primer and make a list of all action words, together with nouns and adjectives found there, and then use these in the action-imperative sentences. However, after these are taught, other action sentences should be introduced for the purpose of building up a vocabulary as rapidly as possible.

There is no better methods of making the child feel the need of learning symbols than through the *action imperative sentence method*. His own desires make him want to do the things he sees others doing—wave the flag, put on the soldier cap, etc.

#### NECESSARY MATERIALS.

In preparation for this work, a teacher needs a box of toys and well known articles—drums, horns, whistles, bean bags, etc.\* These may be purchased at a ten cent store for a very small sum.

#### DEVELOPMENT METHOD.

For the first lesson, let the pupils examine these objects, talk about them, call them by name, tell what may be done with each. Place the objects in various places and ask individual pupils to find the drum, the ball, the horn, etc.

Several objects may be placed in a row. Children visualize. Children sleep while one object is removed or changed in position. When they awake, one child

\*Why can't the pupils make some of these materials in school?



names the missing object or replaces in former position those changed.

Then tell the pupils that we are going to play a game. "All who play this game must have very sharp eyes. I am going to tell you to do something with one of these objects. I wonder who will do it. Watch" Write (or print) on the blackboard one action-imperative sentence: Ring the bell. *Do not speak the words as you write them*, for then the child has no motive for getting the visual symbols. "Who can do this?"

If there is some child who can perform the act, let him; if not, the teacher may whisper the sentence to some one, who then performs. Or, the teacher herself may perform the act. All watch this performance. Then the teacher rewrites the same sentence several times, different children performing the act. *There must be no oral reading*—only the getting of the thought—silent reading—and the giving of the thought through action.

After the impression of this sentence is well formed, other action-imperative sentences are introduced in the same way. (For an excellent list of such sentences, see Minnesota Course of Study, Page 232.)

After the several sentences have been learned, the teacher may write any one of them and call on a child to act the thought. Children very soon discover that the symbols written on the blackboard express a thought, and in order to "get in the game" they must master these written symbols. This gives a motive for reading and at the same time appeals to the child's interests, to his love of action, to his instincts of curiosity and imagination.

#### TEST OF PUPILS' KNOWLEDGE.

Various tests of the pupils' knowledge may be made:

(1) The teacher may whisper to one child to act, another finds the sentence.

(2) The teacher may perform an act, the child pointing to the corresponding sentence.

(3) One child may perform an act, another pointing to the sentence.

(4) The teacher may point to a part of a sentence and say, pointing to the word, "Do this" (blow) "to something else."

"Play you have a whistle" (written or pointed to) "and do this" (blow is written) "with it."

"Bring me this flag" (written or pointed to).

Increasingly difficult sentences may be used as the work progresses: e. g.,

Ring the bell.

Ring the little bell.

Ring the large bell.

Ring the largest bell.

Ring both the largest and the smallest bells, etc.

Mother Goose rhymes\* may also be used in this

reading; e. g.,

Play you are Jack and Jill.

Go up the hill.

Bring a pail of water.

Fall down the hill, etc.

In all this work, *silent reading* only is to be used, for the paramount object is to train the child in eye-mindedness, in thought-getting, and in association of

or "teacher" and read orally several commands for members of the class to perform.

#### WORD DRILLS.

At the same time, but separate from the reading period, carefully planned word drills must be given. Children must know instantly at sight many words in order not to retard future work.

This word drill may take various forms:

(1) The teacher may write *active verbs*, as Hop, Jump, Run, the children quickly performing the acts as the teacher writes, or later, as they are pointed to by the teacher or other pupils.

(2) Where *nouns* are to be drilled on, pupils are asked to find or touch objects as written: drum, ball, flag. Or, nouns may be written low on the blackboard and the children place beside or under them the corresponding objects or pictures.

(3) Children may be given cards on which are written *nouns or verbs*. The child shows his card to class, then performs the action, or, in case of a noun, he goes to the toy box and brings the object.

Several words,—fly, run, laugh—may be written in a column. The children visualize the words, and then, when they are erased, performs the acts in their right order.

(4) Children are given cards on which are written *action sentences*. As rapidly as a child reads his card, he performs the act and receives another card. The winner is the one who has the most cards to his credit.

Several action sentences may be visualized and, when erased, various children perform the acts in order.

Word and sentence cards may be placed along the black board ledge. One child passes along reading and calling on another pupil to perform the act.

#### SEAT WORK.

For seat work, give word cards to the children. They match pictures of objects with words on cards.\* Children may draw, cut or tear pictures to illustrate words and sentences.

Stories may be written on the blackboard or on manila tag and children build these with word builders.

As a rest after this work, each child may do what his story tells. Later, original sentences may be made up and children may ask each other to act the thought of their stories.

(No. 2 of this series, "Preparation for the Primer," dealing with placing the primer in the hands of the child, will appear next month.)

Also, Grace Shields on the Beacon Method of Reading.

\*Avis Westcott's "Teaching of Seat Work" and "Teaching of Sight Words" and Clara Burd's Mother Goose Pictures will prove most helpful in this connection. They are sold by the Northwestern School Supply Company.

Better than gold is a thinking mind  
That in the realm of books can find  
A treasure surpassing Australian ore,  
And live with the great and good of yore.

# Lesson Plan for the Study of a Poem

By Grace M. Davis, M. A., Leland Stanford University.

## HAIL COLUMBIA

### SUBJECT MATTER

#### A. Aims:—

1. To show that the Americans of today are heirs of an unbroken traditional ideal; that since 1776 they have felt a love of liberty so dynamic that it animates the nation in times of war and peace.
2. To tune the ears and hearts of the children to appreciate and enjoy the beauty of language and the cadences of rhythm.
3. To increase the vocabulary by explanation of the use of figurative expressions.

#### B. Organization of Subject Matter:—

1. Greetings to the heroes of the Revolutionary War.
  - (a) Result of their patriotic services—Independence.
2. Call to Renewed Action.
  - (a) Promised result of continued services—assurance of justice.
3. Praise of America's leader—Washington.
  - (a) "First in war and first in peace."
4. Prophecy of America's success as a Republic.
  - (a) Based on belief in Washington's steady virtue.

#### C. Preparation of Subject Material:—

1. Collect materials which will make the thought clear and establish the correct emotional atmosphere. Pictures of the Statue of Liberty, photographs of Washington and pictures of the famous statues of the leader in Washington and Richmond, Va., pictures of Pershing and the recently returned soldiers, of shrines and altars.
2. Refresh the mind by the preparation of a condensed but vivid narrative of the historical background of the poem.
3. Give a definite preliminary assignment for preparation during the silent reading hour.
  - (a) Be sure that the pupils study in the spirit of the poem. Read it as a single artistic unit, striving to impart the patriotic thrill by the contagious enthusiasm of the voice.
  - (b) Provide an adequate understanding of the thought that underlies the words. If the students have studied American history ask a number of review questions to connect the old ideas with the new. If they have not, give the prepared summary in a narrative manner. Discuss the occasion of the song, explain the strong party spirit of the time which threatened to disunite Americans, tell of the composition of the song by Judge Hopkins in one night for an actor friend. Compare it with the modern parallel, "Over There" composed for the stage but widely adopted because it reflected universal American sentiments.
4. After the background has been sketched in,

ask questions to be answered after the silent reading by the class. What is this poem about? For what does Columbia stand? Name as many "causes" as you can for which men fight. In this recent war for what "cause" did we fight? How did that cause compare with the one for which the Revolutionary patriots fought? Have you ever used the word "valor?" Can you picture in your mind an altar? Could you draw it? When does a hand become "impious?" Ask the foreign children to have their parents tell them about "shrines?"

5. To be assured that unfamiliar words, phrases allusions or grammatical constructions are not blocking the thought, see if the children understand the subject and predicate in the last line of the chorus and in lines five and six of verse two.
6. Begin the study of the figurative language. Ask them to see if they can find five words that are used in other than a literal sense.
7. Have the older children consult the dictionary for pictures of shrines and altars. Ask them to come with three questions they want answered.

### METHOD.

#### A. Aims:—

1. To inculcate the American love of liberty by arousing an interest in individual lovers of liberty, moving from this to the more abstract concept. As George Washington is a typical soldier and as the Revolutionary heroes are real to children's minds this soldier interest can be taken advantage of.
2. The simple martial music affords good training in the use of rhythm. Through an expressive reading and recitation the spirit of Americanism can be absorbed.
3. To teach figuratively language by using a symbol, Columbia, made familiar to pupils in the past war days. This can be made a basis for the explanation of more difficult figurative language.

#### B. Preparation:—

1. Have the children's questions answered first. Have the children read the passages to prove the points they make in answer. Ask the questions given in the preliminary assignments. Dwell especially on the words "altar" and "shrine." Be sure that they understand the purpose of both, as well as see the form.
2. Ask: "What does America stand for? What did these heroes fight for? Why does liberty have to be fought for? Define liberty. Name some of the things that show we have liberty.
3. Name as many figurative expressions as you can. Name as many words that have a *sound* in them. Be sure they understand the personifications. How could "gloom obscure

Columbia's day?" How would you say that in ordinary words? Why is the poet's way better? Why does that author compare Washington to a rock? Can you think of anything else but a "storm" to call "war?" What are the characteristics of a "storm," of "war?" Which of all these figures of speech do you like the best? Why?

### C. Development:—

After you are sure that there are no obscure points in the lesson, work to attain an emotional response to the poem as a patriotic lyric. Explain that a worthy thought demands lofty expression.

*Hail, ye heav'n-born band.* Show them the picture of "The Men of '76." Describe the sufferings at Valley Forge. Explain that men who were willing to sacrifice like that had spirits from above. Show that the cause of liberty is God-inspired. Then show pictures of our present day soldiers. Indicate that they, too, had the "heav'n-born" spirit; that this willingness to die for the cause of freedom is the American's heritage, born way back in these early days when "Hail! Columbia" was written.

*Let no rude foe with impious hand.* What makes a hand "impious?" How did Germany raise an "impious hand?"

*That truth and justice may prevail.* Prove that these are the ideals behind the word "liberty." Why did the Colonists feel that they were not being treated truthfully and justly? Name some ways the United States has proved that these are her standards. Can you think of any ways she may show this in the future? Do you think that "truth and justice" were assailed in 1917. How?

*Let Washington's great name.* First, show pictures of the head of Washington, then photographs of the statues. Emphasize the patriotic qualities, as the appeal of the individual hero is very strong. Discuss the trying days at Valley Forge, at the Cabal, in the early days of the Presidency. Have a general discussion on "What made Washington a hero?" See if you can draw a general conclusion as to what makes a hero? Can children be heroes? How?

*Resolved on death or liberty.* Point out that this determination is a part of the American spirit. In what recent battles did American boys show this spirit? Let the children tell of the regiments their brothers were in.

Now re-read the entire poem to leave the single impression. Let the voice exaggerate the beat in the chorus to bring out the martial call, almost bugle-like, the trumpet echoes in the first four lines of stanza 3 with the rebound in the next lines and the dash of the storm against a rock in the last stanza. Then ask various students to read it, trying to give the ringing, patriotic call. Insist on children making others see the pictures.

### D. Application:—

1. Make a booklet to contain all the poems memorized this year. For this song, have the pupils write in the language lesson the

above it. They may also insert a picture of Washington in the booklet.

3. Sing the song frequently at the morning assemblies until the context is very familiar. Then assign it as a memory selection, and call for it frequently as a class song, solo, duet or quartette, all singing the air, unless you have part singing.
4. Save this to use in a simple patriotic pageant at the end of the year. "The Torch-bearers" would be appropriate as the theme might be the handing down of the flaming torch of liberty by each generation. This first scene might be the entrance of Columbia, followed by a number of boy patriots and greeted by the thirteen states with this song. The last two stanzas serve as a transition for the next scene. George Washington enters during these stanzas and remains while the girls file out on one side. Then the boys salute the General and exit. Columbia turns to Washington and repeats the last four lines of the last stanza. Columbia exits as Washington recites. "But armed in virtue firm and true, his hopes are fixed on heav'n and you." This may also be used as a single number in a program.
5. To develop a sense of martial rhythm, have the children practice in marching in lines of twos or fours. Teach them to halt or start at military commands.

(Next month: "The Star Spangled Banner.")

### U. S. A. FOREVER.

*Tune of Dixie. Edmud Vance Cooke.*  
I am glad I live in the land I live in  
Best to get and best to give in  
Hip o'ray, Hip o'ray, Hip o'ray U. S. A.  
Old Uucle Sam is my best relation  
Makes me feel I own this nation  
Hip o'ray, Hip o'ray, Hip o'ray U. S. A.

#### Chorus:

So it's the U. S. A. forever  
Hurray, hurray. (Yell)  
I thank the fates that fixed my dates  
So I'd be born in the glorious states  
Hurray, I say  
The U. S. A. forever.  
I say Hurray the glorious states forever.

### A PUBLIC LIBRARY.

A house where dead men live, and give counsel to the living who come to them humbly.  
The wise dead, the mighty dead, those who loved, those who hated, they are all grouped together.  
They are all in this house, and the spell of silence is upon them.  
Only when one of their own kind comes, awesome-

## Teaching Handwriting

F. F. Von Court.

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**W**RITING is good writing, if it has the combined qualities of legibility and speed. It must have both.

Beyond doubt, our first work in teaching should be upon Form. Happily we have now passed through that period of radical movement advocacy, and many of our cities are turning again to finger movement in the lower grades. St. Louis, for instance, is now teaching finger movement in the first three grades, yet but five years ago they were teaching forearm movement in all the grades.

The writer is convinced that the teaching of forearm movement in the first two grades is an absolute waste of time. It may have some little value in teaching the child to sweep across the page, but for use in forming letters, it is valueless.

We have been entirely too rigid in our requirements of movement at the expense of speed and form. Forearm movement is not conducive to speed in writing, but on the contrary it is slower than wrist, finger or a combined movement. It is true that we can under extreme pressure, get good writing with this movement, but as soon as the child is out of school and has lost that close control of these large, awkward muscles, his writing soon becomes erratic, and often illegible. These shoulder muscles used in this movement are entirely too large to be kept in control for a fine activity unless constantly trained.

In the first two grades we will do well to teach form thoroughly. We will do well to teach position at this time. Teaching position is simple if you remember your own training. If, when you write, you always sit with your feet squarely upon the floor, your back straight and head erect like a little tin soldier, wrist off the desk, etc., then you may be justified in asking the children to do this. Children are human, too.

Somewhere along in the 3rd, 4th or 5th grades we will do well to teach the class what the movement is, so they may have available any part of it they may have occasion to use. Of course we can force 100% upon the child, but since the average writer who has been taught this movement uses but from 2% to 20% of it, why require this extra 90%?

It is well to select some device for measuring form even in the first grade. There are various methods, but we favor taking the pages from last year's class and arranging them into five groups. The steps between the groups being as nearly even as possible. These five steps, beginning with the poorest, we rate as Poor, Fair, Medium, Good and Excellent.

Next, select an average specimen from each group. When these are arranged, they should form a five-step scale. The middle step (Medium) should be the median for that grade. This median we will rate 1. The next step above it (Good) is rated 1.1

and the next higher step (Excellent) is rated 1.2. Should some one write one a step above this, it would be rated 1.3, then 1.4 and so on. Below the median, Fair ranks .9 and poor ranks .8. This Poor will correspond to Good in the next lower grade.

8th:—

1.2 Excellent

1.1 Good

1. Medium

.9 Fair =

.8 Poor =

7th:—

1.2 Excellent

1.1 Good

1. Medium

.9 Fair =

.8 Poor =

6th:—

1.2 Excellent

1.1 Good

1. Medium

.9 Fair

.8 Poor

From this, it will be seen that a Good specimen in a third grade is of the same value as a Poor specimen in a fourth grade, and an Excellent specimen in a third grade will rank as a Fair specimen in a fourth grade. All grades from the first to the fourth will interlock in this way.

Advancing from one group to another is made easy by the use of inexpensive little awards, pins and certificates, which any teacher may get at a low cost through the Supervisors Association, 2546 Creston Ave., New York City, an organization maintained by writing teachers for this purpose.

### First Grade Outline.

The children in the first grade shall, by the end of the year, be able to write singly and in word combinations, all of the small letters, the figures from 1 to 10, and such capital letters as occur in the name of the child, the city or town, and the state.

The most direct method of teaching these essentials is, first a lesson at the blackboard in using the crayon. The aim of this lesson should be to teach them to swing out freely, not being afraid. The simplest exercise which will have value later on, is the horizontal straight line perhaps a foot long. It seems best to count for this exercise that there may be none lagging behind. We suggest a count of 1, 2, or, "dot, glide," or "dot, sweep." The first count is for placing the crayon on the board, and the second count being for the line.

When this can be done freely you will do well to start with a letter. Experience has taught us that there is no "best order" in which to teach the letters, except that for the first or second we will do well to take simple ones until the child gets control of the hand. We suggest the letter i as being easy to make.

Now put a good letter i upon the board. Show them what happens when any one of the strokes is poorly made. Do not be afraid to put incorrect forms before them as they do not acquire their letter

forms through sight but through muscular training. Your fingers will frequently spell a word correctly when you cannot do so mentally. Each child should have a model of the letter he is trying to make. Not a bookful of models, but a single form. The teacher can easily make these. Keep in mind that the one object is accurate form. Speed is impossible at this stage. Avoid pinching the crayon.

We have found the individual blackboard to be of the greatest help at this time. Each child has one to use at his desk. We get Compo Blackboards

and cut them into boards each 7x14 inches. These can be had from your school supply house. Of course they will be used in other recitations, and the saving in paper will pay for them in one term.

The little tots should be encouraged to begin the use of the pencil as soon as they have had one letter in the blackboard drill. They will soon make it freely and rapidly. Do not try to control the size at this time. Accuracy and facility. Next, select some words from their reading lesson which contain the letters they have had.

## Principles and Policies of Boys' and Girls' Extension Work in Agriculture and Home Economics

*A Brief Statement of Purpose, Practice and Policy Every Club Leader Should Know and Use in the Work, as presented by Professor O. H. Benson at the Club Leaders' Conference.*

1. The main project in Junior Extension is the Boys' and Girls' Club Work—an organized effort to improve agriculture and the home life through the aid of Boys and Girls.

2. Boys' and Girls' Extension Work is as permanent as is the work of the public school system, because it is backed by permanent institutions, state and federal, and permanent legislation, state and federal.

3. It is a definite part of the co-operative extension program in *every state in the Union*, and a definite part of the county farm bureau (or other county-wide farmers' organizations) created for co-operative extension work within a county.

4. Extension Work with Boys and Girls covers the entire field of food production and food conservation, also work in improved home practices or home-making lines.

5. Boys' and Girls' Extension Work through clubs is designed to help young people find out what they are best fitted for and to give the correct point of view to both urban and rural youth, so that they will want to make further preparation for the business of farm and home-making, and thus feel a greater need for taking the Smith-Hughes vocational courses in agriculture and home economics and matriculating for regular courses in other institutions or colleges of agriculture.

6. Club Work makes farm and home work (sometimes regarded as drudgery) an interesting game, and sets standards of achievement for Boys and Girls in their home activities, and dignifies common labor.

7. Club Work is training for community leadership in all farm and co-operative enterprises of every type and kind.

8. Club Work socializes community life through the Boys and Girls, and gives young people a real  *motive* in all their work.

9. Club Work teaches farm Boys and Girls that it is infinitely better to be proprietors of farm land, animals, machinery, crops, kitchen equipment, etc., than to be *always a wage earner*.

10. Club Work produces and conserves food to meet local, national and world needs on an  *economic basis*.

back-to-the-home, "made-in-America" type of education nor in the Smith-Hughes vocational school curricula nor in the Smith-Hughes vocational courses, and works with children who cannot go to school as well as those who are more fortunate and may attend our public schools regularly.

13. Boys' and Girls' Club Work has a permanent, all-the-year-round program of work, both for groups and for individual members supported by permanent funds, permanent program, and permanent leadership in every state in the Union, and reaches Boys and Girls *both in and out of school* of all ages from 9 to 21 years. In most states they are grouped in two classes—members of the Boys' and Girls' Clubs are those from 9 to 15 years, and Junior Farmers and Home-Makers from 15 to 21.

14. Boys' and Girls' Co-operative Extension Work includes all extension activities of young people such as the organized Boys' and Girls' Club Work, junior short courses, institutes, summer agricultural camps, field trips, field demonstrations, fairs and festivals, demonstration team contests, club programs, training conferences for leaders, etc.

15. Boys' and Girls' Club Work is especially important for rural Boys and Girls because of their isolation from social life and their lack of leaders who can build for them the proper social and recreational atmosphere. Through the organized club group they secure a constructive, creative and helpful social intercourse with young people of the home community. This will help to reinforce them in their home work, and make country life more pleasant and interesting.

16. Boys' and Girls' Club Work is equally important for rural or city Boys and Girls, but from different standpoints. The city Boys and Girls have their groups—usually gangs of Boys or "cliques" of Girls, who, if left to themselves, carry out a destructive and injurious program. The peculiar function of the Boys' and Girls' Club Work in the city is to change the gang into an interesting "club" with a creative, constructive program and in like manner change the social "gang" of Boys and "clique" of Girls from a harmful organization into constructive, creative groups of young people with a definite pro-

## A Different Commencement

By Katherine Kester, University Farm, St. Paul.

NOTE: In the rush of opening the school year, Commencement is not to be thought of; and as the work progresses, new duties crowd upon the teacher and principal, so that preparation for Commencement is usually left until the too-crowded last month. If commencement is to be directly related to school work, it must be planned early and prepared gradually and systematically. This is the belief of Principal D. D. Mayne, by whose efforts the College of Agriculture, University of Minnesota, has made its commencements one of the most attractive features of the institution. We publish this account of the 1910 Commencement of the College of Agriculture with the hope that it may be helpful, not only in furnishing novel and practical ideas for Commencement, but for other entertainments and programs during the year.

Extension of Women's Activities  
The Farm House  
Democratic Government for Use  
Efficient Kitchen Plans  
New Winter Wheat for Minnesota  
Milk Powder

A PLATFORM full of girls in white and boys in nondescript black or blue; an auditorium full of families and parts of families, each group seeking out one particular face; so far the usual Commencement. The graduates, perhaps, a little sturdier, a little ruddier, than the usual run of graduates; the parents differing more from each other than members of one industrial group usually do.

A group of bankers present much the same characteristics; merchants are somewhat alike, even Y. M. C. A. workers may be said to constitute a type. But a group of farmers is as varied as a patchwork quilt. You find there the college graduate, the illiterate; the first-family American, the alien; the progressive, the ultra-conservative. The last type is too common. And, by the way, that is too fine a title for him. A better would be—the stubborn ancestor-follower, who shuts his eyes to every forward movement and calls it new-fangled nonsense. Let us hope that this farmer may receive some jog from our Commencement, and that he

will agree at last that it hasn't been a waste of time and money to send his boy to school.

The program gives the names of six "orators." But we do not find them approaching subjects like "Loyalty to Ideals" or "The Secret of Success," subjects treated time and again, worthily, too, be it said, by high school and college graduates. No. The orations this afternoon are to take the form of practical demonstrations.



The first subject, "Extension of Activities for Women," takes on a convincing freshness now that it is interpreted in a new way by this charming rural feminist. By means of a little pageant, she visualizes for us the work of women during the war. She shows us the elevator operator, the conductor, the telegraphist, the factory girl, the munition worker, the farmerette, the Red Cross worker, and the Red Cross nurse. "This," she says, "women have done for the war. Now, what has the war done for women?"—And she ends with a plea for greater opportunities for women in education, in industry, and in citizenship.

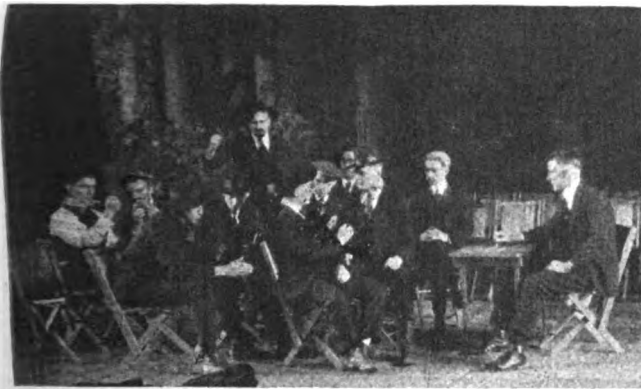
Now the stage assistants bring on two magnified floor plans for a farmhouse. "The farmer," says the speaker, "has long given attention to the arrangement of his barns; how about his wife and the arrangement of her house?" (Many a work-weary woman in the audience looks at Pa out of the corner of her eye). This farmhouse plan is ideal. It has all the attractive "fixins" of a city home, together with certain necessities of a country home, such as the farmer's office for keeping ac-





counts and filing bulletins, and the particularly large bed room especially planned for the care of the sick. The farmer's life is no longer merely a fight with nature. Henceforth he will have more time. He can live, not merely exist. He can enjoy life. He owes it to himself and to his family to make the farm home as beautiful and as comfortable as he can.

Now a disorderly mob of vari-garbed fellows are ushered to seats upon the stage. I. W. W.! The farmers know them and their methods of work. Their growls and cheers and incipient violence are



subdued from time to time by the chairman, as the meeting proceeds. A rough man of anarchistic appearance explodes his policy of bombs and other sabotage. There follows him the narrow-eyed sneak, advancing the loafing theory. Third, the least radical gains the floor, to advocate the formation of an industrial state by means of strikes. The meeting suddenly stopped, our speaker interprets the I. W. W. as the menace that they are, and proceeds to show that, altho our government assuredly needs changing from time to time to suit changing conditions, the right means of effecting change is not sabotage, but the ballot box. Ours is not a fixed, hard and fast government. It is "Democracy for Use."

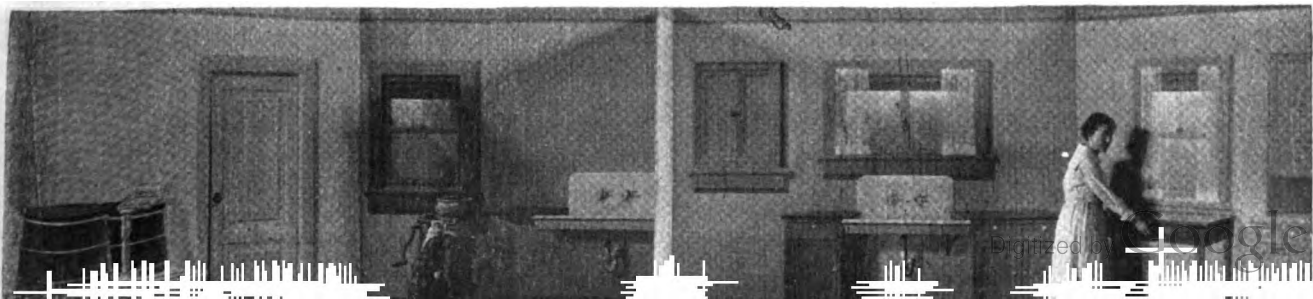
Once again the orchestra kindly covers up the noise, while the assistants are setting up before the eyes of the audience, the old-fashioned farm kitchen. It is such a kitchen as Hamlin Garland could picture. Dreary, depressing, dirt-inviting, it is enough to make any housewife feel that life is only drudgery, after all. The brown figured paper, the wood box, the old hat and overalls above the separator, the sink without a drain-board—such things are

usual in the farmhouse of today. And when the pretty, young demonstrator shows the needlessly long lines of travel in order to make an apple pie, we are ready to groan with pity. "But by remodeling," she says, "we can easily make a modern, efficient kitchen." Presto! the assistants flap the folding scenery around, turning it inside out, so to speak, and every housekeeper in the audience smiles with delight. The old kitchen has been divided into two parts, a kitchen and a laundry. Both have been "done over" a soft tan. Porcelain sinks have taken the place of the old wooden ones. Systematic arrangement of equipment makes the work of the kitchen far lighter. The kitchen has come into its own—the room for the preparation of the meal; and the laundry can harbor the washing machine and the separator, and can serve as the place for the farm-hands to "wash up". The proper kind of kitchen will do much towards the emancipation of women on the farm.

The contribution of science to agriculture is represented by "A New Variety of Winter Wheat for Minnesota." By means of colossal paper-machine models, the young scientist demonstrates the crossing of two varieties, the Odessa and the Turkey Red, thereby producing a third type, which will have the hardiness of the one and the abundant yield of the other.

The last speaker prophesies the revolutionizing of the milk industry thru milk powder. Skim milk powder has been made and used for many years. But this progressive young man has been investigating the new process, by which the butter fat is retained in the powder. He has a model of the machine, so that he can show us exactly how milk becomes powder. He has cans of various sizes, to show the comparative bulk of fresh milk, condensed milk, and milk powder. He has a glass of milk made from this new powder, mixed earlier in the day. It is interesting to see that cream has begun to rise. And he mixes then and there a glass of fresh milk, which any milk connoisseur is at liberty to taste.

The education of these graduates has been pre-eminently practical. Their calculus has been farm arithmetic and household accounts; their botany, the raising of better grain and the growing of a prettier home garden; their sociology, the problems of their own rural communities; and their English, the development of a love for reading the best, in order to make quiet farm life richer and fuller.





As their training has been, so is their Commencement. Each speaker takes the greatest pride in preparing his demonstration—usually his hobby; and, in turn, the school spares no expense in furnishing the necessary equipment. Thus the School of Agriculture of the University of Minnesota has a Commencement which is at once novel, entertain-

ing, instructive, and thoroughly in accord with the purpose of the institution—to instill into the boys a desire to be successful farmers, into the girls, the desire to be homemakers, to send both boys and girls "back to the farm" with a greater love for country life, and a broader vision of what it means to feed the world.

## Telling Stories from Pictures and Picture Study

By Ina Lockwood, Normal Training Supervisor, Rochester, Minn.

### A School in Brittany



This picture, "A School in Brittany," tells us a story of school life in a country in which we are much interested because of our late war. It represents a scene that is common in France. Here the boys and girls attend separate schools. The teacher, usually a man, is, in this picture, an attractive sweet-faced woman, who is conducting a recitation. School begins at eight o'clock in the morning and closes at six in the evening. There is an intermission of two hours at noon.

This school, which only girls attend, must be somewhat like our one-roomed rural school of the present time. It is surely not a graded city school, for there is a great deal of difference in the children's ages.

The equipment of the building is very unlike our own. The long, high benches do not look as comfortable as our individual seats and desks. There seem to be a few charts and maps, but no pictures or slate blackboards. There is no evidence of hand work, which forms such an important part of our work and gives children so much pleasure and profit.

Most of the children seem busy and interested in their work and we should like to compare their book with ours. We might enjoy the pictures, but we would be unable to read the stories, for they are printed in French.

Arouse enthusiasm by having the children take an imaginary trip to this land of quaint people whose queer bonnets, white collars, and wooden shoes must make an attractive scene as they go from school to their scattered rural homes. Any child would be delighted to accompany children on their homeward journey, as a guest in one of the homes, for it would enable him to get better acquainted with the lives of these interesting French people.

The country itself, with its old castles—some of which are now in ruin—its rustic bridges and forests

of oak, has a magic story all its own, about which the children could weave imaginary tales.

The story the artist tells affords the best kind of oral language lesson. The picture appeals to the children because it is a story of their own experiences, in which the center of interest is the teacher. Let the pupils tell a story of the little girl who, evidently, is learning to read.

After several titles have been suggested, decide upon the best one, which we will suppose to be "Elizabeth's Hard Lesson."

With the children's aid make an outline to guide the children in their oral story telling.

Place: School room in Brittany.

Time: Forenoon.

Actors: The teacher and girls of the school. Elizabeth, a primary pupil.

Introduction: Description of Elizabeth.

1. Her home.
2. Her dress.
3. Her age.

Incidents: Elizabeth's reading lesson—

Who is teaching Elizabeth?

Why does she pucker her lips?

Is the word hard to pronounce?

Which child looks as if she could help her?

Climax: What noise at the door causes the teacher to dismiss the class?

Describe Elizabeth's feelings.

After the children have made up stories about what the picture tells, it would be well to have another language lesson on the picture itself.

A few suggestions and questions that may be of some value in the study:

Who is the center of attraction in our picture?

Why do you suppose she has such an attractive face?

Why do you think this is a well disciplined school?

What are the two little children who sit beside the teacher doing?

What would they probably be doing if they belonged to our school?

How old do you think they are?

Why did the artist make the faces and figures of the pupils at their seats so indistinct?

We imagine that the little girl standing by the teacher is learning to read. Compare the way she is being taught with the way you were taught to read. Pick out the pupils whom you think are the least interested in their work.

Compare this schoolroom with your own.

What in the picture would tell you that these children lived in France?

After the pupils have studied the picture with the teacher, they may write their impressions in their language booklets.

Very young children will write merely short sentences. Fifth grade children should be able to write at least two paragraphs. Train them to use short sentences. Dwell upon the beauty and force of concise speech, and show how wordy sentences can be improved. If the oral work in the story telling and picture study has been a success, the written exercises should be well organized and should reveal considerable originality of expression.

For seat work for the younger children cut small pictures, about which they have told stories, from the advertisements in *School Education* and other magazines, and paste them on cardboard. On the other side of the cardboard paste an envelope, containing slips of paper bearing the names of the pictures. Have the children place the slips under the correct picture.

This picture would make a good problem in hand

work for the older children. Provide each pupil with a piece of cardboard, a piece of glass, and a picture six by nine inches, then show how to make a frame by using Dennison's *passee partout* paper.

#### A Short Story of the Artist.

Away across the sea, in one of the suburbs of Paris, is the home of Gean Geoffroy, the great French painter of children. He is a modern artist and a man of much wealth.

He knows and loves children and considers them among his best friends. He understands their nature, and is able to paint wonderful pictures which always have stories to tell of them. He prefers to paint the children of the poorer, hard-working people. In this he is like Millet, who always pictured the poor French peasants whom he knew and loved best.

Geoffroy not only paints but draws well. He gets wonderful effects by the use of grays and browns. His masterpiece is, "A Visit to a Hospital." Two other pictures which are excellent for story telling are, "A Spring Greeting" and "Compulsory Education."

## Methods Teaching History

### THE CIVIL WAR IN OUR NATIONAL DEVELOPMENT.

*By Mrs. Ina Lockwood, Normal Training Supervisor, Rochester, Minn.*

**I**N teaching the history of our national development, it is not unusual to find a class studying the administrations successively, getting the time, the place, and a few other general facts of a number of events which mean little to them because they do not see the background and do not get the trend of the question or problem through the entire history of the period, each new phase of the subject being treated as utterly foreign to that which had been previously studied.

If, on the other hand, these questions are discussed and debated somewhat in detail, and each new phase of the question as it arises is linked up with the old, and visualized, the pupils will not fail to make connections and see and feel how these events influenced our country's development.

A few questions worthy of such consideration are:

(1) How has slavery influenced our national development?

(2) How was the West made a part of our national domain?

(3) How does the United States government obtain funds with which to meet the expenses of the nation? (The solution of this problem will require a study of the various tariff acts and the ways and means by which the government obtained money to carry on its wars.)

(4) How has man's inventive genius affected national development?

(5) Why will Americanization, which means teaching people how to live, have an important place in the future history of our national development?

#### THE SLAVERY QUESTION.

To make clear the idea suggested concerning method of teaching, the problem of slavery will be briefly considered.

The study should be introduced by an investigation of slavery as it existed in olden times. Investigation of the ideas of slavery in ancient Greece and Rome shows that slavery was a very old institution.

The next step should be the discussion of the attitude toward white slave labor, and will include a study of the following:

Debtor classes in England.

Importation of criminals to America.

Indentured servants.

Banishment of undesirables to Australia.

Russian practice of sending political criminals to Siberia.

#### CAUSE OF SLAVERY IN AMERICA.

The demand for labor on the tobacco plantations is studied as the cause of the introduction of slaves into the Virginia colony in 1619 by the Dutch traders. (Here the children should study carefully the influence of slavery on our first colony in America.)

At this point it would be interesting to divide the class into three divisions representing (1) the New England colonies, (2) the Middle colonies, and (3) the Southern colonies. Each group discusses the attitude toward slavery, soil conditions, manufacturing facilities, and religious and political ideas of the region it represents.

This should give the class a clear idea of why one section of the country opposed slavery while the other section supported it. It should show, also, how geographical conditions affect our national problems.

#### ORDINANCE OF 1787.

Attention should be called to the provision concerning slavery in the Ordinance of 1787, showing how the problems of slavery were increasing and af-

fecting the laws made before our Constitution—by which we are governed today—went into effect.

#### THE CONSTITUTION.

Pupils frequently get little meaning out of the slavery compromise which was made part of the Constitution by the members of the Constitutional Convention. If they can only be made to feel that they are actually reliving these events, they will more readily understand and interpret their meaning. This can best be accomplished by debating the questions somewhat as they were debated during the sessions of the Convention.\*

Such a method will require much planning on the part of the teacher, for definite references will at first need to be given to the children, who must have help in the organization of their material. The attitude of the people in both slave and commercial states toward the question in dispute must be appreciated: the counting of slaves as a basis of representation in the House of Representatives and in apportionment of taxes, the importation of slaves, and taxing of exports.

Through debating the points of dispute, the pupils will see how the two factions gave in to each other in order that an agreement might be arrived at.

#### THE COTTON GIN.

In the study of the invention of the cotton gin, the important factors for consideration are:

Decrease in the cost of removing the seeds from cotton.

Increase in production and exportation of cotton.  
Influence on slavery.

Although mere figures seldom interest children, yet a study of the statistics will give them a fuller comprehension of the changes wrought following the use of the cotton gin. The various ways in which the invention benefited the common people should be emphasized.

#### MISSOURI COMPROMISE.

A mere rehearsal of what the Missouri Compromise involved will fail to acquaint the children with the real problem. It should be understood here that the struggle was to maintain a balance of states, giving each state the same power in the senate so that laws pertaining to slavery could not be passed to the advantage of one and to the disadvantage of the other.

Let the children make a table showing the dates of admission of the states up to this time. Let them listen to the teacher as she reads extracts selected from speeches of both Northern and the Southern men who took prominent parts in the arguments set forth. This should be followed by a few thought-provoking questions; then the full significance of the measure will be understood.

#### SLAVERY AGITATION.

Much interest can be aroused in the study of the slavery agitation—such as (1) the formation and growth of abolition societies, (2) the establishment of anti-slavery political parties, and (3) the passage of the “gag-rule”—by making the pupils acquainted with the work and acts of prominent persons, like Garrison, Lovejoy, John Quincy Adams, Lucretius Mott, Whittier (our slavery poet) and Wendell Phillips (our slavery orator).

When the children have become acquainted with the characters of these men, assign one of the men to each member of the class, with the understanding that

each should endeavor to prove that the man he represents sacrificed more for the welfare of the nation than did the others. Special emphasis should be laid upon the purpose, achievement and results. Stress the fact that if such characters as these devoted their time and energy—even to the sacrifice of their lives—to the cause of freedom, slavery must have been detrimental to the nation's development. Compare them with social reformers of recent or present time: Jane Addams, Judge Lindsey, Jacob Riis, and Francis E. Willard. Such study will give the pupils a deeper insight into the spirit of the period under their consideration, the difficulties in the way of success, and why these reformers were worthy of a place in history.

A few of Whittier's poems—“The Christian Slave” and “The Slave's Mother,” for instance—might be read to the class and some of the best lines memorized. Extracts from Wendell Phillips orations could be used with profit.

#### THE ANNEXATION OF TEXAS.

Favored by the south and the slavery advocates, the demand for Oregon—which entered into the Texas discussion—supported almost wholly by the North, as well as the cause and result of the Mexican War, has a bearing on our problem. Deductions should be made as to how these questions influenced our country's development.

Conclude this part of the work by selecting four or six of the strongest members of the class to debate the question, Resolved, that the Mexican War was unjustifiable. Let the rest of the class act as judges.

#### WILMOT PROVISIO.

The children are now ready to study the Wilmot Proviso, showing how it failed to become law, yet how the spirit of the law in it lived. This leads up to the question of Squatter Sovereignty which later caused so much trouble.

#### THE DISCOVERY OF GOLD IN CALIFORNIA.

and the work of the “Forty-niners” leads to the great congressional debate; which offers much worthwhile material for discussion. Have a mock Congress. Let the pupils impersonate Henry Clay, Calhoun, Webster, Seward, Chase, Jefferson Davis, and so on, according to the number in the class. Each child must ascertain what measures were advocated by the man he is impersonating, memorize the most convincing extracts from his various speeches, and be ready to answer his opponents' arguments.

The pupil who impersonates Clay must work out his “peace program” and present it in a convincing manner. After the debate, the provisions of the Compromise Bill of 1850 may be clearly stated and actual voting take place.

#### THE FUGITIVE SLAVE LAW

should receive special attention as Webster, one of our greatest American orators, supported it, while the majority in the North opposed it. (The best reader in the class should be selected to read Whittier's “Ichabod,” in which Whittier censures Webster for the stand he took in regard to the law. Another pupil should read “The Lost Occasion” to show how Whittier later changed his attitude toward Webster. The children should see that it is often lack of understanding that causes us to err in judgment.) The results of the passage of these laws should receive special attention.

**THE PASSAGE OF PERSONAL LIBERTY LAWS**  
in defiance of Congress brings up the question of States' Rights, with which the children are familiar because of their previous study of Virginia and Kentucky Resolutions. Hartford Convention and Nullification troubles in Jackson's administration. Let them review these events and determine whether the doctrine had been gaining ground.

**THE UNDERGROUND RAILROAD**  
is an example of how laws passed by Congress were evaded. A map, showing routes taken by the escaping negroes, and pictures, showing how the Northerners aided them to escape, will do away with the erroneous idea frequently held by children that the underground railroads were not really railroads underground.\* Their ideas of the justice of such actions should be discussed. They might be aided by the following suggestive questions:

If laws are thought to be wrong, why should they be obeyed?

Can you be loyal to your country and disobey laws?

Give examples of laws thought to be unjust that were repealed.

How was it accomplished?

Let some one of the class impersonate Harriet Beecher Stowe and give her reasons for writing "Uncle Tom's Cabin." Select two pupils to discuss the book. One should endeavor to convince the class that it was true to the life of that period for which it was written, while the other takes the opposite view. Another student could tell of its effect on the North and the South.

**THE KANSAS AND NEBRASKA BILL**  
furnishes debatable material, also. The class should first get a clear idea of

Reasons for this new bill.

Progress in western development.

Compromise of 1820 as affecting this territory.

Views of Stephen A. Douglas.

Again, this class may be divided into two groups, one taking the affirmative and the other the negative side of the question, which may be stated thus: Resolved, that a state has a right to decide for itself the question of slavery. Follow the debate by a study of the working of squatter sovereignty, emphasizing the Civil War in Kansas. Have the class work out a scene for dramatization in connection with this event.

#### DRED SCOTT DECISION.

The decision of Judge Taney in the Dred Scott Case, fixing the status of the negro, should be noted. Compare the status of the negro then, with the present status of the negro. Did Judge Taney have the right to declare the Missouri Compromise unconstitutional? Why? Who decides the constitutionality of laws at the present time?

#### LINCOLN'S IDEAS ON SLAVERY.

The children are already friends of Abraham Lincoln, for throughout their grade work they have been taught much concerning him. They will be interested to know his ideas and attitude toward slavery. Have them pose several slavery scenes, among which may be Lincoln and Douglas in the act of debating. For this scene select a short, stout boy for the role of Douglas and a tall, slender boy for Lincoln. The children who are not posing should guess the scene

portrayed. Follow the acting by a reproduction, by the two actors, of some of the arguments of Lincoln and Douglas. The other members of the class should be prepared to give the principles involved in the debates and the general results: viz.,

(1) Appearance of victory on the part of Douglas, in his re-election as senator of Illinois.

(2) Lincoln's appearance of defeat, but his growing favor in the eyes of the people.

#### JOHN BROWN AT HARPER'S FERRY.

Let someone represent John Brown, telling how he helped slaves to reach Canada by a system of rescue stations known as the Underground Railroad: his part in the struggle for statehood for Kansas: his raids: how he freed some slaves: his capture of the United States Arsenal at Harper's Ferry.

Follow this biographical study by class discussion of these suggestive questions:

Why was John Brown called a fanatic?

Which of John Brown's acts caused him to be hanged?

Why has Harper's Ferry been called the "Lexington of the Civil War?"

In studying the

#### PRESIDENTIAL CAMPAIGN.

preceding Lincoln's election, the class may be divided into four sections. Let the first section represent Lincoln and his party; the second, Breckenridge and his party; the third, Douglas and his party; and the fourth, Bell and his party. Let each section give its views on slavery, stating clearly the slavery plank in its platform—if it contained one.

Let the pupils chart on an outline blackboard map of the United States the territory carried in the election by the candidates from the territory represented by their sections, telling the effect of the election on the people of those sections.

#### THE SECESSION OF SOUTH CAROLINA

brings up the old question of States' Rights. The children should be able to see that slavery had much to do with the growth of the doctrine, but that it was really States' Rights that caused the separation from the Union. The question here arises: Was it the people or the political leaders who caused this step to be taken?

As an incentive to more careful study of Lincoln's inaugural address, extra credit might be offered to the student who would be willing to memorize the speech.

#### THE CIVIL WAR.

In studying the war, it might be well to follow certain general questions rather than to make a detailed study. A few simple questions follow:

To what extent were the Northerners moved by principle and the Southerners by their local needs?

Select the leaders on both sides, studying their campaigns for the purpose of showing the relation to the outcome of the war, and note Lincoln's attitude toward Grant in his private letters.

(Why was the South unsuccessful? (If the teacher chooses, a good opportunity is here opened to discuss a similar question in our late war.)

Finally, show to what extent the results of the Civil War affected national life, noting that after every great issue has been settled the reconstruction period which naturally follows leads into a broader national life.

## Suggestive Methods of Teaching Arithmetic

*A series of articles covering Grades 1-8, conducted by Jessie E. Fair, Primary Supervisor; Frances E. Parker, Principal Neil School; and Katherine Prendergast, Principal Adams School, St. Paul.*

### INTRODUCTION.

THESE types of methods are the outgrowth of talks and conferences given with a view to assist young teachers. At the request of some who have felt the need of such definite help they are published in this form.

We are fully aware that these are not the only methods of presentation for development of topics in arithmetic. They are not given as hard and fast rules; we simply present them as methods tested with classes of the ordinary size and with pupils of average ability. They are intended to help those teachers who have not yet had opportunity to work out ways for themselves. We hope they may give definite advice in the teaching of arithmetic.

It is our claim that if the detail of development is understood by children they will be aided in future difficulties. The understanding of *why* and *how* to do is the best preparation in assisting laymen to follow rational processes.

To consider a specific case, Fractions is one that might be typical. We have come to believe that the fractional idea should be given early and concretely. All Primary work is done objectively yet many claim that it is wrong to take time to teach the *why* of the fundamental processes in Fractions. If we believe in the concrete work in the beginning, why only the mechanical processes higher where mature thought is not yet present to insure definite thinking? Habituation in process to be correct and permanent must be based on clear thinking.

Explanations of the processes are not intended to be memorized and repeated by the pupil, but to serve as a guide to the teacher by indicating the order of development and in suggesting to her questions to be asked of the pupil. The questions used form the basis for supervised study in the development of topics and their processes.

Suzzalo says, "Teachers still tend to teach future

workmen in the lower schools as they themselves were taught by scientific scholars in the universities."

Where such teaching is done there is a helpless situation on the part of children and a confused idea as to *what* and *how* and *when* to do.

Large numbers of pupils are put out of the elementary schools lacking the independence of thought and initiative in doing gained as a result of clear teaching and definite understanding.

We make a plea for direct and continued method hoping that it may eliminate some waste in the teaching of the subject. A recent questionnaire was sent to teachers of a large number of school systems in which was this question: "Have you ever found that part of a child's difficulty with process could be traced to the lack of a uniform method of teaching the process?"

The consensus of their opinions is that changes in methods of teaching a process used in different schools, or in different rooms in the same school, cause *much difficulty*.

There is great need for an approach to uniformity in method among teachers.

In the lack of methods in the average course of study, we present these. An examination of forty courses of study found only one that suggested methods.

Teachers today are met with new conditions brought about by the World War which have awakened educators all over the nation to the tremendous need of maintaining educational standards and to find some way to meet this need.

The army draft has disclosed many facts as to physical and mental conditions among our people. Ignorance and illiteracy have been found to a shocking extent. School people are asking, "Is our form of education to blame for this condition? Are we lacking in method? Are our present methods too diverse? Or, are we not meeting the social need?"

## Kindergarten First Year

*By J. E. Fair.*

Jennie E. Fair received training for teaching in the Cook County Normal, Chicago. After successful work in primary grades and training pupil teachers in the High School course in Cedar Rapids, Iowa, she went to Omaha, Nebraska, where she was critic teacher in the first and second grades of the City Normal. Some years since, she came to St. Paul, where she was connected with the Teachers' Training School as critic and method teacher in the intermediate grades. For two years she has been in the supervisory department of the school work in St. Paul.

IN city schools in which the kindergarten is a part of the system the play and activity results in giving a foundation for subjects in the grades, all unconsciously to the children. The fanciful, realistic natures of children, of which Sully writes, have opportunities to have freedom for growth in the atmosphere and activities of the kindergarten.

The gifts and materials used in the work while primarily for self-activity have *number* as their greatest element in their secondary function. "One thing in many" is one of the vital thoughts of the kindergarten and number is an element reappearing

in every phase of the use of the material. Froebel speaks of the mathematical world and emphasizes number relations.

The kindergartner alone is responsible for the amount of good that may come from the *use of material planned to give ideas of color, form, position, direction, measure, and number*. It is all concrete in its nature and children are unconscious of any purpose in their work. Indeed, the more nearly the work touches their every day lives the less is their realization of learning. In the games and marches number again is an element; in games,

the groups; in marching by twos, fours, even eights the number appears.

The games used in this period of work appeal to the imagination chiefly and have in them much repetition.

In the kindergarten many of the games for special sense development have long been used: Good Morning; Guess Who; Singing Games; and observation games. For some time the effort of the leader has been to arouse children's initiative to invent games related to the time and that: as playing Fireman or Santa Claus at Christmas time. The number of horses or deer is unconsciously a number element emphasized in groups of two.

Jessie Bancroft in "Games for the Playground, Home, and School" gives many games which are frequently used in which number in groups is an element:—Jack be Nimble—Jack may jump over two, three, or four candles represented by objects six or eight inches high; Squirrels in the Tree—three children to make each tree; how many trees shall we have? In Kaleidoscope, Jump the Shot, Lady of the Land, Jumping Rope, Johnny Ride a Pony, Bean Bag Games—and many old games described by J. H. Bancroft and that we played when children, *how many or number* is a constantly recurring relation. At times the opportunity to count, instead of *group limitation*, will be the number that. The games are not played for number with small children and the spirit of the play must not be marred by the leader, who only fosters the number idea thro the incidental reference.

In the marches—almost daily used in early school work—each leader must evolve for herself—due to space limitations in school rooms—the opportunity to combine in line of march. Single lines starting from opposite sides of the room and joining may form twos in the center, front or back. Counter marching and alternate twos going in opposite directions may meet to form fours. Space in the hall or on school grounds may give opportunity for a drill or march where the fours unite to form eight. The drills or movements are not primarily for number relation; they are distinctly a physical feature, of value for attention; and for use on special program occasions, but if the group limit and combination is incidentally referred to there is an important influence at work.

Counting, which early to children seems spontaneous, almost automatic and is fundamental, has much opportunity to be exercised in the social life of the kindergarten. While the circle of the children may give the greatest stimulus there are many times many differing experiences. Each child might be expected to count to twenty by ones and to eight by twos at the end of his kindergarten experience. No scheme of work has ever considered this as a requirement however—and wisely so.

Exact numbering which arises from those about him constantly asking "how many" no doubt causes him to measure a group. Then recognition of groups to five will easily be the result attained Combinations might be included only in the most simple concrete and incidental way:—as "I have three blocks. How many more must I get to have five?" No formal expression of the combination should be encouraged and there should be absolutely no use of symbols or figures.

It would be almost impossible to have children fail to have a concrete idea of halves and fourths after handling and using the third gift (the eight cubes); or the fourth gift (the eight oblongs); while the fifth and sixth gifts have a larger number of parts and emphasize divisions of the cube into square and triangular prisms. There are also many experiences which teach these parts concretely.

In form, the square, oblong, and triangle are handled, recognized, and made familiar thru use of material and simple construction either in folding, in cutting, or in making objects of interest.

In measuring, the sticks—line—with their definite length give ideas that are helpful for future work. Comparisons of sticks of different lengths; sometimes they need to find how long a stick to place with a four inch length to make it equal the five inch stick; or how many inches must be put with this to make it as tall as that may be constantly recurring questions in the work.

In different phases of arrangement the occupations again emphasize number. The children will many times count, without a suggestion, to verify the exact numbering.

In every gift, occupation, and game number is dormant and may be made evident. It should not be made so much a part of any activity that the spirit of the kindergarten is destroyed, or that the period might be conceived to be for number relations primarily. No formal work in reading is actually begun in a true kindergarten and no more should there be formal number teaching. With the entire work in the kindergarten only the leader is conscious of her purpose; so with any effort to give definite number grasp she would follow a scheme not evident to children and not overstimulate their desire for its gain.

#### When Formal Numbers Should Begin.

There has been considerable discussion and no agreement among educators as to when the formal instruction in number should begin. In most schools of Europe it is taught in the first year and in the United States the tendency is the same. The "Committee of Fifteen" recommended that the beginning of number as a basis for arithmetic be deferred until the second school year. The claim is made by Burnham that formal instruction in number at an early age is liable to be injurious and that as it involves comparison, analysis, and abstraction it is unfitted to the childish mind. Modern educators emphasize the danger of arrested development by giving formal arithmetic too early in the course.

It has been considered wise in many schemes of school work to plan for no formal instruction in number in the first year, as learning to read and language interest seem more important. Especially is this true where the kindergarten is not a part of the school organization.

It is the evidence of Stanley Hall, shown from his studies, and the experience of primary teachers that most children have a fair knowledge of numbers below five before entering school. Children, as a rule, have an interest in number and have formed some number concepts before entering the first grade. Counting and numbering are a source of pleasure and some helpful, purposeful work may be done. It is often said to be incidental but too often it is left to be accidental.



The knowledge may be unconsciously acquired by the children, but *on the part of the teacher it should be logical and definite*. There are no drills.

#### Aim.

*What is the aim of the teacher* in this so-named incidental work? It is primarily to give the counting desire full sway and gain number concepts; to emphasize *group recognition*, not combinations; to have children image objects and groups of objects; to have them gain a sense grasp of number thro' the visual, auditory, and muscular appeals; to make clear and definite quantitative imagery for apperception in their later work.

#### Method.

What is the *most wholesome means* to be used in attaining the aim? A wide variety of games and the judicious *connection* of number with *each day's program*.

The responsibility rests with the primary teacher for a good beginning in number as well as in reading and language. She must be alert, resourceful, able to interest, keen to arouse the initiative of pupils, appreciative of the child's effort, and constantly give him the notion that he is doing for himself. There is perhaps more in the personality and sympathy of the teacher than in any method or scheme employed. The child acquires knowledge because he wants to do so, but it is the skill of the teacher who may have given him the desire to do. The wisest teacher uses the actual experiences of the children; stimulates their interest or curiosity; gives them opportunity to do, and uses their suggestions if possible.

*Time*. No more than three periods each week need be set apart for definite purpose in number. No one period need be longer than ten minutes. In these periods there will be opportunities for *counting* and *games* to see, hear, feel, numbers of objects grouped in such ways as to be definite; by *twos; threes; fours*. The language side of number which should receive careful attention must not be overlooked during these periods.

*Counting* which is an innate desire of children and the a, b, c, of arithmetic should be especially encouraged. One must remember, however, that in counting the thought passes from unit to unit; that it determines how many units are repeated and in a measure is not number which is a complex of relationships and not a sense fact, Klapper tells us. Counting gives the rhythmic sense to number. The child gets his first notions of number from counting things—perhaps another evidence of racial evolution—for the race did so. When he comes to school he will undoubtedly have a number series learned beyond his circle of actual count; i. e.—he has number names in order but runs ahead of his count. There is no occasion to be in haste to repress him by hasty correction. Opportunity to count should be *individual*, not concern work; each one may have an opportunity to count perhaps twice each week to show what he can do. The rows of seats; number in a row; the girls in school; in a large group; the boys in each class or group; feet in a class; etc. are but a few of many opportunities a teacher may utilize. Counting by ones; later by groups of twos; threes; fours; fives; tens. Children love to indulge

this instinct and even to give a short series backward.

It must ever be remembered that the counting should be done with objects—real material—and not a memorization of a series of names.

It is no difficult acquirement for children to count by ones to fifty in the first half of the first year and to one hundred at the end of the year. Counting by groups as they are arranged in twos, threes, etc., can not be so extended but to count to 20 by twos the first half and to forty at the close of the year would be only a pleasure. Counting by threes might not extend beyond twenty. If counting backward is of interest it must be much more limited than forward. Some of the *games* we played as children may be used in counting:—jumping the rope; pussy-wants-a-corner; hide the thimble; and hop scotch. Spinning the plate and tops—counting while the movement continues. Name numbers of things in rooms at home:—kitchen; bed-room, dining-room; at the store. Playing postman; conductor; delivery-boy; etc., all give opportunities for counting.

We do not attempt to teach number without the use of objects to *count* and to *form groups*. What the objects shall be is still a somewhat disputed question. It would be well if every teacher might be supplied with blocks of definite, uniform size—one inch cubes probably—and sticks as used in the kindergarten. The material used in the kindergarten may well be applied to a further use in the primary room. These objects do not divert interest to themselves and are of accurate measurement when measure may be wanted. They are of value to use in other than first year classes when desired.

These cubes may be employed to build thro' the steps of (1) imitation; (2) memory; (3) dictation; (4) freedom of pupils' choice. Sometimes the teacher may build for imitation; sometimes she allows a pupil who has a good model to be the leader. This imitation should be carefully used. Much originality may be developed thro' the free use of material. Some community or group building may be wisely encouraged. The material may be used in definite group limitation in getting by children, and arranging in correspondence with group cards used by the teacher or leader.

In some periods there may be opportunities to see pictures of *like objects* in groups in order to make exact numbering; to name *how many* in the group; to make a drawing like picture. This should *not be counting*, but a limiting or recognition of the group.

There may be occasions to *hear* sounds in groups that may be rhythmic; without a child or group of children having a chance to see the action one may tap in time three strokes; how many? It may be *telegraph game*. Other groups or combinations—rather limited—when ready for them. *Clipping*: calling a repeated syllable; giving number of sounds should make the repetitions in groups of twos and threes again. Howell in "Foundational Study in the Pedagogy of Arithmetic" says we should "give opportunity for the touch sense in large measure to manifest itself." It is well known that an image better clings in memory the more it is associated with other images and thro' reaching the mind by the varied tracks—eye, ear, muscular sense. Blind-



folded, or hands behind, give objects to tell *form*; *size*; *how many*? In marching—take numbers of steps; listen to *hops* of children.

Very easy comparisons aid in forming judgments in this elementary work. There is definite use for the *undefined unit* in this work:—much, little; more, less; many, few. The relations in a sense indefinite, as short, long; wide, narrow; large, small; heavier, than, lighter than; etc., should be used in games and in number connection.

From groups of objects children may find:—

- (a) all objects as large as mine or given object;
- (b) all that are larger than mine or given object;
- (c) all that are smaller.

Each exercise is simple but of more value if used alone.

Then again one child places or builds in one group:—

- (a) all blocks as large as one chosen;
- (b) all blocks larger than one chosen;
- (c) all blocks smaller than one chosen.

Not all of this simple series used for one period. The blocks used in the Speer work are of value to use in these indefinite relations; use cubes of varying sizes; *measures* to test. Use spheres; geometric forms—squares, oblongs. Familiar objects of the same kind.

A step farther in comparison is taken when these comparisons are made with an object shown and then put out of sight while the selection is made. Then verify.

Again there may be building or making equal to, larger than, smaller than such forms as are possible with given material.

These given above are suggestions to help in making more definite ideas of volume—quantity. Their use should be extended over a number of weeks.

In *measuring* there are a few suggestions, place the hands on the table as far apart as length of an object shown by the teacher; test for accuracy of judgment with the object itself. Use sticks, as long as; longer than; shorter than. Judging the tallest or shortest child; measure to show correctness. Later, lines may be drawn in comparison with length of objects; sticks, or lines drawn by the teacher on the board.

It is a greater test after having handled sticks of definite length to draw lines *as long* as any one of them without seeing the stick. This simple measuring is idea of distance in its beginning. *Test* each time after the act is done.

With the simplest work in surface very similar exercises will be of interest and give motor activity.

The finding of squares, oblongs that are equal to; as large as; smaller than given surface or face of a solid in view. Later, with the surface presented yet not in view at time of choice; also to draw square or oblong equal to larger than; smaller than. Test as before. These varied experiences might be a part of first half year's work.

For economy in development of number concepts the use of number pictures to follow or use in conjunction with handling, seeing, counting, and hearing are recommended. The power to see groups is limited with children; indeed it is now claimed that there is no eye span except for very small groups. It is said that the group is verified by counting and that the same arrangement of dots, balls, or lines for any number is of great value in

association; the claim sometimes arising that form and number are closely associated. Groups of circles on cards easy to handle are useful in a teachers' equipment. It has been found by experiments that black on the light card is most satisfactory. The same grouping may be used for testing and association with chalk and boards.

Arrange the circles in forms as on the dominoes or playing cards. While combinations to form groups cannot help but arise it is not the purpose to teach them formally or secure facility in abstract drill processes.

### Group Cards.

Manilla tag is satisfactory as a foundation for group cards with circles of black somewhat less than an inch in diameter on it. Unless the eye is well trained the visualization limit is four. It is possible to give the *unconscious distinction* between even and odd numbers with care in arrangement. Then eight would be as two groups of fours:

or  
seven would be distinguished in its greatest and least groups:

There should be no hap-hazard arrangement of the circles for visual recognition.

Various uses for these cards will suggest themselves to the alert, wide-awake teacher. A story of some social happening within children's experience might form a period of work: a little girl's party; a picnic; a car ride. Instead of telling *how many* the sight card would be shown and children may tell.

Later these cards are of value in teaching figures when the symbol is associated with the group well known.

The sense value of number through ten may wisely be the aim of this so named "incidental work." There should be *little occupation* work for children of the first year in which number is chief idea. Dominoes of paper can now be bought at a low price and furnish some game and occupation periods.\* They are much used in primary rooms in St. Louis schools. They may be made by teachers by the use of manilla tag and a punch making a round hole. Each child may have a set in box or envelope.

The domino card should be at least one and one-fourth inches by two and one-half inches and have a line divide it in halves as on real dominoes. Use the punch to make a hole for each spote and follow the arrangement of the domino blocks. For first grade make up to the double five.

They may be used for occupation period by individuals in matching spots and arrangements; later, when figures are being learned the figure cards may be placed by groups on the half dominoes to emphasize association of group and figure. A more advanced use is afforded when the figure representing the spots on the whole domino is placed beside the card. The last use may be a forced one and lay the foundation for *counting to add* so should be used cautiously but no child discouraged when he gives evidence of ability. Two children may learn much by playing dominoes with one set of cards.

Games are of great value in teaching number in an incidental way. The spirit of the games—com-

petition—must not be lost sight of or it may become an exercise. The *keeping of score* is helpful in number teaching and the *need* to know how to make the figures arises. *Then* is the time to teach them.

The teacher and children will originate some games; planning a game of some value in gain in language, in initiative, and of great worth is growth to children. In one school room in St. Paul the spirit and interest was improved beyond measure by children bringing games from home. They were first asked and encouraged to do so by the teacher; the owner was given the privilege of teaching others how to play. Dominoes, Lotto, Parchesi, Jack Straws, were some games brought. First, a period was given when the teacher supervised the play. Later, enough control was gained by the group that choice of games was made and the play time became an occupation period. This was done in an advanced first year grade of work. Number became a *need* in order to play; alertness and good spirit were evident. Games that helped the spelling were also brought.

Teachers will find some help in these books of reference:—

Smith. Number Games and Rhymes.

Johnson. Education by Plays and Games.

The following games have been used in St. Paul and are typical for early work:—

#### Guess How Many.

1. This game is for quick sensing of number groups.

Have on your desk a number of wooden disks or cubes, or small objects made of clay by the children—little cubes, apples, or little cylinder shaped boxes. Arrange in groups.

Divide the class into two sections with a captain for each section. Have each child of one section come to the desk, close eyes and pick up in one hand a group of objects; guess the number. If the guess is correct he may give the cubes to the captain of his side.

The children of the other section then must try to get as many cubes as possible. Then have the captain of each section hold up each cube while all the other children count in concert sometimes the number his side has won. The side having the greater number wins.

Do not allow a child to count by ones the cubes he picks up. He must use one hand only. He will probably not be able to recognize by touch more than five.

2. Material:—a wooden bowl six inches in diameter; seven marbles and a top.

Holes or hollow places are made in the bowl as indicated. A child spins the top to see how many marbles he can put in the holes. The number he can roll in he records on the board. At first he makes lines or stars but he soon needs and wants to know how to make the figure instead.

Later, this game might be used for adding combinations by placing figures beside the holes.

Children should learn by the end of the first year the making of the ten figures we employ in our calculations. They should be made correctly as to form and associated with the number they represent. Let children make them large and as often as possible on the blackboard. In learning to make

the figures children should learn the best point to begin for correct form. If they are carelessly made or with a backward movement, the habit for so doing is soon fixed.

The words *one* to *ten* in the number series may be learned in connection with the reading lessons and related to number group and symbol as well.

In using readers the numbering of the pages gives opportunity for reading numbers as far as 100.

In dramatization ideas are introduced inductively. Children are intensely interested. Dramatizing in the language or reading relations often brings in definite number or counting experiences.

We are beginning to realize intensely the value of games in school-work. A social spirit is uppermost and developed; the interest is concentrated; the learning is unconscious on the part of children: the value in training the will.

The following are worth while:—

1. Use *ten pins* in groups; roll a ball to cause them to fall. How many down? Up? (Aim to get limitation without counting.)

2. Play *ten pins with children*. There are two players; each has five men on his side. At a signal they run to get men from the other side. At signal—stop! Who has more? How many more? How many has each player?

3. There are many uses for *bean bags*; use *six*; again use *eight*; or *ten* as the number to be emphasized. Throw them in a basket—high or low; thro' a hoop; in a circle made of chalk on the floor. How many in? How many out? How many in the group? (Aim for visual limitation of number. Naming the whole group is an approach to number combination.)

4. Five little Chickadees. (Giving rhyming delight.)

Five little chickadees sitting on the floor;

One flew away and then there were four; etc.

5. Ten Little Indians.—the old time rhyme that delighted many of us when children.

6. Ten Little Ponies **game**—gives activity; they prance; jump; run; etc.; number as a factor in the groups again.

7. One may have cards with large numbers on them; fasten one card on each of a group of players. A child with bean bag tosses to one of the players and names the figure as he tosses. The player is ready to take the place of tosser if he knows his figure and catches bag. A child may toss a given number of bags to different players for variety.

8. Children of a group may have cards, on which are figures, fastened on them. There may be more than one card of a figure. Some one holds up a card on which there is a picture group. All having the figure that tells the number in the group are to change place as planned by one in beginning the game. This helps in association of number and figure.

9. Groups of drawings on the board; under the drawings the figures to correspond. The children close eyes. The teacher erases or changes the figures or the drawings. (To do one or the other gives variety.) Then when children look they replace figure or drawing; or rearrange.

In many varied ways may number enter into schemes for occupation of little fingers at times when the teacher is busy with one group. It may

be in using sticks or pegs sometimes in arrangements following 2's; 3's; 4's; in cutting; in building something in relation to some language or reading where number may be an element; in laying designs using numbers of tablets. Use these materials occasionally so that pupils do not tire of them. Any of these occupations may follow this sequence: *imitate* that which is shown; make from *memory*; original work on the part of the children. The constructive work in making of paper toys or varied articles of furniture must involve opportunities for number experiences. Every advantage must be taken of any and all work in the accomplishing of school-room activities. Some teachers use cards that have figures on them; they are cut and given for rearrangement.

Some children may easily be able to know more of number than the limit suggested for the year's work. The statement is often made that since children often handle more than ten it is unwise to set that or perhaps any limit in a course of study. The public schools have grown into such a system that each teacher seems to have her part to do in order to keep everything in adjustment. A mini-

mum amount of work in each subject is wisely given in a general course in order that no one will unduly "ride her hobby," and so that the all round development, if possible, may come in the end. Then, too, number is a minor element in the first year's plan. The important thought is that children shall acquire the power to read, to be able to talk and have freedom in *doing* and making—in other words have a concrete basis for future school work. No real teacher will repress any ability on the part of the children to do or gain ability.

There is a growing desire on the part of teachers to give to children more free time or have periods of supervised play. It is hoped this may come about and the occupation, or seat-work, period be greatly lessened. The lack of one to lead or direct the play is the greatest obstacle in the way; tho' we are learning to encourage pupils to be leaders.

It will be of value for the teacher to use for reference:

First Journeys in Numberland—Harris-Waldo.

The Teaching of Primary Arithmetic—Suzzalo.

(Next month "Numbers for Second Grade.")

## "Once a Teacher Always a Teacher"

By Robina Kneebone, Ex-Teacher, Chisholm, Minnesota, Vassar Training Camp for Nurses, 1918.  
Connecticut Training School for Nurses, 1920.

**T**HE doors into that mysterious, lonesome hospital corridor closed behind me, and an impish voice sang within.

"No more teacher, no more school!"

"Surely, here there is no chance to teach," said the same saucy imp; and I breathed a sigh of relief.

Probationary days found me in nurse's uniform, checkered and humble, scrubbing tables and making beds in the Children's Ward.

And here it all began:

### I.

Pauline, the oldest resident of the Ward, stretched her cast-bound limbs and peevishly inquired, "Isn't it time for dinner yet?"

Now Pauline, having spent years in the Ward, was immune to squelching, and a dozen times a day the same questions rang out. "What time is it? Is it time for temperatures? Is it time for supper?"

"A class in numbers!" answered my mind.

"Forget it!" said the imp.

"Mary, turn the clock's hands to show when recess-time comes," continued my mind; and scuttle! scuttle!—trailing off into dim space, went my projector, the imp.

And Pauline learned to tell time!

### II.

"I can't make it come out right!" groaned a despairing semi-masculine voice.

I turned from earnest contemplation of a bed cor-

ner to view Sammie, age thirteen, struggling with pad and pencil over a problem in cubic measure.

Shades of eighth grade arithmetic! Where was my imp?

Thereafter, the "Rest Hour" was employed in keeping Sammie (confined to bed for six weeks with a broken femur) up in arithmetic.

### III.

Between the dark and the daylight,  
When night is beginning to lower  
Comes a pause in the day's occupation  
That the children's nurses abhor.

So, with a "Long, long ago, before you or I can remember, in a dark, deep castle across the sea lived a beautiful princess," the bed-time story is evolved from half-forgotten language periods. The period of restlessness becomes a period of quiet; little heads begin to nod; and the Dream Fairy comes to waft tired, aching little bodies to "The Land of Nod."

### IV.

"Straphococci, streptococci, B. Welchi," muses the new probationer out in the kitchen.

"Please, Miss Blank, what *were* you talking about when you were *doing* that *dressing*?"

Straightway the teacher rises with Miss Blank, and a class in bacteriology begins.

My imp has retired into a state of coma, but my mind recalls the inevitable "Once a teacher, always a teacher."

## The Friendly Book

By Vera Kelsey, Department of English, University of Washington; formerly instructor of English, University of North Dakota.

A FEW years ago at the University of North DAKOTA, I had an experience to which I look back with unbelief and wistfulness. Every Friday occurred that form of torture known as Public Speaking. Students were not assigned special days on which to be nervous; each one came prepared and remained to pray that he would escape.

One Friday, a few weeks after the opening of the term, as the class was unusually large, we were forced to move into the Norse class room. After three or four brief talks, I called upon a new member, a slender, nervous Norwegian. I had not asked him before because he found even the simplest recitation wracking work. But, during the first talks he had been gazing about with such vigor, I thought it time to teach him he could not take advantage of consideration. For a moment he did not move; the symptoms signalled he was unprepared.

Imagine my amazement then when he walked up to the front of the room and opened his mouth. "I don't suppose you know," he began, "that these pictures and busts around you represent the greatest men and art of Norway."

We looked about, and surely enough, there were heads and pictures and hammered brass placques upon the walls, about twenty in all. "I will tell about them."

He named each man and told for what he was noted. He told what scene each picture represented and something of its artist. Sometimes he would smile his queer little shy smile and tell us an anecdote. Once or twice he could not tell which of two men was represented, whereupon he would remove me from my chair, climb up, and find out. Sometimes he would tell us about both men.

Of course all this took more than three minutes; it took more than twenty minutes. Through it all he was quite at ease, but when he returned to his seat, he was as nervous as ever. The class, naturally, hailed him as a great speaker and savior. After class I asked him if he had ever been in that room before. He had not. "Where did you get your information?" "Oh, just from general reading," he answered. "I tell this at length because it illustrates a student's profit and pleasure in his reading—the reading we want to open to our boys and girls. This boy gained not only confidence in himself but the respect and admiration of the others. How many

American students can tell Longfellow from Bryant, Holmes from Lowell in that ubiquitous panel of American poets? How many of them are on such good terms with their reading that they can draw upon it extemporaneously?

Why do not our students make friends with books? They are given enough in High School and College. They devote enough time to the reading. Two boys, two girls, or a boy and a girl, associating for a few hours would not exchange a fraction of the experiences, ideas or comments that a book offers, yet at the end of that time, they would be friends. Why do they look upon books as undesirable aliens? I have had boys of nineteen and twenty who did not know what libraries were for, but thought them granaries for references or references where purposeless people, such as women, could go to read love stories.

Boys and girls make friends usually through the medium of a mutual friend or interest. The teacher supplies this medium in the English Literature class room. Is she a friend of the student or the book? Does she know the student so well that she knows what phase of the book will attract him; does she know the book so well that she can develop its best appeal to the student? She *may* be a friend of the student; she *must* be a friend of the book if she would bring about the same relationship between reader and author.

High school girls and boys so camouflage themselves by their actions that we think of them as children and feel that we can tell them what to read, and what to think about what they read. They are, instead, uncanny little periscopes watching and reporting to the submerged man and woman what passes in the world about them. True, some of them are a bit out of focus, but the majority sight accurately. Teachers and curricula, as a result, must be reliable and worth while, or these little eyes will report them as unseaworthy old tubs. Teachers cannot assign Silas Marner with the comment that its workmanship is perfect, and then themselves read "The Cosmopolitan" or Harold Bell Wright. They are as out of place in the class discussion as the butterfly in white satin décolleté at a movie; or they are so mechanically familiar with critical phrases that they appear intellectual snobs.

When one realizes the power of a book to influence and that some of the students will never know that influence unless they meet it in High

### WHY NOT TRY THE METHODS OF OUR FATTENING RIVAL, BUSINESS?

If you even suggest to an auto salesman that you are thinking of buying a car, he will whisk you into his best model and out on the smoothest roads. He will not talk cars to you. "Washington," he will say, "has some of the finest scenery in America. Snoquomie Falls are one hundred feet higher than Niagara. What, you haven't seen them? We'll just run up there now." And up you run.

Going home he may call your attention to the way the engine takes the hills or the small quantity of gas consumed, but the emphasis will be placed on the drive.

Suppose, however, that he invited you into the garage and took a car to pieces before your eyes, explaining the names and functions of each part, and then at the end of two or three hours he said: "I am sure that when you buy a machine with all these splendid parts, you will enjoy driving it." If you were just thinking of buying a car, which method would decide you?

Why should common sense be taboo in the classroom? Why should we not, in order to stimulate a taste for reading, invite the students among the richest books by the easiest, most pleasurable paths we know?

School, the responsibility placed upon the teacher looms large. She must be such friends with books and students that she can bridge the first self-consciousness and link the heart of the student with the heart of the book. If she forgets to be what the students call "human" herself, forgets that they are human, worst of all, forgets that the men they are reading are human, she cannot do this. She must remember that in High School she disliked certain books as unreasonably as these young critics now. She must remember that even if Browning did say so, it may not be so or that some one else may say it better. "Don't think you are a jewel just because you are set in your ways," my brother used to admonish me. It is as good a rule for teachers as sisters. A warm friendly interest may open a mind to Eliot, but direction will close it.

The whim or word of a teacher, or perhaps as Scrooge says, a bit of undertone potato, may cause Shelley to rise and Keats to fall in the estimation of the student. A genuinely enthusiastic (not a bubbling, effervescent) teacher can open stores of treasure to which one may return again and again. The first time I gave a course in the English Novel I was under the influence of Dickens' Great Expectations. At the end of the term the papers showed a greater knowledge and appreciation of Dickens than of any other author read. The next term I was rippling with Stevenson. And I was alarmed to find that Stevenson was the greatest writer of the ages when the papers came in. A professor of Dramatic Literature has made Shakespeare the companion of scores of students. One boy who spent his summers herding cattle had a little brown volume tied to his saddle. Nothing delighted him more than to shout into the wind, "Blow, wind, and crack your cheeks. Rage; Blow—" "The trenches aren't quite so bad," wrote another, "with 'Old Bill' here for a buddy."

A teacher is like a great reservoir. There *may* be a deep, clear lake in the mountains, there *may* be thirsty people in the valley; but there must be a reservoir through which the water may reach the people, purely, steadily, and when needed (for people do not always want books, just as they do not always want friends or water). Good water does not flow from shallow pools, neither can a wholesome friendship for books be developed in the students through the medium of a shallow or indifferent teacher.

Many teachers, however sincere and understanding friends of books, have lack-lustre hours in their literature classes because of the hostile or reluctant student. Anything between the covers of a book opened in school is, to these students, a lesson—and should be treated accordingly. How, then, can these knowing ones be brought into pleasant and profitable companionship with their reading?

The cross section of a sapling is, in general, like that of the mother tree. The younger tree is softer, has fewer rings, and thinner bark; you can bend or break it more easily. In the same way a cross section of any group of High School students will represent the minds of the older members of a community. Association will show you that there are four types of readers among them; analyze the students and you will find these same types in the making. I call them. (1) the Make-Believers; (2)

the Non-Believers; (3) the Safety Depositors; (4) the Friends.

The Make-Believers are a pest wherever you find them. They are so insincere, self-sufficient, shallow and unreliable, that they are incapable of friendship with anything or everything. They smile alertly at everything and agree as alertly with everything. They may or may not like books. If they do, it is usually the kind in which "a neat rivulet of print meanders through a meadow of margin," and a heroine with reluctant feet stands eager to follow the fancy of the hero. They do not think for themselves, but quote references, text book, or book review like parrots.

Late one night during my graduate college life, I heard a significant rubbing on my door. I opened it upon an undergraduate whose blue eyes rained tears and yellow curls stood awry and nervous. Her family was intact, I learned; she was not suffering any spiritual or cultural upheaval, worse—she had lost her adjectives! "You want my dictionary?" No, no, she wanted adjectives on Jenson, Marlowe, Shakespeare, Sheridan and Goldsmith. She had learned in High School that certain adjectives "went with" each writer and that if you faithfully memorized these adjectives no power on earth could withhold an A. So she always carried a little notebook; on each page she wrote but one name, and then when in class or reading she found an adjective that modified that name, she wrote it down. Furthermore, when two authors had similar modifiers, she compared them; when they had dissimilar, she contrasted them.

"But what do you think of Shakespeare?" I asked. "Oh, that doesn't matter," she answered.

She produced five slips, each bearing a name, and as rapidly as I thought up adjectives, she wrote them down. A week later she brought me her paper wearing a large blue A.

Little can be accomplished with this type of student. Sometimes you can fail them; usually they are clever enough to keep their heads above water. The best way is to give most of your attention to the others.

The Non-Believers include all those who dislike to read or have strong prejudices for a certain type of story. Now there are no rules for friendship. You cannot force anyone to be your friend, nor can you force yourself to be a friend to anyone. Neither can you force this type of student to be a friend to any book. You can introduce them and endeavor to have the book show off as engagingly as possible, but you cannot say, "This is the Illiad. For hundreds of years men have loved it. If you do not appreciate it, the fault lies with you." (Perhaps you have not forgotten how you detested the model child of the neighborhood and to what lengths you would go to avoid filling his position.) This student is aggressively independent or indifferent. It does not matter greatly which? He must find the worth of the Illiad for himself, or he will have none of it.

• The third type presents another problem. I call him a Safety Depositor because he hoards ideas and facts in his mind as he would jewels in a vault. There they shrivel or decay unless he brings them out occasionally and polishes them for a special occasion. This student is solemnly sincere, conscientious, and thorough. But he is handicapped by a

belief that whatever appears between the covers of a book is there by some divine right and cannot be questioned. If two opinions of the same story differ, he is disconcerted. If you give A's for the amount and accuracy of information, he is usually an A student. But sometimes you wish that no matter how wrong it might be, that he would express an original opinion of his own. There is always the hope, however, that you can convert this student to the ranks of the fourth class.

And with these students of the fourth class, or more often, *this* student, you find the real joy and satisfaction that keep alive your sympathy and toleration for the others. These are the friends of books, whole-souled, enthusiastic, genuine friends of books. They consider what others have written, but they use their own heads and are frank and honest in their judgments. And, best of all, they are possessed of a spark of originality. A fellow's opinion of Dickens may be lurid, yet his appreciation of Scott will lift him to heights past your understanding. And you can easily forgive an immature judgment of Keats when the critic brings you her favorite poem of Sara Teasdale's.

You know these types better than I, perhaps; yet I review them in order to reach a common ground from which to consider how to so appeal to them all that they may become the friends of the books that will endure. We do not need to consider the Make-Believers; three groups still remain. We cannot have three classes nor read in one class from three different viewpoints,—the practical for the Non-Believers; the historical, social and critical for the Depositors; and a combination of all these plus pleasure for the Friends. That would take more time, and we do not need more time, but time better spent. At the ball game, theatre, club—wherever Jack's dullness may receive salvation,—thousands of men and women otherwise uncongenial, respond with zest to a universal interest. Of course, it is true that those who enjoy golf may detest excursions. That only proves that you cannot make all people like the same books. But the point is that you can bring all students together in reading if you read for enjoyment.

Students are very simple in their analyses of values. Everything with which they come in contact interests them in that degree in which it will make them more successful in their business or give them more pleasure. Few students can be persuaded that a knowledge of books can be of profit to them in their work; consequently we must show them the value of these unprofitable books as a pleasurable investment.

Unfortunately, however, the accent in High School seems to be placed on criticism, not enjoyment. Why not adopt the methods of our fattening rival, Business? If you even suggest to an auto salesman, for example, that you are thinking of buying a car, he will whisk you into his best model and out on the smoothest roads. He will not talk cars to you. "Washington," he will say, "has some of the finest scenery in America. Snoqualmie Falls are one hundred feet higher than Niagara. What, you haven't seen them? We'll just run up there now." And up you run.

Coming home, he may call your attention to the way the engine takes the hills or the small quantity of gas consumed, but the emphasis will be

placed on the drive. Or he may take you about the city, and though you have lived there all your life, you will see places that you never saw before or you will see familiar scenes in a new light.

Suppose, however, that he invited you into the garage and took a car to pieces before your eyes, explaining the names and functions of each part, and then at the end of two or three hours he said, "I am sure that when you buy a machine with all these splendid parts, you will enjoy driving it." If you were just thinking that you might buy a car, which method would decide you?

Why should common sense be taboo in the classroom? Why should we not, in order to stimulate a taste for reading, invite the students among the richest books by the easiest, most pleasurable paths we know? Then just as they could not drive cars long without some knowledge of the difference between the wheel and the carburetor, they will find that the more they know about the construction of a book, the more delight there is in it. What does it matter if they do not learn this technique in High School? Men drive machines who are not mechanics.

Is it so far from selling an automobile to making a friend? Do we put our friends under the microscope that we may know their every thought? Do we march them lockstep with us over paths of our own choosing? Somewhere I read that when you know your friend's whole heart and mind, he is no longer your friend, but your slave. Would we make slaves of books? To hundreds of students Ivanhoe, Merchant of Venice, Silas Marner, every word Emerson has written, have lived their little day and passed forever into outer darkness. Why? Because their life blood has been drained away, their characters, plots, backgrounds have been analyzed to the last word.

Isn't it Milton who says, "As good almost kill a man as kill a good book, for he who kills a good book, kills reason itself?"

And I know it is Browning who says:  
We get no good by being ungenerous even to a book,  
And calculating profits—so much help  
By so much reading. It is rather when  
We gloriously forget ourselves and plunge  
Soul forward, headlong, into a book's profound,  
Impassioned for its beauty and salt of truth,  
'Tis then we get the right good from a book.

When the teacher forgets to teach and the student forgets to learn and both read for the enjoyment to be gained and given, the millenium will, of course, be crashing about our ears; but in the meantime a little common sense in our reading will discover for us that the book itself has been friendly all the time.

The men whom Democracy honors with its prizes are public servants. Even most of its millionaires are so. Out of a thousand millionaires, according to a recent investigation, all but twenty began life as poor boys. There never was a greater lie than the statement that the aim of the typical American is money. It is not money; it is achievement, which is another name for service. They get money, incidentally, but money alone, unless it be the reward of achievement, does not bring a man much honor and glory in democracy.

By Dr. Frank Crane in "The American Magazine."

# Thrift Projects

*Prepared by Savings Division of War Loan Organization.*

## Introductory Note.

**T**HERE is here presented an outline of thrift projects that shows practical ways of earning money for boys and girls in the upper grammar grades and in the high school.

The projects can be presented in regular classroom procedure as well as where the pupils are organized in savings clubs, War Savings Societies, boys' and girls' clubs, agricultural clubs, School Garden Army, Boys' Working Reserve, and similar organizations.

The aim is to build up a basic personal habit of earning by productive work, and before spending investing securely a share of all money earned.

Teachers are asked to discuss with their pupils the projects particularly available in their communities. Superintendents are asked to introduce these projects into the thrift subject matter of their local curriculum. In the latter connection see also Thrift in the Schools, an Outline of a Course of Study for the Elementary School, to be secured from the Government Savings Director of any Federal Reserve Bank. These banks are located in Boston, New York, Philadelphia, Cleveland, Richmond, Atlanta, Chicago, St. Louis, Minneapolis-Kansas City, Dallas and San Francisco.

## UPPER GRAMMER GRADES AND HIGH SCHOOLS.

### I. SAVINGS CLUBS.

**A SCHOOL SOCIETY TO ENCOURAGE SAVINGS:** Officers consist of a president, usually the teacher, and a secretary, usually a pupil. A pledge is taken by each member to save regularly a certain minimum amount of money. A definite time is set aside one day per week for the collection of savings and the purchase of Thrift Stamps. The advantage of a savings club is that it provides the opportunity for group saving and a social atmosphere conducive to thrift. Inasmuch as careless spending is the natural condition in a group who have money to spend it is of primary importance that something be done to counteract that tendency during the early years of child life.

**HOUSEHOLD PROJECTS:** Boys and girls have during the past two years engaged in the following household projects for the purpose of earning money to buy Thrift Stamps and have written interestingly about their experiences.

Prepare berries and vegetables for drying.

Help in canning.

Wash windows.

Clean porches.

Wax floors.

Beat rugs.

Sweep sidewalks.

Split kindling.

Build fires for neighbors in winter.

Sift ashes.

### FARM AND GARDEN PROJECTS:

Spray plants for neighbors.

Take cattle to graze before school and bring them back in the evening.

Milk cows.

Help farmer picking cucumbers and tomatoes, cotton, corn, tobacco.

Help farmer plow, cultivate, hoe.

Mow lawns for neighbors.

Pick fruit and peanuts.

Pull weeds.

Water neighbors' gardens.

Trim hedges.

Mend fences.

Clean wood house.

Whitewashing.

### WASTE RECLAMATION PROJECTS:

Collecting and selling old shoes, rubber, rags, tin-foil, paper, iron, tin, copper, bottles, old clothes, old tires and tubes.

### SEWING AND KNITTING PROJECTS:

Make flags.

Hem towels and curtains.

Crochet yokes.

Make tatting for handkerchiefs, yokes, etc.

Do plain sewing for neighbors.

Knit sweaters, scarfs, caps, for sale.

Wind and hold yarn.

### ANIMAL RAISING PROJECTS:

Raise Belgian hares, chickens, squabs, gold fish, canary birds, white rats, guinea pigs, and dogs for sale.

Feed chickens for neighbors.

Take care of pets while people are away.

### TRAPPING PROJECTS:

Coyotes, mink, muskrats, squirrels, rabbits, raccoons, skunks, opossums.

(A bounty is received for some animals. The skins of others may be sold at a fair price.)

### CONSERVATION PROJECTS:

Writing on both sides of paper.

Protect school furniture and building.

Reduce expenditures for candy, gum, and ice cream.

Moderation in spending for picture shows.

Making old clothes into rag carpets.

Repair of clothing by darning and mending small holes.

Wearing clothing a longer time by cleaning and pressing.

### MISCELLANEOUS SATURDAY AND AFTER-SCHOOL PROJECTS:

Teach foreigner to read and write English.

Carry books to and from library.

Grease automobile for neighbor and pump tires.

Carry game bags for hunters.

Conduct paper route.

Deliver groceries.

Water and deliver plants for florist.

Feed and wash press, deliver packages for printer.

Collect bills for tradesmen.

In charge of check room at Y. W. C. A.

Copy bills for merchant.



Sweep store and wash windows.  
 Wash dishes at Y. W. C. A.  
 Pack and turn incubator eggs at a chicken ranch.  
 Caddy at country club.  
 Sing in choir.  
 Cut out wallpaper borders.  
 Answer telephone in doctor's office.  
 Open and seal letters for business men.  
 Help bill poster.  
 Wrap packages and pack boxes.  
 Deliver milk in the morning.  
 Distribute hand bills.  
 Secure magazine subscriptions.  
 Sell garden products.  
 Sell flowers and fruit.  
 Make knitting needles for sale.  
 Print kodak pictures.  
 Raise tomato plants and lettuce in hot bed.  
 Sell strawberry plants.  
 Dig dandelions.

*Thrift Stamps and War Savings Stamps provided an ideal investment for the money which boys and girls earned in these projects.*

## II. BOYS' AND GIRLS' CLUBS.

Thousands of boys' and girls' clubs under the direction of the Department of Agriculture have been formed throughout the states. A standard club must have a membership of at least five working on the same projects. For information as to how to start a club, write to State Leader in Charge of Boys and Girls Extension Work, Care of State Agricultural College.

Some of the more important of the projects by which money has been earned are designated by the names of the clubs:

Poultry Clubs  
 Pig Clubs  
 Baby-beef Clubs  
 Dairy Calf Clubs  
 Corn Clubs  
 Tomato Clubs  
 Potato Clubs  
 Canning Clubs  
 Sewing Clubs

### *Boys and Girls' Clubs Are Really Thrift and Savings Clubs.*

The Bureau of Education makes the following observation on the selling of vegetables.

"Most selling from our village or city gardens is done by peddling among our neighbors. This encourages thrift and business by system on your part. It is training which you boys and girls ought not to neglect. To sell your vegetables readily there are a few rules that should be followed:

"1. Gather all vegetables when they are ripe and ready for market. Do not pick half-ripe fruit, choose only those that are ready for quick sale.

"2. Grade your vegetables according to size and quality. Do not have a mixture of large and small sizes and good and poor vegetables."

*Don't you think it would be a fine idea to invest your vegetable profits in War Savings Stamps?*

# When "Thrift" Comes In at the Door

## A Simple Pantomime for Schools.

*Issued by U. S. Government, Treasury Dept.*

### Characters:

The Man	"Sickness"
The Woman	"Poverty"
"Thrift"	"Sorrow"
"War"	A Boy Scout
The Nurse	A Girl Scout

### Uncle Sam

A processional of boys and girls.

### Properties and Costumes:

The details are left to the teacher in order that she may use what she has on hand to the best advantage.

*Scene 1:* Should indicate bare simplicity—a pine table, small lamp, chest of drawers or trunk and bare floor.

*Scene 2:* Should suggest progress—a couch and a rocking chair added.

*Scene 3:* Should breathe comfort and peace—a warm colored rug, table cover, good dishes, a little silver, flowers and a softly shaded light. It is always the same room but growing richer and more beautiful with years.

*Scene 4:* Should have a soft colored background and the stage bare except a platform of three steps placed center-back.

The man and woman are strong, buoyant and gay in facing life and the action lively throughout.

"Thrift" is dressed in a flowing white robe. In Scene 2, she wears it shortened to her shoe tops with a big blue cook apron over it. She suggests the big bustling, helpful girl, always full of healthy fun. In scene 3, she wears her robe long and no apron. She suggests here the sweet ministering spirit of the home. In scene 4 "Thrift" now "America" wears a blue liberty cap over her white robe a brilliant blue cape or toga. This cape should be lined with an American flag six feet in length or less and so arranged that when America slips her fingers through two attached loops and stretches her arms at full length, the flag is displayed as a background to her white robed figure. She holds aloft the Liberty Torch (made of card board).

The Thrift Chest used in scenes I, II, and III and the larger one (2x3 feet) used in scene IV are identical in appearance. They can be made of paste-board and banded like an ancient treasure chest. The chests are marked—U. S. Thrift Chest. W. S. S.

"Sickness" and "Sorrow" wear gray and black and "Poverty" dull hued rags.

"War" is the classic figure of Mars with shield and helmet and spear.

The Scouts draw back the curtain and stand on either side of the stage.

Uncle Sam, in traditional costume, stands to one side, well in front of the curtain.

*Prologues:* (recited by Uncle Sam)

"A man and a woman together plan a home. Armed with happiness and the courage of youth, they agree to adopt the infant 'Thrift' who has been left on their doorstep by 'War.' At first they make many sacrifices in order that the child may live and grow."

(Scouts salute Uncle Sam and draw curtain.)

*The Action:*

1. A young couple are very gay and busy admiring and placing pots and pans, a table and two chairs.
2. The door opens, "War" appears without and places in the doorway a basket containing a baby.
3. They agree to adopt the child and sign a paper (if possible a War Savings Certificate folder should be used) which Uncle Sam lays before them. They shut the door on "War." Uncle Sam places a small chest marked "U. S. Thrift Chest—W. S. S." on a stand and returns to position.
4. The clothes basket is converted into a crib for the baby.
5. The man runs his hand in pocket, displays a coin and goes out for a bottle of milk.
6. The woman hunts in boxes and drawers for a shawl and bits of clothing for the baby.
7. The man returns and together they wait on the baby.
8. Discover Thrift Chest and make a deposit.

CURTAIN

*Scene II.*

*Prologue:* (recited by Uncle Sam).

"Twenty years have passed and the home that harbored 'Thrift' has prospered. 'Sickness' comes but 'Thrift' now grown strong and vigorous, drives her away. 'Poverty' and 'Sorrow' try to enter but are banished by 'Thrift.'"

(Scouts salute Uncle Sam and draw curtains.)

*The Action:*

1. The woman is preparing a meal, assisted by "Thrift."
2. The man comes in from work, and throws himself into a chair.
3. "Sickness" slips in, and watches him from the back of the room.
4. He tries to get up, and falls back in a faint.
5. "Thrift" rushes out.
6. The woman vainly tries to help the man.
7. "Thrift" returns bringing a nurse.
8. They care for the man.
9. "Sickness" flees and the man sits up again.
10. Man and woman lift the Thrift Chest admiringly and drop in a W. S. S. folder. "Thrift" smiles benignly.
11. "Poverty" and "Sorrow" look in the door.
12. "Thrift" holds toward them the Thrift Chest. They cower and flee.
13. "Thrift" bolts the door against them and goes happily back to work.

CURTAIN

*Prologue:* (recited by Uncle Sam).

"Several years have passed and 'Thrift' has repaid those who adopted her in their youth many times

over. For love abides and peace and comfort reign when 'Thrift' comes in at the door."

(Scouts salute Uncle Sam and draw curtains.)

*The Action:*

1. The man and woman now middle aged are reading.
2. "Thrift" is preparing a pleasant meal.
3. She hovers over her foster parents, rearranges the light, brings a magazine, etc., brings the Thrift Chest and they make a deposit.
4. She prepares a table with fine china, snowy linen, fruits and flowers.
5. The couple sit down and bow their heads for grace while "Thrift" stands with arms lifted above them in blessing.

CURTAIN

*Scene IV Thrift Processional.*

(This scene may be used for the closing tableau of any program and the rest of the play omitted; or it might be enlarged for an out-of-doors pageant by the addition of groups of workers, marches and songs.)

*Prologue:* (recited by Uncle Sam).

"Behold, the infant 'Thrift' adopted by my people during the stern years of war has now become their guide, lighting the road to prosperity. (Turning to the audience) Open the door to her in your youth, and walk with her through life. And so shall America be truly the home of the free."

(Scouts salute Uncle Sam and draw curtain, showing "Thrift" as "America" on platform holding aloft the torch.)

"But, hark! I hear the tramp of boys and girls, (Bugle sounds). They come! They come! The builders of my new America."

*The Action:*

Enter procession of boys and girls singing "America the Beautiful," led by six who carry the "U. S. Thrift Chest." Some carry gardening tools and baskets of fruits and vegetables. One boy carries some chickens in a box or a young pig and several girls carry cans and jars. Other girls have brooms, and dustpans, and mops, while one rolls a baby carriage. Boys have newspapers under their arms and some as delivery boys with parcels. (This procession suggests summer plans for earning money and can be arranged to suit school.)

Uncle Sam stands with hat off to the children, while "Thrift" smiles her blessing.

As the last of the procession passes off stage singing the first reappear, bearing the "U. S. Thrift Chest" which they place at the foot of the pedestal. They turn and salute Uncle Sam who waves his hat. They smile upward at "Thrift" who waves her torch. They then group themselves about the chest. All the rest follow now carrying Thrift Stamp and War Savings Stamp folders which they drop in the Thrift Chest, salute, smile and group themselves about the pedestal. When all are in place the singing ceases. The music strikes up "The Star Spangled Banner." "Thrift" slips her fingers through loops of her toga, and slowly stretches her arms at full length disclosing the Flag, while in her right hand she still holds aloft the torch. Uncle Sam and children stand at salute until curtain is drawn.

## Flash Cards

By Jessie E. Fair.

WE have made a step in advance in our work in the schoolroom if we are certain that we are *teaching* instead of only *spending the time*. We may often ask ourselves if we are teaching or drilling; very often time is uselessly spent in attempting to drill when teaching has not been done; especially is this true in spelling and arithmetic.

When the time arrives that *pupils learn only what they need* a less period of time will be spent in drill. Such drill as is used must be wisely chosen. It is to a great extent the teacher's function to arouse the interest of pupils in order that the desire to know may strengthen the association and make stronger the impression. It is possible that a minimum amount of drill may be necessary to follow.

There are in primary number of fundamental facts that must be acquired and recalled automatically if the most successful work in arithmetic is to be done. These facts include the so named forty-five combinations in addition:

1	2	2	3	3	4	3	5	4	6	5
1	1	2	1	2	1	3	1	2	1	2
4	4	7	5	6	8	5	7	6	5	5
3	4	1	3	2	1	4	2	3	3	5
9	8	7	6	9	6	7	8	6	9	9
1	2	3	4	2	5	4	3	6	6	3
7	8	7	9	8	7	9	8	8	8	8
5	4	6	4	5	7	5	6	6	7	7
9	8	9	9	9						
6	8	7	8	9						

the reverse of many of them as subtraction facts; and many would include the multiplication tables.

Varied drills are needful and have been devised to give interest, bring out alertness, speed up pupils work, and show children and teacher just what is *not known* by each one. The most common no doubt are the wheel, and climbing the ladder, used in adding, subtracting and tables.

The use of Flash Cards has become common, also, and seems to meet a need with the majority of teachers. In these may be included every one of the combinations so that pupils may test themselves and one another as to what is *not known* as well as what is remembered. They are ever ready after once being prepared, and admit of varied and continued use.

The name *Flash* indicates something of their use. If the teacher uses them to show to the group they should be handled rapidly and pupils see what is on the card at a glance. She must be sure that she stands where all may easily see the card—not too near—a few making the sight a physical torture; also be sure of the light on the card.

Since giving the combination of figures on the card at a glance is required, it means that the Flash Cards are used only to *recall* and *strengthen mem-*

*ory* and *not to teach* the sum of result. So, they are used for drill and review of what has been taught.

The cards may be made by a teacher at little expense. Manilla tag is the best board to use; the weight is good; the set will not be too clumsy; and the color not too easily soiled. It is easy to cut on the paper cutter, with which every school should now be supplied. A size easy to handle is three and one-half inches wide by five inches long; not much larger may be used for one's convenience. The figures should be on the cards in black, which is best for the sight; they should be at least one inch long, remembering that the use is for quick vision. They can be made in one of several ways: with the type (if large enough) from the printing press with which every primary school should be equipped; or with a marking pen used for price making, or a rubber pen—triangular in shape; or with the paint brush; or the large figures cut from calendars and pasted on. Pupils who can use scissors well may assist in preparing the material cut from calendars. It is not necessary that the entire set be prepared at one time; make the easier combinations and the double numbers (3 and 3; 5 and 5) and begin work with these. Increase the cards in the set as other combinations are taught. As the Flash Cards may be used occasionally in grades two to five teachers might assist one another in making a complete set. Use the *reverse* in combinations: that is, 4 and 2; 2 and 4; make more than one card of difficult combinations: as, 7 and 6; 8 and 9; etc. Add to the set as need develops and when *ten* combinations are to be emphasized.

In displaying the cards quickly for a review, a test, or to win attention possibly in beginning a lesson only the answer may be named.

Some cards from the addition set may be selected for use in subtraction facts if desired. Selection might be made for multiplication facts, after the teacher is ready for review or for *three minute drill* to begin a lesson.

In the second year's work the Flash Cards should be used mainly for some game devised by pupil and teacher, or for test to know what combinations within prescribed limits are not known by different individuals. If John finds he does not know 6 and 5 then the card 6 may be set on the ledge of the 5 blackboard near John to remind him; when he can remember he takes it to the pack; the teacher remembers to ask John the combination and put it in applied work for him until it is his.

Children will learn to handle the cards and help one another to remember so that they may give assistance in the work.

A favorite use with children is to have the group arranged in a semi-circle, the teacher handling the cards. As one is displayed the answer is given; the first to answer receiving the card. It is continued until all the cards are given out; the winner is the one having the greatest number of cards. If one pupil wins continuously place him for this work with a stronger group; thus encouraging him and giving the others an opportunity to win.

Place the entire set of cards three or four together on the blackboard ledge before the class exercise. As pupils are named each may go and take a pack; if the answers can be named quickly the cards may be taken to his seat; if not, some are left on the ledge.

What is termed a Relay Race by rows is sometimes fun and a good use for the cards. On the front seats of each row are placed as many cards—backs up—as there are pupils in the row. A space is arranged at the blackboard for each row. At the signal the race begins: the first one in each row takes a card and places on the board the figures that are on his card and his answer; he places his card away, takes his seat and the one next follows; takes

a card, etc. No one in a row may go until the one in front of him has finished. The row in which all finish the work correctly in least time wins the race. Then follows inspection to see if work on board was correct and well done:—figures, form, exactness.

Sometimes all or many of the cards may be arranged along the blackboard ledge; two pupils may see who can answer all correctly first: one begins at the right end, the other at the left and they pass each other. The others of the group are in teams to watch their mate or detect a mistake on the other side. This use is liable to be rather noisy and may be confusing unless well handled.

## Special Days in Rural Schools

By Mary Eleanor Kramer. •

Agricultural Extension Department International Harvester Company, Chicago, Illinois.

### HARVEST HOME FESTIVAL.

Note:—Professor P. G. Holden's rotation plan for teaching vitalized Agriculture is based on the principle of learning by doing. The first year the child devotes his energies to *Growing Things*, the second year to *Making Things*, the third year he studies *Living Things*, while the fourth and last year is devoted to *Soils and The Home*.

Whether a teacher is using the rotation plan or not, the law requires her to teach Agriculture, and to teach agriculture without studying *Growing Things* is an impossibility. Therefore the Harvest Home Festival is adaptable to all rural schools.

Plans for the day should be outlined early in the school year. Each child should be directed to select the finest specimens of grains, fruits, vegetables, etc., for display at this time. Domestic Science should be given a prominent place—in fact the Festival is a miniature County Fair.

This Festival may take place on Thanksgiving Day, or the afternoon of the preceding day. We like the idea of Thanksgiving Day, with a big, big community dinner—thus more closely cementing community co-operation and friendship.

The school-room may be decorated for the occasion if desired. The color scheme should be yellow, which is the autumn color. Cheap but effective results are obtained by using yellow crepe paper or cheese cloth.

Booths should be erected around the sides of the room. This may be done by selecting a given number of desks, erecting corner-posts of light material—laths will do nicely. Lay boards across the tops of the seats, thus forming platforms to hold the displays, the uprights or corner-posts, may have fanciful roofs, both posts and roofs being draped in yellow.

The products should be attractively arranged.

One booth should be given to a certain vegetable, as potatoes, pumpkins, squash, carrots, etc. One specimen only from each child, and carefully labeled.

Some suggestive booths are vegetable, fruit, corn, the various grains, handcraft as sewing, crocheting;



knitting, etc., foods as pies, cakes, cookies, bread, and both canned and dried fruits.

Competent judges should be chosen—and blue, red and white ribbons provided as premiums.

The arranging and judging of the displays will occupy the morning hours.

The big community dinner follows. The afternoon should be given to the discussion of farm matters in an informal manner, or if preferred a formal program may be arranged.

A little play woven about the Pilgrims and the first Thanksgiving Day would be an agreeable feature.

A lecture with slides, would be a novel and enjoyable adjunct, and would provide a fitting close to such a day.

A community song-service would be attractive—and as everybody sings, since the community singing of War days—all would enjoy this form of entertainment.

Properly carried out, the Harvest Home Festival will prove one of the most attractive Special Days of the year.

**A PRIZE OF \$75.00  
TO BE AWARDED**

**S**CHOOL EDUCATION contemplates adopting a permanent cover design January 1, 1920, and offers a prize of \$75 for the best design submitted in national competition by students enrolled in art schools and the art departments of state normal schools, colleges and universities. The contest will open September 15 and close November 1.

Judges will be selected from the following sources:

Publishing House  
Advertising Agency  
University Psychology Department  
Department of Art Supervision in

Art School  
Public School  
Normal School  
University

The cover designs will be entered in the following manner: The best design from each school will be chosen for the state contest. That awarded first place in the state contest will represent its state in the national contest. The designs awarded second and third places in the national contest will be reproduced in the January issue of SCHOOL EDUCATION, with a critical article on their merits.

## "Made in America" Art

By Ruth Raymond, Department of Art Education, University of Minnesota.

(At the request of SCHOOL EDUCATION, Miss Raymond has outlined in her article a course in art work for elementary grades, which will be worked out from month to month by leading art supervisors of the Northwest.)

THE efficiency of the Public Schools as a strong arm of the government has been proved in the past years of war. We have shown what we could do to promote conservation and thrift; we are coming to the front in the Americanization movement. I present to you today another phase of this movement for a better America, which I believe offers a happy privilege, rather than one more burden to the school teacher.

At a joint meeting of the Western Arts Association and the Art Alliance of America, held in Chicago last May, there were significant words spoken regarding the need for American *designers*. Never before have the manufacturers been so compelled to look to home talent for the designs for "Made in America" goods. Their view is not encouraging. Our young artists do not know the limitations of processes and materials. Our inventive young craftsmen cannot draw. And most of all, the standards of American taste throughout the country offer a premium for the manufacture of goods which are branded as crude and inartistic by our better educated national neighbors. As usual we are looking to the public schools of the country to find a remedy for these conditions. Are we ready to meet this demand?

The technical training of the youth of special ability who will design our wall papers and rugs, our furniture and dishes, our silverware and dress fabrics, is not the task of the public school. Art schools and manufacturers are beginning to co-operate to provide training which shall be adequate to equip the natively endorsed young artist, but the burden of his *discovery* rests upon the public school teacher. There may not be one such gifted child in a large city system. You may have one in your school room this minute. A little girl in the tiny village of Portlemineth, Devonshire, won a prize offered to all England. One can never predict where the lightning of genius will strike! If you have a pupil who draws because "he just can't help it," whose work has a beauty which that of the other children lacks, SCHOOL EDUCATION would like to see some of his drawings. We will advise you how best to develop his talent (or *hers*, for it is more than apt to be a girl); and if your pupil is one of the few rarely gifted ones for whom the country is seeking, SCHOOL EDUCATION will see that his light is "set upon a hill."

But there is offered to us teachers in the great Northwest a still more important privilege than even the discovery of talent. Within our reach is the opportunity of elevating the standard of taste until "Made in America" shall be synonymous with—"Beautiful in line, proportion, and color; simple and sincere in construction." There may not be a talented designer in your school of wide awake boys and girls, but every one of those energetic little people is a prospective *purchaser*; and if you do not direct taste toward what is good and beautiful, in many cases it will go undirected. Do you sigh over this as "one more

responsibility," or rejoice in it as another sign of your power? Perhaps we do not feel ourselves ready to assume this guidance; but we can prepare ourselves, and, unlike so many subjects that require "midnight oil" in their preparation, this involves a joyful opening of eyes and mind to the beauty that lies all around us.

I am hoping that you all have drawing in your schools, (children like to use the graphic language as well as the oral one); but this year I am suggesting that we place a little different emphasis in our drawing work. Yet us draw flowers, and birds, and folks; landscape, and still life, and toys. Let us make our flags, and May baskets, and dolls' houses, but let us do it all as part of a *beauty quest*. The drawing made by fumbling little fingers of that waving grass will never show all its springing vigor of line, all the beauty of its harmonious space divisions (relation of length of head to leaf and to stem,—joint to joint—a mathematical proportion) or its subtle color effects: tawny browns and greens, shimmering in the light with cool blueness in the shadows. Try as we may, the portrait will not do justice to the original, but if, in the process, the little pupil has been led to see the beauty, much has been accomplished; and if, under our intelligent guidance, *principles* of beauty have been derived which will direct in making out the next "mail order" for household goods, real patriotic service has been rendered. With eyes filled with the vigorous simplicity of line in flowers and grasses shall we choose that scroll-topped bureau? Or, after we have enjoyed subtle relations of color and measure, shall we order that giddy, fussy gown with its monotonous space divisions? Have you ever turned over the pages of one of those fascinating mail order catalogues and wondered what determined the choices of the local dealers and householders who select from it the material possessions which proclaim their own taste and influence the taste of others?

Taste and fashion change, and much of the wastefulness for which this country is justly condemned is due to our discarding possessions still "as good as new" because flying fad has left them behind. We owe a patriotic duty to insist that the thing we purchase shall be intrinsically good, worthy of being used until it wears out. Tastes change and fashions change, but there are certain acknowledged principles, frequently, I admit, disregarded in the product proclaimed the "latest and best," but still safe to build our national taste upon. These principles it is the purpose of SCHOOL EDUCATION to present in a series of lessons throughout the year. Their application will be in terms of every day and adapted to the drawing lesson time in the schools. Should all the readers of SCHOOL EDUCATION join hands in a pact to seek Beauty wherever she may be found, to foster the search for her on the part of every child in the schools, and to master the principles by which she orders her harmonious movements; who can say

what new joys might be found in life, or what miracles might be wrought in the elevation of American taste in manufactures!

The fault for which we Americans are most often criticised is our passion for the *imitation* of nature in materials and for purposes where imitation is obviously inappropriate. Designers in older civilizations than ours have learned to abstract the beauty of nature rather than to repeat a countless number of pictures of one of her beautiful expressions. The Persian loved the rose and wrote his poems about it. He used it as inspiration for some of his most exquisite rug patterns: but he would not, like the American designer, spread hundreds of *pictures* of his favorite on carpet to be trodden beneath profaning feet. He modified his pattern so that it *suggested* the roses beauty, rather than fooled the beholder into thinking that it might be the rose itself on which he trod. We have not learned the end of Mr. Bailey's definition of conventionalization: "To keep all of the beauty of nature *compatible with tools, materials, and processes of reproduction.*" Let us, as teachers, join in a compact to make blithe search for beauty, and then to curb our expressions of the beauty found by a chastened sense of appropriateness.

The series of articles which will follow in this department will be written by art supervisors of experiences in various schools of the Northwest. They will present the following subjects:

I. OCTOBER—Nature drawing. Autumn flowers, seedpods, sedges, etc. Examples of the naturalistic method with emphasis on the study of beautiful proportion and space relations in individual plants and in the way they occupy the enclosing rectangle. Suggestions for blue printing from nature.

II. NOVEMBER—Design with floral inspiration. Some examples from the Arts of Persia, China and Japan. Suggestions for Christmas gifts with unit decorations inspired by nature study.

III. DECEMBER—Flower motives as appropriately used in house furnishing. The wall paper as the back-

ground of the room. Suggestions for the selection of wall papers and hangings. Suggestions for surface patterns to be printed in the school with black or stencil.

IV. JANUARY—Further study of the *surface*. The derivation of pattern through weaving. Textile design. Suggestions for the selection of patterns in dress fabrics. Suggestions for stick printing designs for little people.

V. FEBRUARY—The stripe in textile as an illustration of harmonious subdivision of space by parallel lines. The stripe principle applied to space subdivision in room furnishing and in costume. Suggestions for border designs for needle work and hand loom weaving.

VI. MARCH—Animal drawing with eyes open for proportion, rigorous line, mechanical suggestions presented by joints, balances, etc. Patterns for card board and coping saw toys.

VII. APRIL—The use of animal motives in design. Primitive examples; the totem, Indian patterns. The animal in Oriental and peasant arts. Suggestions for border designs for needle work, etc., with animal, bird, or insect motif. Human proportions and their suggestions in design.

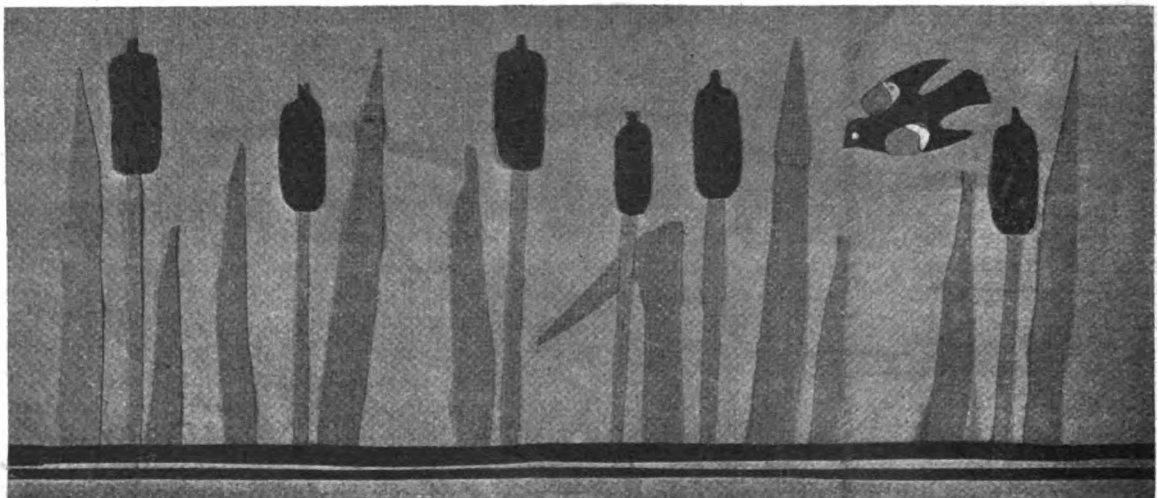
VIII. MAY—The beauty in the landscape that surrounds us. The suggestions its value relations and color offer for house furnishing.

IX. A summary of the art principles which nature exemplifies: Symmetry, proportion, vigor and harmony of line, harmonious relations of value and of color; with applications to our selection of surroundings for every day.

(Note—This outline departs from the usual order of presentation of problems, which is based on the relative simplicity of *execution* of the designs, stripes, for instance, usually coming first, although requiring a developed sensitiveness to space relations. I am basing this outline's order in the probable availability of and interest in certain materials.—R. R.)

## Cut-Paper Borders

By Florence E. White.



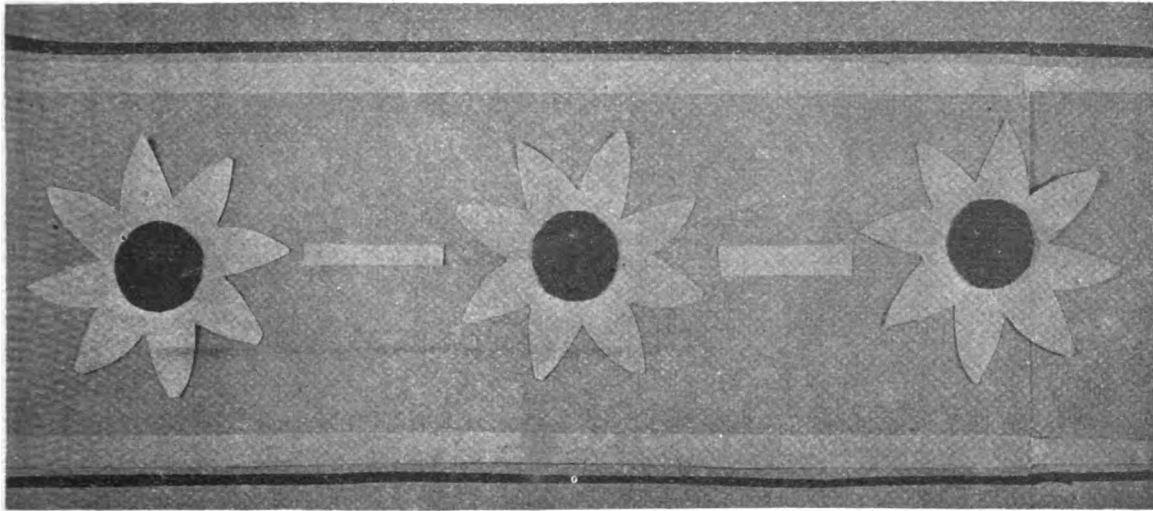


**SUNFLOWER BORDER.**

*Flowers:* Bright yellow or yellow-orange paper, centers dark brown or black. Practice the petals on manila paper first as it is difficult to make

them radiate from the center. Cut the center first, with the petals cut to within a short distance from the center.

*Mount:* White paper, with dark brown border.

**FREEHAND PAPER-CUTTING.**

*By Florence E. White.*

*Miss Wright is a graduate of the Advanced Course Public Schools and supervised art in the Ames Pub- at St. Cloud State Normal School and of the Churchlic Schools, Iowa, and in the last summer session of School of Art, Chicago. She has taught in the Bemidjithe St. Cloud Normal.*

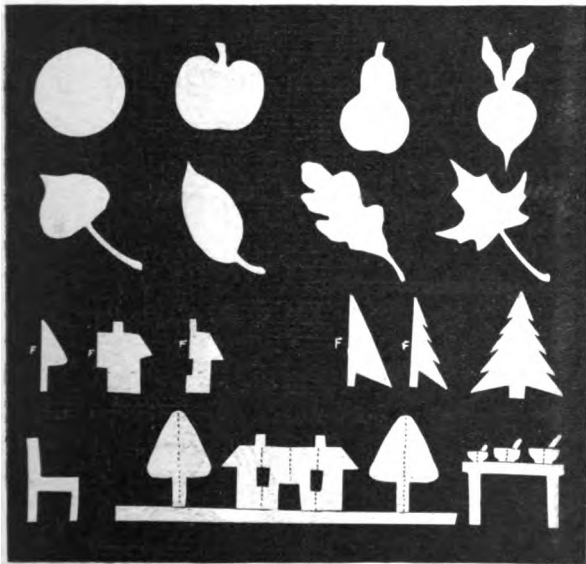
**CUTTING OBJECTS IN THE ROUND.**

**W**HEN children first start to cut, they do not know how to handle their paper to secure a curved edge. One of the first things, then, to teach them is how to cut a circle. By turning the paper continuously as they cut, and coming back to

drawing it in the air with their fingers before they begin to cut.

The lower part of the pear is like the apple, the top part smaller and slightly depressed at the stem. Other fruits and vegetables can be cut, comparing them with previous cuttings. Arrange them in a bowl or basket to make a poster (or, arrangements suggestive of a county fair).

The cutting of leaves is a good problem in the fall and will familiarize the children with the various trees. Choose the simplest leaf shapes that you can find in your neighborhood for the first lessons. Use the leaf designs for booklets for autumn work.



the point from which they started, they will get a nearly perfect circle, which may be called an orange, or a ball.

The next step is the apple, which closely resembles the circle. Have an apple at hand and let the children compare its outline with that of the circle, or orange. Draw the apple on the board, the children

**CUTTING OBJECTS ON THE FOLD.**

Whenever possible, cut objects on the fold. Pine trees give no trouble at all if the trunk is cut next to the fold and then down to the lower right hand corner of the paper. Do not try to make the cuts for the branches until you have cut the slant of the tree from the lower corner to the top of the fold.

In cutting the house, make the outside shape and the door; then open and fold each side to the middle for the windows.

The lower row shows the application of this lesson to something that the children will enjoy: a "Three Bear" booklet, made with the house and trees for the cover. The pages will show cuttings of the three bears, the three bowls on the table, the three chairs and the three beds, all of which require observation of the size and shape of a number of common articles of which the children may not have thought before.

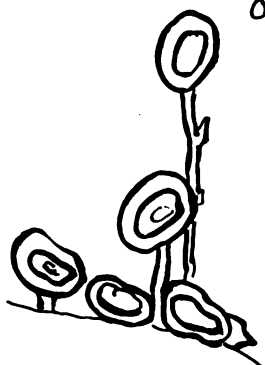
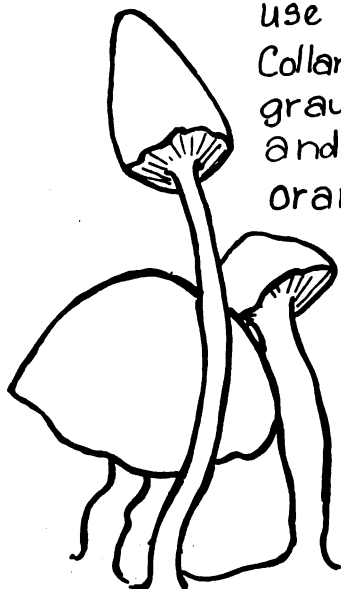
# HANSEL AND GRETHEL POSTER



## DIRECTIONS FOR COLORING

Use blue paper for the sky, green for the ground. The trees may be cut from dark brown or painted. The mushrooms a light tan with a darker tan underneath. Color the flowers in yellow, orange and red with darker centers. The squirrel will be a reddish brown. For skin color, if you use crayons,

use orange very lightly, then red for the cheeks. Collars, cuffs and cap will be white. Coat a dark gray blue, pants a light gray blue, and blue and orange at top of socks. Dress yellow-orange, scarf a light tan with lines for plaid of blue and brown.....



Florence E. Wright.





### CALENDARS

Effective calendars can be made of cut paper and used as a class problem.

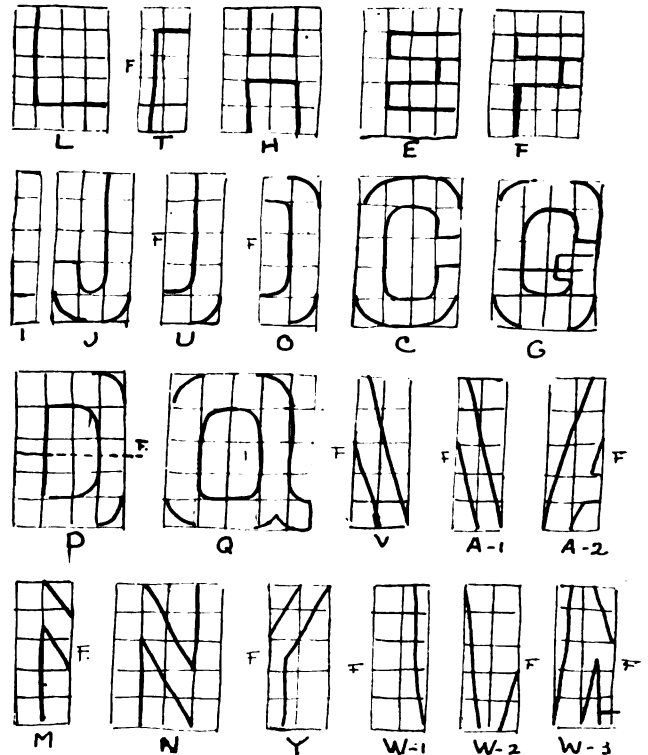
If the children are familiar with cut letters and numbers, no pattern will be needed; they will cut directly from pieces of the required size. If not, cut the letters from squared paper and use them as patterns to be traced on the colored. The entire class will cut the illustrations from manila paper and choose the best cuttings for the calendar. Every child should be represented in the cutting and pasting of the cuttings on the calendar.

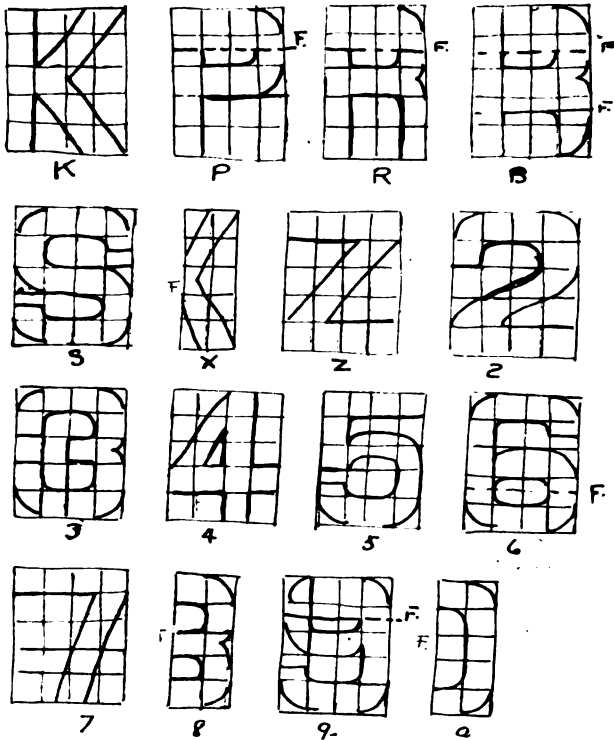
In cutting letters from squared paper, begin with the easiest. Cut in a group the letters that are made in a similar way. The order of increasing difficulty is: L, T, H, E, F, I, J, U, O, C, G, D, Q, V, A, M, N, Y, W, K, P, R, B, S, X, Z. It is a good idea to make all of them and keep them in a small envelope for use in other work.

The lettering for the name of the month will be cut from an oblong, four squares wide and five tall, of one-half-inch squared paper; that for the week days form the one-half-inch squared paper three squares by four, and, for the numbers, from one-fourth inch squared paper cut four squares by five. Use a mounting board 17 inches by 28 inches for the foundation. (See school supply catalogs for mounts.)

The teacher's part will be to mount the background papers and mark on the mounting board the oblongs for the calendar. Or, this same idea can be worked out on the board, the children's cuttings pasted on a background made by the teacher. The numbers are pasted on pieces of the background paper and

these pieces, in turn, pasted on the cardboard in the oblongs marked off by the teacher. The pieces for the days of the week are  $2\frac{1}{4}$  inches square; these for the numbers,  $2\frac{1}{4} \times 1\frac{3}{4}$  inches.





**FLOWER CALENDAR.**

*Basket:* Light brown paper with strips of dark our country's development.  
brown pasted on.

*Flowers:* Bright colors: red, orange, yellow and white, with dark brown or black centers. (Black always makes other colors seem brighter and gives life to an otherwise dull color scheme.)

*Background:* Black or dark blue; letters and light part of background light brown or orange; or, White, with letters of dark brown or dark blue.

**INDIAN CALENDAR.**

*Sky:* Light blue.

*Water:* Darker blue than sky.

*Ground:* Medium brown.

*Trees:* Pines—dark green; in the foreground—dark brown.

*Background:* Dark brown, with lettering light blue or tan.

*Canoe, Wigwam, Indian:* Cut from manila paper, can be colored with crayons.

**The Phonograph in School Activities**

By Bertha R. Palmer, Assistant Superintendent of Public Instruction, State of North Dakota.

NOT so very many years ago the phonograph and the talking machine were instruments of cheap amusement. We heard the tin-panny noise from the open door of the Meals-at-all-hours Restaurant, confectionary store, and news stand, and we covered our ears and hastened our steps.

But the idea, which first produced cheap entertainment, has been developed till the reproduction of sound has become one of the greatest means of and aids to education, and the beautiful part is that this means may be used in the most remote corner of woods or prairie.

No longer need a teacher say, "I cannot teach my pupils folk dancing or singing games, or to march, for I have no piano, or I cannot play", for now the music may be furnished by the phonograph.

No longer need she say, "I cannot teach my pupils songs, for I cannot carry a tune myself," for now the songs may be sung by the phonograph.

Neither can she say, "My pupils have never heard good music and they cannot understand or appreciate it if I give it to them," for all these things and more are accomplished with the phonograph which every teacher may possess.

A machine which will answer the purpose and a dozen carefully selected records may be had for thirty dollars. The basket social and the school entertainment will still provide the funds till that time when a phonograph shall surely be included in the necessary equipment of every school room.

The phonograph is a live factor in education today, but, like all other machines, if it would run well and produce results it must be handled by one who not only understands the machine but knows also the product desired.

The problem of making herself capable to handle this educational asset lies largely with the teacher's own determination to do so. If she once realizes all the help and joy that real music can bring to her and her pupils, she will make every effort to prepare herself. Music in the school-room is the lubricator which makes the whole machinery move smoothly and effectively. Children cannot be disorderly in passing into or out of the building or through halls when dominated by the music of Sousa's "Stars and Stripes Forever." They must respond to the impulse to "keep time" and so march almost in spite of themselves.

The singing game and the folk dance receive the pulse of life when the mental picture first sings or dances itself into the child mind on the inviting and enticing tone wings of "I See You" or "The Bleking." Physical exercises which are dead and therefore laborious when done to "One, Two, Three, Four" become a real game, minds are alert and active, and muscles delight in instant and accurate response.

Even though the teacher cannot carry a tune, with "Little Bo Peep" on a record—any part or all of which may be played again and again—little folks need not be denied the pleasure of a real personal acquaintance with Mother Goose's family and the enjoyment which comes from all the other wonderful excursions which may be taken into the children's song world.

Heretofore, what the pupil could hear in music has been limited to what the child himself or someone in the family or community could produce. The phonograph has changed all this and is now in the educational field for the purpose of furnishing a way to bring to the children and youth of our country a great wealth of educational material.

Most important—if education does anything for the child—it should fit him to take his place in the community, to live a fuller and more beautiful life. Music has its place with literature and art in rousing the emotions, the imagination and the love of the beautiful. The phonograph now makes it as possible for children to listen to really good music as it has always been for them to hear the gems of literature and to look upon reproductions of the world's masterpieces in art.

Where can information for the teacher be had? If she really wants to get it, she will, like the Roman of old, "find a way or make one." For that which is necessary is never impossible.

The best known talking-machine companies are putting out valuable material along this line. The Victor Catalogue of records, with their volume of "What We Hear in Music" and the Victor book of Opera provides a mine of information which every teacher should have. The Columbia people have published a course of Education Cards which furnish a very definite study concerning each selection chosen and which are of the greatest value to the teacher. The Edison Company has an educational catalogue which should be in every teacher's music library. These companies are always glad to reply to inquiries. Their agents everywhere are always willing to give any information possible and to aid any educational work with demonstrations of records and machines.

Three references which will help form a valuable background for this work are: "The American History and Encyclopedia of Music," in ten volumes; two volumes of "Opera," two volumes of "Biography, Dictionary, American Music, Foreign Music, Instruments, Theory, Form and Appreciation and Oratorios," Mason's "A Child's Guide to Music;" and "How to Understand Music," by Mathews.

Magazines are responding to this appeal and are publishing splendid articles. I call attention to "Your Music Garden," in the Pictorial Review for the spring months. Many other well known periodicals found on nearly every reading table during the past year have contained instructive articles which should be clipped for future reference. Books are coming out telling *how* to use the talking machine in the school-room and also *what* to use. The best and most complete one I have seen is "Listening Lessons in Music," by Agnes Moore Fryberger, published by Silver, Burdett and Company. The contents pages contain a complete outline of what to teach in each grade. The opening and closing chapters are rich in instruction and suggestions to teachers. There are 182 pages of named selections which fulfill the outline, with record numbers and company initials. With each selection is a method of presentation, sometimes a few lines, sometimes a whole page. There are 55 pages of appendix containing alphabetical list of records and the texts of songs used.

We do not expect by teaching music in school to make everybody able to sing, but rather that everybody may be able to enjoy music more. Always in the world there will be hundreds of times more listeners than performers, and the listeners must learn to listen intelligently. We so often hear the statement, "Well, I know what I like in music," and the kind of music liked is the only kind which is known.

I may make this statement that with the exception of the low type of popular songs which degrades

the listener and prompts vulgar impulses, all music is good. However, some music is better than other music.

Listeners must be led to hear the difference between the simple, pretty music which does no harm but perhaps some good by giving momentary pleasure and leaving a catchy air to hum or whistle for a little while, and those simple direct sincere things which never grow wearisome but bring joy or thoughtfulness or comfort or pleasure and make life happier and more worth living because we know them, and which lead us on to the music which reflects life—whole dramas of living,—operas, symphonies, sonatas.

So no matter how near the beginning in the scale of music appreciation one may be if one is able to hear again and again and again the chosen selections, a weeding process begins to take place and there grows a real appreciation of the loveliness of really good and great music.

I should like to tell of a man whom I know who "knew what he liked in music." He bought a good talking machine and selected "I'm On My Way to Reno," "Quit Kickin' My Dawg Around," and others of that type. He bought the "Hallelujah Chorus," "Humoresque" and the "Sextette from Lucia" because some highbrows might like to hear them. Inside of a year he had weeded out all but the better music and had purchased many more records of the very highest class. His music likes changed as his music knowledge grew. I have known this same thing to happen to many a teacher who has applied herself seriously to using the phonograph in the school-room. She gained for herself far more than she could give to the children.

This article has treated entirely of the value of the phonograph to the various musical activities in school life. No hint even is given that it has just as great a value in interpreting readings and stories for all grades, and opening to the listeners the whole realm of vocal expression in models in diction, inflection and all the shades of expression of the cultured human voice.

The talking machine came into existence to amuse, it remains to educate. What was once a luxury has become a necessity.

#### KEEP A-SAVING.

(To the tune of the Battle Hymn of the Republic)  
Keep a-saving and a-saving till you've pennies twenty-five  
Then keep saving and keep saving till at last you do contrive  
That sixteen pretty Thrift Stamps on your snow-white card arrive—

Oh, sixteen nice Thrift Stamps.

#### CHORUS.

Keep a-saving up your money!  
Keep a-saving up your money!  
Keep a-saving up your money!

To buy War Savings Stamps.

Oh, here's a big War Savings Stamp the color of the sky.  
Where the face of Benjie Franklin looks you sweetly in the eye,





Oh, save your money carefully a Savings Stamp to buy—  
To buy a War Savings Stamp.

#### CHORUS.

At first I buy a Savings Stamp just one a year, I say—  
No, a Savings Stamp a week would surely make it better pay.  
Yes, indeed, I'd like it better if I bought a stamp a day  
A big War Savings Stamp.



# Suggestions for the First Days of School

		<p style="text-align: center;"><b>N. W. SILHOUETTES</b></p> <p>The N. W. Silhouettes come in three sets of 16 sheets each. Each sheet 8x11 inches.</p> <p>Price for 2 sets, 25c</p>		
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The above are miniature reproductions of two of the 16 sheets which make up N. W. Silhouettes, Set 1. The uses of these popular patterns are many. They may be used for posters; patterns for vegetable block printing; the making of toys out of chart or Beaver Board or 1/4 inch Basswood.

Price per set of 16 sheets, 15c

The song entitled, "When the Swallows Homeward Fly" is suggested by the above miniature reproductions of two of the 16 sheets which compose N. W. Silhouettes, No. 2, containing seasonal subjects. These may be used for posters and for sand table projects.

Price per set of 16 sheets, 15c

## Water Color Cards Play Series

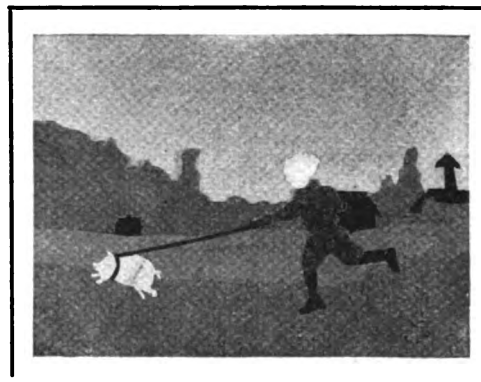


Set P. Play Series  
Price per set, 14 cards, postpaid, 25c

## Northwestern School Supply Company

Dept. E.  
MINNEAPOLIS, MINN.

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Mention Dept. E.



This poster is a reproduction of one of the charts made from one of the 16 popular N. W. Mother Goose Silhouettes, No. 3. This chart is made out of colored construction paper cut free hand and serves as a suggestion for dramatizing the famous Mother Goose Rhyme, for reading chart, for oral and written language work.

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These attractive designs of children playing serve as studies in tinting with crayons or water colors and may then be used in making reading charts for action stories and for oral and written language work.



# Vegetable Stick Printing

Lillian Rosbach North-Western School Supply Co.

The slogan of the Institutes and Training Schools this past summer has been "Make your Seat Work practical." Why not do so? It is just as easy to be practical as impractical and a sense of satisfaction comes to us when we accomplish something worth while. So many projects lend themselves readily to fill the need of this kind of seatwork material.

Popular today is Block or Stick Printing. How many of you have heard of Block Printing by means of vegetables? Some of you have, and that will make it easier for us all.

First, let us consider the necessary materials:

1. Any firm vegetable, such as the potato or turnip.
2. A sharp knife—either sloyd, paring, or pen knife.
3. Water color paints.
4. Small paint pans.
5. Clean water.
6. Pieces of white felt or white outing flannel.
7. Oiled or wax paper.
8. Manila or gray drawing paper squared in one, one-half and quarter inches.
9. Patterns to be reproduced.
10. Pieces of matches, meat skewers, round toothpicks, soft wood pencils.

Additional materials may be supplied as desired.

Second, we will consider the method.

Small, empty paint boxes with several fair-sized depressions in the lid may be used in place of the small paint pans.

Red, blue and yellow are the most effective colors to work out your designs. Cut two or three pieces of felt or outing flannel, of the size and shape to cover each depression, also a piece of wax paper, and lay them carefully to one side. Then, using one

color at a time, scrape part of a cake of paint into a pan or depression. Soak up with water, but do not make it too thin—about the thickness of library paste. After the paint is dissolved, dip the bits of cloth for this section in clean water, squeeze out some of the water and lay the cloth smoothly over the paint. Take care not to have any of the paint come in contact with the exposed surface of the cloth except as the paint soaks up through the pad thus formed. Cover carefully with the wax paper until the paint is to be used. Proceed in like manner with each paint to be used and then set the pan aside for the present. If the pads are too dry when you are ready to use them, add a few drops of water to the pads.

In selecting the patterns, begin first with very simple designs and work out more elaborate patterns. For September, why not make use of the flowers, leaves, and birds, typical of the month? The miniature reproductions of the N. W. Silhouette Sets shown in the Catalog of the North-Western School Supply Company of Minneapolis, Minnesota, are a good size for reproduction, and suggestive. If you do not have a copy of the North-Western School Supply catalog, write for one.

Preparatory to the lesson of working out the pattern, have the children bring in leaves. Study the leaves, the plants they are taken from, their place of growth,—called the habitat—and their possible uses, thus correlating nature study and language. Encourage the children to study the birds in their natural environments, without disturbing them, and bring in reports of their investigations.

To reproduce the patterns, have the children practice cutting them out freehand, on common wrapping paper

or quarter inch squared drawing paper if the latter will be an aid to securing a perfect pattern.

After the pattern is ready for use, we will call it a stencil. If a smooth reproduction is desired, use a potato block; if a grained surface, a sharp knife and a turnip. Give each child a section of the vegetable to be used. This section should have a smooth surface the required size and should be at least three-fourths of an inch thick. Lay the stencil carefully on the flat surface of the vegetable block and mark out the pattern by cutting a beveled edge around the stencil at least one-eighth of an inch deep. Remove the remainder of the surface as deep as the pattern wax cut, thus having the design stand out in bold relief on the block. After all of the design has been completed, remove the stencil. The beveled edge gives a firmer edge to the pattern.

Third Process. After it is clearly understood what is to be made we are ready to reproduce our pattern. Lay the paper or cloth over a dampened blotter, press the vegetable pattern firmly on the color pad and then very carefully raise the pattern block, place it on the spot where the impression is desired and again press firmly on the vegetable block transferring the paint evenly from all parts of the pattern. Proceed in like manner until the article has been completed. If cloth has been used, the pattern may be made more permanent by laying a damp cloth over it and applying a hot iron. If a more complicated design is desired and two colors are to be used, either apply the colors evenly on the pattern block with a paint brush or make the parts of the pattern on separate blocks and transfer them, one color at a time.

A stamping pad commonly used with a rubber stamping outfit may be used in place of the paint pad. Dye may be substituted for paint.

Fourth—uses. Stick printing designs may be used in as many ways and for as many articles as we formerly used stenciling:

Booklet covers made from squared paper as shown in the "Industrial Art Text Books" by Snow and Froelich, Parts 1.

Designs worked out on magazine covers, card cases, port-folios, table runners, dresser scarfs, curtains and pillow covers.

The study of costume designing and interior decoration.

An attractive doll house made of chart board and displayed at an educational exhibit was furnished with the North-Western furniture.

The furniture for the bedroom was decorated with pretty flowered wall paper to give the effect of cretonne, while that of the living and dining room was upholstered with other dainty patterned wall paper. The curtains were of tissue paper, with flowered overdrapes of wall paper harmonizing with the tapestry or cre-

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tonne coverings. The walls were either covered with plain colored construction paper which carried out the color scheme of the room or left uncovered to give the suggestion of the brown oatmeal paper. A dainty border of the corresponding shade of construction paper on which was printed a simple design, worked out with square end of shoe peg, or the end of a match and the potato stick.

A practical lesson in measuring had been taught in marking off the tile pattern for the kitchen walls. A linoleum pattern could have been worked out effectively by carrying out the tile pattern of the wall and working in a design combination of squares, rectangles and triangles.

When you begin work with this method of designing new ideas and suggestions will present themselves and you will be able to hold the interest of the children.

—It is THE WORLD BOOK you want—

#### ATTRACTIVE WINDOWS.

How much attractive windows help the making of an artistic school room! If we stop to think that the windows connect the occupants of the room with nature outside, shouldn't it be our problem to aim in making this link as attractive as the outside is for us?

Why do little children persist in looking out of the windows? Where are their thoughts? Surely not where we, as teachers, should like to have them. Then there must be a cause; and certainly we have found it. During the whole summer our little tots have played by the brook, by the trees, and in the fields. Now we expect them to abandon all thoughts of the outside and be content to look at a book, perhaps even with few pictures of nature in it.

At least in the Autumn and Spring, parts of nature may be brought into the room and even during the cold weather, arrangements may be made for a few plants or a suggestion of something green or alive.

Since the windows lead from the outside to the inside, of course, we want our plants and our leaves attractively arranged in the windows. We may have our gold fish tanks or polliwog aquariums near the windows.

In some rooms a table may be attractively placed near the window. Suggestions for the approaching holidays together with a touch of something bright and green may be found on it. Or should this table be used for a child's reading table with books and children's magazines there could be no better place for it than in the sunshine. Not only reading material should be on this table but the American flag and at least one plant should be found upon it. You will have no idea of the different temperament this will place the child in—for he there receives a touch of home.

V. Lillian Anderson,  
Supervisor of Lower Grades,  
Eveleth, Minn.

## Rural Schools Bulletin Free

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The Rural Schools Bulletin, published by Successful Farming, vitalizes the teaching of agriculture. Pupils in schools where these Bulletins are used, take a lively interest in the study of agriculture and a greater interest in all of their school work. The bulletins are furnished free to teachers, who request them, in the states named below:

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P. O. \_\_\_\_\_ State \_\_\_\_\_ (1)

## Ownership in Club Work

### WHY THEY LEAVE THE FARM

"Why did you leave the farm, my lad? Why did you bolt and leave your dad? Why did you beat it off to town And turn your poor old father down? Thinkers of platform, pupit and press Are wallowing in deep distress. They seek to know the hidden cause Why farmer boys desert their pas."

"Well, stranger, since you've been so frank, I'll roll aside the hazy bank: I left my dad, his farm, his plow, Because my calf became his cow.

I left my dad, 'twas wrong, of course, Because my colt became his horse. I left my dad to sow and reap Because my lamb became his sheep. I dropped the hoe and stuck the fork Because my pig became his pork. The garden truck that I made grow Was his to sell, but mine to hoe.

"It's not the smoke in the atmosphere, Nor the taste for life that brought me here. Please tell the platform, pulpit, press, No fear of toil nor love of dress Is driving off the farmer lads: It's just the methods of their dads."

—Selected.

One of the aims of Club Work is to encourage young people in rural life to become owners of farm property—crops, animals and fowls, kitchen equipment, bank accounts, etc.—to the purpose that ownership will develop attachment to the home and farm.

A striking illustration of the training along these lines, given by the Club Work, was shown at the recent Boys' and Girls' Club Week at the University Farm, St. Paul.

From a group of two hundred ten members of the short course classes, of whom questions were asked, the following data was received:

- 12 had purchased Liberty Bonds.
- 129 had bought War Savings Stamps.
- 65 had bank deposits.
- 47 owned poultry.
- 30 owned a calf.
- 26 had purchased pigs.
- 10 owned sheep.
- 24 owned kitchen equipment or furniture.
- 10 owned an acre or more of land, or a lot.
- 65 had canned products put up by themselves.

We should also remember that these boys and girls purchased these possessions with their own money made from Club Work projects.

# Department of Research and Efficiency

*Purposing to assist in the investigation of educational questions pertinent to rural and graded schools, and to offer solutions as they have been worked out.*

## A. PURPOSE OF DEPARTMENT.

- I. To assist in the investigation of educational questions of the rural and elementary schools of the Northwest.
- II. To bring to bear upon such questions the best available evidence as it has been submitted by other workers, and to supply new evidence.

## B. FIELDS COVERED BY THIS DEPARTMENT.

- I. Giving publicity to literature bearing on these questions.
- II. Assisting in Devising Permanent Records of Work of School; viz.
  1. Charts
  2. Forms.
  3. Tables.
  4. Miscellaneous.
- III. Publishing of Solutions Worked out for Educational Problems:
  - a. Administrative.
    1. Grouping of grades.
    2. Functions of special classes.
    3. Plans for grading and promotion.
    4. Engaging Community co-operation.
    5. Medical Inspection.
    6. Census-taking and En-

- forcement of Compulsory Education Law.
7. Selection of Library, Text-books, School Equipment.
8. Playgrounds.
9. Recreation centers.
10. Lectures.
- 11 Child-Accounting.
  - (a) Enrollment.
  - (b) Membership.
  - (c) Attendance.
  - (d) Withdrawals.
  - (e) Promotions and non-promotions.
  - (f) Retardation and elimination.
  - (g) Ages and progress in different grades.
  - (h) Sizes of classes.
  - (i) Mentality and physical condition.
- b. Supervisory.
  1. Training of Teachers' in Service.
  2. Making Courses of Study.
  3. Selection and arrangement of topics of instruction and the emphasis to be placed upon them.
  4. Setting up of Standards.
  5. Determination of Means of Meeting Standards.

6. Co-operation Service of Teachers.
7. Selection of Teachers.
  - (a) Experience and Training.
  - (b) Relation of Types to Service.
  - (c) Rating of Teachers.
  - (d) Their Salaries.
  - (e) Their Training.
- c. The Importance of War and Its Effects on Education.
  1. Intensification of Education.
  2. Changes in Curriculum.
  3. Changes in Administrative Measures.
  4. Speeding-up in Process of Education.
    - (a) Longer Hours.
    - (b) Intensified Work.
    - (c) Re-grouping of grades.
    - (d) All-year-round schools.
- IV. Furthering the Movement for Measurement of Results in Instruction.
  - a. Publishing lists of test material.
  - b. Giving Advice and Suggestions regarding the handling of test materials and its interpretation.

## The Office of a Consolidated School

By P. J. Slettedahl,

Superintendent of the Wood Lake Consolidated Schools, Wood Lake, Minnesota.

An efficient school administration is organized on a sound business basis as well as professional. If this is a fact, then it is obvious that a school-administrator must be a business-man. Is it, therefore, not in order for businessmen to recognize school-administrators on par, as a class, with themselves? But a school-administrator is more than a businessman: he is also a professional man.

A school system organized on a business basis uses business methods, which is self-evident. The term "business methods" is generally understood to mean "system and efficiency." If a system is not efficient, businessmen reject the system and refuse to classify it as a "business method."

Certainly the "smaller schools" are in need of business methods—and not a few of the larger schools, perhaps. Any state inspector of schools with field experience knows and can testify to the wide use of hit-and-miss-and-

hit-again "no systems" in schools of all grades.

The smaller schools suffer the most from inefficiency of administration. This is due, in part, to inexperienced and poorly trained administrators. How many young administrators of school systems are trained for their work? I am putting the question and leave it for the reader to answer.

Also, I think, the inefficiency is due to the shortness of the principal's period of service in a given school. The desire to "move on" to where the pastures are greener and the outlook more promising creates little enthusiasm for the present position in a small system. Principals, not infrequently, look upon their time of service in the smaller schools much as many young doctors do their interne work. Hence they work with the feeling that the sooner it is over the better. The amount of encouragement and appreciation which a young man or woman who takes up the work of administration in a small school system receives is not sufficient to

arouse much enthusiasm. And without enthusiasm indifferent service is given.

Another cause of inefficient administration is due to the temper of school boards. We hear too frequently the word "fad" applied to excellent ideas submitted by school administrators to boards of education. Young principals or superintendents very often have not the courage to fight for their ideas and so yield to ultra-conservative members without putting forth an effort. Inefficiency, then, must continue a little longer. Surely school administrators need backbone.

The office is the nucleus of the school organism.

I believe I am safe in saying, as the nucleus so the school. No school is better than its administration. If the school lacks organization, the management is at fault. A disorganized school must be an inefficient school: a waster of public money, and what is worse, the time of teachers and pupils.

In making a study of any school system begin with the office. Usually you can complete your study there and pass judgment upon the system and the efficiency or inefficiency of the principal or superintendent.

On entering the office of a consolidated school we ought to find the following:

Record cabinet.  
Transportation map.  
Van schedules.  
Programs of all the grades and high school.

Teachers' special duty assignments.  
A neat and orderly desk.

A book case containing one copy of each text used in the school, etc.

The record cabinet may be sectional or "one piece." A sectional cabinet is to be preferred, for it can be conveniently enlarged as records accumulate. On the market are cabinets of wood and steel. The steel cabinet is perhaps the better but rather expensive at the present time. A sufficiently complete record cabinet of seven sections made of oak can be purchased for about fifty dollars.

How large a filing cabinet shall be purchased? The question is a common one. A complete cabinet for a school with an enrollment of 150 pupils contains two drawers for 3x5 inch records; four drawers for 4x6 inch records; two drawers for 5x8 inch records; one letter file; one pamphlet drawer. This cabinet will meet the demands of the record system, I think, necessary in a consolidated school. The system I shall outline is merely suggestive. The facts I wish recorded may be kept in various ways; the card record and filing cabinet are my choice.

In the filing cabinet of the size I have suggested will be filed:

The emergency record.  
Library record (including the guarantor's record and librarian's report).

Permanent record for elementary school.

Permanent record for the high school.

The temporary record.

The text book record.

Hot lunch reports.

Van drivers' reports.

Physical examination record.

Teachers' daily reports.

Department record.

All card form records should be standard in size. The most commonly used standard sizes are 3x5 inches, 4x6 inches and 5x8 inches.

I have found three-ply Bristol paper the most satisfactory for records. A white paper is to be preferred for all records, but this is not so important.

The permanent records are the most important records in any school system. Never, under any circumstances, should these records be neglected. They should be accurate and up-to-date at all times.

There are any number of permanent record forms on the market and in use, some good and some not so good. In selecting a form, look for simplicity and completeness.

When introducing a permanent record of the card form to displace a book form record, it is a mistake not

to transfer all old records. The teachers are willing, as a rule to help in this work. The least that a principal or superintendent ought to be expected to do is to transfer the highest yearly average in each subject for the highest grade that the pupil attained. All high school work, of course, should be recorded also.

Sometimes young school administrators make errors in putting in a permanent record system. The one error that is very bad I want to mention here. A 5x8 inch permanent record may be already in use. The principal or superintendent has a "pet" form 4x6 inches in size that he decides to introduce to displace the larger form. If he transferred all old records onto the new form, it wouldn't matter much. But frequently the old records are kept and the new form continues from the year introduced. I have been informed that some schools have as many as four different forms in use. Such an order of records must bring confusion.

The "emergency record"—what is it? There are a number of facts that should be easily learned without delay, and conveniently. On a 3x5 inch card I ask for the following information about each child enrolled in the school: (1) name of pupil, (2) grade, (3) name of head of family, (4) age of pupil, (5) descent of father, (6) descent of mother, (7) distance of home from school building, (8) distance child walks to meet van, (9) number of van route, (10) address, (11) telephone number.

This record has been of great help to me. It takes only a moment to find facts that are needed so very frequently. The teachers filled out the record cards and sent them to the office where I filed the records alphabetically.

**Librarian's Report.** The librarian makes a daily report on a 3x5 inch "library circulation report." The report calls for the date, grade, number of books borrowed, number of books due, number of books returned, amount of book fine. The reports are filed by months.

The guarantor's card is simple. At the top to the left the name of pupil wishing to draw books from the library appears; in the upper right hand corner the librarian writes the child's borrower's number. A parent must make the following pledge by placing his or her signature directly below the promise:

"I agree to be responsible for any books of the Wood Lake Consolidated School Library which are lost or damaged by the applicant whose name appears at the top of this card. I furthermore promise to pay book fines levied according to the rules of the library."

**The Text Book Record.** This record form is printed on 4x6 inch Bristol paper. At the top are spaces for pupil's name and grade. The ruled spaces include: title or author of text, number, date borrowed, condition, date returned. A foot note reads: "File this record in superintendent's office. Note damage charges on the back of this record." These records are filed by grades.

The temporary record is a duplicate

of the "report card." It is 4x6 inches in size. My form includes a footnote: "To Teacher: At the close of the school year give estimates on the back of this record of pupil's attitude, conduct greatest weakness, greatest strength, personal needs." The records may be filed either by grades or alphabetically.

The daily hot lunch report is 4x6 inches in size. The teacher having the hot lunches as a part of her daily work makes the report. In such a report are included: date, menu, cost of supplies itemized, number of children who reported for hot lunches. I file these reports by months.

The Teacher's Daily Report. I have seen at least a dozen different forms of daily reports for teachers. Avoid forms that are "full of red tape." I think that a form which requires: (1) the names of pupils absent, (2) the names of pupils tardy, (3) the names of pupils severely punished, with reason for punishment, is complete enough. From this form you can note violations of the attendance law and take the necessary steps of enforcement. My forms are 5x8 inches in size and printed on 2-ply Bristol paper. I file the reports by teachers.

**Physical Examination Report.** The best report on the physical condition of a child is made when the doctor uses the "University of Iowa Survey of Hygiene and Sanitation" forms.

Besides the record forms there are various forms which take no minor place in an efficient school administration, such as teacher's report to parents, "blue slips," notices of demerit, excuse blanks attendance questionnaire, attendance-law violation notice, etc.

The teacher's report to parents should be simple, complete, and attractive. I never use cheap stock form report cards. The reason for this is obvious.

The six-weeks' period has quite generally taken the place of the month. When the school year is divided into six-week periods each semester contains three periods; whereas a division by months leaves the semester containing a fraction of a month.

When reports to parents are sent out every six weeks, the teachers get the grades ready six times instead of nine, which is a worthwhile saving of time so far as it affects the teacher.

The method we use at Wood Lake in handling the reports to parents has been found satisfactory. Fail marks are written in red ink on the report. If a child fails in two minor subjects or one major subject, the child's teacher sends the report to the office. From the office the report is sent to the parent via the post office. I enclose with the report a note, which is a printed form calling the parent's attention to his child's unsatisfactory work. When a child does good work in any subject we recognize this by giving a "certificate of honor." In a way this counterbalances the "red mark." The "certificate of honor" is about 4x6 inches in size and printed on bond paper.

One of the most convenient forms that I use, for want of a better name, is called the "attendance question-

naire." On one side of a postal card a printed form calls the parent's attention to a continuous absence of his child. The final sentence of this notice reads: "Use the back of this questionnaire (card) for answer." The other side of the card is divided into two parts: one a blank space for parent's reply; the other contains the address as follows: "Superintendent Wood Lake Consolidated Schools, Wood Lake, Minn." When a child has been absent three consecutive days or irregular in attendance, I mail the attendance questionnaire (enclosing it in an envelope) to the parent. I get very prompt replies from parents. If a child remains out of school after parents have returned questionnaire I send a form letter:

"Dear Parent: The non-attendance report shows the your child has not been attending school regularly and has not been excused by the school board. This, as you know, is a violation of the state law, and makes you liable to fine or imprisonment. As much as I dislike to, it shall be my duty to file a criminal complaint against you, unless you comply with the law." The form letter should be printed with typewriter type.

Let me urge young school administrators to study the following: desks, window shades, toilet fixtures, drinking fountains, plan books for teachers, text books, equipment for industrial departments, heating and ventilating systems, paper, chalk, ink, ink wells, erasers for blackboards,

general school furniture, fuels, laboratory equipment and supplies, sources of free and valuable information, library books, wall finishes, floor oils and janitorial supplies. Why must a school administrator study all these? The market contains so much that is not the best in quality or efficiency that the man who knows is the only one who buys wisely.

Perhaps there is no better way to close this article than by quoting an utterance of David Lloyd George: "Think out new ways; think out new methods; think out even new ways of dealing with old problems. Don't always be thinking back to where you were before the war. Get a really new world."

## Combinations of Classes in the Rural School

By James I. Malott, Director Rural Education, State Normal School, River Falls, Wis.

One of the difficult problems confronting the inexperienced teacher at the opening of her school, is the daily program. The problem is how to arrange the classes so as to have the maximum amount of time and the minimum number of classes. In order to meet this problem different methods and devices for the combinations of the different classes in subjects have been adopted, but these different methods are not well understood by the beginner; and hence the great difficulty of arranging classes so as to secure the best results.

The daily program arranged for the rural school in the Wisconsin Course of Study for the Elementary Schools provides for the combination of all arithmetic classes (see manual for 1917, pages 14-15) into groups of two years each, beginning with the 3's and 4's; for all reading classes in the same order; for all language classes in groups of two years each, beginning with the 1's and 2's as the first group; 5's and 6's in geography; 7's and 8's in agriculture; 5's and 6's and 7's and 8's in spelling; 7's and 8's in manual training and domestic science.

While the problem looks simple from the course of study and the presentation of it in the daily program given in the manual, it is not so simple when the teacher for the first time tries to organize her school. Her first questions are, How can the 7's and 8's be put together in the arithmetic? Can both groups do the same work? If the 7's took the work with the 8's last year, will they not be reviewing this year?

### Arithmetic.

In order to understand the arrangement, take the following illustration: Suppose a teacher enters her school this fall for the first time and finds she has four pupils in the 8th grade and three pupils in the 7th grade. In order to combine these two groups or grades in to one class, she must put them together. She finds that the 8th grade pupils did 7th grade arithmetic last year. This fall she must start an 8th grade arithmetic class and

complete the work required by the course of study for the 8th grade. Then in order to combine the two groups, she must put the three 7th grade pupils into the 8th grade class and have them take the same arithmetic work that the 8th grade pupils take and does not offer the work required for the 7th grade in the course of study. At the close of the year the 7th grade has completed the 8th grade arithmetic, but have not had the work required for the 7th grade.

Then in the fall of 1920 she must offer only 7th grade arithmetic. Suppose she now has the three pupils of the 7th grade of 1919, which, having completed their 7th year, are now 8th grade pupils; and also there are two pupils promoted from the 6th grade into the 7th grade. This fall she will give both groups 7th grade arithmetic and handle them as she did last year, only it will be a class made up of 7th grade pupils taking 7th grade work and 8th grade pupils taking the 7th grade work in arithmetic—the work they did not get last year. Thus every other year she will have a 7th grade course in arithmetic and every other year an 8th grade class.

Another question arises in the classroom, when we are discussing this problem—Can the 7's do the work required for the 8th year in the course of study along with the 8's? Yes, providing they have been well grounded in addition, subtraction, multiplication, division, fractions and decimals. If these six fundamentals have been mastered, then the applications called in either the 7th or 8th grades can be done in either year.

The difficulty in combining the arithmetic classes does not arise in the combination of the 7's and 8's as much as in the combination of the 3's and 4's, and 5's and 6's, where the fundamentals have not been mastered. Here the problem presents a different method of solution. It is impossible to have the 3's, whose chief work in arithmetic is to master addition, solve problems in long division, which is one of the difficult problems for the 4's. In order to combine these two

grades, it is necessary to assign different work to each group and when the class is called have each group do its special problem. To illustrate—the 3's may have such problems in addition as the following:—

3478  
6982  
5876

The 4's may be solving such problems in long division as the following:

43)487654. The class, which consists of the 3's and 4's, is called and each group sent to the board for drill on these problems. At other times one group of the class—say the 4's—may be given concrete problems that require analysis, while the 3's are sent to the board to solve problems. While the 3's are at the board at work, the 4's may analyze their problems—from their papers. Again it is possible to send one group to the board to solve problems as given above and the other group have development work that the teacher wishes to give. By this arrangement it is possible to handle both the combinations of the 3's and 4's, and the 5's and 6's. The idea is to handle both groups in the same period. Thus time is saved and the number of classes is lessened.

### Reading.

In reading as in arithmetic, no attempt should be made to combine the 1's and 2's. The combinations should begin with the 3's and 4's and continue grouping two grades together. In the 3's and 4's it is better to use simple third grade reading for the first part of the year. The latter part of the year the 4th grade material may be used. This should be simple material. Not too difficult. The next year the 4's become 5's and the same method should be followed with the 5's and 6's. This combination will mean that the 3's will have to read some easy 4th grade material as 3's and will be prepared to do more intensive reading as 4's than the 3's of the next year. This can be helped by using the Friday reading classes by each group for special reading. To illustrate this—the 4's may be given

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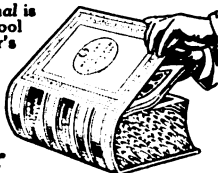
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special work that is more difficult than that of the 3's. They will enjoy reading this to the other group of the class. The 3's, if given a special story, will enjoy it very much, as their other group does not have the same story. This arouses interest and helps to prepare the 4's for their advanced work next year. It also intensifies the work of the 3's. The same plan should be followed with the 5's and 6's.

The 7's and 8's reading material should consist largely of classics. The course can be arranged by years without much difficulty. The course should be varied and extensive and should provide material enough for two years. Each year's course should be definite. It should consist of a number of classics such as the Legend of Sleepy Hollow, Courtship of Miles Standish, The Great Stone Face. When such a course is arranged, it is easy to combine the 7's and 8's in reading as in the arithmetic for these two grades.

### Language.

In the language work, except in the first two grades, follow the plan for the reading class combinations. Adapt the work to both groups and have them work as one group. In combining the 1's and 2's in language, do not try to put the two groups together in all of the language work. Most of the language work in these two grades should be conversational. Stories told or read, picture studies; and all reproduced orally. But sometimes it will be best to give the second grade some written work. This may consist of reproduced stories, conversation, or simple dictations. At such times the teacher should prepare special seat work for the first grade. This work should be specially adapted to their language work. By this method these classes may be combined and do splendid work as one group.

### Geography.

The combination suggested in the Wisconsin Manual for geography is in the 6th and 7th grades. The geography being completed in the 7th grade. The work is arranged so that the 5th grade studies the elementary text, completing this during the 5th year. Then the 6's and 7's are combined into one class. The work is arranged so that the 6's and 7's take the study of the principles of geography and North America and the United States during the even numbered years (1918-19) and South America, Europe, Asia, Africa, and Australia during the odd numbered years (1919-20). This arrangement makes it very easy to take up either the first half or the second half of the advanced text with the 6th grade. The combination here is similar to that of the 7's and 8's in arithmetic. (See illustration given for 7th and 8th grade arithmetic combination.) The work this fall will begin with South America. Both 6's and 7's taking the work together as one class. Both doing the same work and one receiving the credit for 6th grade and the other completing the required work in geography. In the study of the geography this year it is essential to keep the facts of the geography of

North America and the United States in the minds of the members of the class. This may be done by frequently making comparisons of the size of the foreign countries, their populations, resources, industries, with those of the United States and the other countries of North America.

In agriculture and domestic art and science, the manual provides for a two years' course. This course should be arranged as in the work of reading and geography. A definite course for two years and so divided that one-half may be given to both 7's and 8's one year and the other half to both of these grades the next year.

In this short discussion I have not discussed the work in spelling, as the time required for a spelling class is not so long and the combination of the 5's and 6's, also the 7's and 8's can be made as in arithmetic. The spelling in the lower grades should be in connection with their reading or language work and not a special class.

I have used as my illustration the Wisconsin Manual of the Elementary Course of Study for the reason that I have to use it each year with my classes. Then, also, the combination suggested in the Wisconsin Manual may be used as the basis for combinations in any rural school in the country. It is to be hoped that the county superintendents over the country will get together and arrange definitely such courses in reading, history, arithmetic and geography as is arranged for in the 6th and 7th grades of this manual, in order that the results of a year's work may not be interfered with by the pupils having to take so much review work to enable them to pass the diploma examinations. Let each division of the course be a definite unit and so arranged that the combinations can be made in as many classes as possible. Let each unit be treated as a unit of work, and when completed, not require reviewing the next year, except to start the pupils into the work, not in order to pass examinations. With such a definite arrangement of the course of study and with carefully planned combinations, the rural school can do excellent work.

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Mr. and Mrs. C. W. G. Hyde, formerly of St. Cloud, spent several days with friends in St. Cloud last month en route to Bridger, Mont., where Mr. Hyde is engaged as a professor in high school.

Mr. Hyde was for 13 years a member of the faculty of the state normal school in this city. He served under four presidents of the school. He has held many important positions in the state as an educator and was at one time assistant superintendent of public instruction of the state.



# Work—A Song of Triumph

By Angela Morgan in the Outlook.

Work!  
 Thank God for the might of it,  
 The ardor, the urge, the delight of it—  
 Work that springs from the heart's  
 desire,  
 Setting the soul and the brain on fire.  
 Oh, what is so good as the heat of it,  
 And what is so glad as the beat of it,  
 And what is so kind as the stern com-  
 mand  
 Challenging brain and heart and  
 hand?

Work!  
 Thank God for the pride of it,  
 For the beautiful, conquering tide of  
 it,  
 Sweeping the life in its furious flood,  
 Thrilling the arteries, cleansing the  
 blood,  
 Mastering stupor and dull despair,  
 Moving the dreamer to do and dare.  
 Oh, what is so good as the urge of it,  
 And what is so glad as the surge of it,  
 And what is so strong as the summons  
 deep  
 Rousing the torpid soul from sleep?

Work!  
 Thank God for the pace of it,  
 For the terrible, keen, swift race of  
 it;  
 Fiery steeds in full control,  
 Nostrils quiver to greet the goal.

Work, the power that drives behind,  
 Guiding the purposes, taming the  
 mind,  
 Holding the runaway wishes back,  
 Reining the will to one steady track,  
 Speeding the energies faster, faster,  
 Triumphant over disaster.  
 Oh, what is so good as the pain of it,  
 And what is so great as the gain of it,  
 And what is so kind as the cruel goal,  
 Forcing us on through the rugged  
 road?

Work!  
 Thank God for the swing of it,  
 For the clamoring, hammering ring  
 of it,  
 Passion of labor daily hurled  
 On the mighty anvils of the world. . .  
 Oh, what is so fierce as the flame of it,  
 And what is so huge as the aim of it,  
 Thundering on through dearth and  
 doubt,  
 Calling the plan of the Maker out;  
 Work, the Titan; Work, the friend,  
 Shaping the earth to a glorious end;  
 Draining the swamps and blasting the  
 hills,  
 Doing whatever the spirit wills,  
 Rending a continent apart  
 To answer the dream of the Master  
 heart. . . .  
 Thank God for a world where none  
 may shirk,  
 Thank God for the splendor of work!

Professor Raymond N. Carr, assist-  
 ant supervisor of music in Minneapo-  
 lis public schools and director of  
 music at North high school, resigned  
 to become head of the department of  
 music in the Missouri State Teachers'  
 college, Kirksville, Mo.

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## Schools Molding National Ideals

Address by Major A. G. Crane, president of Minot State Normal school, at Northwestern Educational association of North Dakota at Minot, April 18, 1919.

Anyone who attempts to define the new spirit in education is likely to meet with difficulties. The last few years have brought forth many new things in schools as well as in industry, government and science. To any student of recent events in education there becomes evident a desire to ascertain facts rather than opinions; to base educational procedure upon experimental evidence and research rather than upon personal judgments and opinions. It might be called the Missouri "show me" attitude applied to education. The recent dramatic revelations of the war have caused educators to search their educational souls and examine their work.

Dr. Strayer, the distinguished president of the N. E. A., was one of the first to make educational surveys of city school systems in the search for facts as a basis for criticising and improving school procedure. Instruments used prominently in such surveys have been the standardized tests and scholarship scales. They have been developed in response to the demand for objective measurement. Such scales may still be crude, imperfect, often taken too seriously, and fail to do what their inventors desired. They are, however, a distinct evidence of the spirit of experiment of research and investigation, a desire to know the facts.

Along with the demand for facts in school work is a more vivid realization of the power of the schools as an agency to mold the direct public policy and opinion. German unity in her diabolical course shows the power of education to fasten false ideals upon a whole people. Autocracy controlled Germany and made German thot and opinion, because autocracy controlled the people's schools. If the schools can convert an otherwise intelligent people into united loyal-to-sixteenth-century-madness amidst a world of free men, then schools are an agency to be guided and respected. This, with the spirit which demands facts not fancies; deeds, not theories, will work radical changes in American public schools.

Already we have enough facts to show certain tendencies and to prophesy some changes. The amazing diversity in mental ability in the children in any school class, as revealed by improved tests and surveys, already challenge the wisdom of elementary school curriculum, one set collection of facts, one conventional method of procedure, for all the children of all the people. Surely the revealed variations in raw material should suggest variations in treatment and in final product.

Uniformity is challenged everywhere by the facts of individual variation. Facts have not sustained the sacred theory of formal discipline. Once recognize the specific limitations of training and individual variation and memoriter lock step grading must give place to flexible promotion according to ability. The kindly

superintendent who put pupils on probation in grades and subjects for which they did not possess all the regular grades was nearer the true basis of progress than he dreamed.

The facts of illiteracy among drafted men should forever break up our smugly complacent policy of community license. Never more should any community be permitted to allow its children to grow up in ignorance of the English language. Democracy can never justly neglect our national language; all honor to the state board of education of North Dakota that dared to refuse state approval for the study of a language used as an agency for enemy propaganda and for preserving foreign solidarity and isolation within American borders. The facts demand that community prejudice, sidony and ignorance shall not continue to control and provide education which in poverty or viciousness shall become a menace to republican institutions.

If public school curricula be studied in the light of the requirements of vocations, professions or industry, we must conclude that seldom has the conventional school given a fit preparation for the job. Because the schools have eliminated all but the strongest, most resourceful, best naturally endowed pupils, we think that the survivors, the graduates, are indisputable evidence of the benefits of school training. Native ability gives them success in life just as it enabled them to graduate from the school's curriculum. Modern investigation, showing what is needed to be known by the successful, in industry, should describe the things to be taught in the people's schools. Truly useful education will carefully distinguish between training that is essential and that which is only desirable.

School health surveys have shown clearly the need of breaking down our neglect of health conservation and promotion.

The same spirit of research and experiment which breaks down the uniformity in curriculum, grading and procedure, which breaks down the extreme policy of local license, which attacks foreign language instruction, which reasons from job requirements to school practices, which reasons lazy neglect of health promotion, will also build up positive changes and improvements.

The need for Americanization will require that boys and girls be not only instructed in civic virtues but that they be trained in proper civic activities, that in fact they become active citizens of their social community.

Reasoning from the requirements of the job to the things that should be taught in school will bring instruction in vocations now omitted by those who frame school curricula. Not only will we train for the profession but for artisans, mechanics, agriculturists, men whose hands must be directed by trained minds, the sons of Martha,

upon whose shoulders fall the work of the world.

National control will follow the effort to control local parsimony, lethargy and ignorance.

Definite evidence of the effective power of school education must raise the business in the estimation of the public. The present public esteem for schools is low, judged by what the public is willing to pay for teachers. For the sake of the fate of democracy the public must demand higher standards of instruction with resulting improvements in the profession.

The young people of America are idealists. They responded during the world war to the leadership of our great teacher idealist. They range true to the ideals of freedom. It was the ideals of the schools of democracy that lulled Kaiserism. The righteous indignation of a decent world rebuked kultur. To the credit of our schools is due much of the glory of the American army's ideals. It is because the facts show that education has made good that we can hope for better things. To direct this great agency, potent with power for good and ill, will the new spirit of science and research be invoked.

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### THE STORY OF THE DEVELOPMENT OF EDUCATION IN THE UNITED STATES.

"Give us a worthy history of American education" has been the persistent demand of teachers and school administrators. Notwithstanding the unparalleled development of public education in this country, for some unaccountable reason there has been no adequate account of it. Dr. E. P. Cubberley, head of the Department of Education in Leland Stanford Junior University, meets this need by his latest book, "Public Education in the United States," published by Houghton Mifflin Company in a series of which Dr. Cubberley is editor, the Riverside Textbooks in Education. The first chapter gives the needed European background. The major part of the book, however, is devoted to the period since 1890 with a comprehensive view of the problems ahead which must absorb the attention alike of teachers and school administrations during the next decade.

### CORRESPONDENCE TEACHING DEVELOPED BY UNIVERSITY.

It was once thought that to gain knowledge in any systematic manner one must put himself under the direct, personal supervision of a teacher. Many still think this, and when it is impossible give up all effort at self improvement. It is necessary to call to their attention the fact that instruction by correspondence has been developed to meet just such needs as theirs. So important has it become that it is included in the activities of the State University at Minneapolis and the work is conducted by the Cor-

responsiveness Study Department of the General Extension Division.

Correspondence instruction offers the girl and boy who must leave school before their educational ambitions are satisfied the opportunity to go on studying under competent teachers until they have secured the education they want. It enables them to keep up the habit of study and to make progress during temporary absences from school. Any one needing more knowledge in connection with his work or his social life can secure it by devoting his spare moments to correspondence-study. Often a person keenly desires more training, but does not know that he can get it through his own tax-supported state school system in a manner safeguarded by the best educational standards.

The work as at present organized includes preparatory and college grade courses and vocational courses in business and engineering subjects. The preparatory courses are of high school grade. The college courses enable one to work for credit toward a degree from the university. As many as half the credits required may be earned in this way. Students who seek university credit must be able to satisfy the entrance requirements of the university, but if credit is not desired, any one may register for these courses. Many of them are of general value, dealing as they do with economics, history, political science, sociology, and other subjects of present interest. The vocational courses are practical in their nature and make constant application of the principles they teach. These, as well as the other types of courses, will be increased in number and scope as the demand grows.

During the war much was said about the value of education. Trained men and women were sought everywhere to fill positions of responsibility. This need has grown even greater with the coming of peace. A new era is upon us in which clear thinking and enlightened service will be needed as never before. The person who wants to prepare for this demand, but cannot leave his work and go back to school, will be glad to know that he can do so through correspondence-study, using his spare time for that purpose.

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The Normal Training work in Minnesota high schools is fast becoming one of the most important courses offered by our schools. Minnesota is recognized as having one of the best systems for training teachers for rural schools of any of the states. Several western states, especially the Dakotas and Montana are strong competitors with Minnesota for the graduates of this course.

Madelia has an up-to-date Normal Department that has made a good record in the class of graduates it has turned out. These graduates are signing contracts for the coming school year at salaries ranging from \$75 to \$115 per month. These are better salaries than are paid graded school teachers, and should stimulate enrollment for the Normal work.

Prospects are that there will be a large enrollment in the local Normal department this fall.

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## School News

Upon the co-operation of our teachers and school men will depend the success of this division. We urge that they keep us in close touch through personal letters and reports of their activities. News that indicates true progress and the working out of the policies of educational associations, both local and national, will be warmly welcomed.

### Minnesota

#### FIFTY-SIXTH ANNUAL CONVENTION, MINNESOTA EDUCATIONAL ASSOCIATION.

By W. H. Shephard, Secretary.

The prevalence of the influenza epidemic last fall made it necessary in October for the Board of Directors to call off the annual meeting of the Minnesota Educational Association. Similar action was taken in a number of states.

In February of this year the Board voted to hold the 1919 meeting in St. Paul, as formerly scheduled, and decided on November 5-8, inclusive, as the dates. Not until June did it appear that a large Masonic conclave planned for the same week would complicate the use of halls and hotels. Action, therefore, was taken in July to shift the Convention to Minneapolis, where ample accommodations have been provided for the same dates.

Two years will have elapsed since a state-wide gathering of Minnesota teachers was held. During this period

the Great War was brought to a successful conclusion; the schools in this time of stress and responsibility made good. Now with the intricate problems of social reconstruction upon us, it would seem the more imperative that Minnesota educators reassemble to get inspiration and a clearer vision for the big tasks ahead. Educational institutions are vitally concerned with the development and perpetuation of democracy, both political and industrial. And the professional status of teachers must be firmly established in the community to safeguard and promote the vital interests of education and give it power. To attain these ends professional zeal is necessary, and a large attendance at the Convention should go far toward developing the spirit of the craft and allegiance to its interests.

Superintendent E. A. Freeman of Grand Rapids, President of the Association, has selected "American Education, Its Ideals and Its Aims," as the central theme for the general sessions. Variations of this topic to be emphasized are as follows: "Education, a Nationalizing and An Ameri-

canizing Force," "Public Education Keeping Up With the Times," "The Teacher and the New Day in Education."

To bring laymen and teachers together, a mass meeting, open to the public, will be held on Friday evening, November 7. Other features of the convention will be a state conference of Parents and Teachers Associations, and meetings conducted by leaders of the Boy Scouts, Girl Scouts and Camp Fire Girls. Lorne W. Barclay, Director of Education, Boy Scouts of America, and other national representatives, will be present. The educational values of scouting will be brought out in addresses and demonstrations. There is a possibility that Franklin K. Lane, Secretary of the Interior, will address the Convention.

The National Educational Association will be represented by Dr. George D. Strayer, President of the Association, 1918-19, and Hugh P. Magill, Field Secretary; John Collier, Expert in Community Organization; Dean William Russell of Iowa; Dean Gray of Chicago University; Professor David Snedden of Columbia; Deans L. D.

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In view of the commonly recognized need for adequately trained Americanization workers, the University of Minnesota has established an Americanization Training Course, the object of which will be to afford fundamental, scientific, and practical training for men and women who wish to engage in any phase of the important and developing work of Americanization.

The gains to be aimed at for the individual most concerned, namely, the immigrant, have been summed up as follows:

(1) The certainty that the trained Americanization worker stands for the best forces in America reaching out in a democratic way to help him solve his problems of new-world adjustment.

(2) The certainty that the worker understands him and his racial group.

(3) The special educational, industrial, political or other guidance which he needs to adjust himself to American life.

(4) The acquisition, as far as possible, of the American language.

(5) The realization of the real American ideals.

(6) Encouragement to put into America all the talents, crafts, and ideals for good which he brings with him to develop them into harmony with the best ideals of America.

(7) A sympathetic understanding of the other foreign peoples in America that will dissolve the old-world prejudices.

(8) The definite feeling that the Americanization worker stands as an advocate of the immigrant against race discrimination and unjust treatment.

(9) An intense love for America as his "home-land."

Professor Albert Ernest Jenks of the Department of Anthropology is the director of this Americanization Training Course.

A. D. Griffin, superintendent of schools at Hallock, has announced that the first Parents' and Teachers' Meeting, or community gathering, will be held the first Friday evening in September.

G. J. Norby, assistant high school inspector, has resigned to take up the banking business in Fergus Falls. He will be succeeded by George Selke, secretary of the appointments committee of the College of Education, University of Minnesota.

F. J. Sperry, for ten years superintendent of the Mankato public schools has accepted a position as advertising manager for the Hubbard Milling Company of that city.

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*No Advance Fee Required*

Claude W. Street, former superintendent of schools at Yankton, South Dakota, comes to School District No. 9, including Nashwauk and Keewatin, as superintendent this year.

Bruno Consolidated School houses a complete moving picture outfit. Floyd E. Cook is the superintendent. In introducing moving pictures into his school, Mr. Cook had two purposes in mind; to vitalize his teaching through visual instruction, and to bring recreation into the community and get the people together.

To secure funds for installing the machine, Mr. Cook gave a series of popular stereopticon lectures which netted money to stage a play. The proceeds from the play covered the cost of the machine and its installation. Moving picture shows conducted in the schoolhouse on a commercial basis pay the expense of maintenance. It is not intended to make a profit from the shows. The money received pays the rent of films from exchange companies.

Through the week class room lessons are illustrated by pictures. The children like to go to school because of pictures, and are a continuous medium in advertising the exhibitions for the older persons.

Mr. Cook's innovation is being rapidly followed by other teachers.

Rochester mothers are to be given an opportunity to send their children to a first class kindergarten.

The Alden high school debaters are the winners of the Journal Trophy Cup in the State High School Debate.

Plans for a \$7,000 home for the superintendent and teachers of the Glynndon Consolidated school district, Moorhead, have been drawn up.

Miss Eva Agnes Grant, of the training department of Mankato State Normal school, will be supervisor of primary school work in the schools of Manila, Philippine Islands.

Litchfield is to have a two room brick school house costing \$7,000.

State trust funds will be lent to counties for financing good roads only when all demands for loans to build new school houses are built.

With a view towards bettering the method of teaching subject matter in the so-called "tool subjects"—arithmetic, reading, writing, spelling and language—the Zumbrota public schools last year applied the Kansas Silent Reading Tests to grades 3-12, and the Curtis Research Tests in Arithmetic to grades 3-8, giving attention to the fundamental operations by means of the Studebaker Practice Exercises in Arithmetic. A series of special recitations in the "tool subjects" was conducted, weekly for five weeks by teachers selected for that particular pur-

pose. All grade teachers and normal cadets attended the recitations.

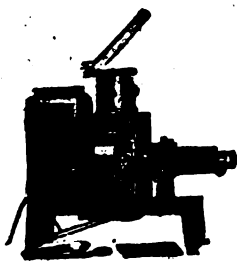
Interest was stimulated in better teaching. We would like to have reports and suggestions from other schools in the use of tests in their schools. How many of our schools used the Curtis Tests this spring, and with what success?

A recent innovation that is finding general favor in the normal schools of the state is the "follow-up system" of reaching out a helping hand to their alumnae. Once a year at least, the schools send their supervisors on a visiting tour to the schools of every graduate to observe their progress and suggest remedies for difficulties that arise from time to time. Young teachers coping with a particularly difficult situation or weakness, are visited more frequently. Winona reports very favorably on the results secured by her visiting teachers on their follow-up tours.

Supt. N. E. Schwartz, of Sandstone will this year have an increase of \$300 in salary. His grade teachers will receive \$80 a month, with \$8 bonus payable at the end of the year. All the special teachers were re-hired with increased salaries.

Nine teachers were graduated from the normal training class of this school.

One very interesting fact today is that for the first time in its history the United States does not owe a dol-



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lar to any foreign nation or individual. The entire indebtedness of 32 billion dollars is held by American citizens. That a small share of this indebtedness is borne by the schools of Minnesota, is indicated by a recent report received from the Zumbrota public schools: In 1918-19 \$4,234.80 was invested and contributed to patriotic purposes, \$3,948.89 of this amount representing investment in Liberty Bonds and War Savings Stamps.

Todd County graduated 139 rural school pupils this year. Almost every rural school in the county was represented in the graduating class.

A poultry plant will be installed in the agricultural department of the Litchfield high school.

Miss Grace Sherwood, who has had charge of the normal department in the North Western School of Agriculture at Crookston for the past five years, has accepted a similar position in the Girls' Vocational High School, Minneapolis. Her many friends wish her success in her new field.

Consolidation of schools is under consideration at Union Grove.

The State Board of Education, created by a new law effective August 1, has instructed the Commissioner of Education to begin a study of the

state school aid distribution problem. The board approved the distribution of \$960,538 of state aid to 239 approved high schools, of \$338,000 to 260 approved graded schools, and of \$125,000 to 104 manual training departments.

Military training has been introduced into the Owatonna high school. The boys will meet twice a week thruout the school year for drill at the Armory. This training is compulsory in the three upper grades of the high school, but the Freshman may take it by getting special permission.

Rochester, Mankato and Stillwater high schools started their military drill some time ago.

Big Falls Consolidated School is the center of the Associated schools in the unorganized territory of Koochiching Co. The association consists of about forty rural schools and ten consolidated schools.

An Agriculture and Home Economics Department will be maintained at Big Falls, and the heads of these departments will spend one-fifth of their time with the rural teachers, giving them instructions through group meetings, school visitation and correspondence.

Three supervisors will conduct the academic work, a definite number of schools being assigned to each. They will spend at least one day a month at

each of their schools, supervising all grades from the first to the eighth.

The grading of teachers will be done by the supervisors, and will be determined to an extent by the tact shown by the teacher's ability to discipline and their methods, spirit and ability to arouse interest along sanitation and health lines. Teachers are expected to make a certain mark in order to be re-hired. If a teacher fails to obtain a grading by the supervisor and superintendent to warrant reelection at the regular raise in salary, \$5.00 a month, she will be given another opportunity in a different school and under another supervisor.

Teachers possessing Palmer penmanship certificates will be allowed an additional \$2.50 a month.

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One of the best mediums for keeping boys and girls out of mischief and teach them the rewards of application and industry which develops worth while citizenship, is to be found in home gardening, according to Judge Grier M. Orr, whose years of endeavor among juvenile members of society have met with marked success.

Judge Orr is so interested in gardening for the younger generation in St. Paul that he has posted \$10 in special premiums to be awarded the finest displays of vegetables, entered by boys or girls under 18 years old, in the garden products' exhibit to be held by the St. Paul Pioneer Press and Dispatch and the Ramsey Coun-

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ty Men's Garden club August 27 and 28.

Three hundred and forty separate premiums are to be awarded by the Pioneer Press and Dispatch. The committee has just completed the premium list which incorporates five prizes in each of forty-nine lot numbers. This arrangement offers opportunity for all exhibitors and it is a poor garden, indeed, that cannot turn out at least one premium winner.

A state-wide movement for the development of team work between town and country in every community in the state has been started by the general extension division of the University of Minnesota, and has been pledged the support of many organizations of state-wide influence.

The movement is based on the common interests of town and country, and the aim is to improve conditions as to production, distribution, education, government and living conditions; also to promote common interests, acquaintance, understanding and good will.

The final goal is to make a community, including the town and its surrounding territory, a better place in which to live through "organized friendship."

Judge Frank T. Wilson of Stillwater is in direct charge of the movement.

—It is THE WORLD BOOK you want—

Code of Professional Ethics for the consideration of those engaged in teaching:

"Character, scholarship, and professional training should be the prerequisites of the teacher.

"Absolute and undivided loyalty should characterize the members of the profession.

"Every teacher should affiliate himself with his local, county, and state teachers' association.

"Every teacher should familiarize himself with the progressive, authoritative literature of the profession.

"Advance in salaries should be based upon merit rather than upon period of service.

"Service should be placed before personal gain."

Any organization in the state may bring its government and administrative problems to the new bureau of government research which will be established this fall at the University of Minnesota in the department of political science. Professor C. D. Allin, chairman of the department, said today.

This new bureau, according to Professor Allin, will make a special study of government and administrative problems of Minnesota. It will act as a laboratory for students in political science who are attending the university and will endeavor to furnish special information of a practical character to anyone who is going into public service. It will also undertake functions of the city or state with various semi-public bodies, such as chambers of commerce.

The director of the bureau will be Professor Raymond Moley, director of political science at Western Reserve university. Professor Moley has also directed most of the Americanization work done for the last year in Ohio and has had charge of the publication of the report of the social and economic survey of Cleveland, Ohio. The entire staff of the department of political science of the university will be engaged in work of the bureau.

Educators from Minneapolis who gave addresses at the convention of the National Education association in Milwaukee are Dr. Frank E. Spaulding, formerly of Minneapolis, head of educational work with the American expeditionary forces.

Dean Guy, Stanton Ford, University of Minnesota; Alma L. Binzel, Northrup collegiate; Mary C. Harris, Central high school; Earl H. Baker, West high school; S. A. Challman, state commissioner of school buildings; Dean Lotus D. Coffman, College of Education, University of Minnesota; W. R. Ball, director of citizenship training in the public schools; Frank T. Wilson, field worker in the university's general extension division; F. B. Barton of the university, and Dr. Mabel S. Ulrich of the United States public health service.

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**THE DIFFERENCE**

When Ma Is Sick she pegs away;  
She's quiet, though, not much to say.  
She goes right on a-doin' things,  
And sometimes laughs or even sings.  
She says she don't feel extra well,  
But then it's just a kind o' spell.  
She'll be all right tomorrow, sure;  
A good old sleep will be the cure.  
Pa he sniffs and makes no kick,  
For women folks is always sick.  
And Ma smiles, let's on she's glad—  
When Ma's sick it ain't so bad.

When Pa Is Sick he's scared to death,  
And Ma and us just holds our breath.  
He crawls in bed and puffs and grunts  
And does all kinds of crazy stunts.  
He wants "Doc Brown," and mighty quick;

For when Pa's sick he's awful sick.  
He gasps and groans, and sort o' sighs,  
He talks so queer and rolls his eyes.  
Ma jumps and runs, and all of us,  
And all the house, is in a fuss.  
And peace and joy is mighty skeerce—

When Pa is sick it's something fierce!

Exchange.

One of the speakers who will have an important place on the program being arranged for the annual meeting of the North Dakota Federation of Women's clubs, to be held October 13 to 17, is Miss Julia Abbott of Washington, D. C.

Miss Abbott is connected with the Federal Children's bureau and she will speak to the club women of North Dakota on the kindergarten movement. The importance of the kindergarten is being strongly emphasized in the child welfare movement, at this time, and it is of particular interest to club women throughout the country, many of whom are lending their efforts to promoting the work.

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## North Dakota

THE NORTH DAKOTA STATE PROGRAM OF EDUCATION.

(As presented by Miss Minnie J. Nielson, State Superintendent of Public Instruction, before the Northwestern Educational Association of Minot, last April.)

1st. Americanization, with particular attention to the teaching of English, the reducing of illiteracy, and the enforcement of the North Dakota compulsory attendance law. This requires the attendance of all children up to their seventeenth birthday unless they have completed the work of the eight grades.

2nd. Health. Secure the services of the county nurse for which legislative provision has been made. Plan for Play Days, physical training, bettering sanitary conditions and removal of physical defects.

3rd. Consolidation of schools wherever the conditions warrant it.

4th. Cream testing and grain grading taught in the schools. The legislature has provided for the purchase of outfits for this purpose by every county and by the schools, every summer school to have equipments for teaching grain grading.

5th. Improvement in qualifications of teachers, and hand-in-hand with better teachers must go better salaries.

6th. Better roads and methods of road construction taught in schools. The children of today are the road-builders and road-users of tomorrow.

Professor Garland A. Bricker, director of Rural Extension service at the College of Agriculture, Syracuse University, is the new president of the North Dakota School of Science at Wahpeton.

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has a wide range of courses, including agriculture, home economics, trades, business, science, liberal arts and fine arts courses. Its gymnasium is a notable feature of the school.

The institution is co-educational and has an enrollment of three hundred students.

Mr. Bricker holds the degree of Bachelor of Science in Agriculture from Ohio State University, where he was later professor of Agriculture, and the degree of M. A. from the University of Illinois.

Mr. Bricker is known to many readers of School Education through his series of helpful lessons in the study of agriculture in this journal for the past two years and will join with School Education in welcoming him to the West.

— It is THE WORLD BOOK you want —

George A. McFarland, formerly president of Valley City Normal School, goes to Williston as city superintendent of schools.

The Music Department of the Crosby School cleared \$93 from a concert which they gave, and have purchased a Victrola.

The schools of Wheelock township are now consolidated with the school in Wheelock, and a high school will be introduced.

The State Agricultural College, Fargo, has announced a number of changes in the faculty. Dr. W. J. Trimble, professor of history and social science, has accepted a position in the University of Idaho and is succeeded by Dr. Earl D. Ross, of the Illinois Wesleyan University at Bloom-

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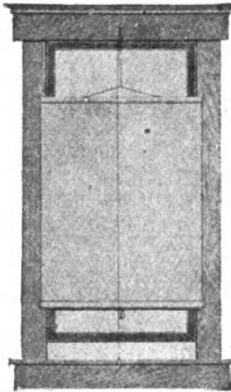
ington. Prof. Horace A. Haladay, for seven years with the University of Idaho, will occupy the position of professor of physiological chemistry, which has been vacant since the war broke out. Miss Campbell, instructor in dressmaking and millinery, will go to Simmons College, Boston, and be succeeded by Miss Mackall of Chicago.

The Crosby Board of Education displayed an unusual interest in its

schools this spring, when it paid the train fares of all its teachers to the Northwestern Educational meeting in Minot. Crosby has the record of being the only school in Northwest Dakota that paid the fare of their teachers. It further distinguished itself when its high school orchestra and glee club won the championship in the Northwest North Dakota musical contest held at Minot state normal in May.

E. B. Forney succeeds F. G. Pasco as representative of Ginn & Company in North Dakota. He is making his home in Fargo.

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It gives us great pleasure to announce to all teachers of North Dakota that the Pupils' Reading Circle is to be re-instated this fall. No other institution, properly introduced and followed in the schoolroom, will do more to interest school children in good literature and outside reading in connection with their class work than the Reading Circle. Pupils enroll through the teacher, who receives, upon request made to her county superintendent, diplomas and seals to be issued to pupils from Grades 1-8 who complete a required amount of reading.

Supt. J. H. Phelps, of Divide County, is the secretary of the Pupils' Reading Circle. County Superintendents Anna Nestoss, Tena Regner, J. A. Haig, and C. E. Ward are the other

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"Prang Products" are not always the "Cheapest in Price," but almost universally the "best in Value." The Prang Company is now in a better position to be of large service than ever before.

May we not begin our 64th year by being of service to you—in connection with your Art Materials for this Fall?

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appointed members. Miss Nielson is chairman ex-officio.

Supt. V. F. Goddard returns to Crosby at a salary of \$2,600.

Superintendents who have been assisting at the summer terms of the normal schools are: J. C. Gould, of Oakes, E. P. Bettinga of Ashley, and O. F. Dierson of Napoleon, at Ellendale; V. F. Goddard of Crosby; I. T. Simley of Rugby, and T. O. Sweetland of Enderlin, at Minot; J. G. Matney of Litchville at Valley City, and C. L. Love of Mandan, Supt. Roberts

of Hebron, and H. O. Saxvik at Dickinson.

Superintendents L. A. White of Minot and H. H. Kirk of Casselton attended Columbia University this summer.

E. J. Taylor, formerly state superintendent, goes to Hankinson as superintendent.

A few of the new superintendents and principals are: Ira L. Plummer, Mott; Theodore L. Pierce, Fortuna; C. L. Coddling, Wilton; Elmer Skeie, Wyndmere; F. Hayenga, Neche; W. H. Ferguson, Minot; R. E. Smith, Michigan; Vernon L. Mangun, Bottineau; C. L. Robinson, Hebron; H. L. Yvisaker, Leeds; Leonard Brown, Church's Ferry; J. S. Nelson, Courtenay; W. C. Rabe, Stanley; H. O. Talle, Rolette; J. F. Como, Esmond; Earl S. Shaffer, Ashley; Dan M. Dukeman, Ayr; B. L. Larson, Killdeer; C. P. Birkelo, Nome; G. O. Chase, Drake; W. C. Stebbins, Grand Forks; Clarence Phillips, Anamoose.

A. L. Schafer, formerly superintendent at Carrington, has been appointed State High School Inspector, to succeed E. R. Edwards. During the war, and up to the time of his appointment as inspector, Mr. Schafer was assistant director of recreation in American Red Cross hospitals. He will make his home in Bismarck. Mr. Edwards goes to Yankton as superintendent.

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# Motivate Your Language Lessons

## The Wisconsin Course of Study Says:

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"Organize a LITERARY SOCIETY or a club in school to meet weekly or by-weekly on Friday afternoons after recess. Such a society impresses upon the children the value of knowing how to speak and write well. Besides, the programs prepared by the children for these meetings have a distinct language value in themselves."

**A HANDBOOK OF LITERARY SOCIETY WORK** by Estelle Cooke, with introduction by Ex-President G. E. Vincent, University of Minnesota, supplements the above suggestion admirably.

It is a booklet of 48 pages dealing exhaustively with the motivating subject of Literary Society work.

**Important Chapters are:**

How to Organize	Addressing an Audience
The Program	Debating
Parliamentary Law	Putting On a Play
Social Side of Literary Society Work	

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Either of these books may be purchased at 25c, or secured in combination with one year's subscription to SCHOOL EDUCATION for \$1.25.

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Supt. C. E. Blume has resigned his position at Williston.

C. E. Cavett has been appointed Vocational Director.

A. P. Hollis, Willis J. Bell, L. M. Rockne, and J. S. Berg have been appointed to the State Educational Commission. Miss Nielson is an ex-officio member.

J. H. Colton, formerly superintendent at New Rockford, and recently Field Director at the Base Hospital, Camp Lewis, Washington, takes a place with Minot State Normal faculty this year.

Lottie M. Cole, Principal at Junaita last year, has entered government work in Washington, D. C.

A. E. Robinson, of Casselton becomes principal of a large private high school in Honolulu this year.

Major A. G. Crane, who has been at the head of the Division of Reconstruction, Surgeon General's office, Washington, D. C., will return to his educational work as President of the Minot Normal School.

Superintendent V. F. Goddard, of Crosby writes that the minimum salary in the grades will be \$810 and that all teachers are required to be normal graduates. High school teachers will receive a minimum of \$1050.

Carson is to have an eight-room school building costing about \$22,000.

#### DEVELOP CITIZENS THE BIG SCHOOL TASK.

From Dr. G. D. Strayer on "Education for Citizenship."

If we are to educate boys and girls to become citizens in a democratic society, it will help to inquire what we are aiming at. Here is a mark. A good citizen is one who (1) understands and sympathizes with his neighbors, (2) has intelligence and has the will to do. Sympathy and intelligence are good, but they are not enough. Some people don't amount to anything because they take it all out in being intelligent. The measurement of your accomplishment will be whether you everlastingly work to put the program over. Get down from your high seat. Develop a situation in which all the children work together. Take a lesson from the kindergarten where the children sit in a circle, talk to each other, play and work together. The social problem is the problem of getting the children in the right attitude towards each other. The fundamental difficulty in reacting in the schools goes back to the training you haven't given them on the right attitude towards each other. Don't have the children tell their lesson to you, but to each other. You can't get the

right intellectual situation until you get the right social situation. The sympathy which should be developed will never come until there is in school the normal chance for discussion, questioning, etc., on the part of the children in dealing with each other.

The world is full of people who take every thing second hand. We must teach the children to go to the facts and to play the intellectual game. The issue is one of intellectual honesty.

The big lesson of the war has been the learning to work together for a common good. It is a great fallacy to think that citizenship comes only with that degree of maturity which goes with the right to vote. Children can be the best of citizens. One field in which to develop good citizenship is in the matter of THRIFT. Thrift is a matter of SOCIAL obligation. Saving not wasting, needs to be the slogan. It is not a question of what the individual may be able to afford but of what that waste costs everybody at the time when the world has nothing to waste. The war has developed an idealism never before known in a willingness to sacrifice for others. Our children will be better citizens then if they think now in terms of what they can do for other children. There is no one thing that pulls so strongly on a community, as the interest and enthusiasm of children. Every teacher should think through the possibilities of making that community a better place in which to live. The sympathy, the keenness of intellectual life and most of all, the challenge you give the children in opening up to them the possibilities of achievement is the measure of your accomplishment. The biggest job our schools have to do is the development of citizens. The essential thing is the greatest good to the greatest number.

## South Dakota

Dr. Harold W. Foght, director of the recent state-wide educational survey ordered by the South Dakota legislature, and since 1912 specialist in rural education for the Bureau of Education at Washington and chief of the rural school division in charge of the Bureau's rural school work for the entire country, was elected president of the Northern Normal and Industrial School.

The free text book law is among the new laws in South Dakota. The books are to be purchased by the county auditor and distributed at cost to the school districts. The school clerk is the custodian of the school book supply, and the teacher will be help responsible for the return of the books to him. The value of the books not returned will be deducted from the teacher's last month's salary.

Dr. Willis E. Johnson, former president of the Northern Normal and Industrial School, has entered upon his new duties as president of the Brookings State College. He has recently

been honored with the degree of Ph. D. from the University of Minnesota and the honorary LL. D. from Dakota Wesleyan.

Dr. G. L. Brown, Dean, who was drafted into service as acting president is now relieved of this double duty, and Professor H. B. Matthews, who successfully directed vocational training of soldiers at the college, continues as assistant dean.

Ethelbert C. Woodburn is the new president of the Spearfish State Normal School. He succeeds Fayette L. Cook, for thirty-four years president of this institution—the oldest normal school in South Dakota. Mr. Woodburn was formerly vice-president of the Northern Normal and Industrial School. Prior to this position, he was principal at Elk Point and superintendent at Canton. Ex-President Cook has been elected president emeritus and lecturer on education.

—It is THE WORLD BOOK you want—

Owing to poor health, A. B. McKeel, for eighteen years a member of the Mitchell Board of Education, has resigned his position on the board. In tendering his resignation, Mr. McKeel said: "Eighteen years ago we employed about fifteen teachers—today our teaching force is close to sixty. In that time we have greatly increased the usefulness of our schools. And yet, I feel that we have come short of filling our full duty to the community—have not done all we could, or should, have done. We have not grown as we should, and as a Board have been reluctant to acknowledge some of the real needs of the schools, because of our anxiety to save expenses—our desire to keep our tax levy below that of other cities of the State. We have sometimes lost sight of the fact that our first duty is to make the schools as efficient as possible, to give these young folks, all we can in reason give them to prepare them for future citizenship and the battle of life; and not to scrimp on expenditures to the point that we retard the usefulness of the entire system to save a few dollars on salary or equipment."

In pointing out some of the things most needed in their schools, Mr. McKeel added: "We must be more liberal with our salary schedule, especially in the grades. An expenditure of three or four thousand dollars more in the salaries of thirty or forty grade teachers will, I am sure, greatly increase the efficiency of our schools, and I strongly recommend that our minimum salary for grade teachers be increased to \$1000 a year."

#### Education From Observation

What is it?  
What does it do?  
How can I use it?

In his mind he asked himself these three questions. This all happened while standing in front of an attractive display window. The window lights had been turned on automatically by an alarm clock attachment which had evidently been set for 5:30 o'clock.

It occurred to him that only the night before he had been obliged to leave a Club banquet to turn on his automobile lights. He remembered that many nights he had to leave some function to perform this same chore.

Why wasn't it possible to apply this same principle to the dash clock on his car and be able to forget about the side and tail lights?

Being a man of quick and decisive judgment—the inevitable result of constructive self-training—this thought became a concrete and accomplished something worth while.

It was all the result of mind training and being able to make a proper analysis. One of his biggest assets has been his ability to file worthwhile ideas away for future use.

Personal contact with this man taught me how to quickly analyze and how to memorize. It has shown me how to capitalize on things that to some men seem insignificant. Whether it is a motor truck—an advertisement—or an idea—I now ask myself

What is it?

What does it do?

How can I use it?

(From a bulletin of Brown-Morse Company, Muskegon, Mich.)

Perkins county is probably the first county to run paid advertising to secure teachers, to relieve a shortage of teachers. It has been found that good wages and advertising bring the necessary quota and qualified teachers.

Perkins county, it is said, does not lower the standard for teachers when a shortage is imminent. Instead, it raises the wages and standards, and thus induces teachers to accept positions in that county. No permits have been issued in the county during the past two years. This year no third grade teachers will be accepted and no teacher will begin her work until she has a valid certificate.

## Honors to Come to So. Dakota Boys

That Sioux Falls has artists who can win national honors is shown by a letter to the Sioux Falls Humane Society from the American Humane Society at Albany, New York, announcing awards to Dalford Thomas and Earl Williams in competition with artists in a national poster contest this spring.



The students of the poster department of the high school entered the National Humane Poster contest at the request of the secretary of the local society. Three cash prizes were offered from the Sioux Falls Chapter, as well as prizes from the national society.

A class of fifteen enthusiastic pupils worked for five weeks accumulat-

ing material, making preliminary sketches and completing the posters in opaque colors on illustrators' board 25x30 inches.

The posters adjudged most direct and convincing by a local committee were photographed for moving picture slides and sent to New York to be judged.

Dalford Thomas was awarded the first national prize. His poster depicts an Airedale dog wearing the Red Cross emblem. The background is a neutral violet sky, with sunset and broken wire fences. "Don't forget they helped win the war. Be kind to animals," was printed below the illustration.

The posters of the Sioux Falls contestants were made under the direction of Miss Carolyn Gillette, drawing instructor in the Sioux Falls High School. Miss Gillette considers such competition one of the best and most enjoyable methods of arousing and sustaining enthusiasm among any class of pupils.

Work of this kind shows the result of careful development in art, made possible by the wonderful executive ability of the man in charge of the public schools. Superintendent A. A. McDonald is to be congratulated on the splendid school system and especially for the work in art and music.

Dr. Franklin W. Jones has retired from the Department of Education, Northern Normal and Industrial School, to accept the position of head of the School of Education in the University of Southern California.

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Book

Reviews

**"The Motivation of School Work,"** by H. B. and G. M. Wilson. Houghton Mifflin. \$1.25.

Teachers and superintendents alike have been seeking help in putting the theory of interest and motivation into practice under schoolroom conditions. Their demand for a collection of the best practices of the best schools has grown increasingly insistent, and to satisfy this growing professional need "The Motivation of School Work" has been written. While giving some attention in Part I to a clear and comprehensive statement of the theory of motivation, the main body of the work is devoted to concrete illustrations of the practical working of the theory in teaching the subjects of the common school curriculum in the classroom.

**"What Shall We Read to the Children?"** by Clara W. Hunt. Houghton Mifflin Company. \$1.10.

This wise and helpful volume tells just what books to read aloud to little children and just how to read them. All branches of children's reading are covered in a way that parents and teachers will find most helpful. Miss Hunt is the head of the children's department in the Brooklyn Public Library, and one of the best known authorities in the country in this important field.

**"Readings from English and American Literature,"** by Walter Taylor Field. Ginn & Company.

This book aims to meet the demands of teachers of literature in high schools that pupils shall come to them equipped, first, with at least a speaking acquaintance with the world's famous writers; and, second, with sufficient understanding and appreciation of literature to discuss selections with intelligence and enjoyment. Designed as an independent one-book course for 7th and 8th grades or junior high schools.

**Happy Tales for Story Time.** By Eleanor L. Skinner and Ada M. Skinner. Cloth, 180 pages. Full page illustrations in color by Maginel Wright Enright. Price, \$0.64. American Book Company, New York, Cincinnati, Chicago, Boston, Atlanta.

Just to glance at the titles of the stories in this charming artistic book is to wish that every child might have a copy. And the stories themselves, "The Kitten that Forgot How to Mew," "The Little Pig that Grumbled," "The Rag Doll's Christmas," "The Pony Engine," these and many others are all as delightful as their titles suggest.

Most of the stories given here are new to the school reading public. Throughout there is an element of innocent fun as wholesome and refreshing as it is unusual in a book intended for school use.

Although this supplementary reader is designed for the second year, it is so simple in plot and vocabulary that it can be read by many classes before the close of the first year.

**"Thrift and Conservation, How to Teach It,"** by Arthur Henry Chamberlain and James Franklin Chamberlain. J. B. Lippincott Company. \$1.40.

During the few years past, and especially from the beginning of the great war, the term "thrift" has been much more in the public mind and on the public tongue than heretofore. Men and women are talking thrift and economy; children are writing essays on thrift and are earning and saving as never before. It has been the purpose of the authors of this book to set forth the needs for thrift teaching; the aims to be kept in mind, together with practical applications of thrift principles to the life of the people, as made possible through classroom teaching.

**"The Book of Thrift, Why and How to Save and What to Do With Your Savings,"** by T. D. MacGregor, St. Paul. Funk & Wagnalls. \$1.12 post-paid.

This volume will be found to contain in condensed form some of the best material that has been published on constructive thrift, as well as the first complete compilation of quotations on the subject. While a good deal of new matter has been prepared especially for this book, it consists largely of a series of "Talks on Thrift," sent out by the American Bankers' Association, Savings-Bank Section, for weekly publication in several hundred newspapers as part of a campaign of popular education on the subject of thrift conducted 1913-15.

**"Builders of Democracy,"** by Edwin Greenlaw. Scott, Foresman and Company.

This book is designed to serve several purposes. The first of these may be defined as a propaganda for good citizenship; the second is to give boys and girls a clear idea of the relationship between England and America as the joint founders of free government. Finally the book illustrates certain conceptions about the teaching of English, helping the pupils who study it to speak and write the English language correctly. It may be used as a supplementary text in history and English classes, or as an independent text in reading.

**"Horticulture (Farm Life Text Series)** by Kary Cadmus Davis. J. B. Lippincott Company. \$1.75.

Here is a valuable text for high schools and normal schools, combining instruction in gardening, orcharding and small fruit culture, covering in a comprehensive yet wholly practical manner, the entire subject of horticulture. The author has given a carefully planned course, which may be adapted to special needs by means of indicated addition or cutting. The illustrations are as carefully planned as the text.

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**ESSENTIALS OF SPELLING.**

By Henry Carr Pearson, Principal of Horace Mann School, Teachers College, Columbia University, and Henry Suzzallo, President of University of Washington, Sometime Professor of the Philosophy of Education, Teachers College, Columbia University. Cloth complete, 208 pages. Price, \$0.40; Part I, price, \$0.24; Part II, price, \$0.32. American Book Company, New York, Cincinnati, Chicago, Boston, Atlanta.

In the preparation of this book one of the author's chief objects was to eliminate waste in the teaching of spelling. It embodies the results of the recent scientific studies that have been made with regard to the words used by children and adults.

The book aims to teach only the essential words used frequently by the majority of people. The number of words taught is unusually small but there is correspondingly a greater amount of drill. In the regular lessons only about 2,000 words are given but there are supplementary lists containing about a thousand more that are less important and less difficult. The plan provides that only two new words and four or five review words be taken up on the first four days of each week, while for the fifth day a dictation review is given consisting of sentences in which are found the eight new words of the preceding four lessons.

The newly established "Bureau of Educational Research" of the University of Illinois, which is under the direction of Professor B. R. Buckingham, has published a bulletin stating in full the aims of the Bureau. This is Bulletin No. 1. Those who had the privilege of hearing Dean W. W. Charters at the Minnesota Educational Association conference in March will find the bulletin a most valuable supplement to Dean Charters' address.

The Bureau was established for the especial benefit of teachers, principals and superintendents of country schools. It aims to assist in investigations of educational questions throughout the state, to furnish the best available evidence as submitted by other workers, and to supply new evidence.

In carrying out its aims, the Bureau will collect and distribute literature bearing upon educational questions, assist in devising permanent records of the work of the school, work out solutions for educational problems, point out the importance of the War and its effect on education, and further the movements for the measuring of results of instructions and for the city and country-wide conduct of surveys.

Its special field of investigation for 1918-19 covers the following four points: promotions and non-promotions; the relation of instruction in Reading to the development of Reading ability; the construction of a scale and of standards for concrete arithmetical problems and the modifications of the course of study due to the War.

In the splendid work which it is entering upon, the Bureau urges the strong co-operation of all the teachers, principals and superintendents.

**Wisconsin**

Liberty poles at crossroads and other monuments were erected by Wisconsin citizens after the Civil War to honor the hero dead. The same spirit is now inspiring the erection of Liberty Memorial halls in many parts of the state to honor those who died in the world war.

Merrill has recently opened a Liberty clubhouse, the first of its kind in the state, and similar buildings are being planned or built at Neenah, Delavan, Chippewa Falls, Milwaukee, Appleton, and Wausau. Similar structures are being considered in certain rural districts—for example, in Sawyer and Walworth counties.

The idea of a Liberty hall which may serve as a social center grows out of the fact that soldiers have become accustomed to such a meeting place through the huts of the Y. M. C. A., K of C., and Red Cross. It is also urged because it is not only a monument but a useful community building.

A state-wide plan for preparing candidates for naturalization through courses in English and citizenship is being worked out in co-operation with the U. S. bureau of naturalization by Prof. Don D. Lescohier, head of the University of Wisconsin's Americanization projects.

When an alien petitions for naturalization, the judge will direct him to local school authorities, will look up the candidate, and, after a course of training approved by the federal bureau, give the alien the required training as in regular classes.

Upon completion of the course, the alien will receive a diploma, similar to the one used at Racine, which will constitute evidence in the court of the candidate's fitness for naturalization.

The inauguration of appropriate ceremonies of induction into citizenship will be included in the plan, it is expected.

The West Allis board of education have adopted the junior-senior high school system and will introduce it when the new high school building is completed. Under this system, which is proving successful in many cities throughout the state, the kindergarten and first six grades constitute the graded school, the seventh and eighth grades the junior high, and the regular high school classes the senior high school.

The junior and senior schools will both be housed in the new building in order that the special equipment needed in teaching the subjects common to the two schools may be shared alike.

The will of the late C. F. Latimer, president of the Ashland Northern Bank, leaves approximately \$37,500 (five per cent of his entire estate) to the Ashland schools for vocational training, including manual training and domestic science. Mr. Latimer

made his wealth in North Wisconsin pine.

The state normal schools are asking the legislature for \$1,200,000, an increase of about \$250,000, due to requests for building appropriations as the regular capital requests are smaller than in previous years. Superior wants \$27,000; to spend \$9,000 annually to acquire land for a gymnasium; Oshkosh wants a science hall. White-water needs a new central hall; Stevens Point needs a science and biology hall; River Falls seeks an agricultural hall and barn and \$3,500 for a new sewerage system.

River Falls is seeking money from the government under the Smith-Hughes act for its course in vocational training.

Madison will be the home of a three million dollar government radio school and plant, according to a report circulated in real estate circles. A Madison realty company is said to be negotiating in behalf of the government for purchase of a site in proximity to one of the lakes. Lake Mendota is favored.

The work of the university along radio lines in past years has been noteworthy and more especially during the war period. The prospective location of the aero plant here is taken to be a reward for the research work and enterprise of the University physics department.

C. C. Bishop of Portage was elected president of the Southern Wisconsin Teachers' association.

Other officers chosen were W. W. Woolworth, Darlington, first vice-president; Ia Maude Yule, Kenosha, second vice-president; A. J. Hinkle, Lodi, treasurer, and Charles Jahr, Elkhorn, member executive committee for three years. Miss Mary Hargrave continues as secretary, having been elected for a three year term.

The students of Milton college have pledged their support to a plan of raising a \$50,000 fund as a memorial to the late Dr. Randolph. The fund when raised will be added to the permanent endowment of Milton college.

The Normal school building of physical education, La Crosse, the construction of which was interrupted by the war, will be completed soon, it was announced.

Harper's Magazine is publishing a series of articles by Robert Bruere which should be of deep interest to every American. This series—entitled "Changing America"—will discuss our new nationalism in its relation to Business, Public Utilities, National Resources, Labor, Education, and Professions.

# SCHOOL EDUCATION

*A Journal for Educators of the Northwest*

CONSTANCE E. BRACKETT, *Managing Editor.*  
306 Fourteenth Avenue Southeast, Minneapolis, Minn.

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OCTOBER, 1919.

MINNEAPOLIS, MINN.

## Schools Teaching Geography by Sight-Seeing Method

**A** NNOUNCEMENT of a new department of the work of the National Geographic Society, whereby its immense reservoir of geographic photographs will become available to public schools, is made in a bulletin issued from its Washington headquarters.

"If 90 United States Senators were keenly concerned about exact details of the peace treaty; some 400,000 school teachers who teach geography are just as anxious to see the new maps that must come in the wake of the signing of that epochal document," the bulletin says.

"But why worry about maps?

"Maps are necessary, but before they can glow with fire and meaning the things that grow and live and move inside the boundaries they indicate must be impressed upon a child's mind.

"If the schools had to go without maps for a year, and had pictures instead, perhaps the children would be the gainers. Anyway, maps or no maps, The Society has arranged to take 20,000,000 American school children—enough to fill four magnificent cities the size of our great New York—on a sight-seeing picture tour of the world.

"A picture gives the inkling of what a volcano is like, and avoids such amusing, and yet pathetic, answers to examinations as 'Vesuvius is a mountain which continually emits saliva' or 'boulevards are churches in Paris thronged with gayly dressed people' or 'an isthmus is a bottle with a narrow neck.'

"Recent work in geography has made tremendous strides in this respect. Adults will remember the definitions they had to learn, and some of us were kept in sunny afternoons because we could not make them stick in our minds. For example, 'an island is a body of land completely surrounded by water,' or 'ponds and lakes are bodies of water that occupy depressions in the land.' Whatever depressions in the land might be it was beyond us to fathom, but woe be to us if we could not tell that lakes occupied them.

"As we read over and over the pages of our books, few of us ever got the picture of the Rocky Mountains with their lofty ranges, the wonders of the Yellowstone, the spectacle of Niagara Falls pouring out its rainbow spray.

"If students of one of our best known universities would write, as they did in a test recently, that Japan is a country of 750 square miles, and Alaska is southwest of the North Pole, and knew not the country of Buenos Aires, the largest city of the southern hemisphere; what hope is there of teaching grade pupils anything of their new world neighbors, the Czechs, the Poles, or the Jugo Slavs?

"What indeed, but pictures of the people, the trees, the plants and the animals of those places? The interests of boys and girls center in the world about them. They are full of curiosity about those bunches of yellow and green bananas at the corner grocery. The huckster seems a far cry from the map of Central America and a study of 'the surface, climate, population, products and capital cities' listed in the geographies; yet pictures make the magic connection. With them the children go on a journey to Costa Rica, visit the banana plantations, see how the fruit grows, and meet the black boys and men who gather the luscious food.

"Washington, D. C., is not a hazy abstraction where something called the government exercises a threefold function, 'legislative, executive, judicial,' but a city of beautiful parks, wide streets, and—here's the touchstone again—a White House, a Capitol, a Washington Monument, which are bound to elicit the question, 'what are they for?'

"Because the National Geographic Society is not a commercial firm, and must pay no profit to any corporation or individual, it has been able to place the entire resources of its organization, with its 700,000 members, at the service of the public schools, in supplying geographic pictures at nominal cost. The wealth of its pictures, gathered from every nook and corner of the world thus are being made available, with the co-operation of school officials, to public schools all over the country. There literally is a picture for every phase of geography teaching, for every topic, for every geographical word.

"In preparation for this new phase of carrying out its purpose in the increase and diffusion of geographic knowledge, it has established a new department, known as the school service, of which Miss Jessie L. Burrall is chief."

# Methods Department

Conducted by teachers and supervisors in leading normal schools and colleges in the Northwest, as a substitute or supplement for normal school training.

## Reading for Beginning Classes

(A Series of Articles on Primary and Intermediate Reading).

By Ora K. Smith, Instructor of Normal Training Department, Girls' Vocational High School, Minneapolis; Supervisor of Rural School Methods, Summer Session, Winona State Normal School, 1919.

### No. 2 Blackboard Reading

#### Foundation Material For Establishing Reading Habits

**S**INCE primary reading, as well as all other reading, has for an aim the promoting of thought, it is essential that there must be given to him reading material that is worth his thinking about. Since, in many cases, the school reading book gives children their only introduction to genuine literature, from the beginning, reading should be real literature. There must be developed in the child an interest and a desire for reading *literature*. Only through this interest and desire is he led to get the thought from the printed page. He must be provided with reading matter that he will enjoy, that he likes to read, that is "literature of interest."

Next to his play and games, if not on a par with them, a child's interest is in stories. There is an abundance of available material in the inexhaustible supply of Mother Goose rhymes, folk and fairy tales, and stories of primitive life—all from the delightful fields of children's lore. Such material has for the child a real content in which he is interested, in which he lives, and in which there is an appeal to his imagination and his emotions.

#### Method

There is a best way to do everything, though not a universally best way. Method must be adapted and adjusted to meet conditions. Underlying principles of method, however, are universally the same. A psychological process must be employed or waste and disaster results. Children most naturally begin to read through forming associations between pictures and printed sentences which mean something to them, and have an interest for them. *Reading does not begin with the recognition of words and letters.* To begin primary reading in such a fashion leads to disjointed, mechanical reading—"word calling." The thought may be sensed even when words are entirely unrecognized. Word mastery is not neglected, however; it is given attention in the word drill period, *separate from the reading period.*

Story-telling, story-reciting, and story-acting are prominent in the process of teaching children to read. Anyone of the stories from child literature may be used as a basis for primary reading. Mother Goose rhymes and jingles furnish excellent material as well.

The following suggestive lessons are based on the story of "The Little Red Hen." The general plan, regardless of basic material, follows.

1. The teacher tells the story.
2. The pupils re-tell the story.
3. The pupils play (dramatize) the story.
4. The pupils read from the board.

#### First Lesson

In a simple, direct, conversational manner the teacher tells the story. Keep the sentence forms as used in the Primer, but enlarge as necessary between sentences.

Now, let the children be story-tellers, reproducing the story with the aid of questions by the teacher if the impression is hazy. Hold the children to sequence of events and to keeping to impressions rather than words.

Ask, "Would you like to play the story?" All activity must originate with children; they choose characters; they decide how to act; the teacher and her ideas must remain in the background. She may assist by asking questions:

- "Where shall we scatter the wheat seeds?"  
 "Whom did the Little Red Hen call first?"  
 "What did she say?"  
 "What did the pig say?"

Even though this dramatization is imperfect, accept it as the children's best at the time.

This may use up the allotted time. For seatwork, give the children pictures—colored, silhouette, or black and white\*—to be cut and mounted. Use these later in word recognition: matching of words and pictures.

#### Second Lesson

By questioning, recall the story of the previous day: "What did The Little Red Hen find?" Have each one answer in statement.

Then, "I am going to have my chalk tell you what" (pointing to words *The little red hen* either printed or written on the blackboard) "found."

Write (or print) under *The little red hen*, the sentence, *The little red hen found a seed*, so that the two look like this:

*The little red hen.*

*The little red hen found a seed.*

Sliding her pointer under the sentence, the teacher reads. Each pupil then does the same, always sliding the pointer underneath the sentence.

"Read the sentence again and see if you can find where it says *seed*." If the children are unable to do

\*N. W. Silhouettes No. 1, handled by the Northwestern School Supply Company, make very good patterns for this work.



this, the teacher may read, pausing slightly before *seed*. Each child then finds the word and names it. Write (or print) the word in many places on the board, the children telling it.

"Find seed as many times as you can." The word printed on oak tag may be matched with the word on the board. If there is time, teach and drill on the word group *The little red hen* in the same way. In passing to their seats, the children may touch the word *seed* or the word group *The little red hen* and tell what it is.

For seat work, the children cut free-hand the characters in the story. This is the next step after cutting out a picture, as done after Lesson I.

### Third Lesson

Review previous lessons: "Aren't you glad" (writing or printing as you talk) "that *The little red hen found a seed?* Because" (writing or printing directly under previous sentence) "*The little red hen found a seed*, we have had such an interesting story. Who can read the first sentence?"

"What is this sentence?" (pointing to second).

"Who can find *seed*?"

"Who can find *The little red hen*?"

"Where else can you find *The little red hen*?"

"Take the pointer, find all the words you know, and tell what they are."

"Show the word that tells what" (pointing to) "*The little red hen found*, and name it.

"Find the words that tell who found" (pointing to) "a *seed*. Name them."

"Can you find the word *found*?"

Print the words in various places on the board and ask the children to name them. Match the words printed on the oak tag with those on the board.

"This will tell you what kind of a seed it was. She had to have sharp eyes, for" (writing or printing) "*It was a little seed*; and" (writing or printing again directly under the other as she talks the teacher says) "though *It was a little seed*, she saw it."

"Find the sentence that tells what kind of a seed it was."

"Where else do you find that?"

Write as you talk, "This tells something more about the seed: *It was a wheat seed*, and because" (writing) "*It was a wheat seed* we are going to learn something about bread."

Each child should now be given an opportunity to read one of the sentences, which should be as follows:

The little red hen found a seed.

The little red hen found a seed.

It was a little seed.

It was a little seed.

It was a wheat seed.

It was a wheat seed.

Point to the sentences in various order, the children reading. Ask for a sentence that tells what the little red hen found; the sentence that tells what kind of a seed, etc., etc.

"Find all the words that look alike. Name them.

"How many times can you find the word *seed*? *hen*? Name it each time you find it."

Word drills as a separate period apart from the reading period should now be used.

For seat work, following the above lesson, the children match words on small slips of oak tag with free-hand pictures. A small rubber stamp may be used in

making these tag cards, or they may be purchased from the company publishing the reader. Pictures of characters in the story, with the names printed on them with a rubber stamp printing set may be cut in strips and put in envelopes. Children put these "puzzle pictures" together and thus see the word and the picture on the same card.

### Fourth Lesson

Write the following sentences on the board for review reading:

The little red hen found a seed.

It was a little seed.

It was a little wheat seed.

Was it the little red hen?

It was the little red hen.

Develop these new sentences:

*Who will plant the seed?* and

*The pig said, "Not I."*

*The cat said, "Not I."*

*The dog said, "Not I."*

"What did" (writing or printing) "*The little red hen say when she*" (writing or printing) "*found the seed?*"

When the pupil replies in a complete statement, "The little red hen said, 'Who will plant the seed.'" the teacher writes or prints the entire sentence given, reading the sentence as she writes.

Then drill on the parts: "Find *The little red hen. The seed.* Which part says "*Who will plant the seed?*" Read until you come to the word "*plant.*" Individual pupils point to and name the word.

"Study until you find *who.*" Point as with *plant.* Who said, "*Not I?*" (Write or print). When the child answers, *The pig said, "Not I,"* the teacher writes or prints before *Not I* the words *The pig. Then a pupil reads the sentence. "Who else said Not I?"* Continue as before.

"What did the little red hen say?" Write or print the pupil's complete statement and continue the work as suggested above. "What did she do?"

Sentences as follows are read by the individual pupils as the teacher directs:\*

The little red hen said, "Who will plant the wheat?"

The pig said, "Not I."

The cat said, "Not I."

The dog said, "Not I."

The little red hen said, "I will."

And she did.

Drill on word groups: *the dog, the cat, Not I, etc.*; also single words.

Use many devices for this drill—matching words on oak tag, word games, guessing games, etc. In closing this lesson the children will enjoy the game, "Clean House." Each child takes an eraser, goes to the board, reads any sentence he chooses, and then erases it. The same may be done with words. Or, the teacher may point to a sentence, erase it, and then have the child tell what the sentence said.

### Following Lessons

For the development of the remaining sentences—*Who will cut the wheat, who will thresh the wheat, etc.*—the procedure does not differ materially from the lessons as just outlined. Each new sentence is developed by referring to the part of the story from which it is taken, writing the child's answers, etc.

\* See Avis Westcott's "Teaching of Sight Words," and "Teaching of Seat Work." This book is sold by Northwestern School Supply Company.



Make up original sentences containing the words and word groups already learned, and use these for board reading. Have a regular period for word drill once every day; drill on word groups—*the dog, a wheat seed*, etc. as well as single words. All sorts of interesting word drills and devices may be used.\*

#### The Primer.

From three to four weeks should be spent on the development of this story. When the pupils know *thoroughly* the words in this lesson, they are ready for the primer.

Don't attempt too much nor go too rapidly. Your success is measured by the ability your pupils show in taking up the new work each day. Time *your* speed by *their* ability.

#### Seat Work.

Seat Work does much to increase the capacity of the child for the new work by repeating what he has had in a previous recitation and through this repeti-

tion fixing firmly the impression received. It deepens the impression. Various forms of seat work will suggest themselves. The following are practical:

1. On cards 9x13 paste small pictures of the characters in the story, and the children place the corresponding words under each.

2. Pupils paste hectographed words under their own free-hand cuttings.

3. Match hectographed sentences with similar ones pasted on a card.

4. Later, the children may paste these same sentences on cards of their own and use them for class reading, or take them home to read to father and mother.

5. Sentences may be hectographed with spaces for important words. These words on separate slips are to be inserted in blanks.

(Next Month, *Using the Primer and Supplementary Reading*.)

## A Graded Course in the Use of the Dictionary\*

By Dr. Edward W. Stitt, District Superintendent of Schools, New York.

### SIXTH YEAR.

#### First Half.

- Alphabet Drill.
  - From A-Z in correct order (Derivation of term "alphabet").
  - In what part of the alphabet a certain letter is.
  - Does R come before W or J before H, etc.?
- Practice in finding words quickly.
- Spelling: Learn to use the dictionary as the authority.
- Explanation of use of "Key Words" at top of each page.
- Syllabication: Explaining its importance in written composition.
- Pronunciation: Show how the phonetic spelling in parenthesis after each word gives its correct pronunciation.
- Diacritical Marks: Explain the use of the Key at bottom of page.
- Capitalization of proper nouns.

#### Second Half.

- Meaning and Use of Words: Training in selection of definition best fitting the context.
- Hyphenation: Distinction between heavy hyphen used for compound words and the light one used for syllabication.
- Accent Marks: Light and heavy.
- Parts of Speech: Determined by abbreviation after each word, and use in sentence.
- Value of Dictionary.
  - Silent Reading.
  - Written Composition.
- Study of Pictorial Illustrations.
- Key to Pronunciations; Key lines at bottom of page.

### SEVENTH YEAR.

#### First Half.

- Under parts of speech explain use of v. t. and v. i. as subdivisions of verbs.
- Nouns: Irregular plurals.
- Drill in finding words with same three letters, but

differing in the fourth; thus: "industry," "indent," "indiscreet," "indebted."

- Disputed spellings: Give preference to first one given.
- General Review of Grades 6A and 6B.

#### Second Half.

- Disputed pronunciation: Give preference to first one given.
- Consult dictionary for choice of words to be used in written composition to avoid use of same word too frequently.
- Study of words whose pronunciation varies according to their use as different part of speech, thus, "frequent" (verb and adjective) "attribute" (verb and noun) "accent" (verb and noun), etc.
- General Review as in 7A.

### EIGHTH YEAR.

#### First Half.

- A larger dictionary should be used than in 6A. Explain use of thumb index.
- Etymology, with special emphasis upon the derivatives of words coming from foreign languages.
- Meaning of obsolete, obsolescent, and colloquial, as used to characterize certain words.
- Information found in the appendix, including foreign phrases, geographical and biographical names, tables of weights and measures, etc.
- Abbreviations not usually studied in the grade subjects, such as B. A., F. R. S., F. F. V., R. A., G. A. R., M. C., etc.
- Lists of new words, such as camouflage, aeroplane, carburetor, U-boat, volplane, etc.

#### Second Half.

General review of previous grades. Children are expected to show increased speed and accuracy, and to be more expert in handling difficult words and expressions.

Pupils should be encouraged to consult an unabridged dictionary for model sentences from famous authors to illustrate the correct use of words.

(By permission of G. & C. Merriam Co., Publishers of the New International Dictionary.)

## Library Reading

By Francis P. Parker, Principal, Neill School,  
St. Paul.

**W**E ARE told that habit is nine-tenths of life. As our lives are judged by the things we do and the way we do them, it becomes a matter of concern what type of habit we claim, that which is a harsh and thoughtless master, or a powerful ally.

It is the aim of any well-organized school and of all thoughtful teachers to lead pupils in the right direction for the formulation of strong and useful habits, thus fitting them individually to meet the demands of the social group in which each becomes a member.

It is necessary that we see our way into any piece of work which we elect to do. How, then, are we to lead untrained children to the possession of a series of habits declaring them socially efficient, which should be the right and privilege of every American boy or girl who has had the opportunity of going through our system of public schools?

**First**, we must decide upon the habits which are basic.

**Second**, we need to know how habits are developed and fixed.

**Third**, we must choose and arrange the work in various classes in such a way that the methods have in their aim the larger purpose which has been set as the goal.

The work we outline in the many topics taught in our schools is not easy for pupils of normal mind. Study for young minds is a difficult task unless we appeal to interest to get for us the necessary concentration of thought, unless we help pupils create and develop interests, unless we show them the way to become interested. To the average boy or girl, physical or mental work without interest is an impossibility, if we are hoping for results worthy of mention.

Due to the place that reading takes in the acquiring of all knowledge, our first duty is to establish correct habits in reading, which soon grow into the field of habits of study. To get habits of the most desirable type, we must lead the way to help pupils form them.

We are at once confronted with the choice of topic and the plan of presentation. For motive we consider the interests and association of our pupils, for they are going to grow very little in the acquisition of information unless that particular topic is introduced through some avenue leading from their own lives or at least from their local environment.

An assignment that appeals to the child's interests, materials that make the thing concrete to him, a question—something of the mysterious to arouse his curiosity—and we have a good beginning.

Suppose this is in History or in Literature. Where is he to be directed? To his one text, perhaps not of recent date and possibly containing only a few formal words on the subject? What of a series of geography lessons dealing with products and industrial centers, followed by the commercial problems as compared with the facts of two years ago? Of what use are our texts? Where is our assistance? At the Public Library, if it be in a

town or city owning one; at the school library, if careful buying has been done. In case public money is available for such expenditure, teachers should use great discretion in their selection of books.

Many homes are able to offer the assistance of one good magazine; all homes have a daily paper. Too often much good material goes to waste because the spirit is not one of co-operation. Therein lies the teacher's first duty towards the building of good habits and towards the growth of reading habits.

In speaking of library assistance to the school and of school assistance to the library, the first necessity is an acquaintance on the part of the teacher and the librarian with both institutions.

Second, in order that each may give the other the best help, there needs to be a close and studied co-operation.

The public library in any community should be the source of the most authentic information. There magazines should be found suited to all, as well as many of the government pamphlets which list the latest adjustments made in the world of commerce. Concrete materials for illustration—picture collections, books of industry, travel and nature are indispensable in the library that is most useful to its patrons.

One trip to the library with a class under the guidance of a teacher sincere and earnest in purpose gives the pupils the necessary external aids, knowledge of the department, the use of card catalogues etc., to sufficiently equip them for individual or group library assignments.

In this kind of work we are not only helping them to get valuable information, but we are training them in habits of study, physical and mental. We are developing a taste for helpful reading that will continue to grow in future years.

The assignment containing a live problem can refer a class to the library for general work; but pupils will grow more in the recitation discussion following, if group or individual assignments are made. Each then has a definite duty—to get to give to others—thus leading through socialized study to a socialized recitation of much higher standards than many ordinarily observed.

The awkward, bashful boy, perhaps from some less organized system of schools, may be brought into the work the first time or two by being asked to take a certain group of pictures from the library to the classroom. Possibly the teacher has gone to the library and chosen a dozen books she wishes for supplementary History work. Let the getting of them be the duty of some fellow not yet studiously inclined.

Indirectly, a spirit of co-operation is being gained and a healthy growth of good fellowship is created leading towards fundamental habits of honest and responsible citizenship.

In the use of the library for study, pupils are given all of the material available. Several books must be used in a short time. This they must train

themselves to do. Teachers should give assistance along the line of scanning pages quickly to note the big points or to choose the material best fitting their purpose.\* (Silent reading). Following this, the pupil receives a training in organization of data, gathering from various sources. And, finally, his form of application of that material is directly developing individuality.

We may, then, expect a growth in habits of speed, judgment, application and organization, to say nothing of the initiative developing through it all.

This type of library can well begin in Fifth Grade. Even in the Third and Fourth, the teacher may find several individual pupils who can be sent for pictures, for certain books, or even for games,

lantern slides, or phonograph records for Friday afternoon programs. This work will vary, of course, as to the equipment of the individual library.

All public school pupils should be as familiar with the departments of their city library, which assists them, as with their own school library.

All should feel a personal pride in the possession of such a useful institution and, in some instances, it may become their pleasure to introduce their parents and other members of their family to the various departments, and to help them in finding the places which may also awaken their interest in the library.

\* It is suggested that teachers refer to Klapper's "Teaching Children to Read" for help along this line.

## The War and Literature

In a talk to students at the University Dr. Burton said that the war had already made a lasting record in the world's literature; that of the 2,500 books already occasioned by the war, a dozen, perhaps, would be permanent. "These dozen," he said, "have value enough to make us realize that when we go into a very hell-furnace of war, we bring something back that makes us bigger and finer, more nearly universal in our feeling." Woodrow Wilson's state documents, he predicted, are to be read and admired for their literary qualities, for generations to come. The following books were suggested as noteworthy:

### Essay.

- "The Pentecost of Calamity," Wister.
- Dawson's three books, especially, "Carry On" and "The Glory of the Trenches," "Christine."
- "Fighting For Peace," Van Dyke.
- "All In It," Ian Hay.
- "A Student at Arms," Hankey.
- "The Ordeal of Battle," Oliver and Raymond Lodge.
- "The Aims of Labor," Henderson.
- "My Home on the Field of Honor," Huard.
- "A Hilltop on the Marne," Mildred Howells.
- "The War in Europe," Hart.
- "Foes of Our Own Household," Roosevelt.
- "The Nation at War," Scherer.
- "Faith, War and Policy," Murray.
- "Gallipoli," Masfield.

### Fiction.

- "The Red Planet" and the "Rough Road," Locke.
- "The Tree of Heaven," Sinclair.
- "Mr. Britling Sees It Through," Wells.
- "The Return of the Soldier," Rebecca West.
- "Changing Winds," Ervine.
- "Jamsie," Sedgwick.
- "Campfires in France," Canfield.
- "The Dark Forest," Walpole.
- "The Flying Teuton," Alice Brown.
- "The Eyes of Asia," Kipling.
- "Elizabeth's Campaign," Humphrey Ward.
- "The White Morning," Atherton.

### Drama.

- "Michael O'Flaherty, V. C.," Shaw.
- "The Old Lady Shows Her Medals," Barrie.
- "War Brides," Wentworth.
- "Moloch" and "Beyond the Border," Dix.
- "Rada," Noyes.
- "Lords of Misrule," Hagedorn.
- "Out There," Manners.
- "Friendly Enemies," Shipman.
- "Getting Together" and "The Unseen Host," Wilde.

Particularly in the field of poetry has the war brought out a surprising amount of vital, creative writing, Dr. Burton said. Of the fourteen anthologies of war verse already compiled, he selects the following list of poems as the greatest born of the war. Many of the writers were amateurs or unknown when the war broke out:

### Poetry.

- "August, 1914," Masfield.
- "The Spires of Oxford," Letts.
- "Magpies in Picardy," author unknown.
- "I have a Rendezvous With Death," Seeger.
- "Flanders Fields," McCrae.
- "The Choice," Kipling.
- "The Soldier," Brooke.
- "Abraham Lincoln Walks at Midnight," Lindsey.

### TEAM WORK.

"It ain't the guns nor armament  
Nor Funds that they can pay,  
But the close co-operation  
That makes them win the day.

"It ain't the individual,  
Nor the Army as a whole,  
But the everlasting team work,  
Of every bloomin' soul."

—Rudyard Kipling.

# Problem Method in Geography

By Mrs. Ina Lockwood, Normal Training Supervisor,  
Rochester, Minn.

## ALASKA

**T**EACHING Geography by the problem method has so long been talked about and carefully tried out with satisfactory results in so many schools of the country that it would be needless to enumerate its advantages over the method that has been in vogue since the days of our grandfathers. Suggestions, however, as to how to present the new method may be welcomed, for there is always more than one way to accomplish desired ends.

Following is a lesson plan for the study of Alaska:  
**Problem: Why has Uncle Sam's adopted child, Alaska, become a worthwhile bargain?**

### Preparation

#### I. Why did Uncle Sam adopt Alaska?

For a purely selfish reason: that he wanted to "keep control of the neighborhood." He knew that if Alaska were legally his own child—even though she did live several blocks away—tenants would have to bring their leases to him to sign. At the time of purchase he did not expect her to become self-supporting nor did he make the purchase because Russia put up a sign "Alaska cheap today—only \$7,200,000."

1. Why should the fur industry interest the Russians more than the Americans?
2. What must the Russians do in order to prevent the Canadians from taking furs on Russian territory?
3. Would this be worth while?
4. At what other great disadvantage would Russia be in protecting this great strip of country?
5. What other countries would make inroads on the fur resources of Alaska besides Russia?
6. What effect would this have on the present industry? On the future industry?
7. What must the United States do to protect this industry? Suggest some place to accomplish this. (Read Tarr and McMurray, page 120. Read Robinson's Commercial Geography, Section 218.)

II. What animal has been called the department store of Alaska?

The reindeer, because he produces everything from a spool of thread to a milk shake. He is jack-of-all-trades, meat market, dairy, haberdasher, tailor, shoemaker, notion counter and jitney all rolled into one.

Secretary Lane is reported to be a firm believer in the future of the reindeer industry in Alaska, and has suggested that venison should be made a valuable part of the nation's meat supply.

1. Would these industries alone pay the United States to keep this vast territory?

III. What then are we going to do to make Alaska worth while? Develop her resources.

### Procedure:

Development of Resources of Alaska:

#### I. The Fishing Industry.

Name over most of the different kinds of fish that you ever heard of and they are found in Alaska. Don't forget the colakan or candle fish, which is so fat that it melts in the frying pan like a lump of butter, and

when dried and provided with a wick will burn like a candle—(That's how you remember its name.)

Twenty-one thousand people find occupation in catching Alaska's fish every year. It seems rather profitable, too, since the fisheries yield \$20,000,000 yearly. During the war Alaska was one of the food commissioner's most enthusiastic workers; she hung a "co-operating with Hoover" sign in her window and proceeded to furnish half of the United States with salmon on meatless Tuesdays.

1. Why would the fishing industry be the easiest to develop?

2. What physical conditions would make the fish of Alaska desirable?

3. Where would they be easy to catch?

4. Where would they be more abundant—in the open sea or near the shore? Give reasons.

5. Make an outline map of Alaska. Show the extent of 100 fathom and 200 fathom depths. Locate the places where the different fish abound. (Use Robinson's Commercial Geography, page 211, and McMurray, page 118.)

6. During what season are salmon most easily caught? How and where?

7. What reason can you give for locating the fish canneries in Alaska?

8. Where in Alaska would you locate them so as to be easily operated in the spring? Draw conclusions after studying:

- a. Isothermal charts, McMurray, pages 225 and 226.
- b. Ocean current charts, McMurray, page 220.
- c. Smith's Industrial Geography.

#### II. Undeveloped Resources:

1. What would we need in order to establish fish canneries in Alaska?

- a. Machinery.
- b. Fishing craft.
- c. Fuel.
- d. Tin.

2. What material would be most easily accessible for fuel?

Lumber, because Alaska's trees out-giant California's mammoth specimens. It has been reported that a canoe capable of carrying sixty warriors has been made by the Indians from the trunk of a single poplar tree.

a. Would it be wise to continue to use lumber for fuel?

Why not?

b. To what extent would Alaska furnish her home industries with fuel?

3. Report: The Coal Resources of Alaska.

Draw a big cube, like a flat-topped apartment house: then in the right hand corner draw a little cube, about the size of a cornerstone. The little cubes will stand for "Coal used" and the big cube will be marked "Untouched Resources." Thus we see that Uncle Sam's adopted child is worth while if we considered only her coal resources.

The Matanuska coal fields are the richest in the world—richer than the valuable fields in Virginia and Kentucky. There are ninety square miles of territory, rich with the highest grade of coking coal—the only kind except Virginia mined, that is fit for our navy to use.

4. Why, then, is there not more coal mined in Alaska?

Because the coal fields are located too far from transportation. In 1914 President Wilson authorized the construction of one thousand miles of railroad, which will cost the government \$50,000,000. Half of this is already finished, for the five thousand men who are employed every summer are good workmen.

The railroads are going to make Alaska worth while commercially and furnish her home industries with plenty of fuel.

III. What has been responsible for the rapid development of Uncle Sam's adopted child?

Gold: Until very recently gold has always been Alaska's most valuable production. She has surprised her adopted father not only by proving herself self-supporting, but by out-bookering all Wall Street's veterans with the announcement of 900% interest on the investment.

She shipped to the United States sixteen million dollars worth of this precious metal between 1915 and 1916. Today her copper exports are even greater, for during the year 1917 she produced \$26,500,000 worth of copper.

There is every evidence that the tin resources of Alaska will surpass that of any other nation. Therefore she has plenty of tin for tin cans to supply all the canneries she sees fit to establish.

It has been predicted that when Uncle Sam's northern territory is well supplied with railroads so that machinery can be carried inland and minerals transported to the coast, an entire new wealth will probably be discovered.

IV. Where would most of the fish canned in Alaska be sold?

Look up the population in Alaska and compare with United States. Compare with your own city. (Tarr and McMurry, pages 30 and 424, Appendix.)

Would any be sold in Alaska? Reasons.

From your investigations do you think Alaska will be a future for the fishing industry?

V. Upon what food do you think Alaska will live besides fish? (See Tarr and McMurry, page 152.)

Where would vegetables be raised in Alaska? (Determine from rainfall map, Tarr and McMurry, page 213; also isothermal charts, pages 221 and 226.)

To whom would you sell the garden truck? What other crops could you raise?

When Alaska heard of wheatless days it is said of her that she decided that her 64,000,000 acres of farm land should do their bit, and she started a flour mill which is grinding Alaskan wheat.

Investigators claim that her agricultural resources ought to support a rural population of at least 10,000,000—one-tenth as many people as there are in the United States. The opening up of mineral deposits by the new railroads, is not so important a thing as the development of the soil, particularly in the war days, and the days after the war, when not only America, herself, but her Allies must be fed.

One Alaskan farmer wrote that he raised seventeen tons of potatoes per acre on his farm; the agricultural

land is composed of volcanic ash, which is particularly advantageous in potato growing.

In a recent article it was noticed that Alaska boasted about cabbages she produced, which weigh as much as a two-year-old child.

VI. Farm Land Investments.

1. Would it be advisable to invest much money in Alaskan farm lands as yet?

2. Would the agricultural land alone of Alaska be considered a worthwhile bargain?

VII. Inhabitants.

1. What kind of people would you expect to find in Alaska? (Races of mankind chart, McMurry, figure 329.)

In the north of Alaska, you will doubtless find the Eskimo. Their house is called an igloo, which looks like a snow ant hill and which has no windows and only a seal-gut skylight.

On the Aleutian Islands on the adjoining mainland, where the coast line is like an intricate web of land and water embroidery and where ten of the sixty-one volcanoes are active is found the Aleut—perhaps descended from the Asiatics and certainly resembling the Japanese. They live in a half under-ground house of two rooms.

In the interior of Alaska, which is like a vast plateau, lives the Athabaskan. In the Panhandle District (southern Alaska) you find the Thlingier.

The "Outsider," which means something foreign, like Canadian or American, can be found almost anywhere. They live much as they do at home, except they must do without their alcoholic drinks, because Uncle Sam has commanded his adopted daughter to go dry. They pay nearly five times as much for everything as they would in the United States.

2. Which of the two races is the most responsible for the development of the country? Of what advantage would it be to the United States to educate these people?

VIII. Report: The Awakening of Alaska.

### Summary.

In what way has Secretary W. H. Seward shown himself to be a far-sighted statesman, when he said, "The Pacific Ocean, its islands, and its vast regions beyond will become the chief theatre of events in the world's great hereafter."

### Tests.

It has always been the habit of the instructor, after covering a certain amount of ground to give her pupils a test to find out if the subject matter has been mastered. Usually the test is composed of questions gone over in class, or gleaned from the text used, or from the State Board questions that pertained to the material taught. All books were closed and there was the ever-watchful eye for fear of cheating.

Suppose we reverse the usual order. Let the students use their books, the books of the library, and magazines, and have a test something like the following:

I. Write an account suitable for a railroad folder, making Alaska as attractive as possible for:

1. A tourist.
2. A farmer.
3. A stock raiser.
4. A prospector.
5. A miner and promoter.
6. A hunter.



II. Draw an outline map of Alaska and show thereon states or parts of states it would cover. Show on this same map where the new railroads are being built.

III. Indicate or cut out and paste in your account the pictures that you would use to illustrate the folder.

IV. Make an appropriate and a very attractive cover design.

V. For what railroad would you make the folder?

#### Motivation.

Children should have a motive for doing things; therefore, the folder having the most originality and offering the greatest number of inducements for people to go to Alaska and showing the best illustrations and maps, all of which shall be judged by persons selected by the class, shall be placed on exhibit; or, if exceptionally good, it shall be sent to the manager of the railroad for whom it was made.

Let us enumerate a few of the advantages of the foregoing test:

1. The children have a good motive for which to work.

2. They are learning new knowledge in terms of the old.

3. They are correlating art and design work with Geography.

4. They are learning how to use books and magazines, and are getting away from the narrow text.

5. They are learning how to select the essentials and reject the non-essentials.

6. It creates interest, enthusiasm and composition, all of which are necessary to make a success of anything.

7. They are learning how to advertise. The person who knows how to write good advertisements is in demand. Suppose only one child excels in his work. It may be the means of helping him decide his vocation for life if similar exercises follow and his skill is further developed.

(It is sometimes profitable to have the class work together upon a project similar to the above and creates co-operation and a good class spirit.)

## The Growth of Our National Ideal

Mamie E. Thompson.

### THE WORLD BEFORE THE WAR.

#### 1. *The United States.*

This material is given in the form of thought problems and questions for research and study in order to stimulate individual thinking. Discussions of the following may be found in Bogart's "Economic History of the United States."

##### a. *The Production and Export of Food*

1. What effect, if any, has the introduction of farm machinery had upon the character of farm labor?

2. Describe the growth of the pork packing and beef drying industries. (U. S. Agricultural Reports, 1853, p. 50; 1863, p. 207; 1875, p. 96; 1876, p. 312; 1877, pp. 374-382; 1881, pp. 613-14; 1889, pp. 69-74; 1891, p. 318.)

3. Are large or small farms better?

4. Are the people engaged in farming employed in more productive occupations than those engaged in transportation or domestic service?

##### b. *Agriculture as a Business.*

1. If the present increase in the consumption of bread continues, is there a danger of a wheat famine in the future?

2. How long would it have taken to harvest the crops of 1910 with the hand implements in use 75 years ago? (Thirteenth Annual Report of the U. S. Bureau of Labor.)

##### c. *Transportation and Communication.*

1. How does our internal commerce compare with our foreign?

2. Do any of the cities of the United States owe their importance to railroads?

3. Why are discriminations granted by railroads?

4. Should pooling be permitted?

5. Do electric urban and interurban lines seriously compete with the steam railroads?

6. Show that the Panama Canal will have an effect on the existing routes of commerce and on railroad rates.

7. Do you think canals in the United States should be enlarged and improved?

8. Should the telegraph be owned and operated by the Federal government?

9. What improvements could be made in the postal service?

##### d. *Manufacturing.*

1. China is an example of a nation that has made itself almost self sufficing. Has this been advantageous to China?

2. Why is iron transported to the fuel rather than the fuel to the iron?

3. Is the sweating system necessary in the clothing trade?

4. What effect has the change from water power to steam had upon the localization of industry?

5. Is it a waste of effort to send raw cotton to England for manufacture and then to import the manufactured goods?

6. Show how the introduction of interchangeable parts of machinery has revolutionized manufacturing.

7. Show that many economies in manufacturing can be practiced by the concentration of machinery.

8. Is the West likely to become a manufacturing section?

9. Why has Congress no power to control business wholly within a state?

10. Should you prefer to engage in business for yourself or to accept a position in a trust?

##### e. *The Emergency of the Labor Problem.*

1. Are women supplementing the men in industry?

2. Show why increased industrialism gives rise to labor problems.

3. Explain the growth of cities in the United States.

4. Do you think immigration should be restricted?

5. Should the Chinese restriction law be repealed?

6. Has the mixture of races through foreign immigration been a source of strength or weakness to the American nation.

7. Do strikes pay?

8. Do strikes occur very frequently in periods of prosperity?

f. *Commercial Expansion.*

1. Show how certain recent occurrences, such as the acquisition of the Philippines as a trading base, the completion of the Trans-Siberian Railroad, the industrial awakening of China and Japan and the opening of the Panama Canal, have given the United States a more commanding position in the world markets.

2. Is it true that trade follows the flag?

3. Would the people of the United States suffer if they severed all connections with the rest of the world?

4. Account for the relative growth in foreign trade of the Gulf ports and the decline of the city of New York.

5. Predict the commercial future of the United States.

The following outline of topics from Robinson's and Beard's "Outlines of European History" Part Two, Revised Edition, will be helpful to teachers and pupils in studying the conditions of the great nations of Europe and the underlying causes of the Great War.

### I. *The Achievement of Political Democracy in England.*

We cannot thoughtfully read the pages of the history of the English people without admitting at once that the ideals of human freedom, though born in Greece in the early days and smothered throughout the Middle Ages, have nevertheless found a home in the hearts of the Anglo-Saxon people and that through them we have imbibed our principles of human relationships and governmental direction. Study the following topics:

1. The Conservatism of England at the close of the Nineteenth Century.

2. The necessity for social reform as expressed by Mr. Winston Churchill in a political speech at Nottingham, Jan. 30, 1909.

3. The defeat of conservatism by the Liberals in the elections of 1906.

4. The Liberal Government and laws passed in favor of labor.

a. The Old-Age Pension Law. 1908.

b. The Establishment of Government Employment Bureaus in 1909.

c. Laws Regulating Wages in 1909.

d. The National Health and Unemployment Insurance.

e. Civic Betterment and Municipal Ownership of Public Utilities.

5. The Opposition from the House of Lords.

The "revolutionary budget" in the new question in taxation.

6. The Elections in January 1910 and in December 1910.

7. The Lord's Veto Bill.

8. The Work of Asquith and Lloyd George.

### II. *France in the Twentieth Century.*

1. The contribution of France to Civilization: Art, open-mindedness, freedom in thinking, experiments in politics.

2. "Decadent France" as propaganda and the result of misunderstanding on the part of foreign travelers.

3. The conservatism of France outside of Paris.

4. Social Reforms.

5. The era of pacifism before the war.

6. The alarm of the French people at the Morocco incident, and their subsequent preparations.

### III. *The Germans in Modern Times.*

1. The Unification of Germany.

2. The Development of German Manufactures.

3. Municipal Ownership and Progress.

4. The "State" back of all German Enterprise.

5. The Strengthening of the German Army and Navy.

6. The Education of Public Opinion.

7. The Ideal of National Aggrandizement.

### IV. *The Origin of the War.*

1. The Growth of Militarism in Europe.

The origin of the Prussian army system.

Universal training.

The burdens of taxation.

The movements for peace.

The Hague Conference.

2. National Rivalries.

France and Italy in Morocco.

France and England in Egypt.

The *entente cordiale*.

The *entente* with Russia.

The Germans and the French in Morocco.

3. The Near-Eastern Question.

The House of Hapsburg.

The formation of Austria Hungary.

Russia's friendship for the Jugo-Slavs.

Annexation of Bosnia and Herzegovina in 1908.

Serbia.

Berlin to Bagdad.

Extensive naval preparedness.

### V. *The Outbreak of the War.*

The last frantic efforts for peace 1914.

The assassination of the Austrian Archduke, Francis Ferdinand, June 28, 1914.

The Austrian ultimatum to Serbia, July 23, 1914.

Germany's attitude.

Declaration of War:

Austria and Serbia, July 28.

Germany and Russia, Aug. 1st.

Germany and France, Aug. 3rd.

Ultimatum to Belgium, Aug. 2nd.

Great Britain and Germany, Aug. 4

Japan and Germany.

Turkey joins the Central Powers.

### VI. *The Great War.*

The Course of the War 1914-15.

The German Advance on France in Three Divisions.

The Battles of the Marne, Sept. 1914.

The Capture of Antwerp, Oct. 10.

The Occupation of Northeastern France.

Russian Losses.

The Loss of the German Colonies.  
The Gallipoli Disaster.  
Entrance of Italy into the War, 1915.

The Second Year of the War.

The Extinction of German Commerce.  
The Submarine Warfare.  
The Lusitania, May 1915.  
The English Drive.  
The Invasion of Serbia, Oct. 1915.  
Bulgaria Joins in the War.

Campaigns of 1916.

Verdun Feb.-July 1916.  
England's Adoption of Conscription.  
Battle of the Somme.  
The Italians Repulse the Austrian Drive.  
Russian Drive Fails.  
Roumania.  
Aerial Warfare.  
(The World Against Germany, in the next issue.)

## The First White Men to Enter Wisconsin and Minnesota

By W. M. Wencett, Dept. of History, Valley City, N. Dak.

**A** LONG time ago there were no white men living in the country which we now call Wisconsin and Minnesota. Those trackless forests had never heard the sound of a gun. Here and there, by the side of a lake or river, was a village of Sioux Indians. They were not living in peace, as we might expect, but were waging war upon their neighbors, the Iroquois, who lived far to the east. None of them had ever seen a white man, for no Englishman or Frenchman had dared to venture that far west.

In those days, the valley of the St. Lawrence River was occupied by the French, whose chief business was the trading of guns, axes and cloth to the Indians of Canada for the skins of beaver and otter. Some of the Catholic Missionaries had pushed as far west as the Great Lakes, but the country farther west was still an unknown forest.

In the year 1655, not long after the Pilgrims had settled in New England, two French soldiers decided to visit the far west, trade with the Indians and explore the country in which they lived. They were brothers-in-law. Grosielliers, the elder of the two, was a man of middle age, but Radisson was a slender lad of barely twenty.

With a birch-bark canoe, well filled with provisions and presents for the Indians, these two Frenchmen were guided by a party of Hurons from Montreal to the northern shore of Lake Michigan. We can hardly imagine how the travelers were inspired by the beauty of the country through which they passed. In his account of the journey, Radisson said: "I liked no country as I have that where we wintered. Whatever a man could desire was to be had in great plenty." He spoke of Lake Michigan as "the most beautifullest lake of the world."

We are not sure where our friends went from the northern end of Lake Michigan, but we next see them tramping across the state of Wisconsin on snow shoes, through the snows of early spring. They were not alone on this hard journey, but were in the company of a large group of a hundred or more Indians. There were men, women and children in this party, all trudging along heavily through the soft snow, which piled up in great masses on their shoes. The Indian women carried their babies in skin sacks upon their backs and steadied their tired feet with a staff. The backs of the men bent under the heavy packs as

they broke the trail along the river banks or around the wooded sides of the many lakes. At night they camped by some body of water. Each family broiled its share of the venison or bear meat for their evening meal. The limbs of the weaker ones were rubbed with wild-cat oil. Then they all rolled up their buffalo skins and slept on the ground with their feet to the fire.

The days were warmer and the trees were budding when the party reached the Mississippi River near the mouth of the Wisconsin River. Here they camped for three weeks to make canoes for their voyage up the river to the land of the Sioux.

Would you not have enjoyed watching those Indians make their canoes? Some of the squaws went into the woods and stripped great sheets of bark from the birch trees. Others drove stakes into the sand along the shore and made frames over which the canoes were to be made. Great fires were made from pine logs to burn out the pitch. The large strips of bark were stretched over the frames into the form of a canoe, wide in the middle and pointed at both ends. Then hot pitch was scraped from the logs, smeared upon the seams and allowed to cool. In this way enough canoes were made to carry the whole party up the river.

While there was ice still floating in the river, the whole party paddled north to what we now call Prairie Island. This level stretch of land is about ten miles long and lies near the west side of the river not far north of Red Wing, Minnesota. When Grosielliers and Radisson visited the island, a band of several hundred Huron Indians lived there and grew corn.

The Hurons welcomed the newcomers and made them at home in their tepees. A large council of the old men was held under the trees to hear what the white men wanted.

Grosielliers stepped to the center of the circle of half-naked chiefs and told them that he came to bring gifts from the great father of the French at Montreal, who was their friend. He laid before them the knives, beads, cloth and ornaments which he had carried all the way from Montreal, which brought forth from the Indians many grunts and gestures of pleasure. He told them of the French people and of the many fine things they would give the Indians for their beaver skins. Then he asked

that the warriors of the tribe go back with him to the French settlements from which he came.

Then one of the old men arose and spoke: "You are welcome for you come from the 'spirit people.' We believe they are our friends and we wish to trade with them. We thank you for the fine presents you have given us, but it is not possible for us to send our young men with you to the country beyond the great lakes. Would you take us to be killed? Our enemy, the Iroquois, are everywhere among the lakes and rivers to the east, and they would kill us. Then they would come here and kill our wives and children. Be wise, our brothers, and do not try to go back to the French this year. Let us all keep our lives."

As the old man finished speaking, the braves on all sides of him said, "How! How!" to show that they agreed with what he said. The white men spoke many times and kept urging them to change their minds, but it was of no use. The "wildmen," as Radisson calls them, said they were no match for the fierce Iroquois. They also said that their corn crop was poor and there was not enough to feed them on such a long journey.

At length the council came to an end, much to the regret of the two brothers.

"How can we ever get back?" asked Radisson, when they were alone again. "We will have to give up returning this year, I am afraid."

"It is a shame," replied the older man; "if we had not given them all of our presents we might still find wildmen who would furnish provisions and go back with us. But it is too late now. We must hunt and raise corn here for a year and go back to Montreal next summer."

During the rest of the year Grosielliers stayed on the island with most of the Indians and raised corn. His more active brother joined a party of hunters and spent the summer and autumn in a long hunt over the plains and through the woods to the south and southeast as far as Illinois. This was a wonderful trip for young Radisson. He tells that he saw herds of buffaloes and antelopes, flocks of pelicans and shovel-nosed sturgeon.

The two brothers spent the colder months of the winter in the smoky, dirty lodges of the Huron Indians on Prairie Island. Early in the spring they were ready for the long journey to Montreal. Their clothes were in good repair and they had many packs of skins ready to be taken to market.

As it came time to make the journey, the Indians who had promised to go began to change their minds. They could not get over their fear of the Iroquois who had been attacking the tribes south of the lakes. They wanted to wait another year, when they thought it would be much safer. The old men spent long hours trying to get the Frenchmen to change their minds.

"Our brothers," they argued, "why are you enemies of yourselves to go into the hands of those who wait for you? They will kill you or carry you away captive. Then who will come and baptize our children?"

At length, a great council of all the tribes was called. Eight hundred warriors gathered in a great circle upon the grass, the old men taking the place of honor nearest the center. Then Grosielliers rose and spoke to them.

"Who am I?" he began. "Am I a friend or an

enemy? If I am an enemy, why did you let me live so long among you? If I am a friend, listen to what I shall say. I risked my life to come here and bring you clothes for your wives and children, and guns to defend yourselves from your enemies. If you are as brave as I, go back with me. If you think you are wiser than I, and know what is best to do, why did you not save the guns I brought you, that you might protect yourselves. You must go with me to the French to get more guns, or your enemies will catch you like a beaver in a trap."

At this point he asked his brother to get up and speak.

Radisson took a robe of beaver skin from one of the warriors and whipped him with it across the shoulders.

"Am I a brave warrior," he asked the crowd, "to beat a man with skins. You say 'No,' but yet that is the only way you can defend yourselves without guns. Do you expect us to bring you more guns? You must go to the French to get them, so come with us. You say the Iroquois have killed your people, and you are afraid. They will continue to kill your people until you get more guns. Year by year your warriors will be killed by your enemies, till your tribe is small and weak. Do you want us to come to baptize your dead? Shall your children learn to be slaves among the Iroquois?"

As Radisson spoke, he saw that the Indians were not greatly moved by what he said, so he decided upon a bold action.

"But I see you are not with me," he continued. "Then do what you will. For my own part, I prefer to die like a man than to live like a beggar. I have no gun with which to defend myself through the long voyage, but farewell. My provisions are ready. You may have the beaver skins that I leave behind. I will not live with you."

Speaking in this way, Radisson left the council, the two brothers going together to their tepee. The Indians were amazed. They sat a long time before any of them spoke. Then they sent a number of warriors to the tepee where the Frenchmen lived.

"We have been sent here by the old men to tell you to be happy," said one of them. "The voyage is not broken. The warriors are ashamed that you whipped them with beaver skins. We will go with you and die like men."

The Indians kept their promise, and spent the next six days getting ready for the journey. There were five hundred hardy men in the party, a force strong enough to defeat any foe which might oppose them. Just how they went from Prairie Island to Lake Michigan is not certain, but it is probable that they went down the Mississippi and up the Wisconsin, then overland to Green Bay.

In a fleet of fifty canoes they skirted along the northern shore of Lake Michigan, through the Straits of Mackinac and across Lake Huron without accident. As they camped along the way, they drew their nets in the mouths of the little streams which flow into the lakes, catching great quantities of fish for food.

From Lake Huron the great fleet of canoes passed through the Georgian Bay to Lake Nipissing. From this place it was necessary to carry, or portage, the canoes a long distance overland to the

creeks which flowed into the Ottawa River. It took two men to carry each canoe, for they were nearly twice as long as row-boats and were water-soaked. About one hundred of the men carried the canoes, holding them bottom side up over their heads, and walking one ahead of the other, while the other four hundred men took upon their backs the heavy packs of beaver skins.

There was a trail through the woods which had been well beaten by the various tribes of Indians who had lived in that country. The Huron Indians of the party knew the way well, for this was their former home, from which they had been driven by the fierce Iroquois. All along the way the Frenchmen often saw groups of them talking together, and pointing at places where they had killed big game, or perhaps an enemy.

At the end of the portage there was a swift little stream. The canoes were packed again and were soon swerving along with the rapid current. Now and then the party dashed down foaming rapids, guiding the canoes with great care lest they should overturn. In some places they had to portage around waterfalls. In this way they entered the Ottawa River and went paddling on with light hearts, for they were near their journey's end.

Around the bend of a river, they suddenly came upon rapids, swifter than usual, and at the foot of them a fleet of thirty canoes. Each boat was filled with Iroquois warriors, all painted and feathered for battle. There was no way around them. Knowing that the Iroquois were armed with rifles, the western Indians would have preferred not to fight, but there was no choice. The swift current swept them on through wooded banks.

The Iroquois party was the smaller, but it had the advantage of better arms. Also, from their position, they could shoot the other party as they rushed down the rapids, using all of their strength to keep the canoes from upsetting. With a fearful war-whoop the two fleets came together. The crack of the rifles could be heard above the shrieks of the warriors and the roar of the water. Smoke and flying arrows filled the air.

During the conflict Grosiellier's canoe was overturned and he and his Indian companions were obliged to swim. Luckily the explorer was a good swimmer. It was a struggle of life and death which he made in the turmoil of rushing waters, now and then grasping a rock only to be hurled into a foaming pool beyond. When he finally reached land, he saw that the Iroquois had been driven to the shore and back into the tangled woods. Several of their dead lay along the bank.

Siezing one of the canoes abandoned by the enemy, Grosielliers and his companions joined the rest of the party farther down the river. He had lost his book of notes of the voyage, which was a great loss indeed, but he was thankful, for his life was saved and the battle won. With yells of victory the Indians took the boats which had been abandoned by the enemy, and went on their way. In a few days they reached Montreal.

The governor of Canada was glad indeed to welcome the bold Frenchmen and their great host of Indian friends. The three ships in the harbor, which were about to return to France, nearly empty, were now loaded with fifty canoe loads of skins. A great feast was given to Grosielliers and

Radisson at which they told of their discoveries and of the many tribes of western Indians whom they had made loyal to France. It was a time of great rejoicing, enjoyed much by the Indians, who saw many things strange and wonderful to them.

In a few days the Indians started back to their western home, well supplied with guns, axes, knives and cloth of which they were very proud. How they praised the French, and especially the two friends who had brought them to so many good things.

Radisson and Grosielliers made other trips to Wisconsin and Minnesota, but there is some doubt about just where they went. They said and wrote very little about their voyages, because they wished to keep the secret of the far western fur trade to themselves. We do know that they built the first fort on Lake Superior, a rude stockade on the shore of Chequamegon Bay.

For some time these two men, leaving their countrymen, went over to the English. They worked for the great Hudson Bay Company, which they helped to organize. Later the two brothers parted. Grosielliers returning to the French, while Radisson married an English woman and continued with the Hudson Bay Company. Then, as rivals, they traveled among the Indians, back and forth, about the Great Lakes and the surrounding forests, always finding new paths and new tribes of Indians with whom to trade.

### ARE CHEAP TEACHERS GOING TO BE GOOD FOR YOUR CHILDREN?

*By John Sidall, Editor of "The American Magazine."*

The small pay that teachers get is an old story to me. I was born and brought up in Oberlin, Ohio,—where Oberlin College is located. In my time the most that any full professor received was eighteen hundred dollars a year. The instructors and assistant professors got much less. And the public-school teachers in the town, most of them intelligent, conscientious, loyal people—worked for next to nothing.

In recent years the Oberlin professors have had an increase; but none of them is so overburdened with salary that he rushes out and gives himself up to riotous living. Quite the contrary. You know just as well as I that it's a joke—the pay that teachers get. Especially when you consider the years of preparation they put in, during which period they spend money rather than earn it.

The colleges and school boards are not to blame, most of them at any rate. They simply haven't the money. They are nothing but stewards, anyhow. The real power to raise the pay of teachers lies with you. It will be raised when you folks who have children get it into your heads that the teaching profession is going down-hill and that your children are suffering. Then you will wake up and demand that teachers be paid what men and women of intelligence, energy, and enthusiasm should receive. And you will demand that we *get that kind of teachers.*

The situation is so serious that we sent a member of the staff to get from President John Grier Hibben of Princeton University a plain statement of facts. Before giving the article his approval President Hibben went over it line by line. It stands as a great educator's revelation of a crisis which affects every man and woman in America.

## Suggested Methods of Teaching Arithmetic

*A series of articles covering Grades 1-8, conducted by Jennie E. Fair, Primary Supervisor; Frances P. Parker, Principal Neil School; and Katherine Prendergast, Principal Adams School, St. Paul.*

### SECOND YEAR

#### Beginning of Formal Number

**I**N the second year of a child's life in school, work in number is definitely and formally prescribed though it should be enlivened and be appealing to children through games and relation to their social experiences. In each day's program ten or fifteen minutes should be used for this work.

In city schools where the kindergarten is a part of the system, and the first year's work has given children *the number concept* more may be done than where the school alone has been purposeful. In rural schools teachers are often compelled to teach number more definitely early in school life. Then they must give the number concept as judiciously as possible and aim to accomplish less in order that what is done is well established and of some permanent value. It is a difficult thing for children to learn the mechanics of two topics at one time; early work must emphasize the tools for reading; some number concepts may be the only arithmetic work then.

#### Aim of the Work

It is the *aim* of work during this year (1) to study numbers known through imagery and concepts in varied relations and greatly enrich and increase the children's knowledge through new groups and new combinations; (2) to make the association of numbers and figures strong so that children may begin to think in symbols; (3) and to make permanent the memorization of some if not all of the forty-five combinations (which are later included in this paper) as a foundation for addition; also many subtraction combinations. There should be some drills during this year but they should be chiefly in some form of play activity. The work should be vibrant with life and interest, so that real pleasure in it is found by the pupils even though it is conscious on their part.

#### Objective Material

In the main the work must still remain concrete and there must be objective methods in all development lessons. No one would attempt wisely to continue use of objects when they can be omitted, though it is claimed that the objectifying of number has resulted in the excessive use of material in the lower grades. There has been too great a variety in material used and a foolish notion that some of it engendered interest. What shall be the objects used has not been satisfactorily decided; the blocks, sticks, and group cards of the first year's work may be used in a newer more definite relation in the second year. Their manipulation is natural enough to be effective; variety may be made by changing activities and use of them in games. Several sets of blocks in definite sequence—such as those used in the work with the Speer plan—are very useful and helpful; one, beginning with a one-inch cube and increasing in length in regular steps to a one by one by ten or twelve inches is of value; Another series for variety of form might be a two by two by one inch for the smallest block and a two by two by ten or twelve inches for the largest. Related

definitely to these are drawings of oblongs on the board that correspond to one face of the solids. Then lines may be used to vary again. All these have definite number value and the idea once more of the sequence—volume, area, distance is emphasized. In every second year school room there is valuable use for a good amount of toy money. Due to the parcel post we now have stamps in a series of denominations from one to twelve cents. These when cancelled may be collected and used to advantage in many lessons and in varied activities.

The use of *sight, touch, hearing* should be continued. We may remember that in teaching the impression on the mind is as the square of the number of senses employed. Also, that *sight* is the strongest of the three appeals.

#### Counting

Counting, as a pleasurable exercise, and to lead to additive counting may be continued. Counting by groups:—2's, 5's, 10's, 4's, 3's—may be begun or carried forward due to previous experience. Beginning with 0, 1, or any number and counting forward by groups and later counting backward. Counting backward may aid in drills for subtraction. Klapper gives several suggestions of worth while in additive counting in "The Teaching of Arithmetic." There is undoubtedly much of memory in the giving of the series, yet the place of one number in relation to another, larger or smaller is learned.

#### Teaching the Combinations

To teach combinations *where shall we begin?* In rural schools children enter the work with many number images and some facts. Through the earliest work in introducing the reading work the teacher may discover something of the children's ability. In city schools there are many combinations ready for expression and real use when children enter the second year. It is very unwise then to dawdle over the teaching of them and create a dislike for the period of number. If work has been systematically done in the first year in giving number concepts and visualization as well as other experiences in group recognition there is *little value in teaching combinations below six*. Many of the children's experiences have given them again and again the combinations without doubt. The only need to give these attention is to associate them with the symbols and see the written arithmetic forms. However, the teacher must give opportunity to children to give evidence and find out where to begin. Begin where uncertainty and indefiniteness appear.

The plan is sometimes followed to add one to each number group; then two; and so on to teach combinations. This would seem to foster counting—something undesirable in combination teaching. Also, in this plan there is ever a return to a different unit. To so teach that children may seem to be the discoverers and that in as large a group of combinations as possible they may return to the same unit is inductive teaching and uses again and again *the whole* of previous knowledge. An exhaustive study of the

known whole is far from consideration in this plea: How might this be carried into execution? Let us consider *eight*.

- (1) The teacher is sure that its place is known in the number series: (a) children can count from one past this number; (b) they may begin with any number and count *to* or *beyond* to any given number. This scarcely need be demonstrated.
- (2) The number has been used with *indefinite relations* and with *defined* units as hops, steps, paces, etc.
- (3) It has been connected with number pictures and group recognition.
- (4) The number has been associated with figure and also written word. Indeed, much is known of the number that is now to be made conscious knowledge and clothed with arithmetic language.

**The Following Group of Lessons is Suggested:**

I.

Material is passed to pupils' desks or is on some table around which class group may be arranged to handle it.

The children are asked to show *eight* of the material. Previous group handling should result in four, then four taken as two groups—not units, one, one, etc. and counting them. Any arrangement may be made to keep two fours. The expression of four and four of the objects may be asked for and the written forms given:  $4+4=8$ . Keeping groups in desired arrangement ask for one object to be taken from one group to the other (right to left is often convenient). There may be the expression of four less one, if deemed needful; of four and one, if necessary. How many on the right? On the left? How many did we take? Tell about the material. Use the figure representation in the horizontal and vertical forms. Use the combinations in problems within children's social experience—with material in view—with material pushed aside.

A boy bought a three cent stamp and a five cent stamp: What did they cost? What pieces of money? Get them from the box.)

Mary bought two four cent stamps. What did she pay?

Children may or may not be sent to the board to write what we learned today. It is not too early in the second year for children to realize that such a lesson has a purpose. The teacher may write or leave on the board the images and give a deeper impression.

II.

Begin next day's lesson with a rational drill on what we learned yesterday. Material again. Take *eight* objects; habit should be strong enough to take *four* then *four*. Today take three from right group to left group. Review these earlier taught combinations as seems best. The teacher knows the individuals of the group well enough to realize who needs to give expression—*Not the strong one of the group*. Tell about the groups to make eight. Write on board; make application. Have the manipulation necessary to give the groups two and four. Ask individuals always to give the combinations to make eight. Again—write; pupils, teacher; one or both. Apply. Con-

clude the lesson in an informal summary. Leave written forms for pupils to see.

III.

The third day will bring about a review of combinations to make eight.—It is possible and probable that the strong race instinct—the game, or play—will be used. There may be a further enrichment of knowledge about eight:—possibly take *two* objects; *two*; *two*; *two*; how many two's? This means that numbers of small groups have been recognized. The written form of so long an equation or a form of multiplication is rather complex at this stage of experience. The whole eight might be used and various groups hidden. This might make a very simple game and leave choice of number to hide to individuals who are soon ready to tell. Any occupation work for seat work with this number is unwise.

Give *nothing for early seat work* in number where children may need to count. Aim for *permanent fixation* and *instantaneous recognition* with the early work. Keep the two vital points in mind.

Varied devices may be used for the fixing of the combinations without empty repetition to term drill. Use the circle; clock games; competitive games; toy money; flash cards for races; etc.

Sometimes all the adding combinations of one number may be taught through "playing store." *Ten* is a good number to use for that; the *dime is so real* to have to use at the store. If no store equipment is possessed the teacher may make drawings on the board with price below. She may have a set of pictures of articles to be bought at a variety of stores. A tiny pocket of paper may have in it a ticket giving the price of the article pictured.

In teaching *even numbers* with objects it is possible to begin always with the *two equal groups*. *Odd numbers* might be introduced for richer study with the *greatest and least* group. So, they would be contrasted and emphasized early in the work.

If the *number groups to ten* as wholes were visualized, recognized, and known in the first year they are ready for recall, association, and study for combinations known as addition facts for the earliest work. These may be gained the first half of the second year. They may be used for somewhat *formal drill* in the last half of the second year. Expressed in figures they are:—

1	2	2	3	3	4	3	5	4	6	5	4	
1	1	2	1	2	1	3	1	2	1	2	3	
— — — — — — — — — — — —												
2	3	4	4	5	5	6	6	6	7	7	7	
— — — — — — — — — — — —												
4	7	5	6	8	5	7	6	5	9	8	7	6
4	1	3	2	1	4	2	3	5	1	2	3	4
— — — — — — — — — — — —												
8	8	8	8	9	9	9	9	10	10	10	10	10

The reciprocal of these facts is not considered a new combination here, though every teacher knows it often presents a new difficulty. It may arise because the one order only is emphasized in the first work. At least *fix* one order and often reverse order of the groups.

**Notation**

When the number ten is taught is a time to begin wisely the idea of *notation*. If sticks are used *ten* may be tied together and named a ten.



Using bundles of tens counting by tens may be taught, as the series to one hundred has been counted by ones before this time. *Ten*; two tens, twenty (coming from *twain*, ancient two, *tie*); three tens, thirty; four tens, forty; etc. In numbers that are read the number of tens may be told.

Following this, one phase of the *teen* numbers should be emphasized before beginning any study of them. They are made of *ten* and *group of units*. Money may be used to objectify this teaching:—one dime (a ten) and pennies and nickels. If one objects to using real money in the schoolroom on account of some one being tempted, then toy money or block may typify the ten; glue ten cubes together—or use the one by one by ten—and with this as a *ten* the *teen* numbers become more clear to children. For the visual appeal, cards having the picture of the ten blocks with the group at one side and the figure and word on them may be very helpful.

To aid in order in writing numbers a chart made in ten sections is of great value. Have numbers written on the blackboard by the children.

Make them of gray mist or manilla tag. Have a hole to hang *each* separately but arrange that when *all* hang they are close together. Each section has on it one decade.

0	10	20	30	40
1	11	21	31	41
2	12	22	32	42
3	13	23	33	43
4	14	24	34	44
5	15	25	35	45
6	16	26	36	46
7	17	27	37	47
8	18	28	38	48
9	19	29	39	49
50	60	70	80	90
51	61	71	81	91
52	62	72	82	92
53	63	73	83	93
54	64	74	84	94
55	65	75	85	95
56	66	76	86	96
57	67	77	87	97
58	68	78	88	98
59	69	79	89	99
100				

When pupils write numbers these sections are of assistance and the arrangement of the chart should be followed. Have numbers written with *it in view*; *with it away*. The chart may be used in various forms of counting, pointing to figures:—(1) count by tens, pointing to tens—10, 20, 30; (2) count from 20 to 30; (3) count from 25 to 40; (4) count across from 3 to 53.

Counting by hundreds may be a later analagous step. Then ten dimes become a dollar and the writing of the first three order may begin. One should not dictate the orders as dollars, dimes, and cents at this stage of the work, though much practice of writing numbers of three orders *may be* given in the second year.

With the idea of the addition facts to ten taught the first half of the year, there may be many of the subtraction facts established as the reverse of the addition.

The addition facts between ten and twenty for continued work are:—

9	6	7	8	6	9	7	8	7	9
2	5	4	3	6	3	5	4	6	4
11	11	11	11	12	12	12	12	13	13
8	7	9	8	8	9	8	9	8	9
5	7	5	6	7	6	8	7	9	9
13	14	14	14	15	15	16	16	17	18

**Combinations of the 'Teens**

This brings the work to the combinations of the *teen* numbers and it is a well recognized fact that within this limit—ten to twenty—is found many of the difficulties of addition. One may scarcely expect that pupils of the second year will *master* them, but help may be given and more power gained if a few of the sources of friction are remembered by the teacher.

The combinations of two digits forming the *teen* difficulty. The combinations are more difficult as the difference between the digits become less. The strength of all bonds increases with the number of numbers are all easier to learn when the smaller number is added to the larger; as, for instance 9 and 3 is easier than 3 and 9. Then, which of the two needs more frequent recall after the association has been made? 3 and 9 certainly. Also; the combinations 7 and 6, 9 and 8, 8 and 7 illustrate another phase of repetitions. Then, those combinations which are most difficult must be most often given in association with objects; in recall when the objects are not used; with the varying unit; and in concrete problems. It is not to be expected that all the combinations of two digit numbers making the *teen* numbers will be mastered in the second year; but they are studied, reviewed, and used in number relations in the plan of work and as far as possible put into the possession of the children. It must be remembered that all adding is a continuous referring to numbers under twenty. If these combinations are not known then there is difficulty with column addition. If one cannot remember 4 and 9 then he fails in the so called decade drill and in adding to the final number:—14 and 9, etc. Do not dawdle over combinations that from the nature of them children will be sure to get. Then since the foundation of the most important fundamental operation, addition, is begun in this year's work effort should be made to acquire as thoroughly as possible the combinations:—to twelve the first half of the year and through twenty the second half of the year. If it is found that more than this limit may be *well done* then continue to thirty on the decade plan. It should be unnecessary to develop number objectively beyond twenty.

**Correct Writing Habits**

The writing of numbers to 20 at least is an easy limit to the first semester; they should be written to 100 during the second semester. Writing numbers of three orders may be expected from many. Since writing figures and beginning simple written number work are done in this grade it is wise to see that habits are formed and continued of making the figures correctly. Some of the most grotesque forms are sometimes made in the most peculiar way. There seems to be no more excuse for it than to write a word backward instead of forward. Why does a teacher accept what we may term "leaky threes and fives"; a peculiarly made eight; or four made with three

strokes of the pencil—if such is the tool—instead of *two*. Now some one says, “why set any limit to this reading and writing of symbols?” He argues that they are known in speech, they may be recognized in reading, and we have now associated the number groups with the written forms. Again the limit is for the minimum work and there is so much else to do of so much more importance to the children than to use the time for what appears so purely mechanical or for that for which he has no immediate use.

### Units of Measure.

What will aid in putting life into the work of this year and what may be used to multiply many times the point of contact and add interest? The personality of the teacher must quicken the seemingly dead material into life. The work in denominate number that may be done is the *chief medium* to increase point of contact and give interest. The use of it gives use the *standardized* unit of measure.

It is attractive, enjoyable to the children, and they may still be *doing*, so that in the main they still have the idea that *they are getting for themselves*. The unit of measure, the inch, was used in the kindergarten and first grade with the blocks, the sticks, and in the constructive work. The foot measure would be the rational step to follow; and then the yard. As in buying milk the pint and quart are used at home then

why not have measures and use in work at school. Dozens are yet familiar in buying, though we ere long shall use the measure only with pencils, buttons, or articles of standard size. Playing store is one of the great delights in this year's work. The equipment for it was what has long prevented many teachers using the device. An outfit minus the shelving and counters for Keeping Store may now be obtained for the asking. The August number of Educational Foundations, 1914, tells about the scheme which comes to us from London. Toy money may be made but we have long been able to obtain that.

The days of the week and weeks in the month in measuring time may be used in the work. Some believe that this is the place to learn to tell time by the clock. Some children can already do so because of home training. It is possible for all to know from the clock face—that is, the place of the hands—at the beginning of school morning and afternoon and the time of going home for both sessions. Roman notation may be learned from the clock. Pupils may make a clock face. The unconscious beginning of geography for the children is usually planned in this grade either to be the Story of Robinson Crusoe or definite but informal talks about the home. Then the constructive work is somewhat related to either of these and again denominate number plays its part.

(Concluded next month.)

## Drill

Frances P. Parker.

Miss Parker was trained in the St. Paul Normal, the College of Education of the University of Minnesota and Teachers' College of Columbia University. For several years she was critic and method teacher in the Grammar Grades of the St. Paul Normal and later worked in the supervisory department of the city schools. For one year she was connected with the Teachers' Training Department of the Ramsey County Rural Schools.

**I**N the development of modern methods used in teaching Arithmetic, several influences are evident. Suzzalo tells us that our broadest and most useful teaching exists in that part taught to meet business and social purposes. Yet some of the science of numbers must be known in order to assure the accuracy of computation making all facts of number valuable in their use.

After these fundamental processes are developed they are of value to us only so far as they become habituated through rational and formal drill. We do not adequately prepare our pupils to meet the needs of the community unless their skill is reduced to an automatic basis.

The public demands that pupils seeking entrance into business life possess

1. Accuracy and some speed in the fundamental processes.
2. Skill in simple mental calculations.
3. Ability to estimate approximately the result in a problem.
4. Economical methods of computation.
5. A mastery of Common Fractions.
6. Absolute accuracy in the use of the Decimal point.
7. Facility in the use of the common tables of weights and measures.
8. A knowledge of common business forms and methods.
9. Ability to apply the knowledge gained in the

schoolroom to simple everyday matters outside the schoolroom.

To give pupils as complete an understanding of the subject of Arithmetic as we are called upon to do, it is essential that our methods be broad in their training. They must be reasonable, clear, rational and economic. Pupils must be made to discover the *what*, the *how* and the *why*; so it is imperative that our methods include types of teaching that are clear in their presentation of the *what*, the *how* and the *why*.

The Inductive lesson following the objective teaching is, in its turn, followed by the Drill lesson, which makes the pupils proficient in the habits of accuracy, speed and the way to do. In forming these habits pupils strengthen themselves in two ways. First, the habit formation results in a lessening of attention to the process, which means less energy given to that activity and pupils become less fatigued. Second, habits tend to make the process more sure in its results.

It is clearly the function of the drill lesson to reduce the Arithmetic knowledge learned inductively to an automatic basis. It frequently happens that a teacher is a good instructor, able to make the work clear and interesting; yet her work may lack effectiveness owing to neglect of drill necessary to fix facts and to give skill in computation. In other words, the lessons are taught, but not clinched.

On the other hand, too often we visit teachers who are drilling on processes to make them automatic

when the pupils have no conception of their topic. Drill lessons cannot be used until teaching has been done.

Each thing we do must develop its own skill and it quickly leaves us if not in use; so skill in Arithmetic can be retained only through constant practice. Thus we know the extreme importance of drill—it must be ever present.

No topic can be well taught without the development lesson followed by the rational drill. By rational drill is meant the repetition of the steps in the development lesson to fix the process which is to be habituated in the formal drill. Its primary thought is in the choice of problems that may be found within the experiences and interests of the children. When the work is motivated and the pupils see a real value in it, then the drudgery of our old formal drill is entirely erased.

Great numbers of our teachers have allowed themselves to grow into drillmasters, forgetting the fuller and broader meaning of the word *teach*.

If we are to give any degree of skill in accuracy and rapidity, we must drill and drill throughout the course. This does not mean at different and irregular intervals of time; it means everyday. A short drill given regularly will tell much more in efficiency than longer ones given intermittently.

Drill lessons must be planned quite as carefully as an Inductive or Assignment lesson, in that they mean just as much in the general scheme. They should not be mere verbal repetitions, but should recall the experiences through which the facts were first discovered. The ingenious teacher will find it easy to make them attractive and to make them show their real worth to the pupils. (Refer to Chapter IV, "How to teach," by Strayer and Norsworthy.)

Could a teacher have violated absolutely every principle in pedagogy any more successfully than the following described lesson illustrates?

This occurred in an A 8th class of the — school located in a leading district—socially, intellectually and financially—of a modern city:

The class was sent to the blackboard to write Promissory Notes. The teacher folded her arms, strolled around the room and occasionally read the work of an individual pupil. The pupils wrote and erased, looked at the work of others near, received a new thought, erased again, etc., etc. Finally the end was reached, the names signed, and the class was seated. The time of the period was up. The visitor questioned the teacher sufficiently to be told, "O, they are just practicing. They were to learn how to write Promissory Notes at home last night." Of course, not one note on the boards was correct in form, in statement, punctuation or spelling. The names used were those taken from some text.

Any teacher who had studied the type lessons in Strayer's Brief Course in Teaching could not have made such an exhibition.

As well as the drills for purely fundamental processes there is drill in problem analysis that must not be neglected. There are many types of problems, such as those in Interest and the various applications of Percentage, in which drill is continued until "what to do" seems to require no thought.

A word as to the use of terms Base, Rate, Percent-

age and the accompanying formulas so often presented in our texts.

Even though the processes of Percentage may seem to become automatic, the meaning of the parts in the problem, which are concrete in their application, these meaningless terms only deaden our work and tend toward that old formal drill we have tried so hard to eliminate. Certainly nothing could be gained in clearness of thought through the use of such terms.

The true skill attained in any line of work is that skill which leaves its imprint upon our characters. If we are to show ourselves skilled workers in this world of doing, that skill must have become a part of us, of our mental equipment, of our stock in trade. To really possess an Arithmetic skill, we must not only have habituated our processes, but they must be performed mentally as well. In doing the world's work, people in all walks of life use more mental than written Arithmetic.

We are able to find many purposes in the Drill lessons, as

1. To develop habits of skill and accuracy in the fundamental processes and in many types of problems.

2. To develop habits of alertness.

3. To develop habits of attention and concentration. The last named seems almost the greatest. Concentration of mind is the key to all real efficiency. In our world of specialists, it is illustrated to us on every turn. Sandwick, in "How to Study," tells us that the power of concentration gained in an alert class in mathematics carries over into many a practical situation of after life.

When a child fails in an assigned problem, error is due to one or more of the following causes:

1. The problem is not concrete to him—he has failed to get the meaning of the language used through lack of experience in the situation described. Questions have not been sufficiently definite to lead him to the point and to hold him to direct replies.

2. The complexity of the relations among the data involved renders analysis and comparison inaccurate. The development lessons have not made him able to apply the principles. Too much of our school work is only memory work.

3. His computation involved is inaccurate. The remedy of this depends upon skill developed in the fundamental facts and processes and upon the proper suggestions teaching him how to help himself.

### HORSE SENSE.

If you work for a man, then work for him. If he pays you wages that supply you your bread and butter, work for him, speak well of him, think well of him, stand by him and stand by the institution he represents. I think if I worked for a man, I would work for him. I would not work for him a part of his time, but all of his time. I would give an undivided service or none. If put to a pinch, an ounce of loyalty is worth a pound of cleverness. If you must vilify, condemn, and eternally disparage, why, resign your position and when you are outside, talk to your heart's content. But, I pray you, so long as you are a part of an institution do not condemn it. Not that you will injure the institution—not that—but when you disparage the firm of which you are a part, you disparage yourself. (By *Elbert Hubbard*).

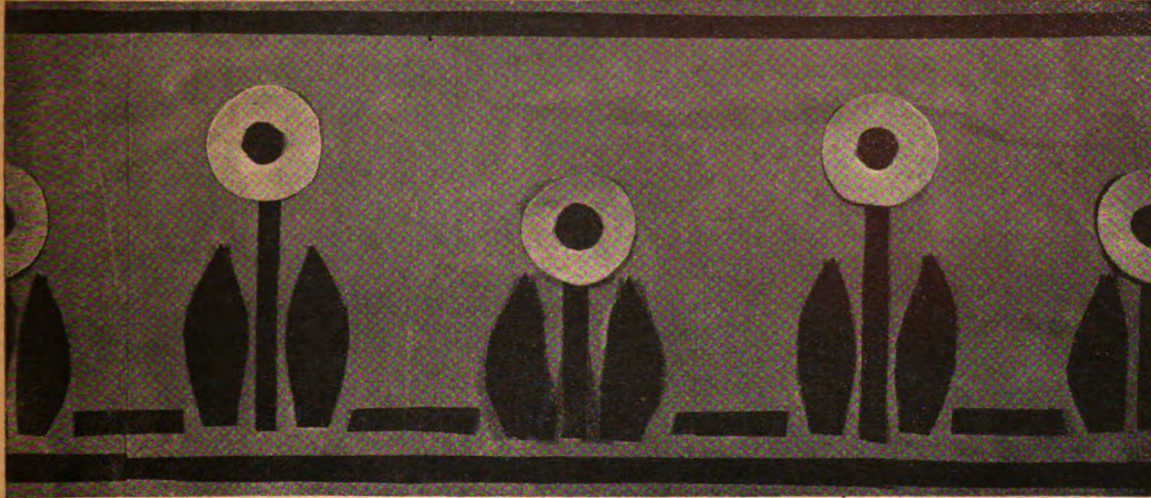
Editor's note: "A word to the wise is sufficient."



# Freehand Paper Cutting

By Florence E. White.

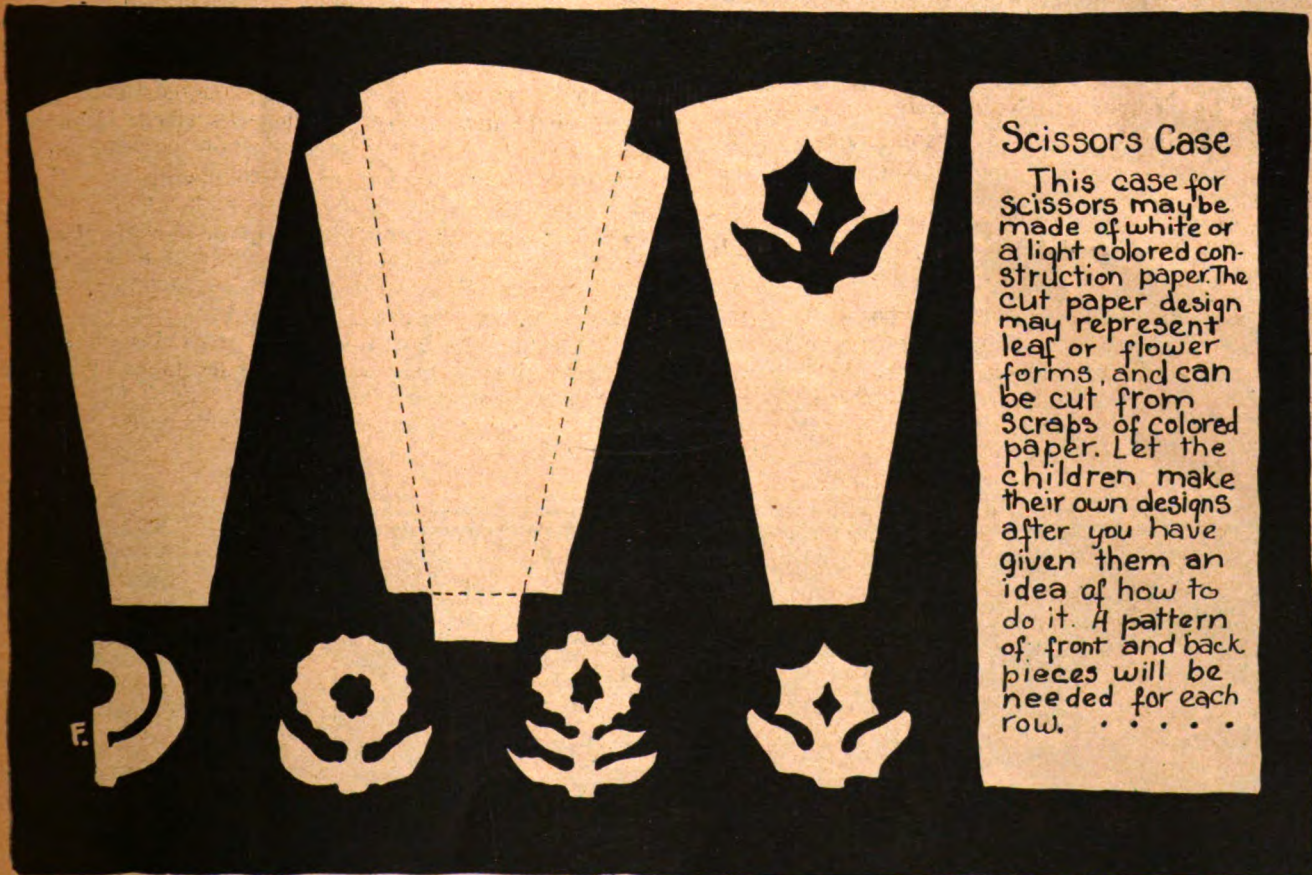
## CONVENTIONAL FLOWER BORDER



*Flowers:* Any bright color, with white centers.  
*Leaves, Stems:* Dark green.

*Background:* White, gray or black, with dark green border.

## SCISSORS CASE



### Scissors Case

This case for scissors may be made of white or a light colored construction paper. The cut paper design may represent leaf or flower forms, and can be cut from scraps of colored paper. Let the children make their own designs after you have given them an idea of how to do it. A pattern of front and back pieces will be needed for each row. . . . .

This is a practical problem, for the cuttings of flowers can be applied to actual schoolroom equipment: a case for the scissors which children keep in their desks. (Or, they may be used at home.)



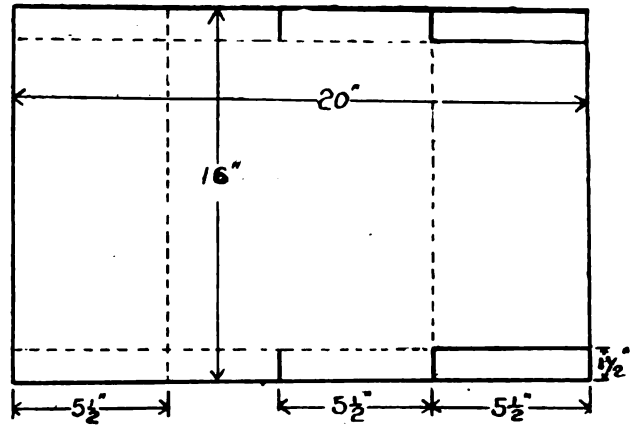
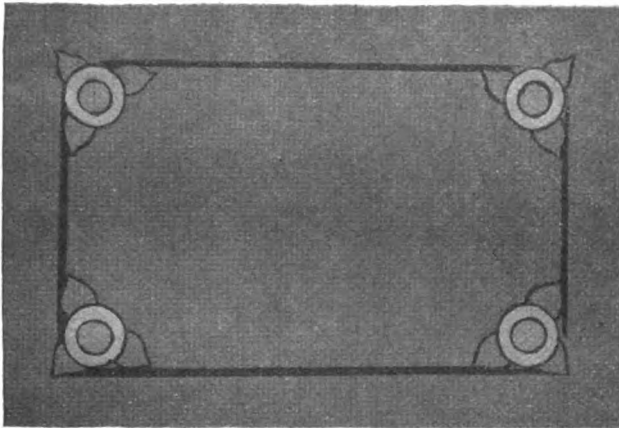
A pattern of the two sides of the case will be needed for each row of children. Fold the paste flaps on the dotted lines and paste the front piece to them. Simple designs for decoration cut from scraps of colored paper afford an opportunity to practise thrift.

If white or manila paper is used for the case, any color may be used for the design which will be dark enough to make a good contrast. If a combination of

colors is used, remember that two shades of the same color should be used: as, a light and a dark green; an orange and a brown (which is a dark orange); or complementary colors—red and green, yellow and purple; or orange, or brown, and blue. The complimentary colors ought not to be of the same value but one a dark and one a light color.

## Drawing Envelopes

By Frances Lavender, Supervisor of Art, Coleraine, Minnesota, with illustrations by Florence E. Wright.

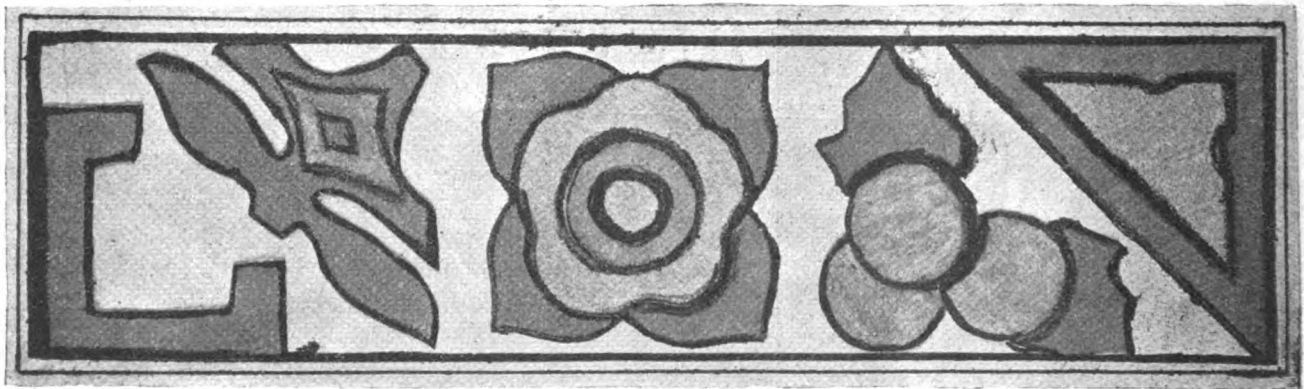


The pupils in every grade will find an envelope very handy for keeping their drawing materials in their desks. A fine envelope can be made of construction paper or wrapping paper 16x20. Tan wrapping paper used by hardware merchants is very reasonable in price and is good and strong for envelopes.

Ask the pupils to place three dots 1½ inches from each long side of the paper. Draw lines through these points and fold on these lines. Draw a line 5½ inches from each end and fold on each line. (See drawing above.)

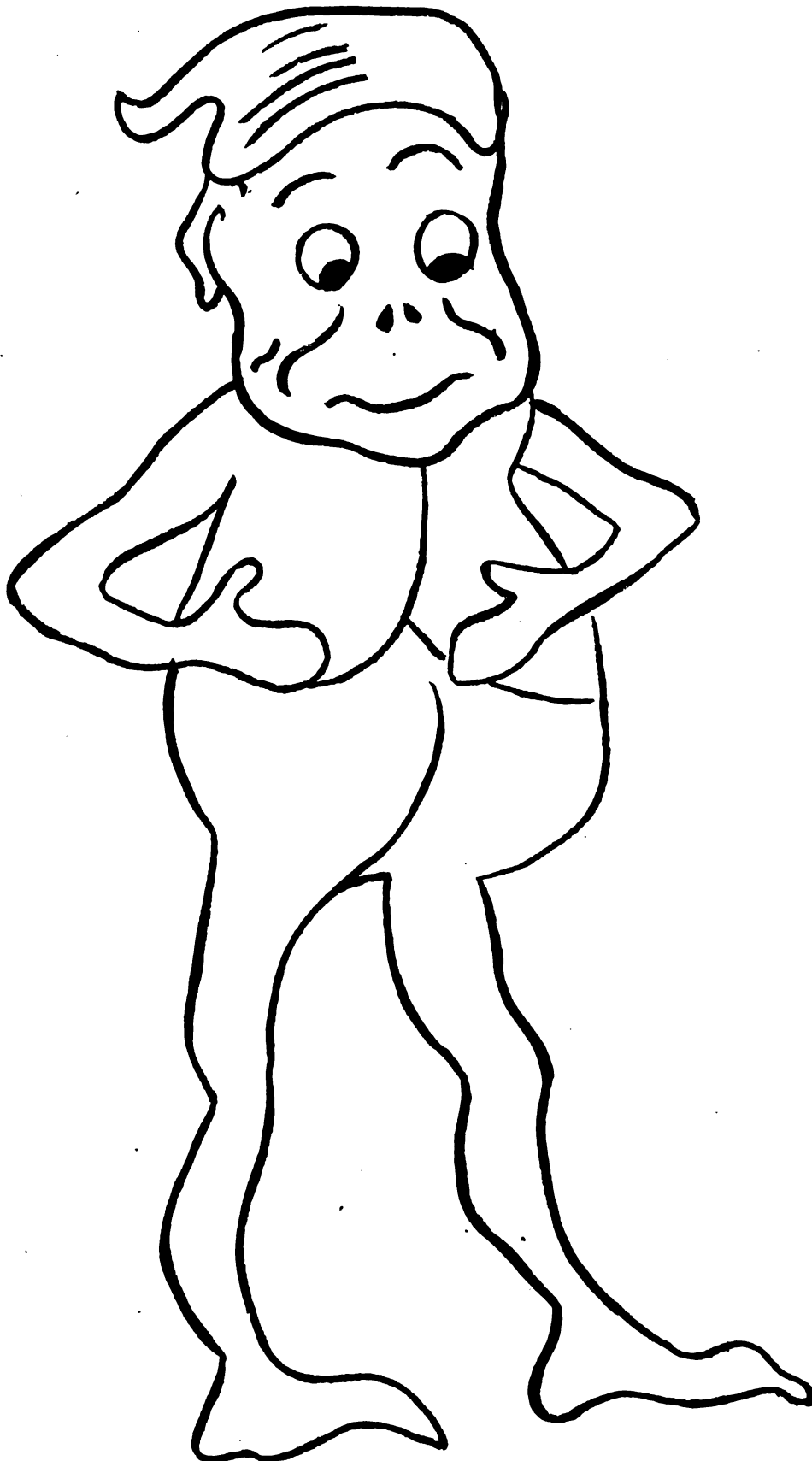
Cut out the small oblong as seen in the drawing and paste. Place a dot 1½ inches below and toward the center from the corner of the flap and cut off the corner from one dot to the other.

The simpler designs found below may be used in the fourth and fifth grades while the more difficult designs may be used in the upper grades. Those grades studying normals, tints and shades may work out their designs in this manner, while those studying complementaries may work out their designs in complementary colors.



Other Corners for the Envelope

## An October Candy Kid



Place stick of candy through arms and behind back.

## A Hallowe'en Booklet

Lillian Rosbach,  
North-Western School Supply Co.,  
Minneapolis, Minnesota

With Illustrations by Florence E. Wright.

**O**CTOBER and November are interesting months for young people. The trees in October have donned their party dresses to be ready for the big event of the month. What fun everyone is going to have on Hallowe'en!

Did you say you did not know why we should celebrate Hallowe'en?

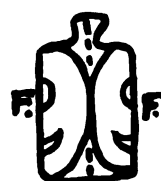
Very well, your language lesson for tomorrow will be to tell me all you can discover about the origin or cause of Hallowe'en, its meaning and its purpose. After we have discussed the subject, we will write a story based on the information thus gained. The story corrected and written in your very best hand writing, you may place it in a pretty cover, and possess

What color scheme do you wish to use? Black and orange are the Hallowe'en colors. Those desiring to print witches and black cats may use an orange colored background. Those using the pumpkins, may use the black background.

You may work out your own ideas as to design and the method of development. You may either print the designs with the dyes or water color paints, or cut them free hand from paper. This will give us a nice variety of booklets. The important part to remember is that your work must be done carefully and neatly, whichever method you use.



For the Cover



Cut face of  
Jack O'Lantern  
on the fold.  
The nose and

mouth will be cut first. Open,  
and fold each outer edge to  
the middle fold and cut eyes.



The N. W. Silhouettes, Set 2, contain very good patterns for the witch and jack-o-lanterns. The correct size to be used in a booklet are the cuts found in the catalog of the N. W. School Supply Company.

If you cut your design, use either construction, enginex or coated paper. The cover of the booklet in either case should be of construction paper.

We will take time in arithmetic to measure and cut the covers the proper size, punch the holes for the cord and mark the places for the designs. That will give us a practical lesson in arithmetic. It will also be interesting, because we want our booklets to be exact as well as artistic.

a dainty booklet. If one wished to illustrate his story, he may make a stencil, prepare a vegetable block, and print the illustration.

What designs shall we print on the cover of our booklet? Witches, black cats, and jack-o-lanterns, of course.







This is one of sixteen sheets of patterns, assorted designs, belonging to the N. W. Silhouette Set 2.

# FOR THE HALLOWE'EN PARTY



## The History of Hallowe'en

Lillian Rosbach,  
North-Western School Supply Company,  
Minneapolis, Minnesota

The celebrations of Hallowe'en or All Halls Eve long antedate Christianity. The thirty-first of October was formerly known as the Vigil of Hallowmas or All Saints' Day, but is now known as anything other than the eve of the Christian festival. However, throughout the changes in the mode of celebration, the superstitious idea has survived, that this of all nights of the year, is one during which ghosts and witches are most likely to wander abroad. But it is to be regretted that the spirit of rowdiness has in a measure superseded the kindly old customs.

On or about November first the Druids held their great autumn festival and lighted fires in honor of the Sun God in thanksgiving for the harvest. To these Druidic ceremonies were grafted some of the features of the Roman festival in honor of Pomona, held about this same time.

Nuts and apples as representing the winter store of fruits, served as an important factor. From this part of the festivities have come the roasting of nuts and the sport known as "apple-ducking"—attempting to seize with the teeth an apple floating in a tub of water. These sports were once the universal pastime of the young people in medieval England on October 31.

The custom of lighting Hallowe'en fires survived until recent years in Scotland and Wales. The fires in Wales were commonly followed by feasting on nuts, apples and parsnips, and the playing of games. The nuts were cracked, eaten and made the means of prophecy in love affairs, as supernatural influences were to supposed to prevail on that night and divination attain its highest powers. While some of the

superstitions were pretty, picturesque and attractive, others were cruel.

Many names were applied to this night. In North of England it was called "Nut-crack Night" or "Snap-Apple Night." In parts of Ireland, October 31 was, and still is, known as the "Vigil of Saman." It was the Druidic belief that on this night, Saman, the lord of death, called together the wicked souls that had been condemned to inhabit the bodies of animals within the past twelve months.

The peasants of Ireland assemble with sticks and clubs, going from house to house, collecting for their feast money, bread, cake, butter, cheese, eggs, etc., repeating verses in honor of the solemnity and demanding the preparation for the festival in the name of St. Columb Kill. The old women made griddle cakes and candles. The latter were sent from house to house in the vicinity and lighted on Saman Day. Then the people were to pray or supposed to pray before these candles for the departed soul of the donor. The poor people in Staffordshire and the other country places, go from parish to parish "a-souling," i. e., begging and "singing small" for Soul cakes or any good thing to make them merry.

Robert Burns, the favorite bard of Scotland, expresses these thots and customs very prettily in his poem entitled, "Hallowe'en", part of which is,

"This is the nicht o' Hallowe'en  
When a' the witchie micht be seen;  
Some o' them black, some o' them green,  
Some o' them like a turkey bean."

## Thrift in the Schools

Eased upon the Outline Course of Study prepared by the Savings Division of the War Loan Organization.

"As essential to character formation, to the welfare of the American people, and to the promotion of a National habit, we urge that the present national program of thrift instruction, and the sale of Thrift and War Savings Stamps become a permanent part of the public school procedure."—Resolution adopted by the Department of Superintendence of the National Education Association, March 1, 1919.

### THE THRIFT OUTLINE FOR HYGIENE

#### Grades I and II:

Emphasis on sleep, fresh air, cleanliness, plain food, care of teeth, and the prevention of colds and sickness.

#### Grade III:

Study of health rules. Attention to eyes, ears, nose and teeth, with definite reasons for their proper care. Correct postures for standing and sitting.

#### Grade IV:

Home and school hygiene: correct methods of ventilating and regulating the temperature of sleeping rooms and school rooms; daily physical exercise; value of manual work. Obedience to and

daily practice of common health rules. Health as potential wealth. Health saves the expense of sickness. Health inspection in schools.

#### Grade V:

Health habits necessary to personal efficiency. Impairment of health and waste of money through useless luxuries. Methods of preventing communicable diseases: vaccination quarantine. Keeping the community in sanitary condition.

#### Grade VI:

Community health and sanitation—pure water, clean streets, and sewers necessary to community thrift. Prevention of diseases carried by flies and mosquitoes. Health inspection in school.

## Report of the Health Crusade Tournament in Goodhue County, Minnesota

By Mollie Remshardt, Deputy County Superintendent.

**Y**OU all no doubt have heard much about the Health Crusade Tournament which was carried on in our schools this spring. If you have children in your homes you know something of the plan and object of it. The schools of the entire United States entered into this contest, each State Public Health Association taking charge in cooperation with the Red Cross.

The Knights of Old, over eight hundred years ago, when the Crusades were being conducted to the Holy Land, held contests or tournaments to show which of them had the greatest strength or skill in battle. With armor on, one tried to knock the other off his horse with a blunt spear. The one who succeeded received a trophy, and rank as Page, Squire, Knight or Knight Bannerette.

In the Health Tournament, the children battled with disease, using cleanliness and care as their armor and instruments of warfare. They know that soap and water will chase germs; that teeth kept clean will not decay and cause sickness; that keeping pencils, fingers and things which might be unclean out of the mouth is keeping germs out, also.

The boys and girls who gained the best record in this fight won first places, and the different titles, just as the knights of old (Pins). Children naturally do not like soap and water, and the tournament with its competition and play element—and its rewards for keeping up the work—went

far to overcome this. (In sixteen weeks, the length of the contest, some very good habits should be established which the children, of their own accord, should continue after that.)

To enter the contest, a child promised to do the following health chores every day:

1. Wash hands before each meal.
2. Wash not only face, but neck and ears, and clean fingernails.
3. Try to keep fingers, pencils, etc., out of the mouth.
4. Drink a glass of water before each meal and before going to bed.
5. Brush teeth morning and evening.
6. Take ten or more slow, deep breaths.
7. Play out-of-doors or with windows open more than thirty minutes.
8. Sleep ten hours or more each night with windows open.
9. Try to sit and stand up straight, eat slowly, attend to toilet and each need of the body regularly.
10. Keep neat and cheerful and helpful to others.
11. Take a full bath at least once a week.

You will see at once that these are the simplest of health rules which everyone should observe in order to be well and strong. Everyone knows the value of being obliged to do a thing regularly. There is moral discipline in being obliged to feed the stock, curry the old nag, or fill the kitchen



woodbox regularly. In the same way, the regular doing of these health chores cannot fail to build up both the characters and the bodies of the children.

It was interesting to watch the enthusiasm with which the work was taken up. About 3,500 children soon enrolled in Goodhue County, while more than 400,000 were enrolled in the state.

Teachers and parents had their parts, also, in encouraging children to perform the chores and in keeping accurate records. Much depended upon the co-operation of the parents. However, most parents hailed the tournament as a great help in getting the children to do things which they themselves had had to nag about a great deal.

One mother told me that her ten-year-old son had begun to take an interest in his neck and ears that was most gratifying. A teacher wrote that before the tournament most of her pupils could not get along without coffee; but after entering the contest, not a single child brought coffee to school.

From other places have come the reports that parents are becoming interested in doing the health chores with their children.

These things make it worth while, do they not?

Up to the present time we have not heard which county in Minnesota came out ahead, or which state in the national contest, but we are hoping that Goodhue County earned a high place. We have been notified that the parochial school at Belle Chester won first in the county, and Red Wing won second place. These schools received county pennants.

While many schools will receive no special prize, there is no doubt that they have received an impetus toward good health habits that cannot be estimated.

Physiology and hygiene have been taught in a most practical way and the value of correct health habits demonstrated clearly. It is to be hoped that the interest in the health chores will continue during the coming year, and that home and neighborhood hygiene may be emphasized more in this connection.

## Playwriting as Language in Rural Schools

By Elisabeth Fahy, Departmental English,  
Minneapolis Public Schools.

**T**HE past few years have been so filled with events and happenings of general interest to child as well as to adult that it has been no great task to find subject matter for English work. Live questions,—as The Liberty Loans, Reasons for America's Entering the War, Hoover and His Work, Red Cross Activities, Vacant Lot Gardening, Kindness to Animals, Bird Lore, Courtesy on Play Grounds and Public Health, have formed a never ending line of topics which, when presented by the teacher in any of the many ways, have met with an enthusiasm that has been a revelation and a joy to the ordinary teacher.

At first, one who has not handled in English some such subjects, may think them "too big" for a seventh grade child to really do very much with. For this teacher—if any there be—I would like to give a little in detail my own experience in this work. All of the above mentioned topics were studied, discussed, given in talks and finally dramatized by the children.

### Preparation

We began by asking for *volunteer information on the subject*,—with the result that children vied with one another in expressing their ideas and we found that we had a good "stock" on hand to sort and classify.

Together the class arranged these points, making out an *outline* as a general guide for the work. (Such an outline must be quite detailed; for we bear in mind that this is laying a foundation for the proper form of a written or spoken topic.) Children who found themselves a little wanting in ideas on the subject developed an amazing eagerness to measure up to the rest, with the natural result that the home folks were questioned, magazines culled and libraries visited.

The next step was to express these thoughts in the "usually despised" written composition. We

wrote the popular "so-called four-minute-speeches" and on a succeeding day these talks were delivered to the class, who acted as judges both upon the thoughts expressed and upon the delivery.

### Presentation

By this time the class was awake—up and doing. Then came the presentation to the children; that with such a fund of ideas as we had at our disposal we were to proceed to express these same ideas in another form.

In one recitation were taken up the essentials of "play writing" and the class was made familiar with these essentials in rather an informal way, emphasizing:

1. The literary form of the play.
2. The merits of proper stage settings.
3. The brevity and clearness of stage directions.

To give the children a definite idea of point 1, a model of a short play was placed on the board. Hosi on English, Shakespeare's plays or the theater programs will give them the necessary suggestions. Under point 2, the proper costuming and furnishings in harmony with the time and the place of the play, and the giving these due importance, and yet keeping them subservient to the thought and action of the play were thoroughly discussed. Under point 3, the necessity of giving stage directions in as concise and as precise a manner as possible was emphasized.

The plays were then written.

A draft of some child's play—just as it came originally from him,—was placed on the blackboard, and the class proceeded to criticise it as to:

1. The thread of the plot.
2. The strength or weakness of its climax and conclusion.
3. Choice of words and aptitude of expressions.
4. Spelling, punctuation and form.

These criticisms were made in a kindly, helpful spirit and the writer felt no resentment whatever because of them. The suggestions, however, were accepted or rejected as the writer and the class determined. (It was interesting to note that probably the stage directions brought out as much individuality as any other part of the play, showing the child to have well defined and original opinions as to how he wished his work interpreted.)

The particular play on Public Health, here given, was the result of such a study of a "big topic" as I just have outlined. The subject of the Health Crusade, a subject this past year made familiar to city and rural child alike, easily furnished us with material for many lessons in English, with the play as the culmination of our efforts. The children were, of course, full of the subject. They were stimulated by the interest taken in this subject by the prominent medical men of the country and the widespread activities to raise the health morale

of the army, and were finally thoroughly aroused by many weeks of persistent efforts in the work of the Crusade as carried on in the schools.

When suggestions were asked for as to how the class might proceed, the information was volunteered to have a Queen of Health and her knights for the first scene, and the King of Filth and his knights for the second scene. This suggestion was a most natural one, I believe, coming spontaneously from minds filled with enthusiasm for pages, squires, knights and knight bannerets of the Health Crusade fame and with hearts full of love for good old King Arthur and his knights. The ten rules laid down for the proper conduct of a Knight naturally came into great prominence in the play; but this prominence was brought out in as many different ways as there were children in the class.

The play here given was chosen as one of the two best written. Both plays, however, were staged in our school.

### JOHNNIE'S DREAM



The Writer of the Play



The Queen and Her Subjects

TIME—*Period of the struggle between the KING OF FILTH and the QUEEN OF CLEANLINESS.*

#### SCENE I.

#### Characters.

Queen of Health.

Queen's Subjects:

Water  
Toothbrush  
Toothpaste  
Soap  
Towel

(*QUEEN OF HEALTH holds court. QUEEN standing, with her subjects in line at either side of her.*)

*Queen.* Dear subjects, we are gathered here this day to discuss the problem of Johnnie Simpson. I am sorry to say that he has joined the forces of the King of Filth. Let us do all in our power to win him back.

*Toothbrush.* Dear Queen, I need but a strong and willing hand to hold me while I brush his teeth.

*Toothpaste.* And I but need a childish hand to lay me on Toothbrush's downy couch.

*Soap.* And I, oh what would I not give to be able to scrub his face and hands and body clean!

*Towel.* Ah! and I would help with all my heart, dear Soap! I'd rub and rub upon his skin and send Sir Dirt away!

*Water.* Nay nay! neither you, nor soap, nor brush, nor paste, can do aught for him if I help him not.

(*The QUEEN steps forward and leads her subjects in a health song. At its conclusion they march off singing the chorus.*)

#### SCENE II.

PLACE—*The KING OF FILTH'S domain.*

TIME—*A few hours later.*

#### Characters.

KING OF FILTH  
JOHNNIE SIMPSON  
KING'S SUBJECTS:

Slouch  
Dirt  
Untidiness

Whooping Cough  
Toothache

QUEEN'S SUBJECTS:

Water  
Soap  
Toothpaste  
Toothbrush  
Tidiness  
Towel  
Comb and Brush

(KING sits on throne. His subjects enter dragging JOHNNIE SIMPSON.)

King of Filth. At last I have thee in my power! Thy duty shall be to lead thy playmates into the same path that thou art now following.

Johnnie. But Sire, I cannot! When I want to play with them, they run.

Queen of Health (hidden in a corner unbeknownst to King of Filth and his subjects. Suddenly a voice is heard.) And well they might! Dear boy, if thou hadst only followed in the train of thy playmates, they would have no need to run. Come with me. Let me lead thee and put thee on the road to health and happiness, leaving this land of sickness and death behind us. My trusty helpers will teach thee how to live the right way and when thou hast done well, I will reward thee! My—

(All of this time the KING OF FILTH and subjects have been trying to locate the voice. When speaking the last sentence, the QUEEN steps in sight of all. As she finishes, the KING OF FILTH, overcoming his astonishment, interrupts her.)

King of Filth. My subjects, capture yon fair maid in yonder corner. 'Tis the Queen of Health herself, who has come abegging. (Queen escapes.) Johnnie, do thou not list to another word, but be off to thy duties!

Johnnie. Whither shall I go?

King of Filth. Have I not told thee once? Go with my trusty helpers, Sir Dirt, Sir Slouch, and Untidiness. Go! (As he speaks, his knights step forward to lead Johnnie away.) (They go and on their way meet a maiden with a toothbrush in her hand, followed by all the other subjects of the QUEEN OF HEALTH each carrying her own article according to what she represents. UNTIDINESS carries nothing, but stands a little distance from the others. Upon seeing the KNIGHTS OF HEALTH, the KNIGHTS OF FILTH run, leaving JOHNNIE and shouting, "The Queen's helpers.")

Water. Fair boy, use but this water to cleanse thy mouth from all the germs now hiding there. (She gives him a glass of water which he drinks.)

Soap. (Running in). I feared I was late, but I see I am not. (To Johnnie) Now, young man, we'll make thee clean. Wash thyself, see how fresh 'twill seem. Wash thine arms, and neck and face, then our table thou canst grace. (Whereupon JOHNNIE washes well.)

Toothpaste. Nay! nay! not till I have done my share. Comb and brush will do your hair (COMB steps up and combs hair.) Toothbrush and I will make your teeth as clean as yonder sparkling lake. (JOHNNIE brushes his teeth.)

Tidiness. Ah! but see how dirty is his suit. Run now and get dear Soap. (Turning to Soap.) You and Water will wash him clean. Then a nice little boy,

we'll have I ween. (JOHNNIE leaves with SOAP and WATER.)

KING OF FILTH, gathers his helpers together in a knights.) Stop! stop! What is the meaning of this? How dare you do such things in my domain? Away! away! and leave this boy alone. He is my prisoner, and shall do as I say. (The maidens go. To JOHNNIE,) Why didst thou not do as I bade thee?

Johnnie. Because I was unable to get away and, besides, I shall not stay in your domain any longer than I can help. Do you hear? Neither Toothache, Cold, Whooping Cough, Slouch or Dirt—or any of your helpers can keep me here now. I am off! I've had enough. Good day! (As he speaks he fights KING OF FILTH gathers his helpers together in a dejected manner and leaves.)

SCENE III.

PLACE—Schoolroom.

TIME—A few minutes before school opens.

Characters.

MISS STACY, the Teacher  
JOHNNIE

Miss Stacy. This Health Crusade is certainly a wonderful thing. But I do wish I could get Johnnie Simpson to join it. He is so careless and untidy! (Thinking all of this aloud.) Well, I had better make out my health reports. (She starts to work.) The door opens and in comes JOHNNIE neat and clean. (Looking up, sees him.) Why Johnnie Simpson! What on earth has happened to you? Am I dreaming? Is this you or some other little boy that I see?

Johnnie. Yes, Miss Stacy, it is I. I had an awful dream last night. Ugh! It surely made me come on the health side! I wish I could become a knight as the rest of the children have!

Miss Stacy. Don't worry, Johnnie. You will become one very soon if you follow these health chores for fifteen weeks. (The teacher hands him a health chart.) You must mark this every day as you keep the chores, and after fifteen weeks you'll become a Knight.

Johnnie. (Smiling) I'll do that, Miss Stacy.

SCENE IV.

PLACE—Schoolroom.

TIME—Fifteen weeks later.

Characters.

MISS STACY, teacher  
JOHNNIE SIMPSON  
CAPTAIN OF ROOM  
SCHOOL PUPILS

Miss Stacy. I have called a meeting of our club today to give Johnnie Simpson and all the other pupils their buttons, which signifies that they have become Knight Bannerets of the Modern Health Crusade. The captain may now take charge of the meeting. (The captain takes his place in front of the room. The pupils form in line with JOHNNIE at the head. They march to the CAPTAIN, kneel on one knee in front of him. He lays his sword on the shoulder of each child saying) I dub thee knight banneret of the Modern Health Crusade.

(At the conclusion of this ceremony the Health song.)



### The Battle Cry of Cleanliness.

(TUNE: *The Battle Cry of Freedom*)

1. Yes, we'll rally round the clean, maids,  
We'll rally once again.  
Shouting the battle cry of clean-li-ness;  
We will rally from the hill side,  
We'll gather from the plain,  
Shouting the battle cry of clean-li-ness.

Chorus.

Its clean-li-ness forever, hurrah, maids, hurrah!  
Down with the careless and up with the neat!  
While we rally round the clean, maids, we'll rally  
once again,  
Shouting the battle cry of clean-li-ness.

2. We are springing to the call of our King's Health  
chores once more,  
Shouting the battle cry of clean-li-ness;  
And we'll fill the vacant ranks,  
With the Health Crusaders now,  
Shouting the battle cry of clean-li-ness.

(Chorus)

(Note: This song was composed by a boy who has been over from Russia but a few years.)

The staging and costuming of the little play may be carried out in a more or less elaborate style according to one's ideas. One of the chief sources of our satisfaction was the simplicity of the accessories with which we put on the play. The children did the work after the suggestion was made that Manila paper be used for the costumes. Simple bands about six inches wide with the names of the characters printed on them were pinned on the breast and on the back of each player. The girl characters wore, in addition, a sort of paper apron pinned on back as well as on front with the same lettering as on the bands. Each wore a simple paper crown likewise lettered.

Each character representing the queen's subjects carried the article she represented viz: *Soap* carried soap, *Toothbrush* a toothbrush, etc.

The boys representing *Filth's* subjects were ragged and dirty and genuine specimens of "toothachy, whoopy-coughy boys." The *King of Filth* wore a dirty crown on the side of his head, and a garb suggestive of filth in its worst form.

*The Queen of Health* was "gorgeously" attired in cheese cloth robe with gilt paper crown and wand.

## The First Months with Beacon

Grace M. Shields, Primary Supervisor,  
Cedar Rapids, Iowa.

**A** CHILD first entering school is conscious of the unusual surroundings and feels strange and timid; his thoughts are occupied with the unfamiliar things about him and he is ever conscious of an out-of-place sort of feeling. The thoughts of home crowd in upon his mind and he wishes his mother would come and take him from this uncomfortable place.

The first thing for the teacher to do is to try to relieve this tension of embarrassment and put the child at ease, that he may begin to feel at home. His fears must be allayed and he must have some of the freedom his muscles have been accustomed to at home.

This done, it will be time to begin the real work of teaching the child to read. Reading is a complex process employing the voice, the mind and the eyes. Learning to read therefore cannot be accomplished in a day; weeks and months of effort on the child's part and patient instruction from the teacher will be necessary before the reading process can be mastered.

### The Beacon is a Two-Part Method.

With the problem fairly before us a clear understanding of the method to be employed is indeed necessary. The Beacon Method is phonetic method, but it is also a word-and-sentence method, the former being used to develop an ability to pronounce words, the latter to express the thought of a printed page. These two types of lessons are worked out separately at the outset, later they are combined as the child becomes able to read a story from the book.

#### PART I. Phonetic Teaching.

Phonetic teaching employs two important processes, teaching the phonograms and teaching children to blend these phonograms into pronounced syllables and

words. A phonogram is a written sound, any letter of the alphabet or any combination of letters representing a simple sound is therefore a phonogram if the sound, not the name, is expressed.

#### How to Teach the Phonograms.

The sound values of a few letters are taught during the first days of school. The teacher will find on the back of the phonogram cards little stories to be used in teaching the phonogram. The sounds of the letters are likened to those heard in nature or the routine of daily life. An apt illustration brightens the drill, helps the child to get the sound correctly, and aids in its retention. The teacher must prepare to tell, not read, this story in a way to attract attention of the little people. As she reaches the climax of this story which is the sound of the phonogram she is teaching, the letter is written on the blackboard or shown from the card and presented as the *picture* of the sound taught. Thus the letter *r* is presented as the picture of the sound made by the cross dog and it says *r* (give sound) thereafter to the child as he studies to pronounce the words containing this letter. Children love to imitate sounds and a knowledge of the sounds of the letters is essential if the mechanics of reading is to be mastered.

In presenting a phonogram the teacher, who is the child's model for the first few years of his school life, must set a good example in clear enunciation by pronouncing it distinctly, in full view of all the pupils, that they may have opportunity to observe and get the sound through imitation.

#### How to Teach the Blending of Sounds.

The next step deals with the blending of these sounds into words. First, the initial phonogram is blended into the vowel by an attempt to pronounce

the two together. The organs of speech are first placed for pronouncing the consonant and the vowel sound is then added in quick succession by a single impulse of the voice. The *r* is made to blend with *a* as *ra* is pronounced. *Ra* is then made the base or unit upon which *ran*, *rap*, *rag*, *rat*, and *dram* are built.

The teacher who uses the Beacon System correctly will find that she has very little talking to do. Her work is to make rapid combinations of phonograms, to listen intently, and to make instant corrections. The eye will often detect an error of sound before the ear catches it. If the mouth is open when *m* is to be sounded, the child is probably sounding *n* instead of *m*.

### The Use of Games and Plays

In the phonetic work introduce games and all the elements of play whenever possible. All children take great delight in making and solving game problems. Make the game drills like the games they play at the play hour, in the spirit in which they are carried on. In these games there is little waiting. Action is everything. The nearer the approach to this ideal in the game drill the more definite will be the results.

### What to Teach in the Fall Term

The five groups of short-vowel helpers are developed during the fall months. Each group comprises eight or ten consonants blended in turn with a short vowel, and used as units to which a consonant is added in forming a word of three letters. Later these same helpers are the keys used for the pronunciation of the words as they occur in drill exercises or in the reading lessons. In the recognition of each word the first two sounds, viz: the *helper* is to be made the prominent and most familiar part. For this reason it is vitally essential that absolutely automatic and mechanical recognition of the *helpers* be acquired by the daily drill.

These units, or helpers, are also used in the blending of other words in which the short vowel is followed by a consonant digraph, *wi-sh*, or by two single consonants, *mi-st*. They should be carefully learned by the children as their use in the pronunciation of the monosyllables containing a short vowel is most frequent.

In several of these monosyllables two consonants appear before the vowel, *cli-p*, *dro-p*, etc. For such words the method of attack is unchanged; both consonants blending with the vowel to form the new helper. It is used as a base for word building just as with the original group of helpers, thus: *ski-p*, *ski-d*, *ski-ll*, *ski-n*, *ski-m*. The habit should be fixed here and now of always reaching through the vowel for the helper. The children should think of the sounds of the two initial consonants, then pronounce them with the vowel, as "*cli*."

As the winter term opens, we find that the children are able to pronounce practically any monosyllable containing a short vowel with ease and accuracy. Since a large percentage of the child's reading vocabulary are words of this class, the number of other words which are to be taught as forms is relatively small. By mid-year the young readers are in possession of a vocabulary large

enough to enable them to read several simple classic stories with but little assistance from the teacher.

### Part II. The Word-and-Sentence Part of this Method

is carried on side by side with that part above described. The early lessons are drawn from the common home experiences, very familiar to the children. In conversation with the teacher, the kitty, the doll, the baby, are utilized for discussion and soon the children are telling of their pets and playthings at home. In these conversational lessons words are developed and sentences formed which will enable the children to read these beginning stories from the Reading Chart and from the Beacon Primer.

The aim of all reading is the apprehension of the thought and feeling expressed on a printed page. The realization of this aim depends upon: (1) the thorough mastery of the mechanics of reading, (2) the ability to get the thought rapidly, accurately, and comprehensively. In the reading period children should not be allowed to point or pronounce each word by itself, calling words in a jerky, disconnected way. This kind of reading is the result of focusing attention on individual words. A child should not be allowed to read orally until the words are recognized and the thought obtained. Even in the very first sentences that the child reads, word-calling should not be accepted for thought reading. That reading must express some thought or idea should be kept uppermost in the mind and can be accomplished by using commonplace material for the earlier lessons, and by developing only words already in the child's spoken vocabulary.

### Exercises for Expression

will be found necessary and helpful. The children should always have the thought of the sentence before required to give it orally. If any child expresses the notion that the reading may be improved, allow him to show how the sentence should be read. Let different children read the sentence, showing their interpretation. The big point to insist upon is phrase and sentence unity.

### Application of Phonics in the Reading Lesson

As soon as a little freedom in the reading work is established and the early lessons in phonetics mastered, application of the phonics in the reading exercises should be begun. Considerable practice is necessary before the pupil is able to make use of his knowledge of phonetics as he reads. This practice is provided for in the Beacon Primer, page 35, and should be given special attention.

### In Conducting a Drill Exercise in Phonics

the teacher stands at the right of the Chart as it hangs suspended against the wall and covers the final consonant of a word as she asks for a helper; then she uncovers this letter as the children pronounce the word. Quick responses are necessary in these exercises; to allow the lesson to drag is fatal to good results. The work should be rapid, snappy, and animated. Concert work cannot be used to advantage. Individual drill gives individual power. About one-half of the reading time of

each day should be given to phonics during the first half year.

The lessons on the Reading Chart are clearly planned and easily taught. This Chart should be concluded in about three months and the Beacon Primer, Pages 17-35, for which the Chart prepares, should be read. This work is done without reference to or use of the phonics taught. But on page 35 of the Primer the application of the phonics in the reading exercise is begun. This is a difficult step for the learner and he will necessarily proceed slowly at first.

The first twelve pages of the Phonetic Chart should also be covered during the first three months of school, so that the class will have learned to pronounce the short-vowel words of three letters before attempting to read pages 35 to 46 of the Primer. These pages should not be attempted until the children have acquired considerable phonetic power. As soon as page 35 is reached both in the work from this page to page 46, and in all work in other primers, the phonetic facts and

principles then known by them should be applied. Teachers are sometimes prone to hurry the reading work at the expense of the phonics. This practice should be carefully avoided, otherwise the class will be unprepared for phonetic reading in the Primer when it is reached, and the work will of necessity drag.

#### Use of Supplementary Readers

After the completion of part one of the Beacon Primer easy supplementary primers may be used. If at any time the interest wanes it is a sign that the lessons are too difficult. In reading from a supplementary book the child should not encounter phonic words that he cannot solve. Two or three supplementary primers may be begun at the same time and read in rotation. This method provides for a large amount of evenly graded reading material suitable to their comprehension. The supplementary texts should always be a little easier than the basic text and the phonetic work should be kept well in advance.

## Special Days in Rural Schools

By Mary Eleanor Kramer, Agricultural Extension Department, International Harvester Company, Chicago, Illinois.

### CORN DAY.



Directors of the School Bringing Their Corn to School to be Tested



The Proper Way to Hang Seed Corn

**I**N following the new rotation plan for vitalizing the teaching of agriculture in rural schools, much of the work of the first or "Growing Things" year, is done in the fields.

The pupils delight in these field trips; it is a new and novel method of study. They learn by doing.

Missouri was the first state to officially adopt the rotation plan. Here the work has been done for two years in 200 rural schools. Mr. Albert Leonard, one of Missouri's most able teachers here tells something of his first year's work:

"We began the work by the study of corn. We weighed one good ear and wondered how much a field would produce if each stalk would produce an ear like that. When this was figured out it showed there was something decidedly wrong because our fields were not making more than a third what they would if every stalk was producing a good ear. We

decided to look at a field and see why the yield was so poor.

"The pupils enjoyed the field work and decided to each get a stand of the corn from some other field in the community. We spent some time figuring up our reports and learning how to figure the per cent of the stands.

"By this time interest was thoroughly aroused. We decided to make a survey of the districts. Farmers wanted us to come to their fields and count their stands. We went thru more than fifty fields ranging from twenty-nine to eighty-four per cent.

"After we had gone through most of the corn fields in the community and had convinced most of the farmers that their stands were poor we started to learn why they were poor.

"We found from our own surveys and the surveys

made by other teachers of the state that about one-seventh of the corn stalks in Missouri were barren. This led to many interesting problems concerning how much the state, county and community were losing. Farmers and teachers both agreed that there must be a reason for this barrenness when the barren stalks had the same chance as the other stalks.

"The most I could do was to explain the theory of pollenization to the farmers and pupils, and show them how corn from fields of barren stalks this year would make barren stalks next year. Also we noticed that barren stalks were sometimes later than the others. This caused the people to see that the seed was probably weak and slower to grow. This led to discussions on freezing of seed corn and allowing seed corn to heat in the earth.

"In order to create interest in our school and to interest other in the work we took advantage of every opportunity to let others know what we were doing.

"We had a Corn Program or Corn Day in October. As a result two men living several miles away wished that I had held the Corn Program earlier so that they might have picked their seed corn before they cut up the corn. One of these proved his good faith by bringing his corn clear over to the school to have it tested the next spring."

### SUGGESTIVE PROGRAM FOR CORN DAY.

- Lecture on Corn. (Using Corn Chart if possible.)  
 Demonstration—HOW TO HANG UP SEED CORN. (See illustration.)  
 Demonstration—How To Test Corn, By Sawdust Germination Box.  
 Demonstration—How to Test Corn By Rag Doll Seed Tester.  
 How to Cultivate Corn.  
 Reading—Whittier's Corn Song.  
 Corn Pests—The Corn Root Worm.  
 Corn Pests—The Corn Root Louse.  
 The Silo versus Fodder.  
 Reading—The Huskers, Whittier.  
 Corn as Human Food.  
 Corn Commandments:
- 1 Thou shalt test six kernels from every ear of corn intended for planting.
  - 2 Thou shalt grade thy seed corn for the planter.
  - 3 Thou shalt harvest and properly store the seed corn before freezing weather.
  - 4 Thou shalt improve thy seed corn by selecting the 100 best ears.
  - 5 Thou shalt not import seed corn from a distance.
  - 6 Thou shalt rotate thy crops.

### A SEED AND WEED DAY.

**NOTE:** In Prof. P. G. Holden's rotation plan for Vitalized Agriculture, field days play an important part. Now as the weeds are seeding, is a good time to study weeds, and a field day is the proper way to do the work. It may be made a picnic excursion in which the entire community may join. A study and collection of weeds should occupy the morning. A noon-time luncheon may follow this, and a general program fill the afternoon. Suggestive subjects for this program are here given but other topics may be substituted.

**Weeds:** "The Robber Crop."

#### Why We Should Keep Weeds From Seeding:

1. Because they reduce crop yields.
2. Because they shade, crowd and dwarf grain crops.
3. Because they increase the cost of harvesting.
4. Because they lower the selling prices of farm products.
5. Because they reduce the net profits of the farm.
6. Because they lower the selling price of farms.

#### Native Weeds:

A list of the weeds found in the morning field-trip.

Open discussion of these weeds, manner of seeding, why they are injurious and methods of eradication. Samples and descriptions of seeds. Annual biennial or perennial.

#### How To Prevent Weeds From Seeding:

1. By rotation of crops.
  2. By careful cultivation of crops.
  3. By using weeder, spike-tooth harrow and cultivator freely in all cultivated crops.
- Open discussion in which all farmers present are invited to join.

#### Weeds Poisonous or Harmful To Animal Life:

1. List of such weeds in immediate locality.
2. Discussion on eradication.
3. Study of seeds of these weeds and how to recognize them.

#### Medicinal Weeds of Vicinity:

1. List them.
2. How to recognize seeds of these weeds.
3. Their uses.

The reputed medicinal virtues of plants were much better known in early New England days than at the present time, or, at any rate, more attention was given them than at present. A knowledge of this variety of weeds is important.

#### Edible Weeds:

Many weeds are edible and are used as pot herbs, salads, "greens," etc.

The country people recognize the food values of these weeds much more readily than do their city neighbors. The dandelion however, has become a city favorite and commands a high price in the city markets. Following is a list of well-known edible weeds:

Dandelion, cowslip, milkweed, purslane, horseradish, watercress, nettle, plantain, curled dock, golden dock, patience dock, burdock, scurvy-grass, early wintercress, pigweed, bellwort, false solomon's seal, white mustard, samphire, glasswort, ferns and brakes.

Of these the salad weeds are:

Watercress, scurvy-grass and early wintercress, the remainder pot-herbs or greens.

1. List edible weeds of locality.
2. Discussion of food values.
3. Methods of preparing weeds for food. By housewives of the community.

**How Weeds Are Introduced Into New Localities:**

1. In Seed Grain.
2. In Grass and Clover Seed.
3. In Commercial Grain.
4. In Screenings.
5. In Feeding Stuffs.

**Some Weed Facts:**

1. Germination of weed seeds vary. Weeds

- have been known to sprout after being buried in ground as long as twenty-five years.
2. Weeds have greater powers of resistance and greater vitality than cultivated crops.
3. Weeds consume the mineral and other food elements essential to a crop.
4. Weeds are injurious because they harbor parasitic fungi.
5. Weeds are injurious because they harbor insects.

## Lesson Plan for the Study of a Poem

*By Grace M. Davis, M. A., Leland Stanford University.*

### THE STAR SPANGLED BANNER

#### Subject Matter

#### A. Aims:

1. To store the memory with a fund of patriotic melodies which are the heritage of all American children.
2. To develop intelligent respect for, and loyal devotion to, the flag as the symbol for which Americans have suffered and died.
3. To saturate the minds of the children with this passionate patriotism in verse as a means of loosening their minds from stolidness and emotional repression.
4. To stimulate the imaginative faculties to grasp clear cut images.
5. To increase the working vocabulary.

#### B. Organization of Subject Matter:

1. The Apprehensive Watcher.
  - A. Anxiety felt at dawn for the safety of the flag.
  - B. Assurance of safety given though the night by rockets.
2. The Apprehensive Watcher Rewarded.
  - A. Gleam of Confidence at sight of the half-concealed flag.
  - B. Increased joy at the certainty of the safely-flying flag.
  - C. Fullness of joy at the sight of the clearly-disclosed flag.
3. The Apprehensive Watcher Assured of Continued Safety.
  - A. Safety dependent upon devotion of freemen.
  - B. Safety dependent upon aid of the Supreme Power.
  - C. Safety dependent upon justice of America's cause.

#### C. Preparation of Subject Matter:

1. The collection of such illustrative material as will make memorizing an intelligent process. "The National Geographic Magazine" for October 1917 is a flag number. The articles, "The Call to the Colors" in the March number, "The Health and Morale of America's Citizen's Army" in the April, 1917, are valuable for illustrations. In the magazine for April, 1918, the article "The Gem of the Ocean" contains pictures of our navy. "The Red Cross Magazine" for October, November, December, 1917, and January, March, April, May, June, 1918, has excellent illustrative material. Consult histories for pictures of Betsy Ross the flags at different stages of growth, the fort, etc.

2. Collect a number of stories showing how men have died for the flag. Use histories for earlier stories and the letters in "The Red Cross Magazine" for heroic deeds of the present war.

3. Gather flags of other nations for comparison.
4. Arrange a small table with supplementary material such as the dictionary opened at the flag page, supplementary readers, etc.

5. Refresh the mind with the historical and emotional atmosphere.

6. Give the preliminary assignment.

(a) To establish a correct emotional state of mind, tell the story of Key's vigil and then ask the children to put themselves in his position as you read. Put plenty of fire in the reading and let the voice thrill with longing in stanzas 1 and 2 and vibrate with assurance in stanza 3.

(b) To connect new facts with old, marshal the older knowledge by definite, sharpshooting questions. What does a flag stand for? Who made the first American flag? What did that one look like? In what ways did it differ from the one Key saw? Look over those pictures on the table and come prepared to describe the difference. Do states have flags? When did the United States become a nation? How long was this song written after that? What was this war about? Who won it? What relations have existed between these nations ever since?

(c) To aid in the interpretation of subject matter, ask; In what person is this song written? Have you ever seen a rampart? Be prepared to draw one on the board tomorrow. How can a flag fly "galantly"? Define "towering." Describe a flag blowing "fitfully." If this is not clear, illustrate by the use of a flag. What is a "gleam"? Why is "Power" capitalized? What is the difference between "made" and "preserved"?

(d) To set the imagination to work ask the class to be ready to describe three pictures, pointing out the details for the foreground, the background and indicating the colors to be used.

(e) To increase the vocabulary, ask the older children to bring to class lists of words that indicate time, colors and synonyms for flags.

#### Method

#### A. Aims:

1. To vitalize the song before it is memorized so that it is no longer a group of words to be learned parrot-fashion, but an emotional heritage, rich in beauty, suggestiveness and passionate patriotism.

2. To cultivate reverence and devotion (abstract qualities) by moving from the concrete (the flag and one man's loyalty to it) to a general application of patriotism.

3. To check materialistic views of life by enabling children to learn and repeat intelligently an idealistic message until through delight in melody they pass into feeling with the author.

4. To fill the mind with vivid images of color and sound that are easily grasped as a point of departure for later and more abstract mental pictures. To do this, use constant repetition and insistence upon details.

#### B. Preparation:

1. In order to attract the attention from previous class work and to focus it upon this poem, lead gradually to the subject matter by introductory questions: What is this song about? Who wrote it? Under what circumstances? What were his feelings? Why did he feel that way? Have we studied any other poems about the flag? Why do you think so many men wrote about the flag? When you see a flag, what does it make you think of? Do men ever die for a flag? Why? Do you think Key was willing to die? What makes you think so? Describe the flag Key was looking for. Compare it with the present flag.

2. Discuss the poem in detail, first hearing the answers of the preliminary assignment. Have the flag of 1777 and the flag of 1812 drawn on the board. Be sure the word "rampart" is understood by asking for mental pictures of the flying flag. Hear a number describe the three pictures, asking the class to choose the best giving their reasons for their choice. Have them suggest suitable names for the pictures chosen. Compare the word lists. Then ask for other synonyms not used by the author. Have a list placed on the board for future reference. Discuss words used in an unfamiliar way; "Perilous, gallantly, deep, haughty, host, towering, steep, glory triumph." Dwell on image-making expressions. Why does twilight "gleam" rather than "shine"? Why does the poet say "streaming" rather than "flying"? How many men would it require to make a "host"? What expectation makes an army "haughty"? Is that a good word to describe the Allied or German army? What would be a good word for the American army? What kind of a silence is "dread"? Name as many other kinds of silence as you can. What are some of the desolations of war? How can brave men stand between them and the land? Discuss Belgium's attempt. Show how the American army and the British navy protected us from "war's desolations." Why is America a heaven rescued land. How did God make us a nation? How has he preserved us? Why was our cause just? Where do you find the motto "In God do we trust"? Upon what does Key say we are to depend for safety?

#### C. Development:

1. After the children have been forced to see that the words are rich in meaning, and the attitude has been changed from passive to active interest, proceed to deepen pictures by dwelling on those ideas which bring out the patriotic thought and express deep feeling.

(a) Contrast dawn's early light and twilight's last gleaming. Discuss the colors in the sky, the emotions of the individual, etc.

(b) *Whose broad stripes and bright stars.* Show the various pictures of the flags using the chronological order to show growth. Conclude with the picture of the living flag. Explain why stars and stripes were chosen. Discuss the symbolism. Several explanations are given in the "National Geographic" for October, 1917. Give the last paragraph of Franklin Lane's speech on "The Makers of the Flag."

*O'er the ramparts we watched were so gallantly streaming.* Show the picture of the fort. Show the flying flag in June, 1918, "Red Cross Magazine."

*And the rocket's red glare, etc.* Show the colored drawings of ships under fire in the October, 1917, "Red Cross Magazine." Have the class tell of their brothers' and friends' experiences under barrage fire. Use some of the collected stories to show how the bursting of bombs was the only means of knowing how the tide of battle went.

*Oh! say, does the star-spangled banner yet wave, etc.* What state of mind was Key in as he wrote these lines? Have any of you heard your brothers explain how they felt when they were not sure of victory? Tell some of the stories on this theme. Explain that this indecision never leads Americans to despair but drives them to determination. Explain the attitude of Britain and France when victory was denied. Contrast with Germany's acts under like conditions.

*Through the mist of the deep.* Why wouldn't you say "fog on the sea"? Compare the color scheme here with that of "the dawn's early light," the "twilight's last gleaming," "bombs bursting in air," "gleam of mornings first beam," "full glory." Describe this night from twilight until sunrise. Make the pictures glow through carefully chosen words.

*Haughty host.* Point out the alliteration. Show pictures of armies. Compare those of Washington's army with that of General Pershing's. Show the German army entering Brussels. Compare it with the American Army entering Paris. Get the children to see what in the bearing proclaims one a "haughty host."

*'Tis the star-spangled banner, etc.* Contrast the joy of this chorus with stanza one. Read the soldier's letter on page 71 of "The Red Cross Magazine" for June, 1918. Show that this is a prayer to be sung reverently.

*War's desolation.* Show what war's desolation meant in 1812. Review the story of the burning of Washington. Show pictures of the present American army in France standing between us and war. Ask; What should be our attitude toward that country for which they sacrificed so much? Strive here to make the impression of sacrifice as an evidence of patriotism a deep one. For older children show actual war scenes; for younger show the children of ravaged lands.

*Heaven rescued land.* Point out the events which prove this a heaven made, preserved, rescued land. Mention the Pilgrim fathers, the conflicts with the Indians, the Revolutionary War with heavy odds against us, the adoption of republican principles in the Constitution, the peril-fraught days of the young nation, the war with England in 1812, the Civil War, etc.

*In God do we trust.* Show a coin with motto. Compare this with the German motto "Gott mit uns." Explain the difference between dependence upon God and claims of Germany.



2. After the details of the poem have been forced thus into bold relief, reread the poem to leave it as an artistic unit.

3. Then compare it with previously read poem "Hail Columbia." Point out similarities of emotional atmosphere, of similar patriotic devotion, of similar American ideals of liberty and justice. Compare actual similarities of expression. "Heaven-rescued land" with "heaven-born band"; "rude foe" with "haughty host"; "In heaven we place a manly trust" with "In God do we trust"; "freedom's cause" with "land of the free." Get class to begin to make a list of American aspirations using the words of the poems as they study them. In this way the golden thread of the ideal can be clearly indicated.

#### D. Application:

1. Ask the children to explain how young people can make this a "land of the free and the home of the brave." Draw out their opinions as to what obligations the flag's protection lays on each one. Care of school property etc. may be the lessons drawn.

2. Have the younger children model a rampart and stick upon it the American flag. This may be done either in clay or on the sand table. The primary

pupils may also model flags and color them with water colors.

3. For older students have the circumstances of the writing reproduced for the language lesson. Have them imagine they are exchanging letters with French children who in turn will explain how their national hymn came to be written.

4. Have the song carefully copied in the memory book as an exercise in writing and spacing on unruled paper. The older students may attempt a flag fluttering amidst bombs bursting in air. For the younger have a line of flags across the top of the page.

5. At the end of each day have the "Retreat" ceremony. Explain the usage in the American Army. Then salute the flag and lower the colors while the "Star-Spangled Banner" is being sung.

6. This may be used in various ways in a program. Columbia may sing it as Betsy Ross presents it to her; it may be sung to Columbia by a number of pupils equalling the states in the Union in 1814; it may be sung by a Boy Scout as he raises or lowers the flag; it may be sung by a concealed chorus as Columbia enters the stage with a flag; it may be sung by the school.

## Teaching Handwriting

*F. F. Von Court.*

**L**AST month we discussed Principles, Standards and the work to be done in the First Grade. It will be understood that by the term First Grade, we mean any pupil who cannot do this work, no matter what his age.

From now on, the growth must be gradual, until the sixth grade, when we should be ready to drop formal class work. If the writing is not in such shape that we can do this, we have been giving too much time to movement drills, and not enough to accurate forms, and speed. Neither the movement nor the drills are of such importance that we can afford to waste much time on them.

### Second Grade

Review all of the small letters and figures, and teach all of the capitals. Do not try to control the size except to keep it from being too small. Give them words to practice from their spelling lesson. Write a simple word for a minute. How many letters per minute? The range should be from 30 to 42, and the median 36.

### Third Grade

Here is the first place I should advocate teaching any arm movement. It will help swing across the page, but they will not use much if any in making letter forms. They should have it *to use* however, if they want it. Have them lay the arm on the desk, palm of the hand down. Now curl the fingers under so the tips touch the desk and the hand rests upon the tips. Push the arm from behind the elbow to move the hand forward. Now write with the whole hand, the fingers acting on the paper as pencils. Write a small word this way.

Now take the pen, and let both the nails and the pen write the letter. Do not waste time on ovals and other movement drills. That they have no value in teaching writing has been definitely proven. Indeed, in some classes the pupils were retarded by their use.

Select words from your spelling lesson for daily practice. Keep accuracy in mind, but speed them up. The speed range of this grade is from 40 to 56 lpm, and the median is 48.

### Fourth, Fifth and Sixth Grades

At the beginning of the year you should have built your interlocking standards from the first to the eighth grades. This will tell you what form and speed values you must have from grade to grade. The speed median should be: in the 4th, 60 lpm (letters per minute); 5th, 73 lpm; 6th, 88 lpm; 7th, 110 lpm; 8th, 122 lpm.

Do not be surprised if you are away below these values. We have been wasting time perhaps on movement, while form and speed were neglected. We must get back. Not all at once, but by a gradual growth. Do not let the form suffer in these speed tests. The two go hand in hand.

To those who had hoped to see drills and exercises in these two articles, let me say that these two features of our present writing are doing more to cause wild, erratic writing than any other agency. This was not intended as a course in writing, but as a guide for earnest teachers who have worked hard trying to follow some book, and now need to get back to sensible teaching.

Keep in mind that you must first teach the child to *see* the letter, but as time goes on that letter becomes part of the writer, and about the sixth grade no thought need be given to the letters. The writer simply sees the story and the words and letters come to him as reflexes. This is our reason for getting accurate forms in the first year. It becomes part of him, and along in the third year he begins to use it slightly as a reflex, but if we give the first years to movement drill, the reflex is often deferred even beyond the grades.

# Telling Stories from Pictures

By Mrs. Ina Lockwood.

## THE HELPING HAND

**T**HE "Helping Hand" is especially suitable for the first three grades and is only one of the many from which to select. During the year suggestions will be given for Picture Study and How to Tell Stories from Pictures.

Let children just enjoy the pictures and come to love them. They will enjoy giving names to the actors in the picture—as, Peter Gardner and his Granddaughter—and new titles might be suggested for the picture.

### Telling the Story.

The following is suggestive as how to proceed when attempting to get children to tell stories from pictures.

Place a picture on the desk in front of each child—picture side down.\* When the command is given, each child picks up his picture and looks at it—one, two, three minutes. The teacher says to the child, "Tell me a story."

First Child: "A little girl and her grandfather went out for a sail one summer afternoon."

Second Child: "Her grandfather was a fisherman."

Third Child: "Her name was Mary."

Fourth Child: "Mary helped her grandfather row the boat."

Fifth Child: "Her grandfather was a pleasant man and loved Mary."

Sixth Child: "The kind old man called Mary his 'Helping Hand.'"

Each one of these statements is a composition. The story can be extended until each pupil in the class has made a statement. By this method the child gains ability to stand on his feet and express himself.

During the first three years, very few suggestions should be made by the teacher. After the third year, no suggestions are to be made. The only directions necessary are, "Write me a story." In the first three years it is, "Tell me a story."

In the first three grades, do not say anything about the artist. This belongs to "Picture Study."

It will not be a composition if the child hears one word about the picture. You are not after "Reproduction Stories." Twenty words of the child's very own are worth pages of what the child remembers of what the teacher said.

We want as many stories as children in the class. The mission of the picture is to suggest a composition. One fact the teacher must ever keep in mind: An original story suggested by the picture is wanted, and not what the child remembers of what the teacher said.

Later, this same picture can be used for "Picture Study." It is not too far beyond the range of the child's appreciation and understanding. It appeals to the interest of the child, portrays life and ac-

tion, and contains a human element. It is also a work of art. These are important factors in the selection of a picture for study.

### Outline for Picture Study.

Place: Coast of New England. How is this told?

Time: Summer. How is this shown?

Time of day: Describe the appearance of the sky and the shadows.

Actors: Where are these people going?

The nets and clothing of the old man make their errand evident.

What relation do you think the man is to the little girl? The age of the man and the idolizing way in which he looks toward her, show us he is her grandfather.

Why does he have to row the boat? Why not use his sail?

Look at the old man's queer hat. It is larger behind than in front. Why is the hat made as it is? He fishes all day and it might rain. The rain would not be pleasant to have in one's face; it would be much better to have it run off on a rubber coat at the back.

How is the grandfather dressed? How is the little girl dressed?

Compare man and child. Contrast in age: The little maid with her fresh smooth complexion and the old man with his furrowed, weatherbeaten countenance.

Observe how the old man grasps the oar with sturdy strength and braces himself for the long pull. This is quite different from the delicate touch of the granddaughter. Note the good-natured smile with which he watches her.

What do you infer from the attitude or expression of the persons in this picture?

After the children have told the story which the picture suggests, and later made a study of the same picture, gaining therefrom the idea or situation the artist portrayed—and having learned a few interesting things about the life of the artist, they will need no special drill to fix it in their memory. They have gained their knowledge through interest; therefore, the picture will never be forgotten.

After considerable study along this line, they will not only learn how to describe or write the story the picture suggests, but also to judge their worth and learn how to select the best among the world's great paintings. Through the children these pictures will find their way into the homes and bring pleasure and profit, for good pictures aid in character building.

(Next Month, "The Gleaners," by Alice Florer, correlating with the Study of Thrift.)

## Finding Oneself

By E. W. Cameron, General Agent Northwestern  
National Life Insurance Company.

**W**E permit so many hindrances in our lives—circumstances, environment, our lack of education, our poverty, all these things fetter and hamper us till we are held down to positions of mediocrity as by a weight. Fear controls our actions. We don't dare branch out; we have a longing to pursue some special line that appeals to us and for which we feel a natural gift, but we are afraid. We forget utterly that Nature planted these longings in our hearts as guide posts to help us in our choosing; and so we have carpenters who should have been musicians, and we have dry goods dealers who should have been artists—and thus we account for much unhappiness, much daily slavery in accomplishing appointed tasks, all of which might have been turned to joy.

We can never make good with Art or with anything else we do unless we put forth our very best efforts—this frequently includes the utmost sacrifices, both of comforts for the time being as well as pleasures and pastimes.

If a thing is worth having, it is also worth paying for. The lives of famous men and women have their lesson for you and me; all have sometime during their lives drunk the dregs of despair from the cup of life and therein learned the value of giving the best that is in them to everything they do for the service, rather than for the compensation, more for the art than for what they might benefit.

More and more people around us are dedicating their lives in service for their fellow beings, and this ideal has its own reward; for in giving their lives for their fellow beings, they find it.

When one is nearest the purest inspiration, he is often most completely discouraged with himself.

It's horrible to be in the deathly, chilly grip of fear—life and hope and joy are crushed out of us and we get through with our work much as the slaves of long ago under the lash of the overseer. This isn't the way to work. This was never designed. It is our own cowardly natures that hold us to the uncongenial task.

### COUNT THE BOYS

If you would get a test of the efficiency of a school system, count the boys in the upper stories. Boys succumb more easily than girls to unjust or flabby work in school; boys have more inducement to leave than girls have; boys are more exposed than girls to influences that work against the school; boys are more likely to be withdrawn from school than are girls. We say that they are withdrawn to help keep the wolf from the family door. This is sometimes true. It is oftener true that they are withdrawn to keep them from becoming an actual burden on the family. The teeth of the suppositious wolf grow very dull when the boys are keenly interested in their school work, and are making every moment tell for improvement. The string of withdrawal is not on the diligent boy, it is on the boy who is beginning to grow limp; and parental wisdom never did itself more credit than in the withdrawal of such boys. The wolf bogie serves as the excuse, not the cause. Nothing is more fully established than the fact that parents will make the last sacrifice to keep in school the boys who are doing well there.—John Kennedy, in Western Teacher.

### THE TEACHERS' UNION

From "Courier News," Fargo, N. D.

No more hopeful movement has appeared in the northwest than the organization of a teachers' union at the Agricultural college, and its prospective spread from that institution over the state. Without education democracy will perish. The appalling ignorance displayed in certain sections of North Dakota in the recent election—an ignorance that would accept as fact such crude lies as those of free love and the

confiscation of farms—shows how great is the need even here for a much better education.

But better no education than a wrong education. Germany has shown the evil that can be wrought among a people by an education imposed from above. America must have nothing to do with such education. Yet, in the light of the new democracy, we discover that our schools are autocratic in administration. Powers of educational life and death over the teachers are possessed by the superintendent, who in turn is the creature of a school board, in the election of which little if any democracy is present.

If we are to have a democratic education we must have a democratic educational system. This can be brought about only as the teachers are given a voice in the control of the schools. Better salaries must be paid, but better salaries will be paid, as soon as the teachers win a voice in control. They are as ill-paid as they are today, and as little regarded by superintendents and school boards, only because they have held themselves too cheaply. There is only one way in which they can make their power felt, and that is thru organization.

North Dakota is not a pioneer in teachers' unions. The idea has been spreading fast in the past year or so, not only in the United States, but in other lands. Organization, of course, will not automatically solve all problems of education. In the beginning it is likely to lead to considerable turmoil and bitterness, as the effort of workers to secure higher wages and a voice in control always does. But in the end organization will make education democratic. And organization is the only power that can free education from such autocratic control as shall destroy democracy in America, and lead in the end to such ruin as now is seen in Germany.

# Department of Research and Efficiency

*Purposing to assist in the investigation of educational questions pertinent to rural and graded schools, and to offer solutions as they have been worked out.*

## Organization of Teachers

By James E. Russell.

Dean of Teachers College, Columbia University.

The obvious outcome of the World War in education is that schools more than ever before are agencies of the State. The need is for better and more patriotic citizens. More and better education is the only certain means of getting a better citizenship.

The greatest obstacles to the Americanization of our schools are the traditions affecting the employment remuneration, and qualifications of teachers. The teacher as a civil servant whose foremost duty is the promotion of the welfare of the state is a new conception in American life. Time was when the teacher was a chattel sold in the open market, or a private tutor employed to give instruction in subjects selected by parents, or an adherent of some church whose chief qualification was his ability to safeguard the tenets of his sect. Now teachers are employed by boards of education of a district or city under rules and regulations only slightly limited by state laws. And despite all laws enjoining it, the principle that education is a function of the state is scarcely recognized; practically the conduct of schools is a local enterprise, controlled by petty officials who are ever biased by local interests and personal prejudice. The teacher is in reality the employee of the local board, and as an employee, is subjected to all the vagaries of local pride and prejudice. To overcome these faults, some of our states have created laws to protect the teacher and define his work, but an individual teacher, no matter how just his cause or how patriotic his intent, has little chance of being heard, if his desires run counter to the whims of the local board. Group action seems to be the only way to progress in a democratic state.

The tradition that a teacher is an employee of a family or institution or community, to give such service as the employer wants, is responsible for the practice of hiring teachers in the cheapest market. When teachers are paid less than janitors, milkmen and street cleaners, it is obvious either that sweatshop methods prevail or that the services given are of little worth. Whether a person's service is worth much or little depends upon his vocational skill and his will to work. Back of technical ability lies knowledge. The person who knows what to do and how to do it, is an artisan, a trade worker; he who also knows why he does it, and in his doing is guided by high ideals, is a professional worker. By tradition,

teaching is a trade; we hope to make it a profession—not merely for the well-being and comfort of teachers, but because the country has need of instructors possessing culture, technical knowledge and professional skill who will patriotically devote themselves to the service of the nation. In the Americanization of our public schools we need professional experts, and it is the duty of those who know the kind of expert service needed, to use all honorable means of securing it.

When teachers are regarded as employees, it inevitably follows that their services are measured in terms of private interest rather than public good. Tenure of office, remuneration and vocational advancement are all conditioned upon satisfying their employers. Resistance to official demands, however unreasonable, and advocacy of reforms, however desirable, are alike dangerous experiments, when the take-it-or-leave-it policy of employment is in force. Under such circumstances, co-operation for any purpose except mutual protection is hardly to be thought of. So it happens that the individual teacher is left to himself to ply "the sorriest of trades."

Once grant, however, that the Americanization of our public schools calls for expert leadership, and that the methods used and the ends sought are not subject to private control or local bias, and you put teachers on a different status. Not only is a premium put on culture, technical knowledge, and professional skill, but it becomes a patriotic duty to realize the highest professional ideals in the training of American citizens. The individual teacher will find inspiration and renewed courage in the consciousness of marching shoulder to shoulder with his fellows in the mighty army recruited to fight the battles of civilization and modern democracy.

The time is past, it seems to me, when teachers should be dissuaded from group organization. The war has made some kind of organization inevitable in that it has given to teaching a new objective and to teachers a new consciousness of kind. The new patriotism, founded in justice and devoted to freedom, must be imprinted on the coming generations. It is this sense of overwhelming responsibility that is forcing our ablest leaders to devise ways and means of unifying the latent strength of the half-

million teachers in the country. In this effort, they are but following at a respectful distance the example of our oldest professions, law and medicine, which long ago set up professional standards and adopted codes of professional ethics. They also have before them the example of trade unions, and some teachers, smarting under the injustice of insufficient wage, have not hesitated to grasp the hand of labor. The time has come when teachers must decide whether they will lead in their own way, or be led in some other way, whether they will set up standards worthy of a profession, or continue to be employees in a trade.

An organization of teachers, nation-wide and properly authoritative, must be founded on principles that will be universally recognized as valid, and its conduct must be above reproach. No selfish motive can be allowed to interfere with the realization of its ideals. If the present world crisis makes such an organization possible, it also imposes acceptance of professional standards.

A code of professional ethics, therefore, is the first and most important desideratum—a code reaching to the individual teacher and defining the purpose of the organization. The organization itself exists merely to consolidate the strength of its individual members and to apply it at strategic points. The problems of tactics and strategy, however, must be in the hands of competent leaders who themselves shall be guided by professional ideals.

I do not flatter myself that I have any especial qualifications for writing a code of ethics for teachers. A code that will command the confidence of the public and at the same time protect the rights and define the responsibility of the teachers will be the work of many persons. Constitutions that last are works of genius, but most of them grow from very humble beginnings.

This, then, is my contribution:

1. Every teacher in the organization must be one hundred per cent American.

Training for citizenship is more than giving instruction in school subjects. Patriotism, loyalty and courage are as contagious as measles. Right example is the surest way to inculcate appreciations and attitudes and to demonstrate the value of fair play, team work, and self-control.

2. The work of the teacher must be professional in character and honestly performed.

Malpractice in teaching is more serious than malpractice in medicine; the fact that proof of incompetence in the teacher is buried in the retarded lives of children is no release from moral responsibility. The organization must concern itself with the qualifications of teachers—their training, certification, and class-room ability. A corollary is that good service should be rewarded and the honest teacher protected.

3. The teacher, as a faithful servant, is worthy of his hire.

No true teacher ever has worked, or will work solely for money. The necessity of standardizing salaries in a great school system will always militate against the recognition of individual merit, but this is no excuse for rating all at the value of the poorest. A living wage is one that counts the cost of preparation and the value of the output, as well as the expenditure of time and energy in the day's work. There should be no discrimination against sex, grade, or school—equal pay for equal work by those giving equal service. The same devotion to the kindergarten and the rural school or the high school given by teachers of equal attainments, whether men or women, theoretically merits the same professional standing and the same remuneration. Practically, however, classification is imperative in a school system as a basis for the assignment of duties and adjustment of salaries, but it should not operate to check personal ambition or restrict professional advancement. One object of the organization is to protect the weak from exploitation and to help them to a higher professional and economic status. Another object of no less importance, is to minimize the practical difficulties incident to the operation among teachers of the law of supply and demand, and to the varying standards of fitness as set for different grades. No democratic nation can endure that does not have good teachers. And no teacher can give his best who does not enjoy a living wage.

4. The organization must be honest and straightforward in its dealings with the public.

Collective bargaining is a two-edged sword. It must be used by the organization in securing proper buildings and equipment, higher professional standards for teachers, better teaching in the schools and adequate salaries for those who do the work. It means appeals to public opinion, bargaining with school boards and arguments to legislators, but it should not mean threats, intimidation and strikes. A contract is inviolable. The teacher who is not forced to accept appointment and who cannot be locked out of his school room, has no excuse

to strike. When every expedient is exhausted and a school or system is still unwilling to put its work on a professional basis, the last resort that is honorable is for teachers to refuse appointment and brand that school or system as unpatriotic. It follows that no teacher with any professional pride will fill a place left vacant under such circumstances.

5. The organization should co-operate with every other group of citizens for the promotion of the public good, but should avoid entangling alliances with any one.

The teacher occupies a peculiar position in the body politic. He instructs children in the rights and duties of citizens. His wards of today are the voters of tomorrow. Some of them will be found in every group, party, sect, and organization that exists in the community. He should teach them the fundamental principles of American life and help them to make wise choices in their affiliations, but he may not proselytize or conduct propaganda for any cause on which citizens are divided. A decent respect for the opinions of others must characterize all that he does. The organization, therefore, which acts as the super-teacher cannot favor either Jew or Gentile, republican or democrat, capitalist or laborer. It honors them all for the good they strive to do, and will join with them in all good works, but it cannot be subservient to anyone. I realize that the American Federation of Labor is potentially one of the most beneficent organizations in the United States, and I have the highest regard both for its leaders and their objects, but it would be a mistake both for the Federation of Labor and for the prospective organization of teachers, to form an offensive and defensive alliance. It might be the easiest way to secure an increase of teachers' salaries, but more pay is not the only object of a teachers' organization, and not the one that will insure its greatest usefulness either to the profession or to the public.

It would be just as fatal to become entangled with the Manufacturers' Association, the Bar Association, the Christian Association, or the Democratic party. If this latter suggestion is ludicrous, so also is the example set by some groups of teachers who have already identified themselves with the labor organization. "Friends with all, but allies of none," must be the slogan of a teachers' organization.

These five points seem to me worthy of consideration by those who would write a code of ethics for teachers and a constitution for a teachers' organization. My chief concern is to free teachers from local oppression, to change their status from employees of a school board to servants of the state, to demand of them professional fitness and to expect of them professional service, and to evaluate their worth by their contribution to American citizenship. Once these ends are attained, I am certain the public will gladly pay the price. Center the united strength of half a million of teachers on these points, and the teachers' millennium will be ushered in.

## "WHAT ARE YOU GOING TO DO ABOUT IT?"

K. O. Snortum, Supt., Zumbrota Public Schools.

For some time past it has seemed that we as school administrators have taken a wrong attitude with reference to the class room teacher. There has been so much of the idea that the teacher merely needed to follow the beck and nod of the superintendent. She, apparently, has not been supposed to have the kind of initiative and individuality that would permit her to go on with new plans unless these had been suggested to her from above. Much less often has the teacher been consulted or even advised with regarding any matter of general school policy. Too often the superintendent has seated himself in his office and formulated all plans without the slightest conference with his associates (and I dislike to think of our teachers as "subordinates" or teaching "under" the superintendent—why not "with" him?)

How much longer are we superintendents and principals going to do this? How much longer can we do it and "get by"? Any educator who has failed to take note of what is happening in the industrial world or even along the same line in the school room world with reference to participation in the administration of affairs by the rank and file is in a sorry plight indeed. The onward march of teachers' unions is a protest of the class room teacher against the autocracy that has prevailed in some school systems. Paralleling this situation is the righteous demand of teachers for a living wage. Fortunately, we are beginning to see some light in this latter direction. However, the former demands immediate attention, if indeed it is not already too late to head off some undesirable features.

For a clear statement on teachers' unions, I should like to refer any one who is interested to the editorial on "Unionizing Teachers" in the June 1919, issue of the American School Board Journal. As a sample of the tendency of the times, I would suggest reading the inset on page 91 of the July 19 (1919) issue of the Independent. For a clear-cut and concise statement on the organization of teachers, I would refer any interested person to the address made by Dean James E. Russell to the Summer Session students at Teachers College, Columbia University, N. Y., during this summer. Copies of this address may be had by addressing the Secretary of Teachers College. The undersigned has a number of copies, also, which may be had for the asking as long as they last.

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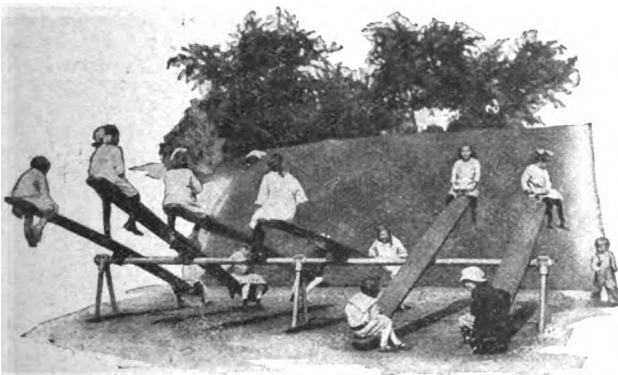
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## State Education Associations

By Lotus D. Coffman, Dean College of Education, University of Minnesota.

Oklahoma, following Kansas, Illinois, California and Colorado, has recently reorganized her State Teachers' Association on a democratic basis with "locals" in the various counties. The constitution provides that any county enrolling seventy per cent of its teachers is entitled to affiliation and representation in the Business Assembly. Many counties are enrolling one hundred per cent of their teachers. A two dollar membership fee is required, of which one dollar is remitted to the state association, seventy-five cents to the district association, and twenty-five cents to the county association. The State Association maintains a permanent secretary and publishes an official journal, *The Oklahoma Teacher*, which is sent to every member.

The secretary of the State Association of Kansas wrote Oklahoma as follows:

"I wish to take this occasion to congratulate you upon the fact that the Oklahoma Education Association has adopted a new form of organization, somewhat similar to our organization in this state, and to say that I think this is a distinctly forward movement on the part of the school people of Oklahoma.

"The Kansas State Teachers' Association in 1917 revised its constitution so that it provides for four meetings instead of one. Through this method we hope to increase our membership from 7,000 to at least 15,000."

The secretary of the Illinois Association wrote in the following lan-

"The State of Oklahoma is to be congratulated upon having an Education Association organized on the plan provided for in the constitution. It is my opinion that in a year or two you will have a strong and active association in every part of the state affiliated with the State Association. The next step will be to organize a working committee in every county and large city to promote the activities and interests of the Association. Then your organization will certainly be a power for good in Oklahoma and the Nation.

"We have just completed a fruitful legislative campaign here in Illinois, which gave us as concrete results sixteen good school laws, not the least of which was a revision of the school revenue law which will permit an increase of nearly 50 per cent in school revenues. We expect the teachers of Illinois to be paid five or six million dollars more next year than they were last year.

"A few of the other laws we got enacted provide for:

1. Free text books by district referendum;
2. Part time continuation schools;
3. Community high schools;
4. Consolidation of rural schools by referendum;
5. County truant officer;
6. Use of English only in all elementary schools;
7. Vocational education under the Smith-Hughes law, and an appropriation therefor;
8. A thirty-three and one-third per

cent increase in the salaries of county superintendents of schools;

9. Abolishing high school fraternities and sororities;

10. Revising the certificating law." Reference to Oklahoma, Kansas and Illinois is given to show the tendency of teachers to join in a statewide co-operative organization and also to show what that organization may accomplish. A number of other states have already taken the initial steps to form such organizations. The purpose in every case is to provide conditions and facilities for education. This purpose is to be commended; it should receive the support of laymen as well as teachers. The voice of the entire teaching force of every state should be heard in support of a health program, the removal of adult illiteracy, a sensible Americanization program, the equalizing of educational privileges and opportunities for all the children of the state, better trained teachers, better salaries, continuation and part time schooling, a sound pension scheme, an institute system which includes all the teachers and brings to their meetings the best talent the country affords, the erection of teacherages in districts where satisfactory living quarters cannot be procured, the consolidation of schools, the segregation of the delinquent and mentally backward children. In addition to these every state has local problems which deserve consideration and support. Minnesota has such problems.

## Educational Tests and Scales: Their Origin

M. J. Van Wagenen, College of Education, U. of M.

With the growing demand for economy in educational practice the need for making more exact estimates of the pupils' work in the various subjects of the elementary school curriculum is becoming more evident. Nor is the teacher averse to seeking more accurate estimates, providing the need for making them is felt and the means are available. No one, in fact, is more interested in noting improvement and in seeking means of bringing it about than is the class room teacher, whose real satisfaction must grow out of the feeling of having accomplished something definite and tangible, rather than out of the pecuniary rewards. For a long time that feeling of satisfaction has had to grow out of subjective estimates of the teacher. Even such objective means as are used—namely, class room tests—have been again and again shown to be largely subjective estimates and subject to most of the errors of subjective estimates. Twenty different teachers judging the value of a sixth grade composition,

will give a wide range of values, a range of from thirty per cent to eighty per cent not being unusual. The same condition has been found to hold true in judging the worth of examination papers in geometry, where it would seem that the likelihood of differences in judgment would be small. Such wide variations in teachers' judgments as to the value of examination papers is likely to give the teacher the feeling that the task of determining a pupil's achievement is a difficult one indeed, and that the problem of measuring his improvement is an almost hopeless one. Yet upon these factors largely depends the teacher's satisfaction in her work.

When the question arises as to the relative value of different methods of teaching some phase of arithmetic or of history, the teacher is face to face with the same seemingly almost impossible task of measuring improvement accurately enough to determine the value of any method as compared with others. There is apparently nothing left for the teacher

to do but to fall back upon the opinions of other teachers. But these, too, are subjective estimates and subject to all the errors of her own opinion. She can blindly accept and follow these opinions, hoping for results, or else become suspicious of their validity to the extent that the originator is confident of their correctness.

This was the task which the educational psychologist had to face in seeking more effective and more economical methods of teaching the various subjects. Once he had become dissatisfied with merely expressing his own opinions there was nothing left for him to do but to find some means of actually measuring improvement, some means of discovering facts from which valid inferences might be drawn.

The first effort in this field to attract the attention of the educational public was that of Dr. J. M. Rice, who, in 1897, published in the *Forum* the results of an investigation into the spelling ability of several thousand children. The test which he de-

## A PRIZE OF \$75.00 TO BE AWARDED

**S**CHOOL EDUCATION contemplates adopting a permanent cover design January 1, 1920, and offers a prize of \$75 for the best design submitted in national competition by students enrolled in art schools and the art departments of state normal schools, colleges, universities and high schools. The contest will open September 15 and close November 21.

The page size is  $8\frac{1}{2}$ " by 12". Allowance must be made for trimming. Two colors are to be used, necessitating two plates—these to be in zinc. The design will be conventional, and space left for announcement of leading article. The lettering will include these words: (1) SCHOOL EDUCATION, (2) A Journal For Educators of the Northwest, (3) Month And Year, (4) \$1.25 a Year, 15c a Copy, (5) School Education Publishing Company, Minneapolis, Minnesota (6) Volume....., No.....

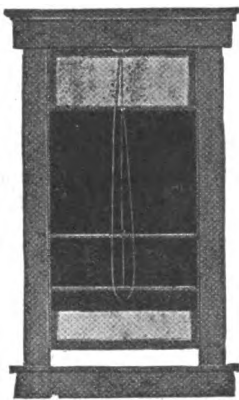
Judges will be selected from the following sources:

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The cover designs will be entered in the following manner: The best design from each school will be chosen for the state contest. That awarded first place in the state contest will represent its state in the national contest. The designs awarded second and third places in the national contest will be reproduced in the January issue of SCHOOL EDUCATION, with a critical article on their merits.

Directors of the state contest will be made known later. For particulars, address the supervisor of art in your school.

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vised for the fourth and fifth grades, consisted of fifty words, that for the sixth, seventh and eighth grades, of seventy-five words. The first test, which was an oral test given by the classroom teacher, proving unsatisfactory, a second test, in which sentences containing the words of the test were dictated to the pupils, was given to some 13,000 children under the personal direction of Dr. Rice. In addition to this a composition test was given to the pupils, and the per cent of mis-spellings in the papers computed. On the basis of the averages of the per cents correct for each grade in each school tested, the following inferences were drawn: It is impossible to select the mechanical from the progressive schools, or to select the schools attended by pupils of cultured parents from those attended by the children of the foreign laboring parents; the schools spending the greatest amount of time on spelling cannot be detected from the spelling ability of the eighth grade pupils. According to the results of Dr. Rice, neither the home environment of the pupils, nor the method of teaching spelling, nor the amount of time devoted to it seemed to have any appreciable effect upon the spelling ability of the children tested.

To thus try to find out some facts about the results of teaching spelling by finding out how well or how poorly children could spell was denounced by the educators of the day as impracticable, if not indefensible. While no attempt was made to determine the exact or even relative difficulty of the words used, or to determine with any degree of precision how much better one group could spell than another group, nevertheless definite means of comparing social groups with one another as to spelling ability or of comparing different methods of teaching spelling with one another had been put to a practical test and found feasible. It now remained to refine and perfect these methods.

In 1902 a similar investigation was carried out by Dr. Rice in measuring arithmetical abilities. The results of this led him to conclude that the factors which counted for the most in the wide differences in achievement in arithmetic in the seventeen schools tested were the superintendents' establishing of standards and testing for results, such other factors as home environment, size of class, age of pupils, time of day, amount of time given to arithmetic, the amount of home work required, method of teaching, the supervision of the teacher's work, and even the ability of the teacher being accountable for the differences to but a slight degree if at all. The conclusions in the case of teaching arithmetic, like those in the case of teaching spelling, were based upon a comparison of averages of the per cents correct in the several grades of the schools tested.

During the same year Dr. O. P. Cornman published a monograph dealing with an investigation into the improvement of spelling ability when spelling was taught incidentally. In the investigation, which had been under way since 1896, several measures of spelling ability were used: the per

cent of errors in a fifteen minute free association test, the per cent of errors in the regular term examinations in spelling, the per cent of errors in spelling in six compositions, and the per cent of errors in the column and sentence tests devised and used by Dr. J. M. Rice. Among the conclusions reached by Dr. Cornman were these: when spelling is taught incidentally the pupils neither gain nor lose appreciably in spelling efficiency; the smallest average variation occurs in the written language of the pupils, the largest occurs in the official examination papers, on the basis of which the pupils are promoted; the degree of general mental development, as measured by the school grade of the pupil, is the most important factor contributing to the accuracy of his spelling.

In 1908 Dr. C. W. Stone published a monograph dealing with the measurement of arithmetical abilities, in which more refined methods were employed. In this investigation the tasks used in the tests were separated into mechanical tasks and thought tasks. By means of preliminary tests the tasks were arranged in an order of difficulty, according to the per cent solving each task, and then weighted in proportion to their difficulty. This made it possible to keep the time constant in giving the tests without the possibility of the pupil failing to solve the easy tasks because of spending the time on the difficult tasks in case they came in the first part of the test. Another distinct step in advance beyond the investigations of Dr. Rice and Dr. Cornman was the use of the per cent of one group doing as well as or better than some typical individual in the group with which the comparison was made. Even though no use was made of the normal probability curve to show clearly the more precise differences between groups, yet the application of the idea of the per cent of overlapping gave a much clearer understanding of the group differences than did the mere comparison of group averages. The typical individual used by Dr. Stone was the median pupil of the group. The median pupil of a group is the one whose score stands at the mid point of the row when the scores of all the pupils in the group are arranged in a row according to their size, from the smallest score to the largest. The per cent of overlapping is determined by counting the number of pupils in a second group who make the same score or a better score in the same test, as this mid point score, and then finding the per cent that this number is of the total number of pupils in the second group.

During the following year the tests worked out and used by Dr. Stone were put to the very practical use by Mr. S. A. Courtis, of measuring the arithmetical abilities of the pupils in a private school for girls. An attempt was made by Mr. Courtis to have the test papers scored to analyze the mistakes made in them. While the task proved unwieldy with this test, nevertheless, the suggestion of Mr. Courtis that with a suitable test an analysis of errors could be made, has given rise to the construction and

use of diagnostic tests and scales in some of the elementary school subjects.

It was not until 1910, however, that the first educational scale appeared. In the Teachers College Record for March of that year, Professor Edward L. Thorndike of Teachers College published a scale for measuring merit in handwriting. This scale started with a definite zero point—a specimen of handwriting recognizable as such, but yet not legible at all and possessed of no beauty.

The units in the scale are equal in the sense that competent judges consider them practically equal. That is, of a group of from forty to seventy judges, the same per cent consider that step 15 is better than step 14 as consider step 9 better than step 8 or step 5 better than step 4. These equal steps were determined by submitting the samples to the group of judges to be ranked in the order of merit and then from these rankings selecting such specimens to constitute the steps of the scale as were judged equally distant apart by the group of judges.

Altho, on the assumption of a normal distribution of scores, one could, in the case of the Stone arithmetic tests, work out the results in such a way that it would be possible to select a pupil, A, whose work was just as much better than that of another pupil, B, as pupil B's work was better than that of pupil C, yet without an absolute zero point in the scale one could never say that pupil A's work was one and one-half times

as good as that of pupil B or three times as good as that of pupil C. With the Thorndike handwriting scale, however, it was now possible to state that a certain specimen of handwriting of an eighth grade pupil possessed one and a half times as much merit as a specimen written by a certain fourth grade pupil, just as it might have been said that the eighth grade pupil was one and a half times as tall or one and a half times as heavy as the fourth grade pupil. On the handwriting scale 8 meant twice 4 and 9 meant 3 times 3, just as 8 inches meant twice 4 inches or 9 inches meant 3 times 3 inches.

It is of interest to note in this connection that as early as 1864 an effort to set up objective standards of achievement was made in England by the Rev. George Fischer of the Greenwich Hospital School. In handwriting specimens were selected and arranged in an order of merit with definite but arbitrary values attached to them. This made it possible to set up acceptable standards of achievement. Standards of achievement on the basis of the per cent of errors, were also set up in other subjects, such as spelling, mathematics, grammar and general history, and samples of the questions employed and the numerical values attached to them carefully preserved.

Since 1910 the work of educational scale making has made marked progress until at the present time we have one or more scales for measuring practically every subject

taught in the elementary school, as well as for measuring several subjects taught in the secondary school.

(Continued Next Month.)

## ARE YOU A MEMBER OF THE NEW N. E. A.?

By Hugh S. Magill.

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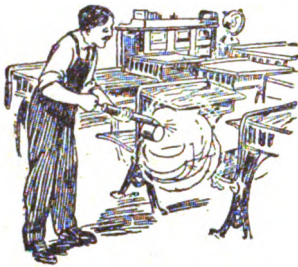
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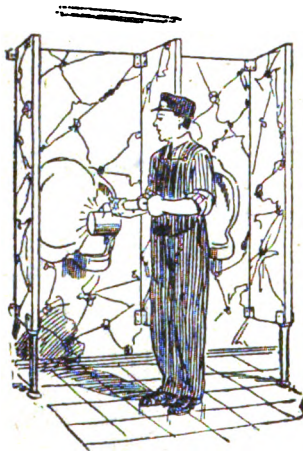


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Notwithstanding the war, the influenza, the high cost of living and the low salaries of teachers, the National Education Association has more than doubled its membership during the last two years. It now has about 1,000,000 members. But there are more than 700,000 teachers in the United States. Surely a majority of them ought to belong to the professional organization which represents them nationally, which is fighting their battles and working to advance the interests of their profession, and which is doing this in such a way as to command public confidence and respect and promote the welfare of the children of the nation. The more members the association has the greater will be its influence for good. The larger the organization the greater its power.

At the Milwaukee meeting, in July, 1919, the by-laws of the association were amended to permit all teachers to become active members by the payment of \$2.00, without any additional fee for enrollment or initiation. Active membership in the association entitles a teacher to receive free the N. E. A. Bulletin for the year, to attend all meetings of the association and its departments, to vote, hold office and serve on the committees of the association, and to receive every assistance which the association can give. But, most of all, it offers to every teacher in the United States the opportunity to be associated with other educators of the country in the advancement of the teaching profession, and the promotion of the cause of education. To be a part of the organized teaching profession develops self-respect and increases a teacher's efficiency. Many boards of education are coming to recognize this fact.

The National Education Association has a proud history, but it is not living in the past. It has undertaken a great work for the present. It is committed to a great cause. Its forces are devoted to the advancement of the teaching profession, and through the teaching profession the promotion of the highest welfare of the nation. The association will work in hearty co-operation with every other organization that promotes the welfare of the teachers and upholds high professional standards. It invites to active membership all the teachers of the country. Its organization is purely democratic, every active member present at the annual business meeting having an equal voice with every other active member in determining its policies.

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## School News

Upon the co-operation of our teachers and school men will depend the success of this division. We urge that they keep us in close touch through personal letters and reports of their activities. News that indicates true progress and the working out of the policies of educational associations, both local and national, will be warmly welcomed.

### Minnesota

The program of the M. E. A. which meets November 5 to 8 in Minneapolis will this year have a special feature that gives it unusual interest. This is the three sessions to be devoted to music.

The first session, devoted to high school music, will be led by Dr. William J. Little, principal of the Humboldt High School, St. Paul, who will give the principal's view point, and by Prof. Earl J. Baker, special supervisor of high school music, Minneapolis, who will tell of his experiences as director. Class demonstrations will be given. For the first time a speaker from outside the state is on the program. He is Dean Carl E. Seashore, from the University of Iowa, and he will speak on the subjects of the recognition of musical talent, and tests material of which he is the author.

Mr. T. P. Giddings will talk on music efficiency in elementary schools

as applied to the daily lesson through appreciation, orchestras, and the piano classes. He will introduce his new book, "Giddings' Public School Method for the Piano," published by the Oliver Ditson Company, which it is believed will revolutionize instrumental music classes in the public schools and place them on equal footing with the vocal. A demonstration of his piano course will be made with a class of children who have never studied music at all, showing that instead of interfering with the work of teachers of music, it will make pupils for them.

Mr. Louis Jacobi of St. Paul will have charge of the work of the orchestras.

The third session will consider the problems and needs in public school music, particularly those of the retarded classes and mixed grades in one room. Miss Maude Johnson, supervisor of music, Owatonna, will present the subject of community activities. As a means of extending music in Minnesota, a resolution may be introduced for legislative enactment providing for music to be a re-

quired subject in all the schools of the state. Eleven of the states have such a statute.

The program committee consists of Mrs. Agnes Fryberger, Minneapolis, president; Miss Stella Root, of St. Cloud, vice president, and Miss Gola F. Baker, Hibbing, secretary. Every effort has been made to make this program the best in the history of the Association and all supervisors and teachers of music are urged to come to this division and take the opportunity to ask questions and discuss every phase of public school music that will mean advancement along professional lines. Testimony given at the convention of music supervisors held in St. Louis this spring showed that normal schools have so far done little with music appreciation and do not connect with the progressive methods of teaching music; and it was resolved at this meeting that there is a need of better training on the part of music supervisors for teaching the esthetic side of their subject. Much inspiration and help along this line will be given to those attending the M. E. A.

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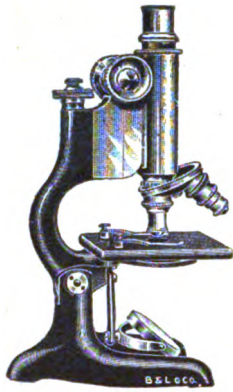
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### Relating to the Educational Calendar for the School Year 1919-1920.

Attention is directed to the several events which are of general interest to all educational factors in Minnesota. The accompanying calendar sets forth the days and events which have a bearing upon the opening and closing of school terms.

The State Department of Education recommends to school boards, superintendents and principals that there be a common date for the opening of schools in the fall, a common closing date for the holiday vacation and for the spring vacation. This is urged because of the State Board examinations at the close of the school year, the spring meeting of superintendents and principals (which includes the superintendents' short course and the conference of secondary teachers), and the bearing it will have on the teacher-training schools during 1920, especially the summer sessions at the Normal Schools and the State University, including the institutional summer schools at University Farm, Crookston, Morris and Bemidji. It also has an important bearing on the state inspection of high, graded, and consolidated schools. Uniformity in the opening and closing of schools and in the dates fixed for vacations will greatly facilitate the work of the inspection division of the Department. The following dates are therefore proposed for the year 1919-1920:

1. School terms to open Monday or Tuesday, September 1 or 2. This has reference to schools in session nine

or ten months. Those of eight months may begin correspondingly later.

Labor Day, Monday, September 1, might well be used for the preliminary meeting of teachers.

2. Thanksgiving Day is a legal holiday. It is a common custom to include Friday in the Thanksgiving recess.

3. Christmas vacation for public schools to begin Friday afternoon, December 19. Sessions to resume Monday, January 5, 1920.

4. If a vacation is given to include the week preceding Easter, the vacation should begin Friday afternoon, March 26, and sessions resume Monday morning, April 5.

5. Closing week of nine months' term will be the week beginning Monday, May 24.

Closing time in systems of more than nine months will be correspondingly later.

The following information is furnished with the desire of avoiding delays in service. To facilitate the service, it is suggested that communications be forwarded directly to the person in charge of special work.

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3. Inspectors of Rural Schools. Will have general direction of rural education: C. C. Swain, G. M. Cesander, Annie E. Shelland.

County superintendents are requested to take up directly with the inspector who last visited their schools all problems relating to inspection and all special problems. The inspectors have charge of the following special problems:

Mr. Swain, general rural school problems, consolidation and school officers' meetings.

Mr. Cesander, state aid for rural schools, including standards and requirements, inspection of rural schools, and common school certificates.

Miss Shelland, teachers' institutes, health work, Teachers' Patriotic League, and Little Citizens' League.

4. Inspectors of the High and Graded Schools: E. M. Phillips, R. B. MacLean, H. E. Flynn, George A. Selke.

School officers and superintendents of high and graded schools are requested to take up directly with the inspector who last visited their school all problems relating to inspection, and all special problems. The inspectors have charge of the following special problems:

Mr. Phillips, general high school problems and vocational training.

Mr. MacLean, general elementary school problems.

Mr. Flynn, association of schools and teacher training departments.

Mr. Selke, general elementary and high school problems.

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8. Inspector of Buildings and Director of Special Classes for Defectives: S. A. Challman.

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9. Director Teachers' Employment Bureau and Secretary of Teachers' Retirement Fund: E. T. Critchett.

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10. Director of Libraries: Clara F. Baldwin.

11. Supervisor of School Libraries and Field Organizer: Harriet A. Wood.

12. Director of Re-education of Injured Persons: Oscar M. Sullivan.

13. Placement Officer: John O'Donnell.

### Calendar of Legal School Holidays, Special Days, and Educational Meetings. 1919.

Labor Day—Monday, September 1.  
Minnesota Educational Association—Minneapolis, Nov. 5 to 8.  
Minnesota Day—Third Friday in October. (Not a legal holiday.)  
Thanksgiving Day—Thursday, November 27.  
Christmas Day—Thursday, December 25.

### 1920.

New Year's Day—Thursday, January 1.  
Lincoln's Birthday—Monday, February 12.  
Washington's Birthday—Thursday, February 22.  
Conference of Teachers of Secondary Schools—State University, Tuesday and Wednesday, March 30 and 31.  
Department of Superintendence, and Superintendents' and Principals' Short Course—Thursday, Friday, and Saturday, April 1, 2, 3.  
Good Friday—April 2.  
Arbor and Bird Day—Usually the third Friday in April. Date fixed by proclamation of the governor. (Not a legal holiday.)  
Memorial Day—Sunday, May 30.  
Flag Day—Monday, June 14. (Not a legal holiday.)  
Summer sessions of six weeks' term Monday, June 14th, and close Friday, July 23rd.  
Teachers' Examination, for common school certificates, July 26, 27, and 28.

For professional certificates, July 26, 27, 28, and 29. These are given at the State University and at each of the State Normal Schools.

Dates for High School Board examinations, based on beginning school September 1.

January 15, 16—High and graded schools. Higher algebra, solid geometry, high school American history, physiography, civil government, physiology.

March 18, 19—High, graded and rural schools. Eighth grade grammar and composition, arithmetic, American history, geography, spelling.

May 21, 24, 25, 26—High, graded and rural schools.

Some of Minnesota's superintendents and Principals: Biwabik, J. E. Lunn; Sauk Rapids, George A. Smith; Waubun, E. B. Wells; Spicer, E. E. Hauge, Principal; Tower, W. M. Carver; Paynesville, Erich Selke; Morristown, E. J. Taylor; Clarissa, P. E. Bowen; Frazee, T. L. Torgerson; Cass Lake, C. A. Pederson; Comfrey, Henry N. Swanson; Stillwater, J. C. Davies; Foley, Oscar S. Glover; Murdock, R. C. Weech; Benson, O. B. Anderson; Glyndon, F. O. Flenniken; Ada, O. L. Greene; International Falls, G. V. Kinney; Preston, L. C. Higbie; Dassel, J. P. Jensen; Rushmore, John Ireland, Principal; Isanti, Leon B. Tupper, Principal; Litchfield, Professor Hollands; Morris, Theodore Utne; Willmar, George Brohaugh; Moorhead, M. L. Jacobson; Houston, C. L. Fairchild; Park Rapids, A. M. Bank; Stewart, R. I. Seder; St. Peter.



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Prof. C. M. Pinney for three years superintendent at Montgomery, will be superintendent of a new \$180,000 school that was just recently built at Mound on the shore of Lake Minnetonka.

Professor L. M. Morrell, the new superintendent at Russell, is a University of Michigan man. He comes from Sparta, Wisconsin.

Loans of \$90,000 from the state trust fund to Fergus Falls for the rebuilding of school houses demolished by the recent tornado, and \$50,000 to Cloquet to rebuild the city hall, destroyed by forest fire last year, were approved by the state investment board.

Early payments on previous loans aggregating \$250,000, of which \$235,000 is to be used for building new schools, was ordered by the board. Of this amount the larger loans are Winnebago, \$42,000; Russell, \$33,000, and Greenbush, \$32,500.

Fergus Falls.—The demand for teachers has greatly outrun the supply in this part of the state, and hundreds of schools will be unable to open this fall on account of the shortage. Here in Ottertail county, Superintendent Antoinette C. Henderson, reports that there is a shortage of 60 teachers, 29 of the schools calling for them wanting first grade teachers and 31 asking for second grade.

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Since its establishment, the Institute has added three new courses to its original four courses.

A four year course for the preparation of teachers and supervisors of Physical Education will be inaugurated in the University in 1919-20 under the auspices of the College of Education. Requests from superintendents and Boards of Education for teachers of Physical Education indicate a serious shortage of teachers in this branch, and give promise of large opportunity for service for those who are prepared to take responsible positions in it. The laws for compulsory physical education enacted requiring instruction in gymnastics and games in all elementary and secondary schools have created a demand for teachers and supervisors that cannot be adequately supplied. These facts

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coupled with the receipt of frequent letters of inquiry concerning a training course in physical education at this University have led to the organization of such a course. The detailed curriculum will appear in the bulletin of the College of Education.

Chatfield High School has been chosen by the Minnesota State Board for Vocational Education to administer new two-year course in vocational agriculture for this section of Minnesota, under the Smith-Hughes act.

By the division of territory effected the territory adjacent to Elgin is tributary to the Chatfield school.

A course in agriculture modeled after that presented at the state school of agriculture, is to be offered. School is in session but six months annually, October 1 to April 1. During the other six months of each year the school assists the students in his work on the farm where he continues his studies under practical conditions.

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In a recent letter, M. B. Gile, state supervisor of agricultural education, says: "It is hoped that the vocational schools in agriculture will see to it that there is not a farm boy over 14 within 30 miles of their schools who is not given some additional education during the coming year. The main purpose of the large federal and state

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Malachite Green	59-60	10	P
Green	63	12	G
French Gray	56	13A	T
Red	51	14	A
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| 6. Lighter Yellow-Orange | 43. Blue                 |
| 7. Light Yellow-Orange   | 44. Dark Blue            |
| 8. Yellow Orange         | 45. Darker Blue          |
| 9. Dark Yellow-Orange    | 46. Lighter Blue-Green   |
| 10. Darker Yellow-Orange | 47. Light Blue-Green     |
| 11. Lighter Orange       | 48. Blue-Green           |
| 12. Light Orange         | 49. Dark Blue-Green      |
| 13. Orange               | 50. Darker Blue-Green    |
| 14. Dark Orange          | 51. Lighter Green        |
| 15. Darker Orange        | 52. Light Green          |
| 16. Lighter Red-Orange   | 53. Green                |
| 17. Light Red-Orange     | 54. Dark Green           |
| 18. Red Orange           | 55. Darker Green         |
| 19. Dark Red-Orange      | 56. Lighter Yellow-Green |
| 20. Darker Red-Orange    | 57. Light Yellow-Green   |
| 21. Lighter Red          | 58. Yellow-Green         |
| 22. Light Red            | 59. Dark Yellow-Green    |
| 23. Red                  | 60. Darker Yellow-Green  |
| 24. Dark Red             | 61. Gray Yellow          |
| 25. Darker Red           | 62. Gray Yellow-Green    |
| 26. Lighter Red-Violet   | 63. Gray Green           |
| 27. Light Red-Violet     | 64. Gray Blue-Green      |
| 28. Red-Violet           | 65. Gray Violet          |
| 29. Dark Red-Violet      | 66. Gray Blue-Violet     |
| 30. Darker Red-Violet    | 67. Gray Blue            |
| 31. Lighter Violet       | 68. Gray Yellow-Orange   |
| 32. Light Violet         | 69. Gray Orange          |
| 33. Violet               | 70. Gray Red-Orange      |
| 34. Dark Violet          | 71. Gray Red             |
| 35. Darker Violet        | 72. Gray Red-Violet      |
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subsidy is to see that every farm boy has an equal chance to secure training for citizenship, for more profitable farming and for a better rural life.

For outline of course of study or other information write H. M. Hamlin, high school agriculturist, Chatfield, Minnesota.

**Chisholm**—The board of education may install a department of instruction in gas engines. Courses offered this year include sewing, cooking, blacksmithing, wood work and printing.

**Moose Lake**—Board of independent school district No. 3 has purchased a large auto truck to be used to carry rural pupils to and from their homes. This truck will take the place of teams of horses.

**Virginia**—With teachers here for the fall term of school, the room "famine" has become acute. Superintendent Colgrove and members of the board of education are seeking everywhere for places for the teachers.

**Moose Lake**—In contests among school children for a free trip to the state fair, conducted by the county superintendent, Nora A. Nilsen, Hilda Lyngen and Walter Mattson won in bread making and Edor Swanson, Mauritz Swanson, Joe Blaszyk, Lloyd Olson, Burnell Madsen in poultry.

**Buhl**—No successor to M. A. Morse as superintendent of schools has been named.

**Hibbing**—A total of 4,200 pupils will attend Hibbing public schools this year. This is an increase of 700 over last year. Teachers will total 183.

**Chisholm**—L. Allen, Minneapolis, will be superintendent of schools, succeeding Miss Bess Clarke.

**Hibbing**—All schools of independent district No. 27 opened with few exceptions. Fourth, fifth and sixth grades at Alice will resume work, Sept. 8, at Oliver store buildings. The first and second grades at Morton will open same day, Sept. 8. All others Morton pupils are to be transported to Hibbing schools until Morton building is completed.

First grade pupils at Penobscot school must report there. All other pupils of Penobscot report to the Hibbing school until the building is completed.

**Hibbing**—Parochial schools opened with an enrollment of more than 600. Sister Berandine is in charge.

K. O. Snortum, superintendent of Zumbrota Public Schools, was among the northwestern educators who took Dr. Strayer's course for superintendence at Columbia University this summer. He says of it: "I wish every superintendent in Minnesota might have a part of it at least. I should say that its major issue this summer is centered around the superintendent and his relation to the democratization of teachers, teachers' councils, teachers' unions, etc. It seems to me there is a vital issue. How will schools meet it? I am interested in the answer. It ought to be brought before our Minnesota school men in such a manner as to compel action. Our M. E. A. ought to take some constructive course, it seems to me."

Minnesota County Farm Bureaus are about to federate to promote a "definite program for the development of the most profitable and permanent system of agriculture." A drive for 50,000 members has been set for the last week in October. General meetings will be held in the counties to stimulate the movement. Forty-five counties have already taken a favorable stand for federation.

Organization of a state-wide body from the Farm Bureaus has been indorsed by the directors of the Minnesota Crop Improvement Association, by N. J. Holmberg of the state department of agriculture, by prominent members of the Minnesota Livestock Breeders Association, by the president of the State Federation of Farmers Clubs, by the secretaries of the State Association of Farmers Mutual Insurance companies and the Minnesota Potato Growers Association and by officials of the Co-operators Equity Exchange. John E. Keinetz, of the Federal Land Bank, St. Paul, says: "The bankers are pleased that the farmers are planning such an organization." D. A. Wallace, editor of the Farmer, St. Paul, adds: "You can't stop it."

E. W. Klinkenberg of Excelsior represented this county at a conference of Farm Bureau men recently held at University Farm when it was decided to federate upon ratification of the proposition by a majority of the state's membership.

## North Dakota

### THE NORTH DAKOTA EDUCATION ASSOCIATION.

The 1919 session of the North Dakota Education association meets in Minot, November 5, 6 and 7. A great meeting is expected. The association met in Minot ten years ago, and, judging from the enthusiasm of the Minot people at that time and the way the "Magic City" has been doing things in these intervening ten years, the convention will receive a royal welcome and the heartiest support.

The city now has one of the finest auditoriums in the new high school building, and with the state normal school and a great system of city schools, both under vigorous leadership, this city may well be the educational mecca for the meeting.

On account of the influenza last year no meeting of the state association was held, so enthusiasm should be at high ebb. The great empire surrounding Minot is strong for schools and education and maintains a sectional association almost rivaling the state organization in numbers and strength of program.

There will be three big days. Dr. O. T. Corson of Columbus, Ohio, is to be the first speaker and the one to bring the special messages from without the state. He will speak Wednesday afternoon and evening, and address one of the department meetings on Thursday.

On Thursday evening President Kane of the University of North Dakota and President E. Lee Howard of Fargo college will be the chief speak-

ers; and on Friday morning two of the new presidents of the State normal schools, President May of Dickinson and Dr. Allen of Valley City, will speak.

President R. M. Black of the Ellendale Normal and Industrial School is president of the association and County Superintendent W. E. Parsons of Burleigh county is secretary. State Superintendent Minnie J. Nielson and others prominent in educational work will have parts in the convention.

Strong programs for the general departments have been prepared, and many parts of special interest are arranged for the special departments. A closer group organization has been sought for those who are teaching the same lines of study. This will be especially noticeable in regard to rural and consolidated school teaching.

A committee on reorganization was appointed at the 1917 meeting and will report at this meeting. A closer affiliation with the National Education Association will be sought.

This is to be a great educational rally when every teacher in the state should be at Minot, or at least should be a member of the association.

Hankinson's teaching force is practically entirely new. Miss Erma Hunger will be the only one of the last year's teachers to return, and James P. Tulloch, after an absence of two years will again be in charge of the manual training department. E. J. Taylor, formerly of Bismarck, is the superintendent. The teaching force is eighteen strong.

Did you like the September number of SCHOOL EDUCATION? Then tell the other teachers in your school about it. We want to give them the help that we are giving you.

Supt. W. H. Simcox, of Lisbon, in his announcement of the opening of his school extends an invitation to the community that should be given by all schools to their communities: "You are invited and urged to visit the schools. Come and greet the new teachers, and the old ones too. Nothing will help to create a proper relationship between your child and his teacher than your friendly co-operation. Superintendent and teachers will be glad to make special appointments with you to talk over your special needs. Don't wait until you have a complaint to make. Forestall the complaint by cultivating a cordial relationship with the teacher."

Losses to schools through fire reported to H. L. Reade, a state fire marshal of North Dakota amounted in 1918 to \$50,432, and Mr. Reade presumes that it would be safe to add 25% more to cover fire losses on school buildings that have never been reported.

Dr. John O. Evjen of Minneapolis succeeds Thomas A. Hillyer, president of Mayville Normal School, resigned. Mr. Evjen has been professor of economics and history in Augsburg College, Minneapolis.

Benjamin H. Linn is the new superintendent of the Grenora schools.

The Inkster schools, with M. E. Peterson as superintendent, opened September 8, somewhat in advance of previous years in order that the late spring term, which has been found unsatisfactory, might be avoided. The high school department offers a four year course, and a normal training course.

Nome opened her school September 15, with C. P. Birkle as superintendent, and a corps of six teachers.

Tioga is a first-class consolidated school with a full high school course. Every indication at this time points to a most successful year. School opened with a full teaching force of seven. Miss Ruth M. Johnson is principal.

The Dickinson High School has adopted the policy which is meeting with favor in most of the larger schools, that of majoring in certain subjects. Four courses are offered: Latin, Scientific, Commercial and Home Economic. The grade schools will operate much as usual.

Crowded quarters present a handicap, but it is hoped that a new grade school will be provided to alleviate the situation.

The board of university and school lands loaned \$22,000 of the permanent school funds of the state on five percent farm mortgages; \$88,000 on school bonds drawing four percent, and \$15,000 on four percent drainage bonds.

T. O. Sweetland, a graduate from the Michigan State Normal School, University of Michigan, is the superintendent at Enderlin.

The Donnybrook school opened the 15th of last month with Robert

Thacker as superintendent, and a full staff of six teachers.

Harvey opened its school the 15th, with fifteen teachers, and one vacancy. F. L. Robbins is superintendent.

Grafton—"Elmwood" a beautiful 20 acre formerly owned by Gen. W. G. Trueman, was purchased this summer by the Benedictine Sisters of Duluth for a boarding school.

A new department in school work this year will be the teaching of grain grading and milk testing, has been added to the course of study in all districts by the state board.

Litchville—Schools opened here early this fall owing to contemplations of the board of education to begin a new school building early next spring.

The Minnewaukan Public Schools opened with a complete corps of teachers. Only three members of last year's faculty are back again this fall.

#### CONSOLIDATION OF SCHOOLS GAINING IN POPULARITY

The new consolidated school in Walcott township will be one of the finest schools in this section of the state. At a recent election the taxpayers voted to bond for the sum of \$28,000 for the erection of this school, which consolidates five old one-room schools. It is located six or seven miles northeast of Walcott village.

A splendid feature of this school is the commodious teachers residence which is also being built.

New school houses were built this summer also on two other sections in Walcott township. Both these build-

ings will be two-room schools, with suitable living quarters for the teachers on the second floor of the buildings.

The New Leipzig consolidated school, one of the most progressive in North Dakota, has issued its first year book, published by 1919 graduates of the grammar department, entitled "The School Sentinel." The book is dedicated to Miss Minnie J. Nielson, state superintendent of public instruction, and Miss Mina H. Aasved, county superintendent.

At an election the people of Marion and Sheridan school district approved a \$30,000 bond issue to finance the construction of a new school next year.

—It is THE WORLD BOOK you want—

## South Dakota

The Northern Normal and Industrial School is increasing its standards. All the established courses and departments will be continued as heretofore and many additional courses of vital importance to South Dakota are to be inaugurated.

Among the new courses to be offered this year should be noted the work in library economy, the training of directors in physical education, rural supervisors and heads of consolidated rural schools, for all of which there is a great and growing demand in the state.

The school is enlarging on all its academic courses, as may be seen by the fact that seven additional professors are listed on the faculty.

The rural and extension departments are also planning a large amount of new work.

The school cafeteria will add to the attractiveness of the home economics courses.

Plan to use them in your school at the beginning of  
the new school year in September

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A GROUP OF NOTED EDUCATORS TAKEN AT THE GREAT 16 COUNTY JOINT INSTITUTE AT NORTHERN NORMAL AND INDUSTRIAL SCHOOL, ABERDEEN, S. D., JUNE, 1919.



Left to right—Ethelbert C. Woodburn, President State Normal School, Spearfish, S. D.; Lee L. Driver, President National Association of Superintendents (County), Winchester, Ind.; T. L. Gibson, state song leader, Baltimore, Md.; Frank S. Hyer, State Normal School, Stevens Point, Wis.; Dr. A. E. Winship, Editor Journal of Education, Boston, Mass.; Dr. Willis E. Johnson, President State College of A. & M. A., Brookings, S. D.

The new term will begin September 15, and the coming school year will, in all probability be the best in the history of the school. The enrollment is expected to exceed that of any other year. Last year nearly 1,300 students were enrolled in spite of the war and the influenza epidemic.

Three buildings provided by appropriations in the 1917 legislature are now ready for use at the Brookings State college. They are the agricultural hall and administration building, north wing, just completed; the stock judging pavilion and the armory and gymnasium. The total cost of the three buildings was \$326,000.

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The treasurer of Humboldt consolidated school district was handed a warrant on the state permanent school fund by E. H. Shenkle, county creditors, for \$85,000, the amount of the purchase price of the bonds of that building.

Arlington recently voted bonds for the construction of a seventy-seven thousand dollar school building.

Dr. H. W. Foght, the new president of Northern Normal and Industrial School, has had splendid training and experience preparatory to filling his important position. He is well known to educators in this state through his many educational publications and lectures before summer schools, and state teachers' association, and more recently, as director of the statewide educational survey ordered by the South Dakota legislature.

He has an international reputation as a rural school specialist and has directed educational surveys in several states of the Union, in Canada and Europe. Since 1912 he has been connected with the United States Bureau of Education as rural school specialist and chief of the rural school divi-

sion in charge of the Bureau's rural school work all over the country. As an author he is best known by his books: *The American Rural School*, *The Rural Teacher and His Work*, and *Rural Denmark and Its Schools*.

Dr. Foght has been a student at the University of Nebraska, Iowa State College, and Augustana College (Illinois), and has pursued post-graduate studies in Denmark and elsewhere on the European continent, and at American University, Washington. He holds the academic degrees of A. B., A. M., and Ph. D. He has taught in rural and village schools and has for many years held responsible teaching and administrative positions in denominational colleges, in state normal schools, and at the present in the Bureau of Education. While a member of the faculty of the Missouri State Normal School at Kirksville, Dr. Foght organized the first department in the United States for the specific training of rural teachers.

At present he holds the following important positions in educational organizations of the country: Chairman of the Educational Committee of the National Survey Association, President of the Rural and Agricultural Department of the National Education Association, and chairman of the several educational committees of the National Country Life Association, the successor to President Roosevelt's Country Life Commission.

Consolidation of school districts numbers 66, 53 and 135 at Lyons, an issue which has been in litigation over a year, is held legal in an opinion of the state supreme court upholding the decision of Judge J. W. Jones in circuit court and received by the clerk of courts.

The plan for consolidation won out in an election following destruction of the school house in district number 66 but suit to prevent it was brought by Austin T. Austin and others. Appeal was taken from Judge Jones' decision

for the defendants, stopping plans for an election to issue bonds for the purpose of building such school at Lyons. The supreme court's decision clears the way for those who desire a consolidated school.

Temporary rooms have been used at Lyons the past year, accommodating children from the three districts.

The Northern Normal and Industrial School has been designated state depository for moving picture films, lantern slides, agricultural and other charts, manuals, etc., issued by the International Harvester Company and used in the study of vitalized agriculture in South Dakota. These helps will also be used at the many study centers which are being established over the northern half of the state by the extension service of the Normal.

Sixty county school superintendents of South Dakota assembled at Mitchell for a week's work in an effort to interpret educational needs of the reconstruction period.

Prof. P. G. Holden, head of the extension department of the International Harvester Company; Mrs. Markley, assistant to Prof. Holden; Mrs. Willis E. Johnson, newly elected president of the State College; Dr. L. McBrien of the United States bureau of education and Miss Margaret Streeter were the principal lecturers.

At the opening session Mr. Holden emphasized the need of vitalizing the work in rural schools. He made the theme of the meeting "Doing things," and the superintendents, arrayed in overalls and long discarded dresses, are manufacturing nail boxes, book-racks, washstands and coathangers. The meeting was held in a large auditorium equipped with improvised manual training tables and tools borrowed from the city schools. It is unique in that it is characterized by "doing" rather than "talking," and the sound of the hammer and saw is heard more frequently than oratory or the measured words of educational lawgivers.

The meeting was in charge of State Superintendent Fred L. Shaw.

J. C. Lindberg, who has been a member of the faculty at the Spearfish State Normal School during the past ten years, has been granted one year's leave of absence by the state board of regents and will go to the State University of Minnesota at the conclusion of the summer school at the Normal. Mr. Lindberg has been desirous of obtaining degrees at some university, and the Minnesota institution has offered him the opportunity. He will devote at least one year's work there, after which he may return to Spearfish, though that will be a matter for future consideration.

The University of South Dakota is the only higher institution of the state that has not been operating high school courses on its campus. In September it joined sister institutions. The purpose of the University High School at Vermillion will be two-fold:

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## THOUSANDS CENSUS JOBS OPEN TO TEACHERS

The Coming of Peace will require the complete changing of many government departments. The 1920 census opens up 5000 clerical positions. Teachers are specially fitted not only to stand well on the examinations, but to receive quick advancement after appointment. Those interested can get a free list of positions obtainable and free sample questions by dropping a postal at once to Franklin Institute, Dept. L232, Rochester, N. Y. Immediate action is necessary as the examinations are likely to be announced any day now.

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First, it will be of great practical assistance in the preparation of teachers for service in the high schools of the state. The college student who plans to enter teaching needs a place in which he may engage in practice teaching under capable supervision. The public schools of the town where the college is situated are not so well adapted to this purpose as a high school controlled by the higher institution itself; second, the University High School will be a high school of the state as a whole. It is designed particularly to assist to a high school education the country boys and girls or those who, living even in small towns, have no high school opportunities in their own districts.

Correspondence regarding this high school is solicited. Information may be obtained by addressing the University High School at Vermillion.

—It is THE WORLD BOOK you want—

## NATIONAL CONFERENCE ON RURAL EDUCATION AND COUNTRY LIFE

To be Held at Sioux Falls, S. D.,  
October 12 to 15, 1919.

For the past five years the Department of the Interior, through the Bureau of Education, has been waging a nation-wide campaign for better rural schools and the improvement of country life. Among the Agencies employed in this work has been a series of conferences throughout the country. In response to invitations from Governors, State Superintendents of Public Instruction, County Superintendents of Schools and Chambers of Commerce in the North Central States the Fifteenth Conference has been called to meet at Sioux Falls, S. D., October 12 to 15 both inclusive, 1919. Four Governors, twelve State Superintendents of Public Instruction, many County Superintendents, several Presidents of State Normal Schools and Teachers Colleges and a large number of leaders in rural education and country life work have accepted invitations to take part on the program at the Sioux Falls Conference. Many prominent club women, business and professional men, administrative school officers and progressive farmers have been invited and many of them will be present and take part on the program.

Sunday, October 12th, will be "Governors' Day" at the Conference. Governor Burnquist of Minnesota, and Governor McKelvie of Nebraska will address a large mass meeting in the afternoon at the auditorium and at

the evening session in the auditorium Governor Frazier of North Dakota and Governor Norbeck of South Dakota will be the speakers at another large meeting.

The central thought of the conference will be what our rural schools must be and do to meet after-war conditions.

Dr. W. C. Bagley, of Teachers College, declared before the Rural Section of the Department of Superintendence at Chicago, 1919, that the greatest problem in American education today is the Rural School Problem; it is the fundamental problem in American life.

Dr. L. D. Coffman, Dean, Teachers College, University of Minnesota, says that the rural school situation in the United States is a tragedy.

Long before the World War, long before President Wilson began to plead for an increased production of food products as the surest and most effective way to reduce the high cost of living the food supply was not keeping pace with the demand. The census shows that from 1900 to 1910 the agricultural products in the United States increased only ten per cent as compared with the preceding decade, while the population increased twenty-one per cent.

In a discussion of this condition, as long ago as 1913, President J. D. Eggleston, of the Virginia Polytechnic Institute declared that these facts brought to light by the census make it plain that it is the menace of hunger that is turning the nation to the rural school as the only instrument capable of averting wide-spread disaster. Confronted by this danger, the nation is turning to the rural school because, owing to the changes wrought by the last century in our economic and social life, and more especially in the economic and social conditions surrounding agricultural production, the rural school more than any other one instrument today controls the food-supply of the nation.

If the disaster and danger relative to the food-supply of the nation were as imminent as President Eggleston thought it was in the light of the facts brought out by the census of 1910, the situation is certainly more serious and threatening at the present time because of the direful effects of the World War. If the rural school is to play the part in the solution of these vital problems that President Eggleston says it must the Central Thought of the Sioux Falls Conference becomes a paramount issue for the nation.

A detailed program of the Conference will be ready for distribution soon.

Dr. Eli Lewison of the Canton high school educational board has asked that the people of the city consider the question of a new high school for Canton. The buildings which were formerly Augustana college will then be used for the Canton Normal which is to be established here. Canton is in great need of a suitable high school and has been for several years. A more central location is desirable

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Book



Reviews

**The Young and Field Literary Readers**, by Ella Flagg Young and Walter Taylor Field. Ginn & Company.

These books establish a new standard of excellence among school readers. They consist of selections from the choicest literature, chosen not only for their literary excellence but for their genuine appeal to the interests of childhood. Much of the material has never before been used in school readers.

Additional interest is secured by grouping the stories by authors or by subjects, as stories from Grimm, Greek myths, stories from American history, etc. Entertaining stories about the authors themselves take the place of the usual cut-and-dried biographies.

The selections are graded with unusual care and as they increase in difficulty are provided with a system of helps and suggestive questions to make the pupil really understand and appreciate what he is reading.

**Projects in the Primary Grades**, Alice M. Krackowitzer, J. B. Lippincott Company.

To those teachers who are confused as to what makes up project teaching in the grades, this book will prove helpful—particularly in its opening discussion of the theory of project-problem teaching and the general methods to be employed. The author urges the use of objects and activities around the children as an educational means. She outlines a course of study for the primary grades in which the method of procedure and the content is determined by the purposes of the pupils. Reading and number are related to other activities—not incidentally, but to help the children to discover and know.

**Webster's New International Dictionary**, G. & C. Merriam Company. Prices \$14 to \$24.

The New International is the latest and best of a long family of Merriam-Webster Dictionaries. It is a wonderful storehouse of accurate information. Its salient features are its 400,000 vocabulary terms and thousands of other references; its new words, showing the history and enlargement of our language; its new gazeteer, having nearly 30,000 subjects; its biographical entries; its thousands of illustrations and numerous color plates and engravings; its tables of measures; its time-saving "new divided page"; its carefully discriminating, full, clear synonyms, and its treatment of punctuation.

It will help the teacher and pupil to keep abreast of the times, and is almost indispensable.

**The Beacon Readers**, by James H. Fassett, Superintendent of Schools, Nashua, New Hampshire. Ginn & Company.

The Beacon Method has achieved notable success in the teaching of primary reading. It is the outgrowth of fifteen years' experimental use and upbuilding by the author. As a result of this thorough trying-out, it is one of the simplest and most systematic phonetic methods published. A few of its distinguishing features are its separation of the phonetic drill and the reading drill; its careful grading of both types of exercises; its genuine appeal to the tastes of the children. It gives power in word recognition, making the child a self-reliant reader; it is easy for inexperienced teachers to follow; it helps in the teaching of spelling, and is effective with non-English speaking pupils.

A small manual, containing directions for teachers, order of teaching, and an outline course of study, accompanies the readers, and is invaluable to teachers.

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The spirit of reconstruction resulting from the war is already influencing educational aims and methods. New conditions in business, manufacturing and export trade demand greater efficiency. This, in turn, calls for sounder training in our schools, especially in the study of arithmetic.

To supply this training Hamilton's Essentials of Arithmetic has been published. This two-book series focuses the work on two main objects—accuracy and speed in the fundamental processes and the ability to apply arithmetical principles to the varied problems that arise in everyday living.

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It comes as something of a surprise to a good many school people to learn that the Bradley Company is now going largely into the publication of books for schools. These are not exactly textbooks, nor do they conform to the usual conception of school books. They are, in the main, children's reading books, intended to be placed in the school library for general reading or to be put into the hands of classes of children as supplementary reading, to encourage the reading habit or to inculcate certain lessons of life.

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NEW YORK

# SCHOOL EDUCATION

*A Journal for Educators of the Northwest*

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CONSTANCE E. BRACKETT, Managing Editor.  
306 Fourteenth Avenue Southeast, Minneapolis, Minn.

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## THE NEW PRESIDENT OF SCHOOL EDUCATION PUBLISHING COMPANY

*Dr. Frank A. Weld, president of the Moorhead State Normal School, who has resigned his position in Moorhead and on January 1, will assume his new duties as president of School Education Publishing Company. His thirty-seven years of advancement of the ideals and standards of education throughout the Northwest have gained for him a recognition that is not only statewide, but national in character.*

# Methods Department

Conducted by teachers and supervisors in leading normal schools and colleges in the Northwest, as a substitute or supplement for normal school training.

## Reading for Beginning Classes

(A Series of Articles on Primary and Intermediate Reading).

By Ora K. Smith, Instructor of Normal Training Department, Girls' Vocational High School, Minneapolis; Supervisor of Rural School Methods, Summer Session, Winona State Normal School, 1919.

### NO. 3. READING FROM THE PRIMER

#### WHEN TO BEGIN PRIMER.

**N**O TIME is gained in hurrying pupils into books before they are ready for them. When pupils "are ready" for the Primer is a matter for each individual teacher to decide. It depends entirely upon the pupils' ability to read sentences fluently from the blackboards, from charts, and from manila strips; to construct and read sentences from cut-up words—in brief, to use, without hesitancy, words and word groups of the basic story, "The Little Red Hen," in any and all possible relations. Then, and *not until then* is the pupil ready for the Primer.

The time required for this basic work varies from three to six weeks. If the blackboard reading outlined in No. 2 of this series is thoroughly worked out, a reading vocabulary should be well established with average pupils by the end of the first month of school. As soon as possible, however, get the books into the pupils' hands.

#### VALUE OF THE PRIMER.

No matter how alive and enthusiastic a teacher may be, blackboard lessons are bound to become monotonous. There is little in the best of such lessons to arouse imagery in the minds of the children. Pictures, which are often an integral part of the reading lesson, abound in the Primer. These pictures, which should be artistic and well colored, suggest stories which kindle the constructive fancy and rich imagination of children's minds. Add to this the joy of possessing a book—a delight to every normal child—and we have created an atmosphere conducive to live reading because it is surcharged with the electricity of children's interest.

#### HOW TO INTRODUCE THE PRIMER.

##### I. Creating an Atmosphere.

The first requisite in the use of the Primer is an enthusiastic skillful teacher, one who can enter into the spirit of the stories and pictures in such a way that she may be instrumental in making the child believe that it will be a great pleasure to read this book; one who from the first helps the child catch the spirit of the book. The teacher must be one who can make the reading the most keenly anticipated pleasure of the day; one who can make this a time "when the child lives a rich, full and varied life in the world of imagination;" and one who "makes it possible for the child to look upon the book as a treasure house to be approached with glad anticipation."

##### II. Care of the Books.

In introducing the book, it is advisable to tell pupils how to care for their books—the necessity for clean hands; how to turn the pages; how the pages are bound together; the effects of strain upon the binding, etc.

##### III. The Pictures; Their Use and Value.

Then come the pictures. Let the pupils look at them, exclaim over them and enjoy them; lead them to study them, to see the story in them; discuss them with the class. "Look at the sentences (call them sentences, *not stories*) under the picture. Do you see any words you know? Name them."

"Find the words which tell what our story is about." Children all find the word group "The Little Red Hen."

"Find the name of this" (pointing to picture of cat, seed, etc.) Children find corresponding words. "Do you find a sentence that you know? Read it." "Find another that you can read." "Find the sentence that tells what The Little Red Hen found. Read it;" etc., etc. Some such introduction will do much to awaken interest. It gives, also, a review of words (to be used later in reading lesson); it gives a suggestion as to what the *thought* is, and it prevents memorizing.

Let the pupils continue on thru the first story in the Primer. Let them "brouse" thru the pictures of other stories—a reader should be something to be enjoyed. This creates a desire to read these stories, an enthusiasm for future reading, and a motive for learning the words of the first story, "for," says the teacher, "we can't read these stories until we are sure of all of our words."

##### SILENT READING.

Silent reading should be emphasized from the time that printed words are recognized. This kind of reading produces thoughtful, intelligent readers because it concentrates all effort on *thought-getting*—the true aim of reading. This is an excellent way to teach pupils to study. Naturally, silent reading must precede oral reading, for it gives an intelligent interpretation to oral reading. It trains the child to look ahead and grasp the *thought* mentally before rendering it orally.

Words, word groups and sentences, lend themselves to effective silent reading. The words—cat, pig, etc., may be printed on the board, or word cards may be used; point to, or show, any word; the pupil reads

silently, points to the picture in the book, finds the word in the lesson, and then reads it orally. Sentences and word groups are used similarly.

#### ORAL READING.

While silent reading has an undisputed place in the reading program, yet oral reading must not be underestimated. Oral reading is thot-giving; it is a test of silent reading; it increases the child's vocabulary; it improves his powers of speech. Oral and silent reading should be freely intermingled. In this, as well as in previous lessons, careful planning is necessary. Decide what you are going to say, the questions you are going to ask in introducing the reading, in helping the pupils study and in having them read. It is the questions asked that create and maintain the atmosphere necessary to live and intelligent reading.

Pupils find the place in the Primer by finding the page having the same picture as the one shown by teacher. If pupils recognize numbers, find the page by number. If pupils do not recognize the numbers, here is a motive for their learning them—"so that you can find and tell the page of the reading lesson." Because children's eyes up to this time have not been required to focus upon a printed page for any great length of time, a marker—a piece of cardboard—may be held under the lines and moved down as the sentences are read. This helps children "keep the place" by helping the eyes adjust themselves to the new focus.

The first time thru the lesson, the teacher's questions are necessary in order to bring out the thot in the sentences. For example, "What did The Little Red Hen find? Find the sentence that tells this. Study it and when you are ready to read you may stand." When all are ready, call on someone to read. "What does the next sentence tell about the seed?" Continue as before. Then one child may read both sentences. Then, "What did the Little Red Hen say?" Study and read as before. Continue thus with the story, reading as much as the pupils can easily read. When they begin to struggle with sentences, they are not ready for them. Stop here and return to blackboard and supplementary words—word drills, sentences, word cards, etc. Before the class is dismissed in the reading suggested above, the entire lesson should be read by individual pupils *without the aid of questions*. This develops independent power. Some times the teacher may read the entire lesson to the class at the close of the period. This furnishes a good model and leaves an accurate, interesting impression.

#### EXPRESSION.

The development of expression is a thot process: it comes from the pupil getting the spirit of what he is reading with the aid of the teacher. After a child grasps the meaning of a sentence, he needs to be questioned until he expresses this meaning in his reading. Suppose a child reads with absolutely no expression, "The Little Red Hen found a seed." Question him thus: "Did you say the *cat* found a seed?" or, "Who found a seed?" And, "Did you say the Little Red Hen found a *stick*?" or, "What did the Little Red Hen find?" By questioning this way, the important words of the sentence are brought out and natural expression results. Give pupils plenty of time to study their sentences silently. Don't tell them to "hurry," for this "hurry, hurry" habit leads to unnatural, forced expression and jerky, "choppy" reading.

When pupils have the tendency to keep the voice

raised at the close of statements, this remedy may be applied—again the question is the "first aid"—"Have you finished your sentence? Your voice did not tell me so. Read again and show by your voice when you have finished."

Similarly, when there is a tendency to drop the voice in the middle of a sentence, the question, "With what word do you finish your sentence?" causes the child to read again and to show by his voice just where the sentence is finished. Gradually the tendency of the voice to fall in the wrong place will be overcome. This requires time and patient, persistent endeavor. "That which is truly worth while in education cannot be accomplished in a day or a week."

The consciousness of an audience is another factor in developing expression. The pupil must realize that he is reading to some one who must be made as interested in the situation as the reader is, that he must make the listeners "see the pictures." Naturally, standing squarely on both feet, the body erect, the book in a comfortable position, with the eyes far enough from the page to allow the class to see the face and hear the voice of the one reading, does much to induce easy and independent reading.

Criticisms such as "too fast," "too slow," "read with more expression" are mechanical and useless in developing expression in reading. Until the child knows and feels *why* his reading is "too fast" or "too slow," such criticisms fail to bring correct expression. In order to express well, a pupil must understand and feel what he is reading.

Likewise, reading until a mistake is made detracts from expressive reading because here emphasis is placed upon the words rather than upon the thot.

#### NECESSITY FOR REVIEWS.

Review lessons are an important phase of the regular reading recitation in that they keep the thot connected, furnish repetition of words and give opportunity for good expression. These lessons should be read before taking up the new lesson. A review lesson may be read quickly after the advance lesson has been given, if some time of the recitation period remains. One special page may be used for review, each child reading one or more sentences. Each pupil may choose his favorite lesson and read it to the class. Insist on all paying attention when one pupil reads. Make pupils realize that they must put forth every possible effort during the reading period. Discourage wild excited waving of hands and "buzzing" with the lips. Train pupils to study with their eyes not with their lips.

#### VOICE TRAINING.

The voice training of the child must not be overlooked, for on this phase of reading will depend very largely the quality of the child's voice when he becomes grown. The advantage of a well modulated expression is recognized by all. If the child's voice is loud, shrill, or high pitched, stand beside him and have him read only to you; if too low, ask him to make every one in the class hear.

Poor articulation is overcome by teaching the child how to form the sounds, e.g., the child who says *dis* for *this* can be helped to pronounce correctly by showing him that *th* is made by pressing the tongue between the teeth.

The Primer should ordinarily be finished before January. Before the end of the year read as many good supplementary readers as possible. (*No. 4 of this series "Reading in Grades II & III."*)

# Questions for Use in the Study of *Evangeline*\*

By *Velva Bradbury, Monroe, Wisconsin.*

## FOREWORD

**T**HE following sets of questions may prove time-savers to the many teachers who yearly devote time to the study of this poem. The best explanations of the unusual words and phrases will be made by dealing with them in immediate connection with the context. The teacher may prefer to relate the history and to explain the Biblical references rather than require the class to read them in histories or references.

## GENERAL OUTLINE

For convenience in using different editions of *Evangeline*, the questions have been grouped according to the paragraphs in the poem, and the lines are indicated. The poem has four parts: Prelude; Part the First, giving the story as far as the exile; Part the Second, following the wanderings of the exiles and the search of *Evangeline* for *Gabriel*; Conclusion. The following analysis will assist in locating the questions.

### PART THE FIRST

Lesson I: Prelude. Introduction of the emotional theme of the story.

Lesson II: The setting of the poem, touching on description of Acadian country and customs.

Lesson III: *Evangeline* and *Benedict*. The homestead.

Lesson IV: *Gabriel* and *Basil*. Stories of the childhood of *Gabriel* and *Evangeline*.

Lesson V: Description of Acadian autumn. Evening scene at the homestead of *Bellefontaine*.

Lesson VI: The evening scene in *Benedict's* house. Discussion as to the purpose of the English ships. Anxiety of *Basil*.

Lesson VII: *Rene Leblanc* and his story of justice.

Lesson VIII: The betrothal.

Lesson IX: The feast of the betrothal.

Lesson X: The summons to the church. Announcement of the exile. The turbulent scene that ensued.

Lesson XI: The teaching of *Father Felician*. The return of *Evangeline* to her desolate home.

Lesson XII: The imprisonment. The embarkation.

Lesson XIII: The confusion and sorrow attending the departure.

Lesson XIV: The burning of *Grand Pre*. The death of *Benedict*. The exile.

### PART THE SECOND

Lesson XV: The separation and wanderings of the Acadians. *Evangeline's* purpose.

Lesson XVI: The journey of the Acadian group to rejoin friends in Louisiana.

Lesson XVII: River scenes thru which the travelers journeyed.

Lesson XVIII: The passing of *Gabriel* on his outward way from the settlement.

Lesson XIX: The Acadian colony. *Basil's* new home.

Lesson XX: The welcome.

Lesson XXI: *Evangeline's* disappointment. The leaving of *Gabriel*.

Lesson XXII: The west during the time of the story.

Lesson XXIII: The Indian woman's legends. The mission.

Lesson XXIV: Summary of *Evangeline's* search for *Gabriel*.

Lesson XXV: The Sister of Mercy.

Lesson XXVI: The year of the pestilence.

Lesson XXVII: The finding of *Gabriel*.

## CONCLUSION

### PRELUDE

### LESSON I

1. What is the meaning of "primeval forest"?
2. What kind of tree is the hemlock? Do hemlocks grow in this state?
3. How do you think the damp climate of Nova Scotia affects the growth of moss? Could the moss look like a beard?
4. Tell about the Druids. Why do the pines remind the author of the old Druids?
5. Harpers and minstrels belong to what time in history?
6. What is a thatched roof?
7. What impression does the first paragraph give you?
8. What questions are asked in the second paragraph? How are they answered in the paragraph?
9. How are the men's lives darkened by shadows of earth? How may they reflect images of heaven?
10. What is the meaning of *Grand Pre*?
11. For whom is this poem written?
12. What rhythm—1, 2, or 1, 2, 3,— has *Evangeline*?
13. How many feet are there in a line?
14. Define *disconsolate*, *tradition*.
15. Memorize part or all of the prelude.

### LESSON II.

Paragraph 1. Lines 1-58.

1. Locate on a map: *Acadia*, *Basin of Minas*, *Grand Pre*, *Blomidon*, *Gaspereau river*, *Bay of Fundy*.
2. Draw a small map and locate each of the places mentioned.
3. Where on the map are the prairies located?
4. Explain tides, dikes, flood-gates, secluded, incessant, turbulent, dormer, parish, tranquil.
5. Where is *Normandy*? Where was the original home of the Acadians?
6. Is the Newfoundland coast foggy?
7. What house have you seen that has dormer windows?

Educators and school teachers who are interested in moving pictures in the school may be interested to know that "*Evangeline*" is now presented by Fox Film Corporation. Special matinees for school children will be arranged by motion picture theatres exhibiting this photo play.



8. Describe the dress of the women. Use pictures to illustrate.

9. On what machine is the distaff found?

10. Have you seen a rag-carpet loom? What kind of loom is meant here? Is the word gossiping a good term to apply to a loom?

11. Why do the women rise as the priest passes?

13. Show the picture of "The Angelus" and tell the story.

14. What system of farming do the Acadians have?

15. What is incense?

16. How is envy the vice of republics?

17. How happy is the life of the people in Acadia?

Change wording: Can you see why the evenness of wealth adds to the contentment of the people?

18. Which is the better place to live in, such a land as described in line 57 or one where some people are very rich and others very poor?

### LESSON III.

Paragraphs 2 and 3. Lines 58-102.

1. Describe Benedict Bellefontaine. Why is his age stated as seventy winters? What figure of speech pictures him clearly?

2. Describe Evangeline.

3. Define: beads, missal, heirloom, flagon, hysop, celestial, ethereal, confession, penthouse, remote, wains, antique, seraglio, penitent, mutation.

4. Explain line 81.

5. What kind of well was in the farmyard?

6. Read the story of the penitent Peter. Luke 22, 54-62.

7. Explain "image of Mary."

### LESSON IV.

Paragraph 4. Lines 102-147.

1. How does the darkness befriend the suitor?

2. Why is the craft of the smith so highly thot of at the time of the story? What lines of work were smiths skillful in? Do they practise these today?

3. Explain "knocker of iron," "patron saint of the village."

4. Explain the words: pedagogue, plain-song, crevice, valiant.

5. Describe some of the scenes from the childhood of Gabriel and Evangeline.

6. What story is told about the power of the wonderful stone?

7. "Sunshine of St. Eulalie" refers to what special day? What was the saying in regard to this day?

8. How does thought ripen into action?

### LESSON IV.

Paragraphs 5-6. Lines 147-198.

1. Can you tell what the sign of the Scorpion is? In what way does the sun enter this sign?

2. Name a bird of passage; a desolate northern bay; a tropical island.

3. Look up the story of Jacob and the angel in Genesis 32, v. 24-31.

4. What signs foretell a hard winter?

5. Tell of the plane-tree that was so admired by Herodutus.

6. Is the evening well-described in lines 171-173?

7. What is our name for the summer of All-

Saints? Read the lines that beautifully describe the season.

8. Explain: inclement, advent, consoled, harmony, subdued, russet, regent of flocks, briny hay, ponderous, regular cadence.

9. Describe the evening scene in the barnyard. What is a fetlock? How does the harness described in the book differ from our common harness?

### LESSON VI.

Paragraphs 7 and 8. Lines 199-266.

1. What makes the farmer's shadow fantastic?

2. Explain Christmas Carol.

3. Where is Burgundy?

4. Words: monotonous, chant, hob-nailed, jovial, ballad, mandate, proclaimed, besieged, glebe, notary, dubious, surmised.

5. Retell the conversation between Basil and Benedict.

6. Is Benedict cheerful or alarmed?

7. To what history does Basil refer when he mentions Port Royal, Beau Sejour, and Louisburg? What does he mean when he says they have not been forgotten?

8. What is the meaning of the phrases:

"pewter plates on the dresser."

"bright Burgundian vineyards."

"drone of the bagpipe."

"round as a harvest moon."

"Happy art thou, as if every day thou hadst picked up a horseshoe."

"ships at their anchor ride in the Gaspereau's mouth."

9. Whom does the speaker mean by "His Majesty"?

10. How has the house for Gabriel and Evangeline been built?

11. What is a barn-raising?

12. Describe the wedding customs in Acadia. What is meant by the contract?

### LESSON VII.

Paragraph 9. Lines 268-330.

1. How does the notary resemble a laboring oar? Describe him. What are his duties? Does he hold this office because he has been an English sympathizer?

2. Explain loup-garou. What other stories does Rene Leblanc tell to children?

3. Does his official position give him inside knowledge of the purpose of the English ships in the harbor? Is he alarmed?

4. Is Basil anxious as to the purpose of the ships? What does he say about "might"? Does he believe what he said? How does he feel about his belief.

5. Tell the story by which Leblanc seeks to illustrate that God is just. Does he prove his point? Is Basil convinced? How is Justice pictured by painters and sculptors?

6. Words: supernal, warier, guile, molest, suspicion, emblem, magpie, congealed.

### LESSON VIII.

Paragraphs 10 and 11. Lines 330-381.

1. Explain: dower of the bride, seal of the law.

2. Explain the game that the two men play. What is meant by each phrase, "breach in the king-row," "window's embrasure"?

3. Memorize lines 351 and 352.
4. What is curfew?
5. What evidence of Evangeline's industry is mentioned?
6. Read the story of Hagar and Ishmael. Genesis 21, v. 9-20. Show a picture of their flight into the wilderness.
7. Words: inkhorn, draught-board, contention, manoeuvre, pallid, infinite, luminous, spacious.

## LESSON IX.

Paragraphs 12 and 13. Lines 382-419.

1. Words: clamorous, hamlets, blithe, jocund, alternatively, vibrant.
2. Explain: "were riding at anchor."  
"waving shadows."  
"cider-press."
3. Do we have feasts of betrothal in our communities?
4. Notice the groups that are gathered in Grand-Pre and the hospitality of the people.
5. Where do the guests dance? Is the fiddler happy? What are "All the Common People of Chartres" and "The Chimes of Dunkirk?"
6. Is the scene happy? Notice hereafter if it is the last happy time.

## LESSON X.

Paragraph 14. Lines 420-459.

1. Words: sonorous, portal, commission, convened, clement, forfeited, province, transported, sultry, solstice, imprecations, distorted, allegiance, dissonant, clangor.
2. Tell in your own words the scene in the church before the entrance of Father Felician.
3. Study the comparison lines 441-450.
4. What kindness has the king shown the Acadians? Have they been unappreciative?
5. What do you think of Basil's anger? What chance does he have of fulfilling his threat? Is his very statement, "We never have sworn—" the reason for the deportation of the Acadians?

## LESSON XI.

Paragraphs 15, 16, 17 and 18. Lines 459-524.

1. Is the speech of Father Felician what would naturally be expected from a man of his calling?
2. Should he attempt to quiet them or should he encourage them to resist?
3. Who is the Prince of Peace? What words were spoken of his birth?
4. Who first said, "O Father, forgive them?"
5. What is the rest of this prayer?
6. What is the Ave Maria?
7. Explain "their souls with devotion translated."
8. How did Elijah ascend to heaven? 2 Kings Chapter 2, v. 1-12.
9. Words: tumult, contention, chancel, mien, gesture, clamorous, tocsin, vigils, privations, profane, compassion, assail, rebuke, contrition, tapers, emblazoned ambrosial, celestial.
10. Do the men respect Father Felician?
11. How does he think they would profane the church?
12. Retell his talk to them.
13. What lines show the helpfulness of Evangeline?
14. What qualities are spoken of as celestial?

15. Tell the story of Moses descending Mount Sinai with the tables of law. Exodus: 34, v. 28-35.
16. Is Evangeline terrified at the thought of returning home without her father? How does her religion comfort her? Can you understand how the storm tells her that God is in His heaven and governs the world? What tale of justice does she remember?

## LESSON XII.

Paragraphs 19, 20 and 21. Lines 524-566.

1. For how long are the men imprisoned?
2. What are the women ordered to do in the meantime?
3. How much of their wealth are they permitted to take with them?
4. What is the distinction in this paragraph between boats and ships?
5. Why do the peasants sing their hymns? Do you think this particular song might be comforting?
6. Lines 553-567. What do you think of Evangeline's character?
7. Are lines 559 and 560 true?
8. Words: hamlet, confusion, wains, procession, submission, psalm, affliction, emotion.

## LESSON XIII.

Paragraphs 22 and 23. Lines 568-612.

1. Do you understand how Gabriel and Evangeline are separated?
2. Why is this scene so sad?
3. Could the embarking have been conducted without this disorder?
4. How many Acadians are deported at this time?
5. Has there ever been a similar case in history?
6. Explain: "refluent ocean" "waifs of the tide."
7. Why is the scene compared to a gypsy camp? to a leaguer after battle?
8. Are they permitted to take their cattle?
9. Read the line that expresses the courage of Father Felician.
10. What is the story of shipwrecked Paul? Acts 27 and 28.
11. What does the priest mean by "Benedicite"?
12. Do the stars notice the sorrow on earth?
13. Words: plied, confusion, entreaties, refluent, waifs, kelp, nethermost, retreated, haggard, unperturbed.

## LESSON XIV.

Paragraphs 24 and 25. Lines 613-665.

1. Why are the houses burned? What inducement is left for the Acadians to return?
2. Explain Titan-like and hundred hands.
3. What is a martyr? How does the word apply here?
4. Describe the terror of this fire scene.
5. What causes Benedict's death?
6. Describe the scenes called up by lines 630-633. Do these scenes occur today in Nebraska?
7. Does the priest keep his presence of mind? With what services and intentions do they bury Benedict?
8. Words: road, tead, quivering, gluds, dismay, swoon, oblivious, pallid, illumined, exite, "without bell or book," dirges.

## GENERAL—PART I.

Read in Macmillan edition the History of the Acadians.

Write a topic on the History of the Acadians.

Using available pictures, describe the part of the story each represents.

Tell the entire story of Part 1 including:

1. The opening scene and characters.
2. Evening visit of Basil and Gabriel at Benedict's home.
3. The betrothal of Evangeline and Gabriel.
4. The arrest.
5. The departure of the Acadians.

Suggestions for written paragraphs:

1. Description of the Acadian country.
2. Description of Evangeline.
3. Description of Benedict.
4. A paraphrase of the story of justice.
5. A summary of Part 1.

Note: Very often the references and stories called to mind by the reading of this poem are well given by the pupils. A second idea for the teacher to call attention to is—In what way is the allusion made to apply to the poem?

(Next Month: Part the Second)

## Rote Song Presentation and Selection

E. L. Hodson, Supervisor of Public School Music,  
Fargo, North Dakota

"Music once admitted into the soul becomes a sort of spirit that never dies."—*Bulwer*.

### MUSIC, A LANGUAGE

**M**USIC is a language, a means of self-expression. It is the birthright of every child and no thinking person can but realize its importance, and dare deny the child this part of his rightful inheritance.

What one subject in our schools of today touches life on so many sides to develop, to intensify, to modify, as music?

### CRITICISM

Modern educators, and those keeping abreast with the times accord it equal importance as other subjects taught in our schools and lend their aid towards its furtherance and betterment in all possible ways.

Previous criticism of educators has been based upon the standards to which many teachers have catered rather than of *music* itself.

The criticism has been, in the main of an *individual* rather than the *subject* itself. Also, the method of presentation was a constant source of criticism as many teachers have no method, no system, no plan, no organization. One must have a plan, then work it.

### DEVELOPS THOUGHT AND POWER

Music to legitimately hold its place in the school curriculum must develop *thought* and *power* in the *individual*. The development of such a type of music means, ultimately, a cultured, refined, appreciative community possessing the real essentials of the higher art.

Do not our choicest bits of poetry lend themselves to melodic treatment, and when studied and rendered artistically seem vitalized by the added melodic text? At least they have gained inspiration from the viewpoint of a new means of presentation, and thereby an added interest.

Psychologically, the child's school career may be divided into three periods: the *sensory*, which includes the primary grades; the *associative*, the intermediate; and the *adolescent*, the grammar and high school grades.

### THE SENSORY PERIOD

The sensory period is primarily a store-house for experiences. These have been gained through the senses by dealing with objects, thus making experiences very concrete.

It is the period of childhood when fancy makes a

vivid impression and the child's imagination is wide awake and at play. Observation is keen, and suggestion and imitation moulds through aural paths the things to be experienced and drilled through the eye at a future time. Therefore, a careful and wise selection of the best materials for rote singing should be given. This is of prime importance.

### SELECTION OF MATERIAL

The elements contained in a rote song should be those of permanent value and at the same time make a strong appeal to the child. Both are vital; hence, a careful selection necessarily requires analysis, thought and study on the part of the teacher. Songs must be simple in form, and highly ornamented song types are best avoided. However, they invariably must contain the art qualities. Both tune and verse must bear the strictest critical analysis. The one must always express the other. The melody enhances and reinforces the verse. There must be a unity of thought expression, both melodic and poetic. By making the rote songs used applicable to season, music may bring a child close to nature and make itself an actual part of the child's life and experience.

### PRESENTATION

An artistic, natural thought-expression awakened by means of song-atmosphere created by the teacher making a strong appeal to the child's imagination is of initial importance. A beautiful tone quality can never be over-estimated in the usual schoolroom. It must be unsurpassed, steady in flow of tone, made in an easy smooth, pleasant manner. This should be acquired.

A tone is a sound having definite pitch. The first note in the song's notation is a character representing a fixed pitch. A pitch-pipe is therefore absolutely a necessity in the schoolroom. No teacher should be without one. Providing a teacher does not sing with the children, it is a device that aids towards the development of independence; for the usual teacher abuses the use of an organ or piano in the class room. When properly used, it is to be advised; but there is always a tendency on the part of the teacher to continue the melody, or harmony, on the instrument. Hence, a pitch-pipe is preferable. Sing *for* but not *with* your children.

Voluntary attention is another essential in rote presentation. This, too, like the thought-expression, is to be gained through the creation of song atmosphere. It is vital. The teacher sings the song sev-

eral times distinctly, using a light tone quality and stressing the emotional values of the song. The singing must be expressive, spontaneous and enthusiastic. A somewhat exaggerated use of the lips will usually bring better results in diction.

Now that the children have a clear, well defined, distinct impression of the song, they are desirous of doing the thing themselves. Here is where their vocabulary of song begins and along with this experience the actual joy in doing it themselves. Some people get everything but the joy out of music. Inspiration and joy must play a big part in song singing.

The musical phrase usually corresponds to a line of the poetic verse. It may be considered the unit of musical thought.

#### OUTLINE FOR PRESENTATION

1. Arouse interest and create atmosphere for the song.
2. Teacher sings the entire song several times.
3. Teacher sings the first phrase.
4. Children imitate.
5. Teacher sings the second phrase.
6. Children imitate.
7. Teacher joins the first and second phrases.
8. Children imitate.
9. Continue phrase-wise imitation until first stanza is completed.
10. Teacher sings the entire stanza.
11. Children imitate.
12. Words of remaining stanzas taught in like manner.
13. Children sing entire song.
14. Use accompaniment.

#### DECEMBER ROTE MATERIAL

Possibly no time of the year lends itself to such a variety of thought and to so many sources of rote material to be added to the child's music vocabulary as does the month of December. It is the season of winter fun and sports. The usual zero weather brings skating, coasting, sleighing, with ice and snow, to give vent to the child's natural outdoor pleasures. Icicles, frost, the northwind and the jingle of bells all go to make up a merry time, while joy and gratitude, and preparation for giving and receiving are his. The winds howl their tunes through the harp-like Northern pines, where the chickadee hides himself away for warmth, and the trailing arbutus buds, blooms and breathes its perfume underneath its coverlet of snow. Even the bright colored ragged chrysanthemums burst into gorgeous blossom to herald the season of snowballs and snowmen.

Mother Holly puts on her red berries and Madame Mistletoe dresses up in white, to garland the Yuletide windows and tables. It is the season of good cheer. Santa Claus is coming down the chimney with toys of all sorts, sizes and descriptions to fill the bright colored stockings hung by the fireplace. He comes in a sleigh, over the roof of the house with his team of reindeer. He carries a pack, and leaves such goodies that they fairly tease the taste.

It is Christmas. Everyone is happy. It is a homecoming season. Christmas carols are being sung everywhere. It is the Christ-child's birthday. The spirit of peace and good will are prevalent.

What a source of good song material has been written to express the emotions experienced at this season!

Sing for the joy of it as well as the art of it. Both are necessary.

## DECEMBER SONG MATERIAL

### PRIMARY GRADES

SONG	SOURCE
"Snowflakes"	Songs of the Child World, No. 1
"Coasting"	Songs of the Child World, No. 2
"Snowman"	Songs of the Child World, No. 2
"Skating"	Songs of the Child World, No. 2
"Christmas Carol"	Songs of the Child World, No. 2
"Christmas Joys"	Songs of the Child World, No. 2
"Christmas Secrets"	Songs of the Child World, No. 2
"The Christmas Tree"	Songs of the Season
"Merry Christmas Bells"	Songs of the Season
"December"	Nature Songs for Children
"The Eskimo"	Primary Melodies
"Santa Claus"	Primary Melodies
"The Snow"	Primary Melodies
"Christmas Morning"	Primary Melodies
"Chickadee"	Songs About Birds
"In Holland"	Art Song Cycles
"In Greenland"	Art Song Cycles
"Arbutus"	Art Song Cycles
"Santa Claus"	Song Primer
"The Chimes"	Song Primer
"Teddy Bear"	Song Primer
"Little Jack Horner"	Congdon Primer
"Dear Little Blossoms"	Congdon Primer
"Snowflakes"	Congdon Primer
"Santa Claus"	Congdon Primer
"Around the Christmas Tree"	Lilts and Lyrics
"Christmas Carol"	Lilts and Lyrics
"Mother Holly"	Lilts and Lyrics
"The Jolly Holly Farm"	Progressive Manual, No. 1
"A Telephone Message"	Progressive Manual, No. 1
"Frosting"	Progressive Manual, No. 1
"Chrys Anthenium"	Progressive Manual, No. 1
"Kris Kringle's Song"	Progressive Manual, No. 1
"Cradle Hymns"	101 Best Songs
"Up On the Housetop"	101 Best Songs
"Songs of the Snowflake"	Churchill-Grindell, No. 1
"Northwind"	Churchill-Grindell, No. 2
"Santa Claus is Coming"	Churchill-Grindell, No. 2
"Christmas"	Churchill-Grindell, No. 3
"December"	Churchill-Grindell, No. 3
"Christmas Bells"	Churchill-Grindell, No. 3
"Santa's Coming"	Churchill-Grindell, No. 3
"Toboggan Slide"	Churchill-Grindell, No. 3
"Arbutus"	Churchill-Grindell, No. 4
"Christmas Story"	Churchill-Grindell, No. 4
"Santa Claus Land"	Churchill-Grindell, No. 4
"Snowflake"	Churchill-Grindell, No. 4
"Sleighride"	Churchill-Grindell, No. 4
"Chickadee"	Churchill-Grindell, No. 5
"Christmas Lullaby"	Churchill-Grindell, No. 5
"Christmas Drum"	Churchill-Grindell, No. 5
"Our Snow Man"	Churchill-Grindell, No. 5
"Snowflake"	Churchill-Grindell, No. 5
"Skating Song"	Churchill-Grindell, No. 5
"Silent Night"	Bryant's Christmas Carols
"O Come, All Ye Faithful"	Bryant's Christmas Carols
"Christmas Eve"	Bryant's Christmas Carols
"Christmas Comes Again"	Bryant's Christmas Carols

### INTERMEDIATE GRADES

"Joy to the World"	Dann's Christmas Carols
"Silent Night"	Bryant's Christmas Carols
"Oh Come, All Ye Faithful"	Bryant's Christmas Carols
"It Came Upon the Midnight Clear"	Bryant's Christmas Carols
"Hark! the Herald Angels Sing"	Bryant's Christmas Carols
"Under the Stars"	Bryant's Christmas Carols
"Hymn for Christmas Day"	Bryant's Christmas Carols
"We Three Kings of Orient Are"	Bryant's Christmas Carols
"Once in Royal David's City"	Bryant's Christmas Carols
"O Little Town of Bethlehem"	Bryant's Christmas Carols
"The Hemlock Tree"	Silver Song Series, No. 5
"The Bells"	Supplementary Song Series, No. 3
"King Winter"	Supplementary Song Series, No. 3

- "The Little Robin".....Supplementary Song Series, No. 3
- "While Sheperds Watched".....Junior Laurel Songs
- "Sleep, Holy Babe" .....Junior Laurel Songs
- "Winter Song" .....Junior Laurel Songs
- "Ring Out, Wild Bells" .....
- .....Supplementary Song Series, No. 4
- "Hark, the Bells".....Supplementary Song Series, No. 4

**GRAMMAR GRADES AND HIGH SCHOOL**

- "O Come, All Ye Faithful".....Bryant's Christmas Carols
- "Joy to the World".....Dann's Christmas Carols
- "Ring Out, Wild Bells" .....
- .....Supplementary Song Series, No. 4
- "Sing We Noel" .....Bryant's Christmas Carols
- "The First Nowel".....Bryant's Christmas Carols
- "Cantique de Noel".....Bryant's Christmas Carols
- "Nazareth" .....Dann's Christmas Carols
- "The Angel" .....Laurel Song Book
- "We Three Kings of Orient Are" .....
- .....Bryant's Christmas Carols
- "O Little Town of Bethlehem" .....
- .....Bryant's Christmas Carols
- "O Bienheureuse Nuit" .....Dann's Christmas Carols
- "Hymn for Christmas Day" .....
- .....Dann's Christmas Carols
- "Carol for Christmas Eve".....Dann's Christmas Carols

(Concluded on Page 55)

**OUR PRESIDENT**

I

God help him! Ay, and let us help him, too,  
 Help him with our one hundred million minds,  
 Molded to loyalty so that he finds.  
 The faith of the Republic pulsing thru  
 All clashes of opinion, faith still true  
 To its divine young vision of mankind's  
 Freedom and brotherhod. May all the winds,  
 North, south, east, west, waft him our honor due!

II.

For he is one who, when the tempest breaks  
 In shattering fury, wild with thunder jars  
 And javelins of lightning, that transform  
 All the familiar scene to horror, makes  
 A hush about him in the heart of storm,  
 Remembering the quiet of the stars.

Katherine Lee Bates.  
 (E. P. Dutton Co., N. Y.)

**THE DEAD TO THE LIVING**

O you that still have rain and sun,  
 Kisses of children and of wife,  
 And the good earth to tread upon,  
 And the mere sweetness that is life.  
 Forget not us, who gave all these  
 For something dearer, and for you!  
 Think in what cause we crossed the seas!  
 —Laurence Binyon.

**Lessons in Color**

By Frances Lavender, Supervisor of Art, Coleraine, Minnesota, with illustrations by Florence E. Wright.

**A. A STUDY OF SECONDARY COLORS**

The following lessons are planned for first, second and third grade children to show that yellow and red make orange, red and blue make violet and yellow and blue make green.

**MATERIALS: CRAYONS AND MANILA PAPER.**

OUR water color boxes contain only three colors, red, yellow and blue. These three colors are called primary colors. Three new colors can be made from these three primary colors. When we mix yellow and red we make orange; when we mix yellow and blue we have green; and when we mix red and blue we have violet.

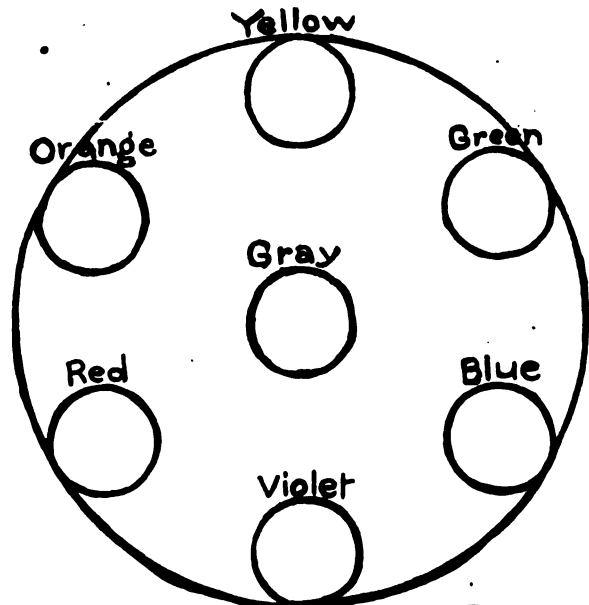
The teacher should hold the color wheel before the class. Notice the positions of the colors. Orange is placed between red and yellow because orange is made of yellow and red. Green is placed between yellow and blue because green is made of yellow and blue, and violet is placed between red and blue because violet is made of red and blue. We call orange, green and violet secondary colors.

In order to impress these color truths on the minds of the children, the teacher should perform the following color experiments before the class: Make a solution of red by dissolving two cakes of red water color paint in half a glass of water. Do the same with yellow and the same with blue. Have three empty glasses at hand. Into one of the empty glasses pour half of the yellow solution and add half of the red solution. The children will be delighted to see the orange paint. Now ask the childrer to make a spot of yellow with their crayons on manila paper and rub a little red over it and they will make orange.

Pour one-half of the blue solution into the yellow that is left and the children will be delighted with a new color—green. The children should then experiment in crayon—make a spot of yellow on manila paper and rub a little blue on the top, Green will result.

Pour the red that is left into the blue, and violet will be made. The pupils should now make violet with red and blue crayons. These experiments should be very attractive and interesting to the pupils.

THE COLOR WHEEL.





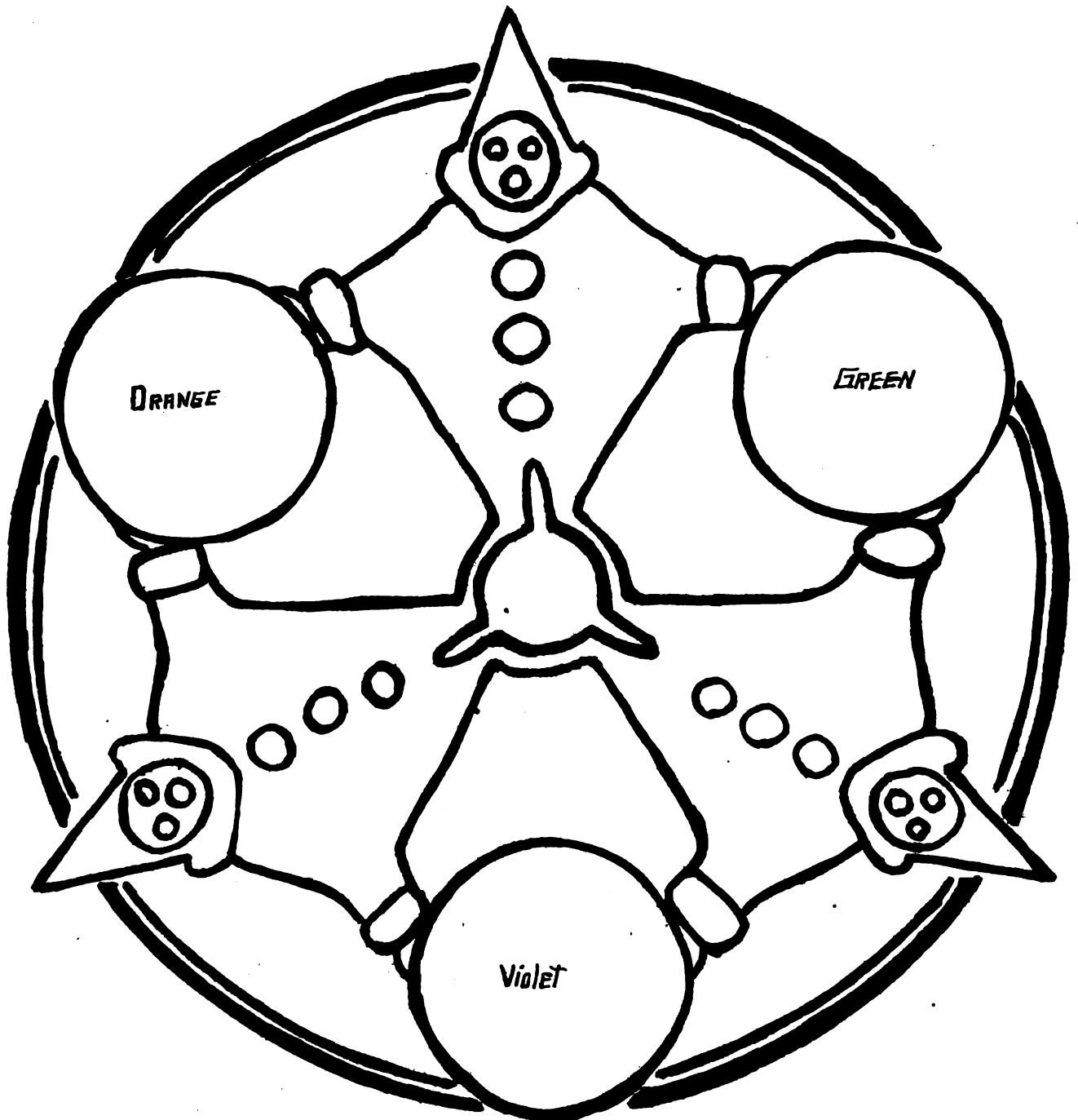
The color wheel should be made on a large sheet of paper 12x15 and hung up in the room where every one can see it. The color circles should be cut about the size of a half dollar. Always place yellow at the top and violet at the bottom and the other colors in their proper places as seen in the color chart above.

The color circles should be cut from the strongest colors the teacher can find, so that the children may form a correct idea of normal red, normal green, etc. Whenever pupils are in doubt about complementary colors, turn to the chart and locate one color. If the second color is directly across the center it is the complementary color.

#### A CLOWN COLOR WHEEL.

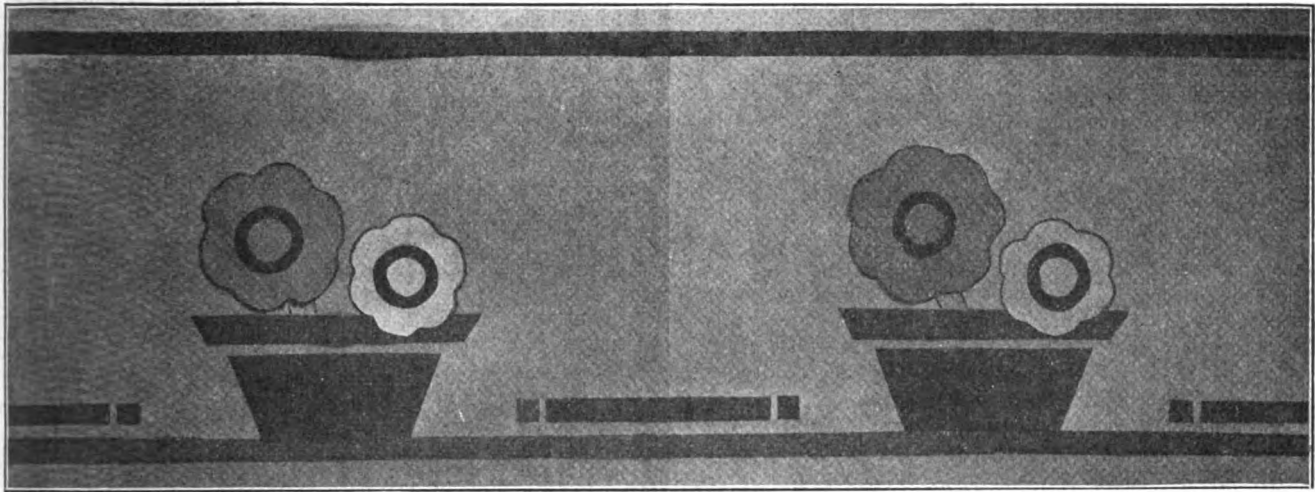
In order to fix in mind the six colors and their relation to one another, the children should color a color wheel. They will enjoy coloring the clowns much more than the circles. Always hold the color wheel so that the yellow clown stands at the top of the paper. Notice that the yellow clown and the red clown together hold the orange ball. The yellow clown and the blue clown together hold the green ball, while the blue clown and the red clown together hold the violet ball.

The children should try to make each color as near normal as possible, and thus will need to press quite hard on the crayons. Stroke the crayons only one way and mark over the surface time and again until a good strong normal color is secured.



FROM "LAVENDER LESSON PLANS" BY PERMISSION

## B. A STUDY OF NORMALS, TINTS AND SHADES



As we look about us, everything that we see has color. A number of things may be red, yet some are darker or lighter red than others. Boys and girls should study colors so that they may be able to describe them to people.

**NORMALS.**

The teacher should hold the color wheel before the class. The yellow is just as yellow as can be made. The red is just as strong a red as can be made; also the orange, violet, green, and blue, are as strong colors as can be made. These strong colors are called normal colors.

Make lists on the board of objects that are normal red, yellow, green, etc., e. g., some apples, tulips, poppies, etc., are just as strong a red as normal red. Some lemons, bananas, dandelions, are normal yellow, etc.

**TINTS.**

Make a strong solution of red, orange, yellow, green, blue and violet as described in "Lessons on Secondary Colors." Take a little blue in a glass and add water. This color will be lighter than normal. Take a little of this blue in another glass and add water. This color will be a much lighter blue. Tints of blue are lighter than normal blue and are made by adding water. Painters make tints for painting houses by adding white paint. Thus tints are made by adding water or white paint.

**SHADES.**

Some blues are darker than blue and are made by adding black to the blue. Add a little black to each tint of blue made above, and the tints turn to shades of blue. Shades of colors are made by adding black paint.

In summer girls wear dresses dyed with tints of red, blue, green, etc., while boys wear blouses made of tints of colors. Boys' suits are often made of

shades of blue and orange (brown) and girls wear dark blue and dark red sailor suits. Talk over the dresses, suits, ribbons and ties of the different boys and girls in the room and decide whether or not the colors are normal, tints or shades.\*

**A BORDER IN NORMALS AND TINTS.**

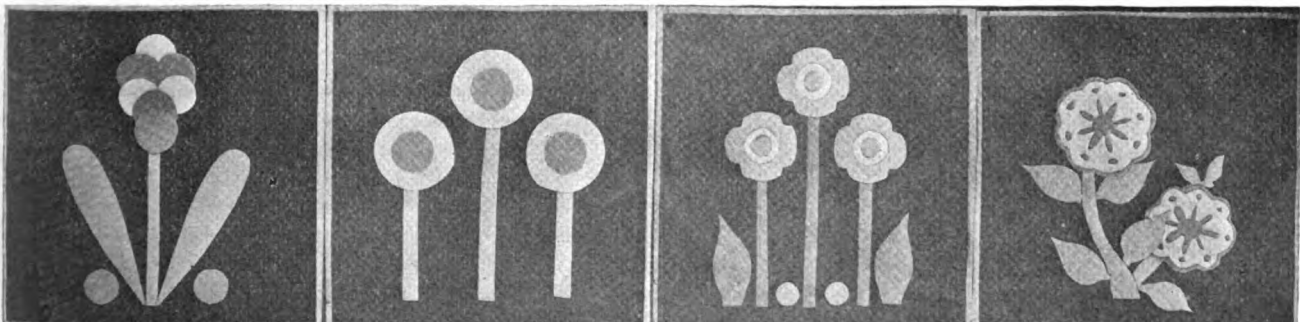
Few people have a correct idea of a normal red, a normal green, a normal blue, etc., etc. They do not remember just exactly how dark or how light a normal color should be. In order that these standards may be better fixed in mind, the class should make a border for the room, using a normal and a tint or a normal and a shade.

The flowers in the flower pot as seen in the border above make a simple and effective border. Each pupil should make one section. Use a normal color for the larger flower and either a tint or a shade for the smaller flower. Plan the colors for the class so that the same number of red, orange, yellow, green, blue and violet flowers are made.

Give the pupils a pattern for each part of the flower and flower pot and also a sheet of gray 9x12 for the background. A couple of patterns can be made for each row and the pupils can change patterns with one another. Carefully trace around the patterns and cut out the parts.

After the parts have been cut paste the black margin lines on the gray mounting paper so that both the top and bottom margin lines are one-half inch from the edge. Locate the center of the lower margin line and paste the flower pot in place. Carefully lay the flowers in the correct position and paste.

The teacher will need to paste the sections together herself. Arrange them in the order of the color wheel, red, orange, yellow, green, blue and violet, and



continue as far around the room as the sections will reach.

This border should be kept before the pupils for several weeks in order to fix in mind the exact color of each normal. Often when the children look at the flowers they will think of the normal and the tint. Whenever the teacher or class notices strong colors they should compare them with the normal colors in the border and decide whether, or not they are really normal.

APPLICATION OF COLOR LESSON TO DECORATIVE FLOWERS.

Many times during the year the pupils will need a design for a box, a booklet, etc. They will hardly want a natural picture of a flower, yet will want to suggest a flower idea. The flower idea can be expressed in flat colors and the details may be omitted. (See the flower and berry studies as found in the illustrations.)

The general shape of most flowers is circular. The petals of a flower can be represented by a large circle and the center by a smaller circle. If the petals are made of a tint of a color, the center may be made of the normal or a shade, and vice versa.

The design may be varied in three ways; the center can be changed, the petals may be changed, or both may be changed.

The teacher may show the class how the edges of the petals may be scalloped, and then ask the pupils to cut a few circles and try it for themselves. The centers of the flowers may be scalloped or cut into rings. Ask the pupils to experiment in making centers.

After the pupils have cut several petals and centers, ask them to place their designs on the desk and decide on the one they like best. Take four pieces of a tint and cut four petals at once of the design chosen; also four centers. Cut four green stems and four green leaves at the same time. Carefully arrange flowers, stems and leaves on a black background and paste, using as little paste as possible.

Many interesting changes may be worked out from this simple idea. Long, grass-like leaves may be used to suggest the Chinese lily. A bell shaped flower may be used to suggest the blue bell, and clusters of circles to suggest berries.

Each lesson should result in a fine variety of color and design. When the class works on the berry idea,

some could cut their berries from the normal, a tint and a shade of yellow; some may choose orange berries; red berries, or purple berries; blue berries or green berries. Some pupils may wish to use four leaves, some two leaves, some four leaves and two stems; some two leaves without stems, etc. Encourage the children to work out designs of their own after they have had suggestions from the teacher.



TINTS AND SHADES FOUND IN ADVERTISEMENTS.

One of the best opportunities to study color is found in colored advertisements and wrappers. Pupils, no doubt, have noticed the wrapper for "Corn Flakes." The background is a tint of green, while the lettering is a shade of green. Pictures of biscuits often have a normal for the main color, a tint for the high light and a shade for the shadows. The teacher should show the class several advertisements in which a color, a tint and a shade are used, and then ask each pupil to bring several advertisements of their own in which a color, a tint and a shade are used.

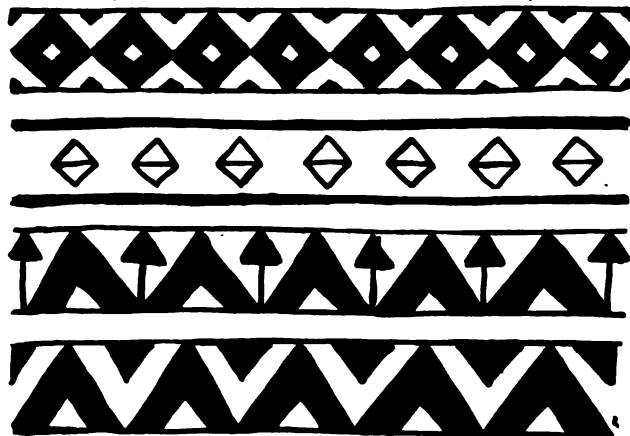
\*Children will enjoy applying their study of normals, tints and shades to the dressing of paper dolls for costume designing.

INDIAN STUDY

Indian Symbols and What They Mean



Suggestions for Indian Belts Adapted from Indian Designs



**First Grade****INDIAN BELT**

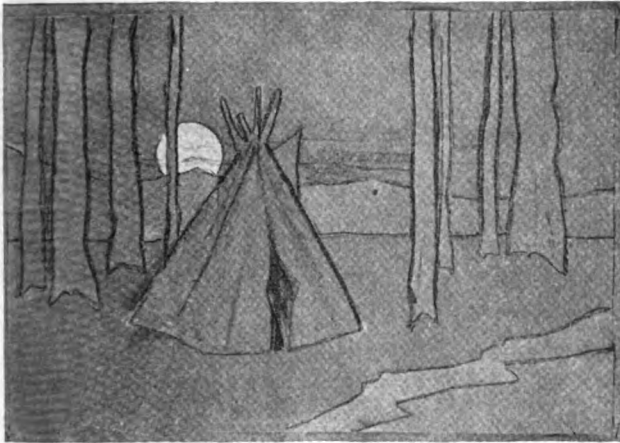
**G**IVE each pupil three pieces of cream manila paper  $2\frac{1}{2} \times 12$ ". Paste them together for the belt.

Talk over the Indian symbols with the class and draw them on the board. Show the children how these symbols may be worked into a border (See suggestions for Indian Belts). Allow each pupil to try several borders and select the one he likes best for his belt.

Repeat the border design on the belt using colored crayons. Let the children use all the bright colors they wish. Paste the straps in place and the belt is made.

**INDIAN HEAD-DRESS**

Give each pupil two pieces of cream manila  $1\frac{3}{4} \times 12$ " and paste them end to end. Cut colored construction paper  $1\frac{3}{4} \times 5$ " and cut them rounding at the end. The one in the middle should be the tallest and graduating out to the outside. The color should be

**Second Grade****INDIAN SCENES**

Most schools study the "Hiawatha Primer" in the Second Grade. These books are beautifully illustrated and each teacher can work out a valuable series of lessons in Indian scenes.

balanced on either side of the center. Use bright colors for the feathers.

**INDIAN CANOE**

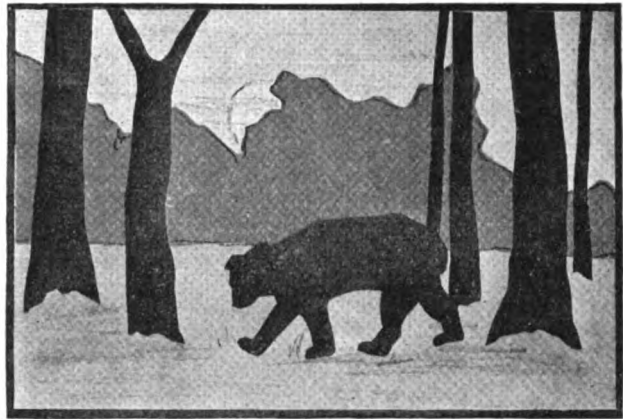
Give each pupil a sheet of manila  $6 \times 9$ ". Fold it the long way, then the two short ends together. Both ends of the canoe may thus be cut at the same time. Illustrate on the board the shape of the ends of the canoe. The children should watch the teacher cut one first.

Turn to the Indian symbols and draw several on practice paper. Let each child choose the symbol he likes best for his canoe and draw it on each end in colored crayons. Paste each end.

**INDIAN WIGWAM**

Give each pupil a piece of manila paper  $6 \times 12$ ". The teacher should prepare several patterns for the class—a half circle with a six-inch radius. In turn, each pupil should trace around the pattern and cut.

Let each pupil copy several Indian designs from the board as the teacher draws them and make them in colored crayon. Select the best ones and draw them on the wigwam.



The accompanying scenes were worked out in a Second Grade. All detail should be omitted. Give the center of interest to the central part of the picture. Teachers may get an idea from these pictures as to how they can take ideas from their readers and work them out in cut paper.

**HOW TO USE ADVERTISEMENTS IN SCHOOL**

**H**AVE the children cut out of magazines the colored pictures of good things to eat and bring them to school. (The advertising sections of the women's magazines are particularly rich in material of this kind.) Use the pictures in seatwork, language and geography lessons.

Let the children make posters, playing that they are preparing a Thanksgiving dinner. Mount the pictures on bogus paper or construction paper in tints or shades harmonizing with those used in the pictures, and letter appropriate titles. (SCHOOL EDUCATION for April, 1919, contains a very good article on how to make and letter posters using advertisements for the designs, and gives a suggestive list of very original titles for the lettering.)

Insist that the cutting be done with the utmost care, and that the finished work is well balanced.

The language and geography lessons may center around discussions of the various ingredients of these "good things to eat," and furnish themes for oral and written composition; as

Name five ingredients of this cake; five kinds of flour. What states produce wheat? corn? rice? What countries produce them? Name two by-products of wheat. Name four products derived from corn. Tell the legend of the corn. How is seed corn tested? How must corn be treated while it is growing? How does the farmer know when it is ripe? How does the cultivation of rice differ from that of corn? of wheat?

Lillian Rosback.

## Suggested Methods of Teaching Arithmetic

*A series of articles covering Grades 1-8, conducted by Jennie E. Fair, Primary Supervisor; Frances P. Parker, Principal Neil School; and Katherine Prendergast, Principal Adams School, St. Paul.*

Jennie E. Fair

(Concluded)

### Subtraction

While number work in subtraction, since it is more difficult, is not likely to keep pace with what is done in addition, still some of it seems imperative. The associations for subtraction with number groups operate in the reverse order. Backward associations are more difficult to make than forward ones. When the numbers to be subtracted are of one digit and the groups below ten the subtraction takes place by direct association. Then subtraction facts through nine less five we may expect children of the first semester to acquire readily. The subtraction facts in all of the *teen* series cannot be so absolutely in the mental possession of the children for the second semester. Some hard addition facts are aided by subtraction to some children, as adding eight and nine, then subtracting eight or nine from seventeen. Then to use the two—addition and its reverse, subtraction may be of aid in this fundamental work. Cards prepared for "Flash practice" are helpful to use with children.

### Multiplication Tables.

The great tool of the multiplication tables must be put within the children's power to know and use before much arithmetic work may be accomplished. How? Through the handling and seeing of material used, many simple facts are acquired before any expression orally or in connection with figures is desired. In beginning with the twos it is easy to have objects to show the products; an oblong on the board to show two squares arranged successively gives another representation. The language expression might wisely be in reference to number of twos—as, two twos are four; five twos are ten; etc. and have no figure representation of tables in this year. If there is use of figures desired the name of table, or the group being repeated, might wisely be the initial figure of each combination. That is the symbol which we are repeating. The associations of the series in the counting exercises by 2's, 3's, 4's are aids indirectly in the tables. The tables of twos, threes, and fours with no product greater than thirty would be a sane limit for the second grade.

The blocks whose use we learned from the Speer idea of number may be used in their simplest application in connection with the multiplication tables. They have a use in the line of easiest fractions. They furnish material for many simple problems that are really related to ratio in their application.

### Fractions.

Any work with the fractions—halves, thirds, and fourths—in this grade should be limited to objective work. There should be no representation of any fractional relation in any symbols. Halves of wholes precede halves of groups. Use of the circle—the pie—is best for any picture representation.

### Occupation Work

There may be periods of occupation with number advantageously given in this year. The number cards in boxes in rather general use are practical. The combinations in figures may be placed on the board in complete form after the children have had them in a group with the teacher. The first work with them may be of an *imitative* character; then the final figure or sum is omitted from the board; later, *either* one of the addends may be omitted from the board work; the children to supply. All this work in the horizontal form; the symbols +, —, =, being taught and supplied.

Oblong cards with adding examples in a vertical form may be prepared with the school printing outfit. Each card may contain ten examples of the combinations that have been taught. On separate squares given with cards are many figures. The correct one is selected to be placed below the line. The same device may be used in subtraction.

It will be a very wise teacher who leaves on the board or chart, behind a curtain or screen, the combinations with the answers written. If a pupil is not confident of the answer in any work he is doing *he may go and look for the answer*. It is a proud day for one who can do the work without looking for help. If this is done there is hope that more counting may be eliminated. If the *habit of counting is fixed* in the second year it is very difficult to overcome it in future work. The best way is *not to allow it*.

### Simple Problem Work.

If writing may be done in the second year, very simple problems related to home affairs and of social worth or life as children know it, are of value for occupation periods. These—no more than two for each time—are to be written on the board by the teacher with ellipses to be filled. The children copy and fill in the ellipses. There is no figure representation required of children.

As: Mary had 8 cents and spent 5 cents for a pencil. She then had \_\_\_\_\_ cents.

Harry had 5 books and his aunt gave him 4 books more. He now has \_\_\_\_\_ books.

This means also that we must not omit the application of the combinations or the "functional drill" as Klapper names it. A child may know 9 and 7 as 16 and not know *what to do* when given a problem.

Children of this grade may be encouraged to make original problems. They should be real and possible. This one of the worst type was heard in a room not long ago:—"I had 18 babies and got \_\_\_\_\_ babies more. I then had 24 babies."

### Number Games.

Very much of the work of this year may be done through *playing games*. The game must have *spirit* and *not become an exercise*. Some that have been used are:



1. In counting, in any series, a child may give one number and the teacher the next in order in the relation given. Or *one child, then a group.*

2. Bounding a ball and counting in any related series gives a motor activity that means much to a child and repetition with interest.

3. The group seated; they begin counting in turn; when the product of any given number is reached the child says "buzz." This game may be played by thumbs down and "thumbs up" when any point, understood by the class and given before, is reached.

4. Game with cards that are prepared with figures from a large calendar or using the printing outfit of the school. Two digits on each card. Sums, or differences if cards are so planned to be given with speed that may increase. A capable child may soon become able to lead in handling these cards and use them at other times than number period of class to help some backward mate. It is wise to foster a spirit of helpfulness in the work.

5. Climbing the ladder. On the board the teacher has drawn a ladder placing some known combination on each round. Each one sees how high he can climb—until he fails. A good device for drill and holds interest.

6. Other cards arranged to have sums of two digits on them; many of them would be *teen* figures. An example given; all who had card on which was the answer hold it up.

7. Combinations written on the boards with parts missing. Place as many as seems wise; the part to be supplied and opportunity very often given to repeat the whole.

8. Pussy wants a corner. Children are in a circle. Two children have the same number about the circle. One is in the ring. She calls two numbers to be added. Those who have the sum for their numbers change places. The one in the ring tries to get one of the places.

This game is active; it furnishes a motive. It may be played with multiplying as well as adding.

9. Guessing game. The leader says, "I'm thinking of two numbers whose sum is nine." The players guess which pair. The one who fails may be remembered by the teacher. He is the one to give special attention.

10. Spin the plate. Children are in a circle. One in the middle, probably the teacher, has a plate which she spins. Each child has a card on which are two digits. As the plate spins—the one in the center calls "9." Those having cards where sum may be nine try to grab the plate before it falls. The winner has a new card.

11. For outside, Blind Man's Buff may have a new association. Each child in the circle takes a number under 13—or any given teen number. When he is caught by the Blind Man he calls the number. The Blind Man must immediately name the difference between 13 and the given number or catch another number. The one caught becomes the Blind Man.

12. The old game of Cat and Mouse. A circle with the mouse outside. The mouse tags one who becomes the cat. When the mouse is caught he calls any number; the cat instantly adds 5 to the number or the mouse is free.

Other processes may be used and any number added to give variety and the unconscious attention to number.

In spite of care in planning seat-work period some finish their work before the end of the period. It is possible to have a part of the room separated from the rest by a screen or curtain. In that section have books that children may read; some child there who is able to do so may help a mate who is somewhat slow. It is also possible to have a few games that may be played quietly and that are in close relation to number:—parchesi; lotto; dominoes; etc. If children are encouraged they will bring these and other games from home and teach others how to play.

Much construction work with paper and manilla tag board may be done in this and the following year of work. Many good books on the market give the best of suggestions:—boxes; baskets; paper furniture. E. F. Colwell, principal of the Cleveland School in Chicago, has evolved a very elaborate scheme of construction work through which his elementary arithmetic is taught. Many suggestions in it would aid teachers.

Finally—while objective work is essential it is unwise to continue use of objects when they are unnecessary. To force use of objects when they are superfluous is quite as unreasonable as to teach only the mechanical repetitions of combinations. No one can absolutely decide for all teachers. The wise thoughtful, industrious, studious teacher will ever be watchful.

#### References.

A teacher will find it worth while to use the following books for reference:

Alexander Dewey—Elementary Arithmetic.

Johnson—Education through plays and games.

Myers Arithmetic, Book 1.

A pamphlet, "Seat-work in Number," Clara C. James, published at 98 High St., Oshkosh, Wis., contains some very helpful suggestions.

### SUGGESTIONS FOR DRILL WORK TO ACCOMPANY THE TEACHING OF VARIOUS TOPICS

Francis P. Parker.

In all drill work the presentation should make its appeal to the mind through the eye, the ear and the motor sense. Sandwick says, "The ability to recall a thing will be greatly increased if all three forms of imagery—the visual, auditory and motor are employed."

#### Addition.

Since addition is the foundation of all the processes, many times a lesson may begin with a short spirited

drill in some of the forms suggested in Miss Prendergast's "Teaching of Addition," which will appear in *School Education* for December.

A second reason for returning to the process of Addition for drill exercise is discussed in the chapter on "The Formation of Habit" in "How to Teach" by Strayer and Norsworthy.

The habit concerned in simple column addition involves eight or nine distinct functions. This proves.

then, a complexity of difficulties requiring much practice to make perfect.

Drills in two column addition	Drills in three column addition	Drills in four column addition
12	346	2516
48	216	4782
52		

Pupils enjoy learning any tricks the teacher uses to gain time in her computations.

Multiplication is short addition—an interesting way to add sometimes for variety is to reduce the addition to the multiplication tables, as

3626 How many thirteens 26? How many twelves 36?  
4813 How many thirteens 13? How many twelves 48?  
Suggestions for drill work—

Group Addition.					
7	8	25	25	135	1215
9	6	35	15	225	2430
8	9	40	45	440	3645
2	5		15		
9	7				
1	7				

#### String Examples:

The string example has long been in use for mental drill, but many teachers lose sight of the purpose in giving it. Three or four short, crisp examples of easy computation accomplish the first purpose, that of gathering the attention of all individuals to the same piece of work. Too often results are checked only in an incidental sort of way and the exercise becomes worthless because the interest is lost. Again, this type of work may be diversion in the class and those who can do it well take much pleasure in it.

#### Subtraction.

The suggestions here may be the reverse of those practised in Addition.

Work such as the following is good:

100 take away 50, or 100 take away 49  
100 take away 51, or 100 take away 48  
100 take away 52, or 100 take away 47  
100 take away 53, or 100 take away 46, etc.  
Later, other steps may be added; as,  
200 take away 50 200 take away 151, etc.  
200 take away 49  
200 take away 150 500 take away 249  
200 take away 149 500 take away 352, etc.

The making of change. John went to the store with 25c. Bought 8c worth. What change? Use this as in the trade world: In what coins do I get my change?

In the upper grades this work may grow: Went to the store with \$5. Paid \$1.15 for one article, \$1.25 for another. \$2.40 equals full amounts of bill. 10c will be \$2.50. 50c will be \$3 and \$2 will be \$5. This is the custom of making change in retail buying and selling.

#### Multiplication.

A great variety of devices can be used in drilling multiplication facts. As to tables, as soon as 12 is taught it should be used as a single digit every time it occurs. In no application should the operation appear as though the multiplier were 2 plus 10. This is likewise true of the other tables in upper grades, as 13, 14, 15.

Squares of numbers to the square of 15.

Squares of 10, 20, 30, 40, etc., to 100.

Squares of numbers ending in 5—Rule: Multiply

the ten's digit by the number next higher than itself and annex 25.

To multiply by 11—as 26 multiplied by 11:

26 Bring down the units in the multiplicand, x11 which is 6. Add units and tens figures of multiplicand (6+2), which gives 8 to put in ten's place. Bring down the tens, which is 2. The product is 286.

To multiply by numbers ending in 0: 10, 20, 300, 2000, etc.

To multiply by Aliquot parts:

5 is an aliquot part of 10, 15, 25.

$2\frac{1}{2}$  is an aliquot part of 5.

6 is an aliquot part of 12, 18, etc.

25, 33 1-3, 14 2-7, 40, 16 2-3, etc.

Factors:—

(1) Combination products,  $5 \times 5 = 25$ .

(2) Factors of numbers ending in 0 which always have 2 and 5 as factors—60—(2 and 5) (10) (3 and 2) (6).

(3) Numbers formed by repeating a digit; as 66-11 and the digit 6; 77-11 and the digit 7.

(4) Numbers divisible by 2, not included above, as 84.

(5) Numbers divisible by 3, not included above, as 51.

(6) Numbers ending in 5; as 65, 75, etc.

(7) The number 91.

(8) Take any number, as 72. Obtain with as many varying groups of two factors as possible: 8 times 9, 4 times 18, 2 times 36, 6 times 12, 3 times 24.

#### Division.

The reverse of the Multiplication processes.  
Square roots of the numbers squared.

#### Common Fractions.

Addition of Common Fractions with denominators easy to obtain by inspection, halves and thirds, thirds and fourths.

Addition of Common Fractions whose numerators are 1. Increase the difficulty by adding mixed numbers:  $2\frac{1}{2}$  add  $1\frac{1}{4}$ , etc.

Subtraction of Common Fractions—reverse of addition.

Practice in seeing the common denominators for groups of fractions—1-2, 2-3, 3-5—What is your common denominator?

Change wholes to fractions; as, 2 is how many sixths?

Change easy improper fractions to whole or mixed numbers; as 12-5, 15-3, etc.

Multiplication of Common Fractions:

4 28 12  $4\frac{1}{2}$  15 1-3 12 2-3 25  $4\frac{1}{2}$   
 $\times\frac{1}{2}$   $\times\frac{1}{4}$   $\times 2\frac{1}{2}$   $\times 3$   $\times 5$   $\times 6$   $\times 1$  2-5  $\times 4\frac{1}{2}$

The rule follows for this last form.

Multiply the integer by one more than itself and add  $\frac{1}{4}$ .

Division of Common Fractions: The division in fractions may follow easy computations:

Find 1-3 of 12.

Find 2-3 of 12.

$\frac{1}{2} \div \frac{1}{4}$ .

$\frac{5}{8} \div \frac{1}{2}$ , etc.

**Decimal Fractions.**

Addition and Subtraction as in whole numbers.

Find one-tenth of given numbers.

Find one-hundredth of given numbers.

Find one thousandth of given numbers.

Mental problems under measurement; as 5 tenths is contained in 25 tenths? times; or

Divide 25 tenths by 5 tenths. The result will be times again.

Mental problems in partition: 1-3 of 24 hundredths

or 24 hundredths divided by 3. The result will be hundredths.

**Denominate Numbers.**

Much rapid drill in denominate number table facts: How many oz. in a lb.? How many in. in a ft.?

To change from a greater denominator to lesser; as, 9 yards equals how many feet?

To change from a lesser to greater denominator; as, 36 in. equals how many ft.? yds.?

All of this drill is oral mental work and affords the greatest pleasure to a class, as competition is at its height.

## Employment and Natural Resources—Their Relation at the High Cost of Living

**T**HAT the high cost of living can not be dealt with permanently unless the problem of unemployment is solved at the same time, and that the increased production necessary to solve both problems can not be obtained without making idle lands and natural resources more accessible to labor, is the conclusion reached by a recent report issued by the Department of Labor on "Employment and Natural Resources" written by Ben MacKaye, an expert in the Office of the Secretary of Labor.

No appreciable decrease in the cost of living can be expected so long as superficial factors only are dealt with. High prices of manufactured products generally reflect either high prices for raw materials, or lack of organization in transportation and distribution. An effective policy must start with the land from which the "extractive" industries draw raw materials and must follow the subsequent industrial processes clear through to the consumer. Coupled with this must be changes in the "distributive" industries so that products will flow smoothly from "land to men."

A substantial increase in production is unlikely, says the report, so long as the average wage earner is unemployed 20 per cent of his time and 50 per cent of our land and natural resources are unused. A scheme for bringing together these potential productive factors is presented. The main points involved in this scheme are the following:

1. Unemployed labor should wherever possible be diverted to farm communities established under public supervision, thus relieving unemployment and increasing the supply of foodstuffs. These communities should be organized so that they do not consist of isolated farmers. They should be "concrete organisms and not assemblages of conflicting interests." They should be thoroughly equipped for co-operative marketing and buying. Not only should organization be applied to new communities, but the Government should extend assistance toward organizing already existing communities.

2. Economic waste can be minimized by a proper organization of forests and mines. The lumber industry is not yet one of forestry or "timber culture," as it is in Europe; it is still one of "timber mining." It is a tramp industry and therefore a breeder of tramps. The migratory lumberjack, or "timber wolf," must remain a hobo until the logging camp is supplanted by the forest community. Forest and agri-

cultural communities can often be organized together; and the report goes into some detail in showing the possibilities of developing such a combination in Government national forests both in the east and in the west.

3. Power resources must be organized under public control. Water power must be co-ordinated with coal power. Wherever possible the "white coal" of falling water should be substituted for the black coal of the underground. In this way a vast energy requiring insignificant labor effort can be placed at the service of the people.

4. Transportation and marketing systems must be organized under public control. The farm community should be linked with the city market. Railway, waterway, and motor truck services should be effectively co-ordinated. Staples such as milk, eggs, poultry, fruit, and vegetables can, on 75 per cent of the farms, be carried in small containers and sent directly into the cities by motor truck, thus relieving the railways in the work of supplying the urban population. Such shipments when retailed to the city consumer through the parcels post, could go almost directly from farm to table.

5. The construction of public works must be more effectively organized. The plans worked out in the report call for a large program of road building to be followed by "farm building" outside the cities. To carry out such of this work as is done under the Federal Government, a Public Construction Service is suggested, to be run under proper standards of labor. Temporary employment in such a Construction Service would lead to permanent employment on the land being opened.

In prefacing the report Secretary of Labor Wilson says that the primary requisite of any scheme of public land development is the "elimination of everything resembling—even remotely—the speculation in, or private appropriation of, natural or community made values." The report therefore urges the necessity for the adoption of the conservation principle of retaining in public hands the ultimate control of all natural resources, and for such restriction of titles as is necessary to prevent speculation. The adoption of the perpetual leasehold is recommended as guaranteeing the right to use land without including the right to barter it.

# THANKSGIVING POSTER



## DIRECTIONS FOR COLORING

USE YELLOW PAPER FOR THE SKY, THE PUMPKINS, THE INDIAN'S BOWL, LEGGINGS, EAR RING AND THE PILGRIM BOY'S HAIR. USE GREEN PAPER FOR THE GRASS AND A DARKER GREEN FOR THE DISTANT TREES, THE BOY'S CLOTHES, PRISCILLA'S SLIPPERS AND THE OPENINGS IN THE WIGWAMS. THE INDIAN'S HAIR AND THE BAND ON THE BOY'S HAT IS BLACK. PRISCILLA'S CAP, COLLAR, AND THE BOY'S CUFFS ARE WHITE. BRIGHT RED ORANGE PAPER IS USED FOR THE SUN, THE INDIAN'S FEATHER AND THE STRIPES IN HIS DARK BROWN BLANKET. THE SACK THAT THE BOY IS CARRYING, THE INDIAN'S HEAD BAND AND THE BOWL THAT HE IS CARRYING ARE DARK BROWN. THE WIGWAMS AND THE INDIAN'S MOCCASSINS ARE CUT FROM A LIGHT TAN PAPER. A LIGHT GREEN IS USED FOR THE PUMPKIN LEAVES. THE FACES AND HANDS MAY BE COLORED WITH CRAYONS. FOR THE CHILDREN'S FACES FIRST USE ORANGE LIGHTLY, THEN RED FOR THE CHEEKS. THE INDIAN'S SKIN SHOULD BE A REDDISH BROWN COLOR.

### NOTE :-

WIGWAMS, TREES, AND PUMPKINS MAY BE CUT AND PLACED TO SUITE YOURSELF.







# Thrift in the Schools

Based Upon the Outline Course of Study Prepared by the Savings Division of the War Loan Organization.

## DIRECT INSTRUCTIONS

### GRADE I and II.

Morning Talks: The importance of small savings in school and at home—paper, pencils, light, food and money; care of books, shoes and clothing.

### GRADE III.

Salvaging of clothes and paper for charitable purposes. Saving of time by orderly methods at home and in school. Morning inspection for cleanliness; care of hair, teeth, hands and nails.

### GRADE IV.

Morning talks; a principle of thrift. Learning how to keep healthy. Good and poor ways of spending money. Earning, saving and sharing in home projects. Difference between thrift and stinginess.

### GRADE V.

Discussion topics: a principle of thrift. Learning how to work efficiently. Meaning of economy. Wise use of time and recreation; work and sleep in right proportions. Formation of correct habits; good habits of study. What children have done that shows the value of thrift.

### GRADE VI.

Discussion topics: a principle of thrift. Learning how to save time, energy, money and material. Meaning of providence. Vocational guidance; opportunities in various gainful occupations. What is required to be successful in each of the fundamental occupations?

### GRADE VII.

Discussion topics: A principle of thrift. Learning how to spend wisely. Meaning of frugality. Wise spending. Habit as a great time and labor-saving device. Education as a means of increasing income and of multiplying opportunity. Doing one's share of the world's work.

### GRADE VIII.

Discussion topics: A principle of thrift. Learning how to invest money intelligently. Meaning of parsimony. American extravagance; nation's bill for luxuries; comparison with European countries. Principle of goods and services. Advantages of cash buying. Salvaging useful articles. Fire prevention.

## SAVINGS BANKS AND BANKING

By E. W. Cameron, General Agent, Northwestern  
National Life Insurance Company.

WHEN we consider the splendid protection that is afforded to depositors of National and State Banks, both in the laws governing them and the splendid equipment of Fire and Burglar proof, steel and concrete vaults, there is very little left to be desired except the one possible factor of having information about the banks, and to cultivate the habit of using them.

The men chosen as officers and directors are usually men, tried and true, of sterling character, men who are held in esteem by the people of their community and who usually are dominant elements in its up-building or development.

This article has principally to do with the so-called Thrift or Savings Department of the various banking institutions and also to contrast the modern and efficient interest-earning service with the old method of our grandparents of choosing a stocking for a depository, and a nook in the home for a hiding place or safety vault.

The real purpose of a savings bank is to furnish an opportunity for frequent deposits, as well as occasional withdrawals of savings in case of need. Most all National and State Banks are conducting savings departments; besides this, there are many private banks organized solely as Savings Institutions.

The hardest part of saving is starting to save. When once a person starts to save, he will continue, and in most cases will develop an enthusiasm which in itself will develop additional capacity. In accepting deposits the banker of today admits honestly that he is glad to have his customer's business. When the bankers began to take an interest in giving service to their customers, they introduced safety deposit vaults, ladies' departments, home savings banks, etc. Accounts are handled by the pass book system. Each customer

receives a pass book which must be presented when making deposits or withdrawals. Interest is computed annually, semi-annually or quarterly, and usually ranges from 3 to 5 per cent, depending upon various local conditions. The interest is added to the principal and is compounded at specified intervals.

Many plans and methods are in vogue and encouraged both by the banks, the employers and other depositors who have had practical and concrete examples of the benefit derived by having laid away some money for a "rainy day," thereby being protected before the unexpected occurred.

In some localities you will find Saving or Thrift Clubs started in offices, stores, factories and in the public schools; the latter is particularly commendable from the fact that a twig will usually grow in the manner in which it is bent. Most people in the downtown districts are able to visit the banks during their lunch hour or can attend to their personal banking through the good offices of the person in their own institution who does the banking for the firm.

Progressive employers appreciate the enhanced value of thrifty help. The man or woman who saves part of the salary received is more efficient and more permanent in employment than the person who has made no financial provision for the future. Realizing this, most employers are anxious to co-operate with employees in any plan that will permit the employees to save money. Thrift Savings Clubs may be formed in offices, factories and schools, and their savings sent down to the bank each week, by some of their own number, some one in whom they have confidence. Fully 98 per cent of all money payments are made through checks or other credit instruments.

## The Gleaners

By Alice Florer, Rural Institute Instructor for Minnesota.



**I**N THESE strenuous times, one of the problems that most seriously confronts the people everywhere the world over is that of finance.

Our boys and girls should have the idea of Thrift kept before them daily; they should be taught the lesson of "earning and saving," and the dignity of labor, so that they may become useful members of society.

Statistics tell us that sixty-five people out of a hundred fail to provide for old age; either they fail to equip themselves to earn enough, or they earn enough but spend it as rapidly as they earn it. Every individual should "lay by" enough to support himself when old age comes. While the peasants provided only a meagre living, they were at least independent.

"The Gleaners," by Jean Francois Millet, the peasant artist of France, is a fine portrayal of Thrift, and in presenting this picture we should keep constantly in mind the opportunities of the people of today to make a good living and save for the future as compared with the opportunities of the people of France during the time of Millet.

Place a large picture of "The Gleaners" before the class in a position that will bring out the very best in the picture.

Every child should become intimately acquainted with Millet—his life and character, the time in which he lived—and profit by it. This may be accomplished through the reading or language lesson,—or, as a regular picture study lesson.

### THE ARTIST.

Jean Francois Millet was born in Cherbourg, France, in 1814.

He was one of nine children, and his parents were poor peasants, unable to educate their children, so that Jean worked for his father until he was eighteen years old, doing the same kind of work which he has shown to the world in his pictures.

However, Jean's uncle, who was a priest, taught him to read, and Jean loved to read whenever he could find time for it.

But Jean was a natural artist—always drawing pictures on the wall or on paper and books of any kind. No one paid any attention to his drawings, other than to consider them a nuisance, until one Sunday he drew a sketch of an old man going home from church. When he showed the picture to his parents, then they realized his talent and decided that he must go to school to develop it; and when he was twenty years

old, Jean went to study with the artist, Langlois, where he exhibited such remarkable talent that the city council sent him to Paris to study with Delaroche, the great teacher. But he was too original to follow the "set rules," and for this reason very little congeniality existed between him and his master.

Millet married very young, and with a family to support he found it necessary to leave the studio and paint for money. He painted many portraits for a dollar each, but this kind of work was so distasteful to him that, although he was so poor that he rarely knew where the next meal was coming from, he continued to paint the things he loved, scenes from the life of the peasant. He often said, "The peasant subjects suit my temperament best, for I must confess that the human life is what touches me most."

At the age of thirty-five, he moved to Barbizon, a colony of artists along various lines, and from this time on his pictures reflect the lives of the people who toiled and sowed and reaped in the fields of the neighborhood. He liked to paint the peasants at their work or to visit with the wood-cutters, the charcoal-burners, or the fagot-gatherers.

In his deep sympathy with human life, Millet overlooked the landscape in his early pictures; but later, realizing that the bond which exists between Man and Nature is so intimate that a true interpretation must harmonize the one with the other, he portrayed in all his pictures the perfect harmony between the figures and the landscape.

"The Gleaners" was sold the first time for \$400; today Millet's pictures are worth their weight in gold—and more. Many nations have for years been striving in friendly rivalry to secure his masterpieces.

Millet died in 1875, just as people were beginning to appreciate his worth.

### THE PICTURE.

In "The Gleaners," Millet has shown us a harvest field in France after the grain has been cut and while the men are still busy piling it up into the stacks. This scene was probably taken from a field near Barbizon, where he did most of his work.

In those days it was the custom for peasants to have the privilege of entering the fields and gathering up the stray spears of grain that had escaped the notice of the reapers. Millet has called the women in his picture "The Gleaners," for they have come out to "glean" the stray spears of hay. These women work in the fields every day. They belong to the peasant class and are hard working women, and altho it is noon, they keep on working, for they are thankful for this opportunity, which means food for their little ones.

In many ways the scene is suggestive of any grain-field at harvest season; the rocks, the teams, the men at work, the stacks of grain, and the home in the distance—all suggestive of everyday life, of homely pleasures and duties. It is altogether the spirit in which these people work that put beauty into the picture, for they work with light hearts, happy in the thought that they are earning food for the family.

Notice the three figures: their positions and their laborious reaching after each separate straw. Hour after hour they continue their work, and when this field is finished, they will enter another; thus they toil on from day to day. Although they at first appear plain and homely, they become beautiful to us if we can but appreciate their spirit and general attitude of willing and devoted service.

Millet has portrayed the dignity of the most menial labor and the value of thrift as no other artist has done.

#### QUESTIONS.

1. Tell all you can about the life of the artist.
2. Why do these women work in the fields? It was common in those days for women to work in the fields. Is it common in France today?
3. Why do these women not work with the men and women who are stacking grain in the distance?
4. Guess who is on the horse, and what he is doing.
5. Have you seen a field similar to this? Do we leave stray spears of wheat in our fields? What might be done with them?
6. Describe the picture as it appears to you. Why do we consider it a masterpiece? Why do you consider Millet a great master?
7. Compare the opportunities of young people today with those of the peasant class at this time.

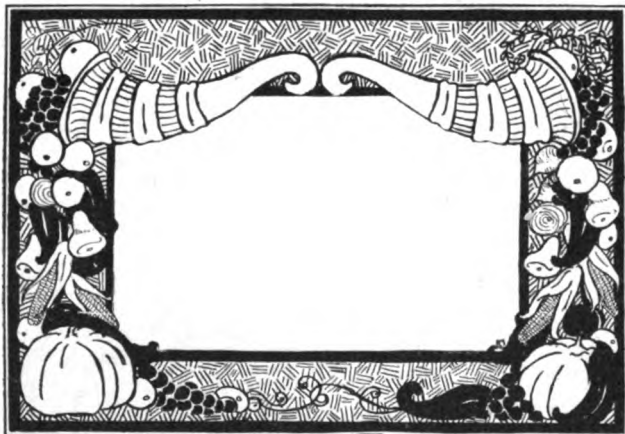
#### GEOGRAPHY.

1. Locate on the map: France, Barbizon, Cherbourg, Paris.
2. Name the agricultural products of France.
3. Describe the climate and soil.
4. Does France still have the peasant class? Ask returned soldiers to tell you about them.

## Boys and Girls Club Work

By T. A. Erickson, State Leader for Minnesota.

### ACHIEVEMENT DAY FESTIVAL



*Design in cut paper for advertisement of Achievement Day Festival or Thanksgiving entertainment. Drawn by Nadena Evers, student in West High School, Minneapolis.*

#### Characters:

- Club Boy—President of club.
  - Club Girl—Secretary of club.
  - Uncle Sam (Uniform or in flag.)
  - Garden club chorus—(In sunbonnets and gingham aprons, 6 or 12. Rakes or hoes.)
  - Potato club boys, 6 or 12—(In overalls, straw hats, carrying spades.) Big chorus of club girls in middies, carrying rolling pins. Bread making girl in apron and cap, carrying an immense loaf of bread.
  - Regular parade, pig clubs leading live pig, corn club carrying ears of corn.
  - Canning clubs, carrying finished products.
  - Potatoes, baskets of potatoes.
  - (All carrying banners with legends.)
- Opening:—Club meeting room.  
Officers present.

Club Girl: Say, do you remember today we celebrate our club achievement day, so let's do something we've never done before.

Club Boy: Somehow this year seems different. I wonder what we can do. You know, I've heard of folks across the sea. Some girls and boys like you and me who've lost their homes and have no more parents, brothers or friends as before.

Let's ask our Uncle Sam about it. He'll help us, never doubt it.

Club Girl: (Looking to the right with her hand above her eyes) I see him down near Washington. Just give a shout, a hearty one.

Club Boy: (Loudly) Ooh-Hooo! Ooh-Hooo!  
Enter Uncle Sam.

Club Boy: Uncle Sam, what shall we do to celebrate this achievement day? We'd like it put to use for you, instead of just a play day.

Uncle Sam: My hands are full, but still I'll stop,  
A lot of projects I'd like to drop  
To talk a minute straight to you  
And tell you plainly what to do.  
The biggest worry in my head  
Is that the world is short of bread;  
I ought to have a lot more wheat  
And garden stuff.

Club Girl: Oh, we could help with that, I know.

Club Boy: Yes, we can plant and dig and hoe.  
We'll start this very day.

Club Girl: And keep it up all summer.

Uncle Sam: (Looks happier)  
It will be hot, your backs will ache,  
The weeds will grow, the soil will bake,  
But on you both I can rely,  
And so, good luck, my dears, good-bye.  
(Goes out at right.)

Enter Overall boys.

Sing: If our country needs a laddie  
Need a country call

Tell them all that we are ready  
In our overalls,

(Use spades as musical instruments, and enter with a snappy step.)

After song, overall boys move back still keeping the half moon line, raising their spades like banjos and strumming them, humming this time.

Enter Sunbonnet girls:—

Run in from right, the first girl bringing an extra hoe for the Club girl who leads the sunbonnet chorus. Girls in half moon formation, bending over their hoes. The girls come in with a two-step to the humming of "If our country needs a laddie" by the boys. When girls have taken places, boys and girls sing "Hoe, hoe, hoe your row." A march. Divide the group so that the center is clear.

Enter bread girl, carrying a loaf of bread.

Club Girl: Why, who is this? Just look! She seems to be a cook.

Bread Gird: I see you quickly guess by noting my cap and dress.

If it were not for me, you know,  
It would be small use to plant and hoe,  
But I mix and make more bread  
And biscuits sweet, that all may be fed.

Club Girl: You're surely very welcome here.

Club Boy: Please stay around with us this year.

Bread Girl: Well then, perhaps I will if I can keep on baking.

March of the Projects.

Enter: The Home Guard. Minnesota Achievements.

Pig Club boys (carrying a live pig in a crate)  
Canning (Girls and boys carrying canned goods, singing canning song)

Garden (With vegetables, singing garden song)

Bread (With bread, singing a bread song)  
Corn, Calf, Sheep,

Club Boy: Our Achievement Day will not be complete unless we choose a Queen so sweet.

Who ought to wear the crown this year?

Let's choose while every one is here.

Club Girl: Let's ask our Uncle Sam help us choose Achievement Queen, for he is coming straight this way, I see.

Club Boy: Hello there, Uncle Sam, I say. Whom shall we choose for Queen of Achievement Day?

Uncle Sam: (Looks up and down the rows of sunbonnet and middy girls, and then turns toward the baking girl.)

Why, I'd pick the bread-making girl right here,  
She's never been the queen before  
She's helping all of us this year  
To keep the wolves outside the door.

Overall Boys: The cook, the cook! the careful cook  
We want her for our queen.

Sunbonnet Girls: The cook; the cook! the careful cook,

The fairest ever seen.

Uncle Sam—(Leads the baking girl up the steps of the throne, and crowns her with wreath.)

March: Singing.

Songs for Achievement Day Festival.

Overall song—

If a country needs a laddie,  
Need a country call,

Tell them all that we are ready  
In our overalls.

Sunbonnet Song—

Hoe, hoe, hoe your row,  
Steadily every day,  
Merrily, merrily, cheerily, cheerily,  
Half our work is play.

Project Songs—

Garden—I'm a gardener this year.

Canning—I'm canning this year.

Baking—I'm baking this year.

We've got a club down in our school  
We're on the go

We raise calves, and pigs and corn  
Just watch us grow.

Oh, come on in,  
Club work is fine,

We are the workers,  
Fall right in line.

All sing at end.

Oh, beautiful for spacious skies  
For amber waves of grain,

For purple mountain majesties  
About the fruited plain!

America! America!

God shed His grace on thee,  
And crown thy good with brotherhood,  
From sea to shining sea.

## COVER FOR THANKSGIVING BOOKLET

*Florence E. Wright*



# The North Dakota Pupils' Reading Circle

*Organized Under the Direction of the County Superintendents of North Dakota.*

**T**HE purpose of the Pupils' Reading Circle is to create and cultivate a taste for good reading while habits are being formed.

Each school or department constitutes a local circle, and in every case the teacher is the leader of that circle.

Any person between the age of six and twenty may become a member. The Board of Directors recommends that every member read at least four books each year.

## The Library.

The books of the course shall be secured for a school library through the library law, which requires the school board to spend each year not less than \$10 nor more than \$25 for each school or separate department in the district. The school board must comply with this law.

If the school board does not provide fully for supplementary reading, entertainments may be given by the teacher and pupils for the purpose of raising funds for the purchase of books.

The pupils may purchase individually the books suited to their respective grades. It is highly desirable for the pupils to have books of their own, for in that case they are apt to read them many times over and to master them thoroughly.

## Instructions to Leaders.

1. Each school (or department in a graded school) constitutes a local circle and in every case the teacher is the leader.

2. The leader should talk to the school, the parents and to individual pupils about the aims and purposes of the circle, and try to interest pupils and parents in its work.

3. The leader should talk to the school about famous books, tell the story of the book in brief, tell the story of some character of the book, and tell anecdotes or incidents from Reading Circle books.

## Rules and Regulations.

1. An enrollment blank containing the names of all members should be filled out and sent to the county superintendent. A membership certificate with his name on it should be given to each member.

2. In order to receive credit for having read any book, the pupil must pass a test sufficiently broad and thorough to convince the teacher that he has read the book understandingly and with appreciation. This must be a written test for any grade above the fourth.

3. A pupil should read first the books assigned his own grade. He must not be given credit for any books more than one grade below his own, but after reading the required books of his own grade he may read whatever books he wishes of higher grades.

4. When a pupil has passed the test for any book, the teacher gives credit for it by endorsing the name of that book on the back of the pupil's membership certificate. Upon the completion of eight books the pupil is entitled to the diploma of Course I, which will be issued by the county super-

intendent upon receipt from the teacher of the diploma coupon detached from the membership certificate.

For reading five books in addition to the eight, a green seal will be given upon receipt of the green seal coupon; for reading three books in addition to all the above, a blue seal will be given; for three still in addition, a red seal; and for reading five books in additions to all the above a gilt seal will be given. The diploma and four seals will mark the completion of the course and will indicate the reading of the twenty-four books.

5. After a pupil has completed Course I, he will earn the diploma for Course II by reading ten books from the list given for the eighth grade. For the reading of six additional books of the advanced reading, he will earn a gold seal and a blue ribbon.

## LIST OF READING CIRCLE BOOKS.

(From 1912-1917 only)

### Primary

Kittens and Cats  
Bow Wow and Mew Mew  
Dramatic Reader  
Rhymes and stories  
Child's Reader in Verse  
The Three Pigs  
The Little Red Hen  
Riverside Primer  
Howe Primer  
Bender Primer  
Stevenson Reader  
Mother Goose Primer  
The Bunnikins Bunny in Camp  
Grubb Taylor's Industrial Primary Reader  
Little Girl Blue  
Story Hour Primer  
Story Hour First Reader  
Spark  
Hawke's Eskimo Land  
First Year in Numbers  
White's Pantomime Primer  
Parmley's First Reader  
Sunbonnet and Overalls  
Cyr's Dramatic First Reader  
Overall Boys  
Elson-Runkel Primer  
Elson-Runkel Primary School Reader, I and II  
Wide-awake Primer  
Wide-awake First and Second Reader  
Riverside First Reader  
The Philip Reader  
Cabb's Busy Builders Book  
Cyr's New Primer  
The Fairy Reader  
William's Choice Literature, Book I  
The Circus Book  
In Fableland  
Bunny Cottontail, Jr.  
Little Home Workers  
Barnard's Language Reader  
Story Hour Second Reader  
Skinner & Lawrence's Little Dramas



Circus Reader  
 At the Open Door  
 Edson-Laing Readers, I and II  
 Approved Selections for Reading and Memorizing, I and II  
 Brownie Primer—Banta  
 Story of Two Kittens—Simmerman  
 Robinson Crusoe Reader—Cowles  
 Realistic Reader  
 Character Building Readers, Pts. I-II  
 Robert Louis Stevenson Reader  
 Eugene Field Reader  
 Fairy Tale Plays—Underwood  
 New Primer—Sloan  
 New First Reader—Sloan  
 Baker & Carpenter's Readers, I-II  
 Talbert's Expression Primer  
 McClosky Primer  
 Stories for Kindergarten & Primary School  
 The Doers  
 Child-Lore Dramatic Reader  
 Nonsense Dialogues—Warner  
 The Birch and Star  
 Ten Little Brownie Men—Banta  
 Mother Goose Stories in Prose—Smith  
 Beacon Readers, I and II

**Third Grade**

The Dutch Twins  
 Peter and Polly  
 Swallow Book  
 East O' the Sun and West O' the Moon  
 Mary Anne's Little Indian  
 Evenings with Grandma, Pts. I-II  
 The Golden Ladder Book  
 Mother West Wind's Children  
 Parmley's Third Reader  
 Fairy Plays for Children  
 Tree Dwellers  
 Early Cave Men  
 Young & Field Reader, Book III  
 Mother West Wind's Neighbors  
 Sixteen Stories—Allison  
 Brownies and Goblins—Banta  
 Character Building Readers, III  
 Mother West Wind's Animal Friends  
 Halburton's Readers, I-II  
 Young & Field Readers, I-II  
 Sunbonnet Babies in Holland  
 Eskimo Twins  
 Oswell-Gilbert's Second Reader  
 Nature Stories—Gardner  
 History Stories of Other Lands, I  
 Circus Cottontails  
 Work That is Play—Jacobs  
 Three Years with the Poets  
 Edson-Laing Readers, Book III  
 Lucia's Peter and Polly in Winter  
 Kingsley's Water Babies  
 Household Stories  
 City and Town  
 Approved Selections for Reading and Memorizing, Book III  
 What the Pictures Say  
 Chats in the Zoo  
 The Four Wonders  
 Eskimo Stories  
 Baker's, The Children's Book of Poetry  
 Bud and Bamboo

Nibbles and Bobtail  
 Child's Garden of Verse  
 Circus Book—Smith  
 Household Stories—Klingensmith  
 Opera Stories from Wagner  
 Ethical Readings from the Bible  
 Storyland Dramatic Reader  
 Heroes of the Nation—Alshouse  
 Stories Grandmother Told  
 What Shall We Play?  
 History Stories of Other Lands—Pt. II

**Fourth Grade**

Quaint Old Stories  
 Japanese Twins  
 Antoine of Oregon  
 The Golden Path  
 American History Story Book  
 Children of History  
 In the Animal World  
 Fifty Famous People  
 Boy and Girl Heroes  
 When Great Folks Were Little Folks  
 Varney's Story Plays, Old and New, II  
 Lucia's Peter and Polly in Spring  
 Holland Stories  
 Cave Boys of the Age of Stone  
 Children of the Cliffs  
 Kipling Readers for Elementary Grades  
 Young & Field Readers, IV  
 Legends from the Red Man's Forest  
 Adventures of Pinocchi  
 Glimpses of Pioneer Life  
 Little People of the Snow  
 Character Building Readers, Bk. IV  
 The Big Brother  
 Firebrands  
 Little Bear  
 Seventeen Little Bears  
 Nature Myths and Stories—Cooke  
 Tales and Customs of the Ancient Hebrews  
 Sinopah, the Indian Boy  
 Philip of Texas  
 Hannah of Kentucky  
 Edson-Laing Readers, Book IV  
 Seth of Colorado  
 Haaren's First Notions of Geography  
 Fairy Tales from Anderson  
 History Primer  
 Approved Selections for Reading and Memorizing, Book IV  
 Child's Book of American History  
 Little Bird Blue  
 Health Habits—O'Shea & Kellogg  
 Indian Legends—Bemister  
 Halburton's Fourth Reader  
 The Squirrel's Pilgrims Progress  
 Adam's Easy Lessons About Common Things  
 Silesian Folk Tales  
 Cat Tails and Other Tales  
 Story of Akimakoe, African Boy  
 Ned Dawson in Wilful Land  
 Later Cave Men  
 Stanley's Animal Folk Tales  
 Wonders of the Jungles—Ghosh  
 Story of Lafayette—Codd

# The Growth of Our National Ideal

## THE UNITED STATES IN THE WAR

Mamie Thomson Johnson

**A** DAY will come when those two immense groups, the United States of America and the United States of Europe shall be seen standing before each other, and extending the hand of fellowship across the ocean, exchanging their products, their commerce, their industry, their genius, and their arts cleaning the earth, propelling, improving, creating and uniting for the good of all those two irresistible powers the fraternity of man and the power of God."—*Victor Hugo*.

Last Spring in tracing the growth of our *National Ideal*, we saw that from the very nature of the ideals we have cherished, a clash with the opposite ideal as embraced by the German autocracy was inevitable. Let us now trace the events which led up to our entry into the war.

On August 4, 1914, President Wilson proclaimed the neutrality of the United States. On the same day Great Britain declared war on Germany. Can you arrange a debate on the following topic?

"Resolved: That United States should have declared war on Germany in August, 1914."

### I. Affirmative.

- (a) United States troops would have assisted the Allies in stopping the German advance into Belgium and Northern France, thereby preventing much of their irreparable damage and loss of life suffered by those countries.
- (b) The war would have been brought to an earlier close and much suffering, starvation and destruction avoided.
- (c) It was "*our war*" because it involved the clash of two opposing ideals, one of which we, as a nation, have accepted as the foundation of our government.

### II. Negative.

- (a) We were totally unprepared for war and our premature participation would have involved even greater suffering and loss of life without succeeding in stopping the German advance.
- (b) The American people were not in favor of war at that time and we could not have presented a united front.
- (c) We were not then awake to the completeness of the German system of espionage and propaganda, and our sense of indignation had not been sufficiently aroused.
- (d) We were slow to reach a realization of the fact that Germany's methods and intentions were so depraved.
- (e) We did not perceive at once that it was a war of *Principle* and that our *National Ideal* was directly challenged.

### EVENTS WHICH DISILLUSIONED US 1915

January 28.—American merchantman, "William P. Frye," sunk by German cruiser.

February 10.—United States note holding Germany strictly accountable for destruction of American lives or vessels.

May 1.—American steamship, "Gulflight," sunk by German submarine; two Americans lost.

May 7.—British liner "Lusitania" sunk by German submarine (1,154 lives lost, 114 of them Americans).

Although passengers had been warned by newspaper advertisements against taking passage on ships belonging to the Allies, the world received with unfeigned horror the news of the sinking of the "Lusitania." That it was not an accident or an unauthorized act is evidenced by the fact that the commander of the submarine was rewarded and that medals commemorating the deed and bearing a date three days previous to the event were presented to the seamen for their share of the work. President Wilson sent a series of protests to the German government insisting that her warfare be conducted according to international law, with the result that Germany promised that she would not sink liners without warning and without safety to the lives of noncombatants.

May 25.—American steamship, "Nebraskan," attacked by submarines.

August 19.—Two American lives lost in British liner, "Arabic."

September 1.—Von Bernstorff, the German ambassador, promises that German submarines will sink no more liners without warning.

September 8.—United States demands recall of Austro-Hungarian ambassador, Dr. Dumba.

December 3.—United States demands recall of Capt. Boy-Ed and Capt. von Papen, attaches of the German embassy.

### 1916

February 10.—Germany notifies neutral powers that armed merchantmen will be sunk without warning.

February 15.—Secretary Lansing states that according to international law, merchantmen have the right to carry arms in self defense.

February 16.—Germany acknowledges liability in "Lusitania" affair.

February 24.—President Wilson states that he will not advise Americans to cease traveling on armed merchant ships.

March 24.—Two Americans injured on French steamship "Sussex" by submarines.

April 18.—United States warns Germany that she will sever diplomatic relations if she does not abandon her ruthless methods of submarine warfare.

May 4.—Germany replies that she will not sink merchant ships if the United States would make a similar demand on Great Britain. This demand was refused as our government believed that Germany's promises should not be based upon the conduct of another nation.

October 7.—German submarine appears off American coast and sinks British passenger steamer, "Stephano" (October 8).

November 29.—United States protests against Belgian deportations.

December 18.—President Wilson's peace note. German reply is evasive. Entente Allies reply demands "restorations, reparation, indemnities."

1917.

### JANUARY 31.—UNRESTRICTED SUBMARINE WARFARE.

By the last of January the Germans had completed such a large number of submarines that they believed they could end the war in a short time by the use of any or all methods of ruthless warfare on shipping. Their intentions were to starve the Allies into submission at an early date. Accordingly on January 31st, 1917, Count von Bernstorff informed President Wilson that on the following day Germany would begin unrestricted submarine warfare around Great Britain and France. The United States, however, could *under certain conditions* send one ship a week to Falmouth, England.

#### EXERCISES

(1) Draw an outline map of Great Britain and France showing the Atlantic ocean on the west.

Beginning with a point about 40° North Latitude and 20° West Longitude trace a line northward along the 20th meridian to a point about 60½° North Latitude; thence, eastward to a point about 4° East Longitude; southward to points off the western coast of Holland and France; to the boundary line between France and Spain; and thence, due westward to the 20th meridian.

Shade this portion with a colored crayon to show the war zone of the German submarines.

(2) Look up the back numbers of your "Current Events" for 1917 and, arranging them chronologically, select those numbers that refer to the destruction of Allied shipping during the current weeks. Prepare a chart or graph showing the weekly increase or decrease in the tonnage destroyed by submarine warfare.

(3) Find your copy of "The National Service Magazine" for May 1, 1919 (If you do not have a copy write to the Division of Educational Extension, Department of the Interior, Washington, D. C., and ask that one be sent you free), read the account of "Bottling the Submarines at Ostend and Zeebrugge," and tell it to your class.

(4) Draw a map on the board showing the plan of campaign at Zeebrugge and be ready to tell all about the heroic work of blocking up of those submarine bases.

### FEBRUARY 3.—UNITED STATES SEVERS DIPLOMATIC

#### RELATIONS WITH GERMANY

This was not a declaration of war but the seriousness of the situation and the disclosure of plots and conspiracies in connection with von Bernstorff's dismissal prepared the country for the final statement which should declare the existence of war between the United States and Germany.

February 26.—President Wilson asks authority to arm merchant ships for their own defense. This very necessary provision was even then blocked by a group of men in Congress who wished to delay all such preparations as long as possible.

February 28.—"Zimmerman note" published. At this time a note was published by the Secretary of State, showing the German plan to enlist the aid of Mexico and Japan in her behalf against the United States. This note was sent by Dr. Zimmerman, the German foreign minister, to the German minister in Mexico twelve days before Germany announced her plan for unrestricted submarine warfare, and while our relations were still peaceable.

March 12.—President Wilson announced that an armed guard would be placed on all American vessels sailing through the war zone.

March 24. Minister Brand Whitlock and American Relief Commission withdrawn from Belgium.

### APRIL 2.—PRESIDENT WILSON'S "WAR MESSAGE"

President Wilson called Congress in special session and asked them to declare that a state of war existed between the United States and Germany.

(a) Can you find a copy of the President's War Message to Congress?

(b) Show that the following statement of the aim of the United States in the war is but a restatement, in a broader sense, of our own *National Ideal*:

*"That the people of every nation may determine the form of government under which they wish to live."*

(c) Find a statement in the Declaration of Independence which corresponds in sentiment to the following words:

*"That the small nations may have the right to exist and be protected against aggression."*

(d) Show that a League of Nations is not a new idea but that it has been effected with good results not only in ancient and medieval times but also in our own colonial days:

1. New England Confederation.
2. Continental Congresses.
3. The constitution of the United States.

(e) Can you show that the following statement points to a time when all nations will accept our *National Ideal*?

*"That the future peace of the world may be guaranteed through the formation of a league of nations."*

(f) In connection with the following statement show that democracy and militarism cannot co-exist.

*"That the world may be made safe for democracy."*

APRIL 6.—DECLARATION OF WAR. Congress declares war against Germany.

April 8.—Austria Hungary severs diplomatic relations with United States.

April 21.—Turkey severs relations with United States.

1. Why did Turkey enter the war?
2. What did the German government expect from the Mohammedans in Morocco, Algeria, Egypt and India when Turkey enlisted on her side?
3. What other advantages did the German gain by having Turkey in the war?

#### THE SHIP-BUILDING PROGRAM

May 4.—American destroyers begin co-operation with British navy in war zone.

1. Read accounts from magazines and papers of the ship-building program organized by the United Shipping Board Emergency Fleet Corporation. A short account is given on page 157 of "A School History of the Great War" by McKinley-Coulomb-Gerson (published by the American Book Company).

2. Why could much time, energy and money be saved by having the government direct the building of ships?

3. Why was it easier to have the various parts of the ships made in different steel plants in different parts of the country rather than all made in the ship-yards?

4. Why did so many of our merchant ships formerly have German names? (See p. 158 of the above mentioned book.)

5. Read and write a story of a sailor boy's life in the Navy from the article "The Gem of the Ocean: Our American Navy," by Secretary Daniels in the April, 1918, number of the *National Geographic Magazine*.

6. Read from your *National School Service Magazine* for February 15, 1919, the story of "Chasing the Pirates."

#### THE DRAFT

May 18.—President Wilson signs the selective service act.

1. What is meant by conscription?
2. Were any of your friends or relatives in the Draft?
3. What is meant by "Exemption Boards"?
4. Tell all that you can about registration.
5. Why is conscription a more democratic way of raising an army than by voluntary enlistment?
6. On a map of the United States locate the various camps and cantonments.
7. Have some soldier tell you all about his experiences during his first few weeks in camp.

#### SUPPLIES AND MUNITIONS

1. Make a list of as many things as you can think of that would be needed by the U. S. Army and show what kind of factories would have to supply them.

#### AIRCRAFT

1. Why were the airplanes the "eyes of the army"?
2. Draw a picture of an airplane.
3. Read accounts of airplane raids over Paris, London, etc.
4. Read stories of the daring feats accomplished by the French, British and American aviators.
5. On one day three hundred fifty airplanes were sent out by the American army on a single bombing exhibition. Show the effectiveness of a raid of this sort.
6. What was the "Liberty Motor"?

#### FUEL AND FOOD CONTROL

1. Make a collection of all the food and fuel saving notices and posters you can find.
2. List all the ways in which your community tried to conserve coal and fuel.
3. Describe the coal situation in 1917-18.
4. Write an article for or against the Daylight saving plan and give good reasons for your opinions. (\$2,000,000 worth of gas and 1,250,000 tons of coal were saved by this plan).

#### AMERICAN TROOPS IN FRANCE

June 26.—The first American troops reached France.

1. Mention the organizations that administered to the needs of our soldiers and sailors over seas and in camps.
2. Why is it said that these relief organizations "represent the heart of our country"?
3. Ask someone from your local chapter of the Red Cross to come to your school and tell you all he can about the various activities of the Red Cross.

#### THE SCHOOL ARMY

1. Show how the children of America helped to win the war.
2. How did the children of foreign-born parents help to unify and Americanize the foreign population?
3. Find out what you can about the St. Louis county "Speak English" campaign.

4. Could that plan be used to advantage in your county?

5. In 1918 a million and a half children were enlisted in the Garden Army. At an average per capita production of \$15.33, how many dollars worth of food stuffs were produced? If 5,000,000 enlisted in 1919, how much would be produced at the conservative estimate of \$10.00 per capita?

6. How many dollars were saved in your school by the purchase of Thrift Stamps. There are 281,000 school houses in the United States; make some good Thrift problems based upon the above figures.

7. Write up the story of the Thrift campaign in your community and preserve a copy in a Thrift booklet with a decorated cover.

8. Perhaps your school can secure a projection machine by means of which pictures and slides of war time preparations and activities may be shown to the school and community. Write to the Committee on Public Information in your state to secure a list of available material.

August 27.—U. S. replies to peace proposals of Pope Benedict.

November 3.—First clash of American with German soldiers.

December 6.—U. S. destroyer "Jacob Jones" sunk by submarine, with loss of over sixty American men.

December 7.—United States declares war on Austria Hungary.

December 28.—President Wilson takes over the control of the railroads (See p. 156 of "A School History of the Great War").

#### 1918

#### AT THE FRONT

January 8.—President Wilson sets forth the peace program of the U. S.

For a list and discussions of the "fourteen-point speech" see pp. 171-179 in the above mentioned book. February 3.—American troops officially announced to be on the Lorraine front near Toul.

March 10.—Announcement that American troops are occupying trenches at four different points on French front.

March 11.—First wholly American raid, made in sector north of Toul, meets with success.

May 25-June.—German submarines appear off American coast and sink nineteen coastwise vessels, including a Porto Rico liner.

May 27-June 1.—American Marines aid French at Chateau Thierry.

May 28.—Americans capture and hold Cantigny, near Mondidier (mawn-dee-dya').

May 31.—U. S. transport "President Lincoln" sunk by U-boat.

June 11.—American marines take Belleau Wood, with eight hundred prisoners.

June 15.—800,000 American troops in France.

June 21.—Statement officially made that American troops hold thirty-nine miles of French front in six sectors.

July 15-18.—Anglo-American troops on Murman coast in northwestern Russia.

July 18-Aug. 4.—Americans participate in Second Battle of the Marne.

July 27.—American troops on Italian front.

August 15.—American troops in eastern Siberia.

September 3.—U. S. recognizes Czecho-Slovak government.

September 12-13.—Americans take St. Mihiel salient near Metz.

September 16.—President Wilson refuses Austria's peace proposal.

September 26.—Americans begin a drive in Meuse valley.

#### THE ARMISTICE

October 4.—Germany asks for an armistice and peace negotiations.

November 5.—President notifies Germany that General Foch has been authorized to communicate the terms of an armistice.

November 7.—Americans take Sedan.

November 11.—Armistice signed; Germany surrenders.

1. Show that, although the signing of the armistice ended hostilities, it did not end the war.

2. What was the attitude of the German delegation at the discussion of the armistice?

3. What has been the German attitude since the close of the war?

4. Why was Germany particularly anxious to ingratiate herself into the favor of the American boys in the Army of Occupation?

5. Is there still evidence of German propaganda.

## Autocracy in Schools

(From the address of Dr. Julius Boraas, President of St. Olaf College in an address delivered before the Southern Minnesota Teachers' Association, October 2. This address handled, "without gloves," the present methods of conducting schools, according to the *Mankato Daily Free Press*. More than five hundred teachers heard the ideas of Dr. Boraas on the topic "The Teacher as a Promoter of Democracy.")

"Is your school an autocracy or a democracy?"

"Do you or do the students start things in the school room? Do your methods lead to constructive thinking by the students? When I was a boy I didn't know of any better way to get into trouble than to start something. We do all the thinking for the student. Then we expect to turn him out after eight years of this to promote democracy, when we have taken the 'promote' all out of him.

"Do you suppose that after asking a student questions for eight years he can go out and do constructive thinking? The student that asks the most sensible questions is the one who is learning most. After all the greatest question there is, is the one we cannot answer, not the one we know how to solve. How about your program in school? Do you map out the program or does the student have a chance. The trouble is we are too afraid of making a mistake in our school programs.

"The success of all democracy depends on the ability of people to think together. Do we do it? Do conditions in the country look like it now? We start thinking that way when the teachers promote co-operative thinking—when they promote democracy.

"I think we have been teaching more as an autocracy than as a democracy. We haven't begun to teach our teachers what we can do. If the pupils get together for co-operative thinking, we shall present solutions of problems that no one dared to attack. Intelligence is not gained by memorizing. We have to think things ourselves. You are invited to become promoters of democracy."

Speaking of the present method of study Dr. Boraas declared that he analyzed sets of examination papers which were prepared by high school students. Seventy-five per cent of these were memorized answers, twenty-four per cent were "so, so" answers, and one per cent showed application, in-

telligent thinking. Sets of teachers' examination papers were examined and it was found that seventy-five per cent of the teachers answered questions from memory, twenty per cent of the answers were "so, so" and five per cent showed the results of intelligent thinking on the subject.

"Recitations in high school are seldom judgment recitations; they are mere repetitions of what the student has read; they do not show the results of thought and actual study. Such habits, formed in school, make or unmake life.

"There is no such thing as a person possessing good judgment. It is simply an ability to judge specific things well. The student of today goes out into life without being able to pass good judgment on every day problems. Few high school students are able to buy a pair of shoes, a coat or other necessities of life and pass good judgment upon them.

"Democracy is built upon efficiency. We had Germany licked in the war. That does not mean that she is defeated in peacetime. We have not exceeded her in efficiency. It is not yet decided what shall be the greatest nation. Democracy is of no value unless the people become possessed of greater intelligence."

#### A MESSAGE TO COLLEGE STUDENTS.

Do not get caught in the receding tide of the great war. Set yourselves at once to look forward. Remember that the world must be built up again, and it looks as if there was an opportunity to make the world better than it has ever been before. We believe there is a chance of preventing this thing from ever happening again, of building up mankind to something nearer a perfect condition, where every man can use his own faculties to the utmost, which, after all, is the great pleasure in life; where every man who has a heart and an ambition will be able to develop himself for something worth doing. Remember that, and look forward, you fellows that are young. Do not look back into the receding wave, but look forward into the crest that is coming on ahead of you. As in this war, so in civil life—your own right hand will teach you terrible things if you will only make your own right hand strong and use it for the right purpose, and begin now at once.—President A. Lawrence Lowell, Harvard University.



# The Rotation

Of Vitalizing the Teaching of Agriculture is the Biggest Idea in Education  
Vitalize Our Entire Educational System.—*Dr. A. E. Winship.*



**SPLICING ROPE**  
A Practical Problem in Real Life

**THE Rotation Plan** is attracting the attention of thousands of school houses. It is putting new life into communities from \$10 to \$40 a month. It is revolutionizing the teaching of Agriculture. Oklahoma have adopted this plan; other states are following.

The **Rotation Plan** teaches real things—just what the children need.

The **Rotation Plan** rotates the subjects so that each child has something crisp and new for the next year.

The **Rotation Plan** not only rotates the teaching of Agriculture, Language, Spelling, and all other subjects.

If you want to know how the **Rotation Plan** vitalizes the teaching of Agriculture and children say about it—how superintendents can introduce it into their schools, writing, language, and every other subject, the following booklet will tell you what you really want to do something worth while for your school and money as well as ours.

1. *How to Vitalize the Teaching of Agriculture*
2. *Better Country Schools in Mississippi*
3. *The Rotation Plan—What It Is; How It Works*
4. *Vitalization Through Rotation.*
5. *Stencils Vitalize School Work.*

*The Purpose of this Department is to help those who want to vitalize the teaching of Agriculture in their schools.*

Ask for list of Agricultural Charts, Language Charts, Booklets, Stencils, Working Drawings, Maps, etc.

**You Can Teach Agriculture in Your School—You Can.**

What is known as the Rotation Plan for Vitalizing the teaching of Agriculture is attracting nation-wide attention. It is in our opinion one of the big educational ideas of recent years and should be given most thoughtful consideration by all educators.

**W. J. BEECHER,**  
Editor,  
Normal Instructor  
—Primary Plans.

**INTERNATIONAL HARVESTER**  
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**AGRICULTURAL EXTENSION DEPARTMENT**  
P. G. HOLDEN, Director  
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Education Since the Time of Horace Mann. It is Destined to

tion of educators and farmers everywhere. It is rebuilding school communities and rural schools. It is increasing the salaries of teachers, vitalizing the teaching of Agriculture in Missouri. South Dakota and Iowa are planning to adopt it.

not just words, words, words.

does not teach the same things year after year; does not skim, leaving

teaching of Agriculture but it rotates the work in Arithmetic, Lang-

ges schools and communities—what school directors, superintendents, teachers, parents, introduce it into their schools—how teachers are vitalizing arithmetic, spelling, reading, booklets will be sent to you **free** upon application, but don't write for them unless you state, your county, your school and your community. It will be a waste of your time

*Agriculture in the Rural Schools.*

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*What It Does.*

help the boys and girls of America.

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lottoes, etc.

ou May Think You Can't But

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ARTMENT

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MAKING NAIL BOXES---A Real Problem in Arithmetic

# Problem Method in Geography

By Mrs. Ina Lockwood, Normal Training Supervisor,  
Rochester, Minn.

## LUMBERING IN THE UNITED STATES

**Problem:** Why has lumbering become one of the important occupations of the people of the United States?

**Purpose:** To see how a principal occupation of the United States affects her people.

**Materials:**

- I. A collection of pictures showing:
  - A Lumber Camp.
  - Felling trees.
  - Skidding logs in winter time.
  - Log Jam.
  - Hauling of the logs to the mills to be sawed into lumber.
  - Lumber men at work.
  - A lumber man's cabin.
  - Typical forest trees.
  - Steam log hauler.
- II. A collection of advertisements showing uses of lumber.
- III. A collection of maps showing:
  - National forests.
  - Forests of United States with kinds of trees in each.
  - Milling centers in each state.
  - Mean annual rainfall in United States.
  - Heat belts.

Write to Bureau of Forestry, Washington, D. C. for maps, booklets, charts, and pictures, all of which are free. Typical forest trees in photogravure and also a lumbering set of twelve pictures with a brief description, printed at the bottom of each picture may be obtained at small cost from A. W. Mumford, Publisher, 536 South Clark St., Chicago.

**Procedure:**

- I. Discuss the value of forests under topics as:
  1. Source of fuel and lumber.
  2. Protection to soil, holding moisture, keeping the soil from washing down the mountain slopes.
  3. Homes of animals and birds.
  4. Means of protection against winds, floods, and snowslides.
  5. A resort for health and pleasure.
  6. Beauty in landscape.
- II. List on board the uses of lumber as children enumerate as:
  1. Building purposes.
  2. Ties for railroad
  3. Furniture.
  4. Staves for barrels.
  5. Toothpicks.
  6. Clothespins.
  7. Spools.
  8. Lead pencils.
  9. Matches.
  10. Shoe pegs.
  11. Carts and carriages.
  12. Cars.
  13. Buckets and baskets.
  14. Wood pulp for the making of card board and paper.

### MAP STUDY: FOREST REGIONS

Study a map on which the forest regions are indicated by shading and printed names. Explain that the darker the shading, the heavier the forest. Locate, by shading or color, the forest belts on outline maps. Read from the map where the different kinds grow as: Firs or soft wood grow in the northeast, the east, the gulf states, the Great Lakes region and the Pacific Coast, while the hardwood is found throughout the Ohio Valley and the Appalachian Mountains.

### USES OF LUMBER

Give the characteristics of each forest region; name the typical trees of region and their uses; as: spruce, for paper; oak and walnut, furniture; cypress, shingles; Douglas firs, railroad ties and telegraph poles; pine, building purposes; maple, flooring; hemlock, bark to tan our leather; cedar wood, for chests to keep out moths; larch, lumber for building of ships.

### CONSERVATION OF FORESTS

Contrast the size of our present forest region with that of our colonial period. Discuss the great waste of timber. Could it have been avoided? Southern Chili, in South America, is today one of the greatest forest regions of the world and here is repeated the same ruthless destruction of forest.) What should be done to prevent this waste?

The United States government has set aside almost two hundred million acres of woodlands in various parts of the country as national forests. Study a map showing the national forest reserves. Just what does this law passed by congress, authorizing the president to set aside forest land as public reservation, mean to the welfare of the United States?

### RAINFALL MAPS

Study rainfall maps and ascertain how rainfall affects the growth and distribution of forests.

Determine the relation between the rainfall and the forest regions. Account for scattered forests in the west. What kind of trees need much water? Have someone present pictures showing "big trees" of the Pacific coast. Summarize the points brought out regarding the relation of rainfall to forests.

How has surface and soil influenced the growth of forests? Why should soil in the lowlands be richer? What effect have differences of soil had on forest growth?

Consult a map showing the heat belts. Determine whether our forests like the warmer or colder parts of our country.

What companies do you know, from your pictures or your own knowledge, who are engaged in the lumber business.

Explain the difference between lumber yards and mills.

Where, in general, are mills located?

Why are lumber mills located along the river, while lumber yards are to be found all over the city?

Estimate the number of saw mills in United States. Where are our nearest saw mills? (Duluth on Lake Superior, Minneapolis, and Thief River Falls). Locate these mills on an outline map. Why are they located here?

It would be interesting to have some pupil be prepared to tell the story of how lumber is made in these mills.

In what way do our maps indicate how we might get the logs to the mills, and the finished lumber to various parts of the United States?

How must a city be located to be a lumbering city?

1. Near forest.
2. On body of water.
3. Railroad center.

List cities on board under following heads:

Lake region,

Chicago, Grand Rapids, Detroit, Minneapolis, Duluth, Buffalo.

Southern region,

Mobile, Pensacola, Jacksonville, Memphis, Chattanooga.

Western region,

Seattle, Tacoma, Portland.

New England region,

Bangor, Bath, Portland.

Hardwood region.

Cincinnati

Why is St. Louis a good lumber center? St. Louis can get lumber from the Lake region, the hard wood region, and the southern region.

Which kind of timber would give Minneapolis its supply?

How might it be brought to Minneapolis?

From your map where might the timber have come from to furnish Minneapolis mills?

INFERENCES:

Lumbering has become one of the important occupations of the people of the United States because of:

1. The many uses man makes of the forest products.
2. A Rainfall adequate to the growth of forests in many parts of the country.
3. A climate sufficiently warm to encourage the growth of forests.
4. The variety of surface and soil is suitable to the growth of many varieties of both soft and hard wood.
5. Many rivers adapted to the location of mills.
6. Great wealth of water power.
7. Abundance of available machinery.
8. Easy means of transporting the timber to the mills, and the finished product to the consumer.
9. The demand for lumber and products made from it.

## Americanization, American Ideals, What Are They?

W. R. Ball, Director Citizenship Training,  
Minneapolis Public Schools.

**T**HAT person is not loyal who gives his support to his country only when it is agreeable for him to do so. The true patriot will subscribe to the following statement: "I believe it to be my duty to love my country, to support its constitution, to obey its laws, to respect its flag, and to defend it against all enemies at whatever cost to me."

No one can truly support a constitution who has not a clear conception of the origin and purposes of its fundamental laws. Has America any ideals that are distinctly national that could be said to be unmistakably ours and different from the English, French or Italian?

*Our first ideal is a desire for self-government.* The whole colonial period shows this. For many years before the revolution we were largely in control of our local affairs, and learned the art of self-government.

The Revolution extended the principles of self-government, and pointed in self defense to the violation of the English idea, "No taxation without representation." The same ideal is expressed by Lincoln, "Government of the people, by the people, and for the people." Emerson says the same thing. "We will walk on our own feet—we will work with our own hands—we will speak our own minds."

*The second national ideal is that of equality.* "All men are created equal." But surely not with equal ability. All men have an equal right to opportunity of education, of self-expression, the right to work, and to receive his fair share of wealth created by his work. It is self-evident that any system of government, or any interpretation of laws that interferes

with this, is not in harmony with this second national ideal. To secure this we added to the constitution the first ten amendments.

1. Right to equal protection of the laws.
2. Right of persons accused of crime to be safe guarded.
3. Freedom of speech, press and religion.
4. Forbidding the taking of life without due process of law, etc.

We violated this second national ideal when we recognized slavery in the constitution, but we corrected this error when we wrote into the constitution the 13, 14, and 15 Amendments.

*Another American ideal is the passion for action accomplishment,* the ability to do something. The man whom we admire, is the man who does things. The ideal of industry springs naturally from American soil.

The pioneer could not be an idler. He had to work hard in building his cottage, clearing and tilling his land. We have no respect for even the idle rich. Franklin Ross, in a late issue of the Educational Review makes this statement on the subject of "American Ideals":

"Donald Hanky in 'The Student in Arms,' represents the soul of the soldier in this manner. Over and above the individuality of each man, his personal desires, and fears and hopes, there is superimposed the corporate personality of the soldier which knows no fear and only one ambition, to defeat the enemy and so to further the righteous cause for which he is fighting. Every good American citizen is a soldier of democracy and, as such, possesses a second other

self. It is through this second other self that he serves his fellow man. He rises above his own personal interests and becomes an unselfish worker for the common good.

"This is the spirit which democracy breeds, and which has become a predominant American trait. The Swiss, who represents a high type of Democratic development, express the idea in their national motto, 'All for Each and Each for All.' It means at its best self-abnegation, self-sacrifice and service. The principle is very wide in its application. It covers things as far apart as accepting the rule of the majority and practising ordinary, every-day honesty. It means compassion, humaneness, sympathy, a chivalrous regard for womanhood, the spirit of hospitality, flaming indignation at cruelty and barbarism. The Prussians wondered at the privileges accorded to them by 'the idiotic Yankees.' It is little wonder that they could not understand the American spirit. They have been trained in a different school of political philosophy.

"Democracy carries with it great privileges and great rights, but those privileges and rights carry with them their correlative obligations. The glory of democracy is that it teaches the doctrine of service. Do we mean in saying this that selfishness has disappeared from America? Hardly. But where shall we find the perfection of any ideal except in heaven? We mean that we are marching toward the

ideal. And who are better able to point the way to the ideal than the teachers of the city? If this ideal were not uppermost in your lives, how many of you would be at your tasks? The life of America in the past and at present centers around this ideal. It represents America at its best, but it is characteristically American."

When we hear the people criticize us for our inability to realize these ideals we shall have this to say in the words of that noted leader of foreign people, Dr. Adler:

"My brother from a foreign land; you have fallen into a grievous error. You have imagined that you were coming here in order to enjoy liberty. But as yet there is only the dawn of it. You are called hither to assist us in the pursuit of liberty, which is a divine, elusive thing not to be truly achieved perhaps for centuries to come. You came here to live in the House of Democracy. But it is your greater privilege to be one of the builders. The House of Democracy is still in the process of erection. We, who were here before you, welcome you as a co-builder. This is Americanization. Not the language merely, not the customs merely, not a little superficial acquaintance with our history, but the responsibility placed upon you, the newcomer, to be one of the builders of the Democracy, of the future. This is naturalization, Americanization, baptism into the franchise of American Democracy."

## Lesson Plan for the Study of a Poem

By *Grace M. Davis, M. A., Leland Stanford University.*

### MONTEREY.

We were not many, we who stood  
Before the iron sleet that day;  
Yet many a gallant spirit would  
Give half his life if but he could  
Have been with us at Monterey.

Now here, now there, the shot it hailed  
In deadly drifts of fiery spray,  
Yet not a single soldier quailed  
When wounded comrades round him wailed  
Their dying shout at Monterey.

And on—still on—our column kept,  
Through walls of flame, its withering way;  
Where fell the dead the living stepped,  
Still charging on the guns which swept  
The slippery streets of Monterey.

The foe himself recoiled aghast  
When, striking where he strongest lay,  
We swooped his flanking batteries past,  
And, braving full their murderous blast,  
Stormed home the towers of Monterey.

Our banners on those turrets wave,  
And there our evening bugles play;  
Where orange-boughs above their grave  
Keep green the memory of the brave  
Who fought and fell at Monterey.

We are not many—we who pressed  
Beside the brave who fell that day;  
But who of us has not confessed

He'd rather share their warrior rest  
Than not have been at Monterey?

—Charles Fenno Hoffman.

#### SUBJECT MATTER

##### 1. AIMS:

1. To deepen in the children's hearts the realization that

"The soul that led our fathers West,  
Turns back to free the world's oppress."

2. To serve as a starting point for teaching that children need the virtues of resistless determination in good causes, smiling willingness to sacrifice, and utter devotion, to their country.

3. To develop through the children a community consciousness of the respect American citizens owe to the heroes in all periods who have died that we might live.

4. To infect the imagination, and vitalize historical facts by the martial bugle notes of a stirring poem.

##### 2. PREPARATION.

1. Collect material to make definite the historical and geographical background: pictures of President Polk, General Taylor and others from histories, Red Cross poster. Consult "The National Geographic Magazine" for July, 1916, for illustrations of a walled city, Monterey, Mexican costumes, Mexican scenery etc.

2. Hectograph sufficient maps of Mexico for class use. Refresh the memory by a map study of Mexico. The map in the July number of "The National Geo-



graphic" is excellent both for locations and physical geography.

3. Investigate the methods of warfare in the dictionary and encyclopedia. Arrange materials for comparison of changes in warfare. Picture of "No Man's Land," large guns, machine guns, trench arrangements.

4. To connect this poem with previously studied poems give a rapid resume of American history. This plan will prevent overemphasis on non-essentials and permit the identity of spirit to be revealed.

### 3. PRELIMINARY ASSIGNMENT.

1. Tell the class the circumstances of the battle, the six thousand six hundred and twenty-five men facing the Mexican army of ten thousand. This war was in 1846. How many wars had we had? What poem have we studied in connection with each? For what did we fight each?

2. If the class has studied the period in American history, assign the historical background as report work. If the children have not had history, by means of the prepared resume, sketch in the growth of America westward, etc.

3. To clear away possible misconceptions caused by erroneous understanding of words ask the class to look up "quailed," "withering," "recoiled," "aghast."

3. To make definite the vague pictures, discuss the methods of taking a town in the Mexican War. Show collected illustrations. Compare with the past war. Ask the class to write short descriptions of "flanking batteries" after you have shown the illustrations.

4. To force the attention to the words, ask the class to make a list of all the words that indicate advancing troops, those words which are synonyms of shot and shell.

5. Pass out maps and assign; locate Monterey, Mexico City, the disputed frontiers.

### METHOD

#### 1. AIMS:

1. To take advantage of the children's spirit of hero worship to impress upon them the sources of the soldier's courage.

2. To use comparison and contrast to make the men of the Mexican War as real as their compatriots of 1918.

3. To make use of a national holiday, Armistice Day, to deepen the patriotic loyalty of the children.

4. To supply the legitimate demand of children for thrilling martial lays.

#### 2. PREPARATION.

How many pupils in this class had brothers in training? In France? In the front line trenches? How did they feel about the chance to fight? Read some of the letters from the "Literary Digest" of 1918. Point out Europe's astonishment at this reckless desire to advance. Quote General Alexander's reply to the French command. "Unless totally annihilated, I shall not retreat—and then I can't." Can you see that spirit in "Hail Columbia"? and "Star-Spangled Banner"? In what period was today's lesson written? Here have the class answer questions on yesterday's resume, or give reports. Drill on map work. Show pictures of Taylor and Polk.

#### 3. DEVELOPMENT.

*Iron sleet.* What picture is the author trying to make us see? Discuss going "over the top." Why does the author use "sleet" rather than "rain"?

*Give half his years.* Why should any one want to give half his years for the chance to be shot at? Tell the story of Lieutenant York (Literary Digest, June 14, 1919).

*"Fiery spray."* What kind of gun fire do you think is meant here? Have class recite on list of synonyms for fire. Can you suggest any that are not given? Let class decide whether the suggested words are as vivid.

*"Charging on the guns."* How do you imagine this looked? Do you think it would be the same as "going over the top"?

*"Withering way."* Why is the path called "withering"? Can you suggest another adjective?

*"Slippery street."* What made the street slippery? How does this detail heighten the bravery of the soldiers?

*"Recoiled aghast."* Compare with the German evacuation of Belgium at the advance of the Americans.

*"Swooped."* What comparison is implied in this word?

*"Stormed home the towers."* Compare with the capture of Chateau Thierry (Literary Digest, Sept. 13, 1919, page 93). Recite on the list of words which show advanced motion.

*"Our banners"* etc. How has the poet's mood changed here? Contrast the words of quiet reverence with the onward rush of stanzas 1-4.

*"Orange boughs."* Why this especial tree? What does an orange tree look like?

#### 4. APPLICATION.

1. This lesson should be a correlation of history, geography, and literature.

2. During the language period have the class write the imaginary adventure of a boy who took part in the siege. Use the third person and introduce conversation. Have the lower grades reproduce the poem in the third person.

3. Use the poster issued by the Red Cross and Community Service Commissions entitled "Here is His Record." The younger pupils can model the shield with or without the eagle. The upper grades may design a fitting monument for the dead soldiers of America. This will afford training to the creative faculties and practice in the use of perspective. The shield, flags crossed etc., might be used on a tall shaft.

4. Co-operate with the community in an Armistice Day memorial service.

5. Dramatize the poem. Let two Boy Scouts talk of the undying voices of American patriots. With bent heads let them listen to the words distinctly uttered from behind stage. First,

"Let Independence be our boast,  
Ever mindful what it cost,"

Secondly,

"Then conquer we must,  
Since our cause it is just  
And this be our motto—  
'In God is our trust.'

And the star spangled banner in triumph  
shall wave

O'er the land of the free, and the home of  
the brave."

Third,

The poem of Monterey.

The boys raise their heads, salute the flag reverently, singing the last chorus of "The Star Spangled Banner."

## Christmas Suggestions

*Lillian Rosback, Primary Service Bureau, North  
Western School Supply Company.*

**A** WEALTH of material suggests itself for seat work during December: Greetings to some of the older people, to shut-ins and old soldiers, and to other children.

### A CALENDAR.

A very pretty calendar for December can be made of construction paper using any of a number of seasonal silhouette patterns and designs published by the different school supply houses. Santa Claus, children and their toys, the Christmas tree, and the Three Wise Men are always good for this purpose.

Neutral shades of construction paper, size 9 x 12, make good mounts, and the designs should be cut from engine or construction paper, the children selecting their own colors and using their own ideas for the arrangement of the design. The children should, however, be guided in their choice of color and arrangements.

There are fixed laws of balance and arrangement that should be followed, and certain combinations of colors to be used together, if a truly artistic work is to be produced. This number of SCHOOL EDUCATION contains a very clear and concise article on color studies, which will be of much help to teachers in the making of these Christmas calendars. The December number of SCHOOL EDUCATION will contain a study of balance and arrangement.

Three inches by five inches is a good size for the calendar where the 9 x 12 mount is used. Let part of the Arithmetic lesson be the measuring of the date spaces. When these spaces have been blocked out, and the lettering printed in, the lines and lettering should be gone over with a very fine brush and black paint. This outlining calls for great care.

A much larger calendar may be made later as a

class problem, using the silhouettes for designs, and following out the cut paper lettering and blocking as outlined in the September number of SCHOOL EDUCATION.

### A BOOKLET.

If the first grade children are too small to make the calendar, they will enjoy making a booklet for their fathers and mothers and putting into it specimens of their best work.

For the cover, use a 9 x 12 inch sheet of construction paper, either in light grey tone or in a light green tint, and fold it to make a 6x9 inch booklet.

The design might be a Christmas tree. Cut it from a shade of green paper 3 x 6 inches. Fold the paper with the open edge toward the left hand. Cut the trunk first, beginning one-fourth inch from the folded edge. Cut outward toward the right edge to form the lower limbs of the tree. From the right edge cut upward in slanting line to the crease. With the fir tree thus outlined, it is easy to cut away portions from the slanting edge to form the branches.

From either red or white paper cut the box for the base of the tree. Mount the tree on the cover. In another lesson the children may decorate the tree, using scraps of colored, gold and silver paper for candles and ornaments.

The leaves may be of bogus or gray drawing paper for mounting drawings or free hand cuttings representing gifts for the family; pictures illustrating stories from the reading or language lesson; or specimens of work collected from time to time as suggested early in this article.

Bind the leaves and cover with red raffia, warp or macrame cord.

(Next Month, A Sand Table Project).

## Thanksgiving Place Cards

### LESSON I. CUTTING OF TURKEYS, GEESE, AND DUCKS

**B**OYS and girls always think of a turkey, a duck or a goose in connection with a Thanksgiving dinner. The turkey is surely the favorite meat and even though many cannot have turkey, they will enjoy cutting a fine turkey gobbler.

Make a large sketch of a turkey in light lines on the board. Give each pupil two or three six-inch squares of cream manila paper. Ask the children to trace the outline of the turkey in the air as you draw the sketch in heavy lines, beginning at the right foot and working upward.

After the pupils have traced the turkey shape several times in the air, the teacher should take her scissors and cut a turkey before the class, beginning at the right foot and cutting upward. Pupils may take their paper and cut a turkey, watching the drawing on the board as they cut.

In the same manner take up the cutting of the goose and the duck. Save the best cuttings of turkeys, ducks and geese and mount them on black paper. Leave the drawings on the board for the next lesson.

### LESSON II. PLACE CARDS

Some children will have made better turkeys than ducks. Allow each pupil to choose his best cutting for place cards. Give tan paper to those who will cut turkeys, gray to those who will cut ducks and geese. The turkeys and ducks should be cut from 2 $\frac{3}{4}$ " squares, and the geese from 3x3 $\frac{1}{2}$ " oblongs. Trace the shapes in the air from the board before cutting.

Lay the head of the turkey on red paper, trace around it and cut. Paste the red head over the brown head and outline in black. In the same manner lay the duck and goose on yellow-orange paper, trace around the bills and legs and cut. Paste the yellow-orange bills and legs over the gray ones and outline in black.

The cards should measure 4 $\frac{1}{2}$ x1 $\frac{3}{4}$ ", and be cut from white paper. A small strip of paper with the end bent over should be pasted on the back of each so that it will stand up. Each pupil should be allowed to make a place card for each member of his family for Thanksgiving dinner. The names may be written or printed on the card.

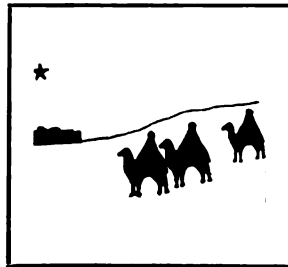
*Frances Lavendar*

# Looking ahead for Christmas Time!



Set I—Christmas

Set I. Christmas Water Color Post Cards on 2 ply kid finish bristol board; 14 cards, assorted, for 25c.



The Wise Men of the East.

TURN TO PAGE 38 and read about the different kinds of Thanksgiving material for the boys and girls and you can adapt the same ideas to the Christmas material shown here.

THE SILHOUETTES shown here are both taken from Set II,—16 different designs on 9x12 inch sheets for 15c.

BE SURE TO HAVE plenty of red and green paper on hand for all kinds of paper cutting and folding. Because of our immense buying power we are able to sell the beautiful Prismo papers at very low prices. Send for Primary Catalog and ask for special Prang paper insert giving sizes, colors and prices of this beautiful paper.



Set II—Christmas

Set II. Christmas Water Color Post Cards on 2 ply kid finish bristol board; 14 cards, assorted, for 25c.

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**The Best Christmas Book.** There is a wealth of new ideas, and a complete program for everyone. It is positively the "Best" book of Christmas entertainment exercises published. Arranged according to grades. The following list of classified contents will show the variety and scope of the work. Contents: 82 recitations, 36 quotations, 4 monologues and readings, 10 dialogues, exercises and plays, 7 fancy drills and marches, 4 acrostics and motion songs, 3 tableaux, 4 pantomimes and pantomimed songs, 9 songs with music, 8 songs of new words to old tunes, 14 facts regarding Christmas and Christmas customs in other lands. Illustrated. 192 pages. Paper.

Price .....\$0.30

**Good Things for Christmas.** By Marie Irish. Part I contains a select number of Recitations and Monologues suitable for the Christmas Holidays. Part II contains various Exercises, Dialogues, Drills, Tableaux and Scenic Readings.

Price .....\$0.25

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A new unsurpassed line of up-to-date stencils. The designs are all carefully drawn and accurately perforated. Easy to use and very effective. Stencils are a necessary part of the equipment of every modern school. The subjects here listed can be used not only for blackboard work but also for chart work and poster making. Good designs, good paper, good perforations and low price explain the great popularity of these stencils. Size approximately 24x36 inches, varying with the subject.

Price, Regular Stencils, each 5c; dozen 50c.  
Price, Map Stencils, each 10c; dozen, \$1.00.

### CHRISTMAS.

- 379. Merry Christmas.
- 380. Happy New Year.
- 519. Christmas Bells.
- 701. Santa Claus and Sleigh.
- 702. Bringing in the Christmas Tree.
- 700. Jolly Santa Claus.
- 705. The Star in the East.

### THANKSGIVING.

- 257. Mayflower.
- 510. Turkey Border.
- 515. Pumpkin and Corn.
- 652. Proud Mr. Turkey.
- 655. Feeding Mr. Turkey.
- 658. Puritans.

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# Department of Research and Efficiency

*Purposing to assist in the investigation of educational questions pertinent to rural and graded schools, and to offer solutions as they have been worked out.*

## The Minnesota Educational Association

FIFTY-SIXTH ANNUAL CONVENTION,  
MINNEAPOLIS, NOV. 5-8, 1919.

*W. H. Shepherd, Secretary*

**T**HE Fifty-Sixth Annual Meeting of the Minnesota Educational Association will be held in Minneapolis, November 5-8, inclusive. The United States Railroad Administration has granted a one and one-third fare for the round trip from all points in Minnesota to the members of the Association, whether teachers or laymen, in attendance on the Convention.

To all persons and organizations interested in the study and solution of educational problems, Minnesota educators,—executives and teachers, School Board Members, Parent and Teachers' Associations, welfare agencies co-operating with the schools,—an urgent invitation to this meeting is extended. To serve the needs of various groups a number of special conferences under the auspices of the Association has been arranged.

The last meeting of the Association was in Minneapolis in 1917. With the lapse of two years the time has come to take an inventory of educational stock, a survey of our assets and liabilities. New occasions have brought new duties and the opportunities have been immeasurably increased. There must be a new vision of our professional interests so intimately bound up with the welfare of the schools. Reorganization of this Association for greater service to the teacher and to the school, imperatively needed and by many desired, is a vital matter for consideration and action. This subject will be presented by Dean Lotus D. Coffman, Chairman of the committee appointed by President E. A. Freeman to study this problem and report. This movement has been extended throughout the country, resulting in more general support of and efficiency in the administration of state associations.

In preparation of the general session programs President Freeman has sought to have a distinct and helpful message for the hour brought to the audience. On Thursday evening, honor will be shown the nine hundred Minnesota teachers who entered government war service. Addresses by Dr. Cyrus Northrop, Professor Maria L. Sanford, President Marion LeRoy Burton and Hamilton Holt, Editor of the New York Independent will be in tribute to that service. Friday evening the Armory will be used for an open meeting to which the general public is invited. A recital by the Minneapolis Apollo Club will precede the addresses given. On this occasion the main theme is American Education.

### Keeping Up With the Times.

Labor interests will be represented by a prominent leader in the labor group. Saturday morning

the teacher's relation to the new day in education is to be stressed. That includes the significant consideration of salary.

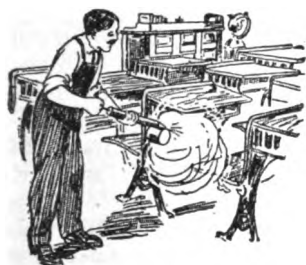
The Convention will be characterized in part by helpful contact with auxiliary educational agencies. An Americanization exhibit will be placed in the West Hotel, Association Headquarters. A number of racial groups will appear in costume and have charge of a fine collection of handicrafts, articles of esthetic value, and the available literature in the many languages—suitable for distribution in the work of Americanization. The Educational Council will have a part of this unusual setting for its session, Wednesday evening, No. 5, and will be favored with music by the Minneapolis Russian choir. This organization sings with splendid effect a *capella*, native folk, sacred, and American songs. Miss Clara J. Simon, St. Paul, Director of the M. E. A., is chairman of the Exhibit Committee. She is assisted by Mr. A. E. Koenig, Secretary of the Minneapolis Council of Americanization, and prominent workers in this movement in the Twin Cities. A very important conference planned is the State wide gathering of Parent-Teachers' Associations, Thursday and Friday, one session being held jointly with the School Board section of the M. E. A. Superintendents and principals thruout the state are requested to invite such Associations to send representatives to the conference which will probably result in a state organization. Both Mayor L. C. Hodgson of St. Paul and Mayor J. E. Meyers of Minneapolis will address this meeting.

The Minnesota Library Association will meet in joint session during the convention with the Public School Librarians. In order to establish practical, helpful contact with the several departments of the M. E. A. "four minute speakers" representing the library group will be detailed to appear on the various programs.

The Boy Scout, Girl Scout, and Camp Fire Girls organizations will hold special State conferences on Friday, Nov. 7, under the auspices of the Association. National executives will assist in conducting these meetings. Judson P. Freeman, National Field Commissioner and Lorne W. Barclay, National Director of Education, Boy Scouts, have been secured. Miss A. Margaret Merrill, recently in charge of the Girls Division, War Camp Community Service, is the speaker for the Camp Fire Girls. Mrs. Herbert Hoover is expected by the Girl Scouts. These organizations will collaborate in a very interesting demonstration of their activities in the Auditorium, Friday afternoon, Nov. 7, at 4:15 o'clock.

# Guard Against the FLU!

## USE RADIUM SPRAY



There is only one safe, sane, and successful way to guard against the Flu and other contagious and infectious diseases, and that is to keep the air in your school rooms absolutely free from all germs and disease bacilli.

There is just one best way to do this—USE RADIUM BRAND SANITARY SPRAY with sprayer and fill the air with it in all the recitation rooms, halls, coat rooms, lavatories at least twice each day. All germs will be killed and will be swept out with the dust which collects and settles at the same time. The atmosphere will be left fresh, sweet smelling and as pure as the air in the pine woods.

### What is Radium Spray?

Radium Spray is a very powerful disinfectant, killing all germs and vermin wherever it reaches, and yet—wonderful to say—it is perfectly harmless to people, and may be inhaled by young or old without the least harmful effects. Its odor is pleasant and in striking contrast to that of other disinfectants, many of which are objectionable on this account.

### Protect the Health and Insure the Lives of Your School Children.

## USE RADIUM SPRAY



**Other Uses:** After the Radium Spray settles, taking with it the dust and germs from the air, sweeping may be done without raising any dust. After sweeping go over the furniture and wood work with a dry cloth. You will find that Radium Spray puts a fine polish on the finish. Wring a cloth out in clear-water, spray some Radium Spray on it, and you can clean everything but paint or varnish from the windows, and leave them with a beautiful polish.

It is one of the greatest deodorizers and is therefore splendid for use in deodorizing and disinfecting lockers and toilet rooms.

### Special Trial Offer

We want the schools of the Northwest to try Radium Spray without any risk and are making the following Special Offer. Send for 6 gallon cans of RADIUM BRAND SANITARY SPRAY and sprayer, using the coupon below. Use one gallon in your school and find out for yourself that what we say about this product is true and if we do not hear from you to the contrary within 30 days we will bill at the wholesale price to schools (6 gallons, \$9.00), and will make no charge for the sprayer, price of which is ordinarily 75c. Be sure to use the coupon below and send your order in before November 15th. Do not let another week go by without putting RADIUM SPRAY to work protecting your school children against the Flu and other contagious and infectious diseases.

### Use This Coupon for Special Offer

North-Western School Supply Company,  
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Gentlemen: We accept your offer. Ship us 6 gallons of Radium Spray at the wholesale price, \$9.00, and include the sprayer free of charge. We will use one gallon and if we are not satisfied with it and want to return the balance of the order we will notify you within 30 days from receipt. Shipping and billing instructions are given below.

Ship to \_\_\_\_\_

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Readers and other High-Grade Optical Products

clock. Mr. Barclay will speak briefly on the Educational Significance of the Boy Scout Movement.

One of the most helpful features of the Convention is to be given in connection with the program of the Department of Elementary Education, Miss Zada White, President, Thursday afternoon, November 6. This is a demonstration of supervised study prepared with the suggestion and assistance of W. F. Webster, Assistant Superintendent, Minneapolis Schools, Dean W. S. Gray, Chicago University will give an address on the principles involved in the demonstration.

Two Conferences for special groups have been provided. G. A. McGarvey, State Supervisor of Trade and Industrial Education, acting as Chairman of the one on "Vocational Education" has secured several representatives of the Federal educational agencies, notably Calvin F. McIntosh, Adelaide Steele Baylor, and Lewis H. Carris. An interesting program has been arranged for "Educational and Vocational Guidance" workers. D. H. Holbrook, formerly Vocational Director, Minneapolis Schools, is chairman.

In the departmental sessions a number of specialists in educational lines will deliver addresses and assist in the round table discussions. Dr. Chas A. Prosser, in France for the Federal Board, Vocational Education, will speak on the program of the Household and Industrial Arts Department. Harry Clark, High School Visitor, University of Tennessee; Thornton W. Burgess, Author; Dean W. S. Gray, Chicago University; David Snedden, Teachers' College, Columbia University; Dean Carl Sea-

shore, University of Iowa; O. T. Corson, Editor of the Ohio Educational Monthly, and Dean Guy Stanton Ford, University of Minnesota, will render service on the programs of special conferences and divisional meetings. Dr. A. J. Todd, University of Minnesota, now engaged in the important field of Industrial Relations in Chicago, will address the Department of Secondary Education on "Towards Law and Order in Industry."

A variety of good music for the convention has been provided by Mr. F. P. Giddings, Supervisor of Music in the Minneapolis Schools. Two large High School Choruses accompanied by their orchestras will be heard in the general sessions. Thursday morning and evening, Nov. 6. Friday evening, the Apollo Club, which appeared in concert before the teachers two years ago will give a recital. Class demonstrations in music are planned for visiting Supervisors on Wednesday, November 5. Social gatherings, luncheons, dinners, and alumni reunions are a part of the announcement in the official programs soon to be issued. The convenience and comfort of teacher and laymen in attendance on the convention will be the concern of the officers of this association and the Committees on Information and Local Entertainment of which Miss Sada Dougherty, Tuttle School, is Chairman. Lists of rooms, hotels and restaurants, with help in making reservation of rooms in advance will be provided. Either Miss Dougherty or the Secretary of this Association will welcome inquiries which help to insure accommodations desired.

## PROGRAM.

### General Sessions.

Educational Council.

**Wednesday Evening, Nov. 5, 8:15 o'Clock.**

West Hotel, Moorish Room, Second Floor. Superintendent W. O. Lippitt, Fergus Falls, Vice-President of the Association, will preside.

I. Music, Russian Choir of Minneapolis.

II. Address, Hugh H. Magill, Field Secretary, National Education Association.

III. Is it desirable that all the so-called industrial work offered in Minnesota High Schools should become Vocational Within the Meaning of the Smith-Hughes Act? John N. Greer, Assistant Superintendent of Schools, Minneapolis, C. C. Baker, Superintendent of Schools, Albert Lea; G. A. McGarvey, State Supervisor of Trade and Industrial Education, St. Paul.

IV. Education of the Alien, J. P. Vaughan, Superintendent of Schools, Chisholm.

**Thursday Forenoon, Nov. 6, 9:00 o'Clock.**

### AUDITORIUM

I. Music

a. Organ Recital.

b. Chorus: Five hundred students from the West High School under the direction of Earl L. Baker, Special Teacher of Music, Minneapolis.

c. Community Singing. Theory and Practice, conducted by W. W. Norton, Community Music Organizer.

II. American Education: Ideals and Aims.—Guy Stanton Ford, Dean, Graduate School, University of Minnesota.



III. The New Social Consciousness, Mrs. Peter Oleson, Vice-Pres. Minnesota Federation of Women's Clubs, Cloquet.

IV. Race Assimilation through Public Education, John Collier, Lecturer, New York City.

V. Business Meeting.

**Thursday Evening, Nov. 6, 8:00 o'Clock.**

**AUDITORIUM**

In Honor of the Nine Hundred Minnesota Teachers who entered the service of their country.

I. Music.

a. Organ Recital.

b. Cantata, "On Shore and Sea," Arthur Sullivan; given by Central High School Chorus with orchestral Accompaniment under the direction of Sidney Morse, Special Teacher of Music, Minneapolis.

II. Addresses, Cyrus Northrop, President Emeritus, University of Minnesota; Maria L. Sanford, Professor Emeritus, University of Minnesota; Marion LeRoy Burton, President of University of Minnesota.

III. The League of Nations, Hamilton W. Holt, Editor of The Independent, New York City.

**Friday Evening, Nov. 7, 8 o'Clock.**

**ARMORY**

This session will be an open meeting. The general public is cordially invited to attend. No tickets of admission are necessary. Mayor J. E. Meyers will preside.

Theme: A Program for Constructive American Education.

I. Recital, The Minneapolis Apollo Club, H. S. Woodruff, Conductor; Dr. Wm. Rhys-Herbert, Accompanist.

II. The Schools and Industrial Efficiency, David Snedden, Professor of Education, Teachers' College, Columbia University.

III. Critics of American Public Schools. O. T. Corson, Editor Ohio Educational Monthly, Columbus, Ohio.

IV. Address, Representative of Organized Labor.

V. New Problems for Old: L. D. Coffman, Dean, College of Education, University of Minnesota.

**Saturday Forenoon, Nov. 8, 9:00 o'Clock.**

**AUDITORIUM**

I. Music

a. Organ Recital.

b. South High School Boys' Glee Club, directed by H. E. Griebenow, Special Teacher of Music, Minneapolis.

II. The Teacher and the New Day in Education, George D. Strayer, Professor of Education, Teachers' College, Columbia University; William Russell, Dean, School of Education, University of Iowa.

III. The Teacher and His Salary. D. W. Waldo, President of the State Normal College, Kalamazoo, Michigan.

IV. Business Meeting.

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### IT ISN'T YOUR TOWN—IT'S YOU.

If you want to live in the kind of a town,

Like the kind of a town you like,  
You needn't slip your clothes in a grip  
And start on a long, long hike.

You'll only find what you left behind,  
For there's nothing that's really new.

It's a knock at yourself when you knock your town.

It isn't your town—it's you.

Real towns are not made by men afraid,

Lest somebody else gets ahead.  
When everyone works and nobody shirks

You can raise a town from the dead.

And if, while you make your personal stake,

Your neighbor can make one, too.  
Your town will be what you want to see.

It isn't your town—it's you.

—Author Unknown.

# Consolidation and Standardization of Schools in North Dakota

By Edward Erickson, State High School Inspector,  
North Dakota

**T**HE legal definition of a consolidated school in North Dakota is a school where at least two teachers are employed and at least eighteen contiguous sections are served, without regard to the manner of its formation. Two years ago there were 447 schools in the state that had at least two teachers and served at least eighteen contiguous sections. Of these 447 schools 295 were town consolidated and 152 open country consolidated schools. There are now perhaps about 500 consolidated schools in the state. The great majority of these serve a township and have been established by vote of the school voters.

In our system of standardization, schools are classified as high schools, first, second and third class; consolidated graded schools, first, second and third class; graded schools, first, second and third class; and one-room rural schools, first, second and third class. A school can receive state aid only under one classification. Of the consolidated schools 89 are classified and receive state aid as high schools, and 285 as consolidated graded schools making a total of 374 standardized consolidated schools. The rest of the consolidated schools failed to meet the requirements for standardization.

The amount of aid for the schools standardized as consolidated graded schools and the method of apportionment is as follows:

Rate of tax levy	1st Class	2nd Class	3rd Class
0-15 mills	\$ 400	\$ 350	\$300
15-25 mills	800	700	600
25+ mills	1,200	1,050	900

The appropriation for state aid is not sufficient to give the schools the full amount as indicated above. For the school year ending June 30, 1919, the schools received 72 per cent of the amounts as stated in the above table. The purpose of increasing the aid with the increase in the local tax levy is to aid the schools that need the aid the most.

Under our present system of inspection for standardization a score card is made out for each school inspected. The score card is posted in the school. The standard score must be reached on or before the close of the term. This is a copy of the score card:

## NORTH DAKOTA STATE SCORE CARD for Standardization of Schools.

County	District	School No.	Standard Score	Inspector's Score
Length of school term			100	
Attendance			100	
Teachers (Based on certificate requirements only)			100	
School Buildings and Grounds			100	
Closets			100	
Heating, ventilating, and lighting			100	
Equipment			100	
a. General library				
b. Reference library				
Dictionaries				

Encyclopedias	_____	_____
Other reference books	_____	_____
c. Supplementary readers	_____	_____
d. Maps	_____	_____
e. Globes	_____	_____
f. Desks and seats	_____	_____
g. Blackboards	_____	_____
h. Drinking water	_____	_____
i. Laboratory equipment	_____	_____
j. Lavatory	_____	_____
Course of study	100	_____
School spirit	100	_____
Average	100	_____
Number of departments	_____	_____
Recommended for standardization as a	_____	_____
Date	_____	Scored by _____
		State School Inspector.

Application for standardization and state aid is made at the close of the term. The application blank calls for all data necessary to show whether or not all requirements have been complied with. There are now three rural school inspectors in the state and all schools that apply for state aid can be inspected during the year.

The difficulties to overcome in the establishing of consolidated schools are the same in North Dakota as in other states. The main objections are cost and transportation. No one would argue that it does not cost more to run a consolidated school than the number of one room schools required to serve the same territory when transportation is furnished. One will usually find, however, that the mistake is made of comparing the cost of running a consolidated school where the building is modern, well equipped and fit for school purposes, where the term is nine months, teachers are well qualified and better paid with the cost of running the one room school, where the buildings are old and unfit for school purposes, the term seven or eight months, and teachers poorly qualified and poorly paid. This is not a fair basis of comparison in comparing the cost as anyone ought to see.

The following is a comparison of cost for a consolidated district and a district having four one room schools in North Dakota for the year 1917-18:

	Four one-room Schools	Two-teacher Consolidated School
Kind of schools		
Total expenditures for year	\$4,030.86	\$5,210.78
Paid for permanent improvements, redemption of bonds, etc.	1,342.90	2,511.73
Cost of running schools for year	2,687.96	2,699.05
Length of term in months	8	9
Cost of running schools per month	335.99	299.89
Average salary paid teachers per month	60.00	70.00

In this consolidated district the family system of transportation is used and therefore very little is paid

## A PRIZE OF \$75.00 TO BE AWARDED

**S**CHOOL EDUCATION contemplates adopting a permanent cover design January 1, 1920, and offers a prize of \$75 for the best design submitted in national competition by students enrolled in art schools and the art departments of state normal schools, colleges, universities and high schools. The contest will close November 21.

The page size is 8½" by 12". Allowance must be made for trimming. Two colors are to be used, necessitating two plates—these to be in zinc. The design will be conventional, and space left for announcement of leading article. The lettering will include these words: (1) SCHOOL EDUCATION, (2) A Journal For Educators of the Northwest, (3) Month And Year, (4) \$1.25 a Year, 15c a Copy, (5) School Education Publishing Company, Minneapolis, Minnesota (6) Volume....., No.....

Judges will be selected from the following sources:

Publishing House  
Advertising Agency  
University Psychology Department  
Department of Art Supervision

The cover designs will be entered in the following manner: The best design from each school will be chosen for the state contest. That awarded first place in the state contest will represent its state in the national contest. The designs awarded second and third places in the national contest will be reproduced in the January issue of SCHOOL EDUCATION, with a critical article on their merits.

Directors of the state contest will be made known later. For particulars, address the supervisor of art in your school.

out for transportation. If the bus system were used the expenses would have been considerably more.

There is objection to the hardships that children suffer in transportation. Those who complain in this respect can be grouped in three classes as follows: first, the children that are transported; second the parents of the children transported and third, those who have no children to transport but have taxes to pay. The first complain the least and therefore suffer the least from the long drives. The second complain more and therefore suffer more. The third complain most and therefore must suffer the most *on account of* the long drives.

The long drives and the cost of transportation are obstacles in the way of consolidation but everything considered the consolidated school seems the only way of providing proper school facilities for the children living on the farms.

We hope to see the dignity and importance of administrative positions magnified rather than diminished. We believe that education is so important that the very best talent of the country should be enlisted in determining the policies and methods of our educational systems. But we are equally confident that our best classroom teachers are able to contribute, from their experience and personal touch with pupils and other teachers, much that will be of value in shaping educational policies. We trust, therefore, that the National Education Association may be instrumental in bringing about a more perfect co-operation of all educational forces.—Josephine Corliss Preston, President, National Education Association.

#### WHO AM I?

I am more powerful than the combined armies of the world.  
 I am more deadly than bullets, and I have wrecked more homes than the mightiest of siege guns.  
 I steal in the United States alone \$300,000,000 each year.  
 I spare no one, and find my victims among the rich and the poor alike; the young and the old; the strong and the weak; widows and orphans know me.  
 I massacre thousands upon thousands of wage-earners in a year.  
 I lurk in unseen places, and do most of my work silently. You are warned against me, but you heed not.  
 I am relentless. I am everywhere; in the home, on the street, in the factory, at railroad crossings, and on the sea.  
 I bring sickness, degradation, and death, and yet few seek to avoid me.  
 I destroy, crush, and maim; I give I am your worst enemy.

I AM CARELESSNESS!

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3. They correlate DRAWING—DESIGN—CONSTRUCTION and relate them to the life and home of the child.
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The Quality Wax Modelling Clay. It keeps soft indefinitely. Per pound, 60c.

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## Teachers' Salaries

### SOME INTERESTING COMPARISONS.

(Extracted from addresses delivered before the Rotary Club of Niagara Falls, N. Y., investigating the subject of teachers' salaries.)

**T**HERE has been no more loyal, cheerful and efficient co-operation with the national government in the time of our great struggle for democracy than has been given by the teachers of the public schools of this country. *The school organization of Buffalo, (N. Y.), has raised more money for Uncle Sam in the last twenty months than the city has put into elementary school buildings in the last twenty years.*

"In no department of human endeavor has there been such wonderful progress as in education. This is so apparent that it needs no proof. A child today of fourteen can read, write, cipher, and spell far better than his forebears could at the same age. The personality of the teacher, the ideals and standards of the school, and the means and methods employed in their accomplishment are far beyond anything dreamed of a generation ago.

"The American public school has justified itself in all political, commercial and industrial pursuits. It has been tried in the retort and the alembic of the world war and has not been found wanting."

(Now compare the above statements of the service rendered by teacher with the findings of committees of investigations on the compensation given her for those services:)

"The purchasing power of the dollar of June, 1914, has decreased so that today its comparative value is only fifty-five cents according to figures taken from the report of the United States Bureau of Labor and from the Annalist, both reliable sources.

"Reliable statistics show that during the past decade the cost of living has gone up ten times faster than the pay of men teachers and twelve times faster than the pay of women teachers. This economic stress is driving teachers out of the profession."

The following data was set forth by the investigations of a Special Committee of the Rotary Club:

### LIVING EXPENSES OF PUBLIC SCHOOL TEACHERS IN NIAGARA FALLS, N. Y.

Board, 52 weeks at \$12.00 per week	\$624.00
Laundry	75.00
Clothes	150.00
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Red Cross membership	\$ 1.00
Church	10.00
Y. W. C. A. or equivalent	5.00
School Societies	5.00
Subscriptions (charity)	5.00
Magazines	4.00
	\$ 30.00
Sickness—doctor and medicines	25.00
Dentist	10.00
Insurance or Pension Fund	25.00
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	\$939.00

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Mr. Albert Schneider

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This Certifies that Albert Schneider  
passed a five-minute test on literary matter,  
under the direction of the National Shorthand Reporters' Association, on  
the twenty-first day of August 1919, with a  
N.S.R.A. speed of Two Hundred words a minute.  
J. E. Fuller Chairman Speed Contest Com. Herman M. Packard President N. S. R. A.

#### The Certificate

Questions are not settled until the right and wrong of the questions are determined. Questions are not settled by a discussion of the details; they are not settled until the people grasp the fundamental principles, and when these principles are fully comprehended, then the people settle the question and they settle it for a generation. The people are studying the money question, studying it as they have not studied it before; aye, studying it as they have been studying no economic question before in your lifetime or mine; and studying means understanding. To study we must commence at the foundation and reason upward.

(Extract from the article on which Mr. Schneider made his record.)

## 200 Words A Minute

The record of an eighteen-year-old boy in the recent shorthand speed contest held by the National Shorthand Reporters' Association.

Mr. Albert Schneider, winner of the N. S. R. A. Speed Certificate for writing at two hundred words a minute for five minutes on literary matter, was graduated from the New York City High School of Commerce in February, 1918.

While many of the fastest shorthand writers in the country participated in the recent contest in Detroit, only four other writers, all of whom were much older than Mr. Schneider, were successful in writing and transcribing the two hundred word literary matter "take." In fact, during the entire history of the N. S. R. A. Shorthand Speed Contests, only twelve other writers, all with many times the experience of Mr. Schneider, have succeeded in turning in qualifying transcripts at two hundred words a minute on literary matter.

The achievement of this youthful writer is only one more instance of the efficacy of Gregg Shorthand as a reporting instrument—the instrument used by the younger generation of shorthand reporters.

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Recreation and Pleasure \_\_\_\_\_ None  
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### PAY OF TEACHERS IN NIAGARA FALLS YEAR 1918-1919.

Primary Schools—  
 1st year \_\_\_\_\_ \$600.00  
 2nd year \_\_\_\_\_ 650.00  
 3rd year \_\_\_\_\_ 700.00  
 End of Probationary period—  
 4th year \_\_\_\_\_ 800.00  
 5th year \_\_\_\_\_ 900.00  
 6th year \_\_\_\_\_ 1000.00

	Minimum	Maximum
Grade Schools—1st year	\$ 600.00	\$1100.00
High Schools—Women	800.00	1400.00
High Schools—Men	1200.00	1600.00
Teachers receiving less than \$900.00		104
Teachers receiving \$900.00 or more		121

1919 Total City Budget Niagara Falls,  
 N. Y. \_\_\_\_\_ \$1,126,752.22  
 Income \_\_\_\_\_ 425,050.00

Raised by taxation \_\_\_\_\_ \$ 701,702.22

Money expended for education (1918) \_\_\_\$ 325,000.00  
 Less public library included \_\_\_\_\_ 12,000.00

Net amount for public schools \_\_\_\_\_\$ 313,000.00  
 Tax rate per \$1,000.00 (1918) \_\_\_\_\_\$ 8.00

If 231 teachers were raised an average of  
 \$200 each \_\_\_\_\_ 46,200.00

This would amount on tax rate to less than  
 Your additional taxes would be—

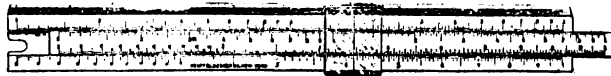
If you are taxed on \$1,000.00 \_\_\_\_\_ .55  
 If you are taxed on \$5,000.00 \_\_\_\_\_ 2.75  
 If you are taxed on \$10,000.00 \_\_\_\_\_ 5.50

Government Railway Board found \$8.50 per year  
 not a self-supporting wage.

Foreign laborers in Niagara Falls plants  
 receive \_\_\_\_\_ \$1,200.00 to 1,500.00

1st year policemen receive in Niagara Falls... 1,300.00

1st year school teachers receive in Niagara  
 Falls \_\_\_\_\_ 600.00



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**Winona, Minnesota**

# The Country Boy and the Boy Scout Movement

By George W. Oakley, Jr.

In the 1910 census the boundary line between rural and urban districts was set at 2,500 population. Adopting this method of reckoning, there are close to four million rural or country boys of scout age in this large complex nation. These boys will naturally become the men of tomorrow's countryside. What a responsibility is theirs!

It has been well said that, without the countryside and its industries, this mighty nation of ours would be unable to exist. The country feeds and clothes us all. Former President Roosevelt, in the report of the Country Life Commission, stated:

"Our civilization rests at bottom on the wholesomeness, the attractions and the completeness, as well as the prosperity, of life in the country. \* \* Upon the development of country life rests ultimately our ability, by methods of farming requiring the highest intelligence to continue to feed and clothe the hungry nation; to supply the city with fresh blood, clean bodies and clear brains that can endure the strain of modern life; we need the development of men in the open country who will be in the future, as well as in the past, the stay and strength of the nation in time of war and its guiding and controlling spirit in time of peace."

How will the further development of country life be assured? How can the supply to the city of fresh blood, clean bodies and clear brains be maintained? How may the backbone of the nation be conserved and strengthened?

The answer is clear—all these things can be accomplished only by making sure that the future manhood of the open country is physically strong, mentally awake and morally straight; that service rather than selfishness prevails; and that duty to God and country has first call in the hearts of all.

And we, who have been so fortunate as to catch the vision, now know that in order to have that sort of manhood in the coming generation, it is necessary to build better boyhood today through successive steps of character development and citizenship training.

What are the outstanding characteristics of the country boy? What ideals and habits may we help him to form? The country boy in his daily "chores," has learned to be industrious. Through his responsibility for specific tasks, he has developed dependableness.

He has acquired resourcefulness, having had to use his own judgment and initiative in doing things. He has been a keen observer and has boasted of a good memory.

As a rule, however, the country boy is lonely and often has had to seek comradeship under unwholesome conditions. Very little play, if any, has been his.

According to the statistics of draft boards, he is not superior to city boys physically and he receives little or no

health education. The training received from the rural school is below the standard of city schools. Many boys of the countryside have no vital religion, growing up antagonistic to religion or leaning toward narrow-minded denominationalism.

Individualistic, he has no thought of team work and community spirit. Farming as a life work comes to him as a heritage, rather than as a choice.

The Boy Scout movement with its registration of about 200,000 country boys has already proven itself a mighty factor not only in meeting the great need of the country boyhood of America, but also in helping to build up country life and making the country a better place in which to live.

The Boy Scout movement with the patrol as a unit of organization provides the country boy with a gang, which supplies the friendship for which he longs. It offers him, in his own great limitless outdoors, play activities such as he loves. It gives him the opportunity to become physically strong—an active, energetic, red-blooded American.

The Boy Scout program, a remarkably valuable education in itself, splendidly supplements the rural school educational training. Holding the boy to an oath to do his duty to God and to be reverent affords him a real, living, practical religion. It inculcates in him the spirit of team work, loyalty and service.

Helping him to see the importance of such merit badge subjects in scouting as agriculture, dairying, first aid to animals, forestry, gardening, poultry, etc., it brings him to the realization that after all farming as a life work is at least one of the most important.

And not only does the Boy Scout program adapt itself so readily to the country boy's immediate outstanding needs, but it presents the finest method of today in developing his character, and in training him for his coming big job—that of a citizen of the glorious United States of America.

The Boy Scout program has been ready to help the country boy to learn something of the life around him in order that he may properly appreciate it and feel in his veins the joy and gladness of the freedom and reality which are his; to assist him in planning for a life of service and helpfulness to the world; to consider the needs of his own neighborhood and the God-given chance for leadership there; to help him to know himself, to command himself, to live and to make a living with the proper standards; to gain rugged health, the very foundation of life's success; to realize the greatness of American and the privilege of being 100 per cent American; and to become a live, aggressive, reliant member of that greater organization—the brotherhood of man.

Is there a boy of the countryside who cannot be more worth-while, pledged on his honor to do his duty to God and country, to help people at

all times, to keep himself physically strong, mentally awake and morally straight?

Is there a boy of the open country more desirable than he who has taken his oath to be trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent.

John M. Gillette in his "Constructive Rural Sociology" declares in regard to the country boys' club, that "the country boy needs to learn how to express among his fellows, to sink the consciousness of self, to work with others; \* \* there should be a variety of occupations in the club to meet various tastes."

Is there a boys' club organization more appealing and more capable of meeting the country boys' needs than the Boy Scouts? Is there a broader program, embracing a greater variety of occupation and interests, than the Boy Scout program?

The country home has urgent need of the scout spirit. The country home is the living place for the family. The members of the family live together every day of the year. A kind, helpful, considerate and sympathetic scout can make his a real home, a place where more good turns can be done than in almost any other place in the world.

The country school, with its limited facilities, is in the utmost need of the scout program with its supplementary educational activities.

The country church, with its cry for red-blooded, fearless, self-reliant leaders, fully recognizes the necessity of a Boy Scout movement as its great ally. Imagine the future leadership made available through the scout program. Can you not see that boy out there in God's own country, in his close intimacy with nature and with his pledge to be reverent and to do his duty to God, developing into the mighty oak of the church, a God-fearing Lincoln?

The country community sends out a beseeching call for the Boy Scout program as a developer of good citizenship. It is not cattle, nor crops, nor farm machinery that make good communities. It is good citizens that are the source of the community spirit and the center of community activity. The Boy Scout spirit of doing things together, not for personal success, but for the success of all, is the spirit needed in the community, and it is the community's greatest asset.

The good fight for finer homes, more efficient schools, better roads, cleaner amusement, honest government and civic pride will be won only by those men tomorrow who have gained the right ideals today.

There is a prospective scoutmaster in the teacher, lawyer, doctor, mechanic, postmaster, and progressive farmer of good character. There is a meeting place in the school, hall, home, barn or open field. The four million country boys are waiting.

Do we realize our responsibility? Do we see the opportunity we have for developing this program for the training of a country boyhood in American citizenship? Is it not squarely up to us to see to it that every country community has a better knowledge of the value of the Boy Scout program, to itself, to the boys and to the nation?

May we not freely make our sacrifice in making it possible for every boy in the open country to become a scout?

May it be God's will that the national campaign for the Boy Scout be successful so that no boy who wants to be a scout will look to us in vain!

#### SENATOR HOKE SMITH'S ADDRESS.

(Senator Hoke Smith on the floor of the United States Senate made the clearest defence of the Smith-Towner Bill for a Department of Education that has been made. He had all the objections read by the Clerk of the Senate, after which he made this reply to all of them.)

**The Purpose of the Bill**  
is to aid the states in furnishing an opportunity for each child to attend a public school and to aid in improving the work of the school; to require a term of at least twenty-four weeks in each year for the benefit of all children is a reasonable provision, and the least that any state should furnish.

If the bill stimulates every state to furnish public schools, open for not less than twenty-four weeks each year to all the children of the state, it will do great good.

Surely no one will question the propriety of making the English language the basic language of instruction in the common schools, public and private.

This disposes of the three requirements necessary to sharing in the appropriation.

The provision requiring a compulsory school attendance law does not require that the children shall attend the public schools but requires the twenty-four weeks' attendance to be in some school, public, parochial, or private, leaving the choice to the parents. That all children may have a chance to go to school, the state must see to it that the opportunity is given, but no requirement is made upon parents that their children shall attend the public school.

The Presbyterian Church in the city of Atlanta of which I am a member maintains a church school. The bill in no way interferes with this school. Attendance for twenty-four weeks each year upon this school or any church school—Presbyterian, Baptist, Methodist, Episcopal, or Catholic—or any private school meets the requirements of the bill. The claim that it takes away the right of parents to educate their own children is plainly false.

The charge that this bill would banish God from every school is without the slightest foundation. The bill can

only be considered an assault upon religion by those who oppose public schools, and by those who believe ignorance on the part of the masses increases religious faith. The charge is really an attack upon education and shall not be permitted to hide behind an expressed attack on this bill. It is founded upon opposition to taxing all the people that all the children may have an opportunity to obtain an education. It is an assault upon our public school systems in every state, and carried to its logical consequence would abolish all public education conducted by state or local authorities.

If public education were suppressed, more than half of the children of our country would grow up in ignorance.

I need not dwell upon the calamity which would be visited upon our country if the opportunity for education at public expense were suppressed.

Taxes paid for the support of public schools are the highest contribution made by wealth for the welfare of our citizens and for the future of our country.

These attacks might have been expected of leaders of thought in the Dark Ages; at the present time they are surprising and shocking.

I can not believe that the real leaders of the Catholic Church or the rank and file of its members in the United States are opposed to public schools, or to an opportunity being given to every child of obtaining an education at the public expense.

I hope they will learn the real meaning of these bills to create a Department of Education. If they do so, and if I am right in my estimate of their attitude toward public schools, they will aid in stopping the unwise opposition to these bills to which I have referred.

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3. To train the boy for lines to which he is mentally and physically best adapted.

4. To recommend capable boys for transfer or promotion, when requested by department heads.

5. To train the boy in that which is directly applicable to his future work in an office.

##### B. Selection of Subject Matter:—

###### 1. Penmanship:

Special attention is given to the development of a rapid legible hand. A definite effort is made to train the stu-

dent in writing small legible figures, tabulating in ink and filling in forms.

##### 2. Arithmetic:

Footing, cross footing, balancing, extending, check eleven, short cuts in multiplying, averaging, figuring per cents, pro rating, distributing of overhead expenses, keeping bank accounts, payrolls, extending invoices, rendering statements of account, simple accounting, etc., are presented daily in both Advanced and Elementary sections.

##### 3. English:

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##### C. Business Organization:—

1. Frequent lectures are given by experts in their line, on departmental activities. These are followed up by class work and reading assignments in our splendid company library.

##### D. Summary:—

Our aim is not to make a mere machine out of the boy, or to fit him for a blind alley job. On the other hand, we aim to fit him technically and give him a broader view of what business really is.

We, the school officers of the common School Districts of Goodhue County, in annual convention assembled at Red Wing, Minn., June 26, 1919, do hereby resolve as follows:

When so much of the time of the County Superintendent is consumed in clerical duties and work which could be handled by an office girl, and whereas the present statutes prevent the County Board from appropriating money for clerical help in the county superintendent's office;

Be it resolved, that we urge legislation that would provide such clerical help, and release the superintendent for more important and expert work.

Committee—Carl Fossum, A. F. Keye, B. G. Featherstone.

(Signed) O. W. KOLSHORN, President of Goodhue Co. School Officers' Association.

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## School News

Upon the co-operation of our teachers and school men will depend the success of this division. We urge that they keep us in close touch through personal letters and reports of their activities. News that indicates true progress and the working out of the policies of educational associations, both local and national, will be warmly welcomed.

### Minnesota

**Little Falls.**—As a result of a petition signed by every teacher in the public schools here, the school board, at a special meeting granted a raise of \$15 a month to each teacher. This means an additional \$6,615 to the yearly payroll for teachers.

Several new courses are added in the Marshall high school! among them are: higher mathematics, mechanical drawing, business English, penmanship, seventh and eighth grade Junior song chorus, and rapid calculation. Superintendent L. C. McCarty comes from Preston, where he has been for six years.

The Olivia High School has changed its agricultural department to a Smith-Hughes department and has entered upon what promises to be a very successful year in this work.

Forty-four representatives of the teachers in the public schools of Minneapolis—from kindergarten to high school—constitute the reorganized "Educational Council" formed to advise with the school authorities this year on the conduct of the school system.

A section of twenty-five students of the Class of 1919 was graduated during the summer from the Moorhead State Normal School, the exercises bringing to a close the largest and most successful summer session the school has known. Dr. L. C. Lord, President of the State Normal School, Charleston, Illinois, gave the address. Dr. Lord was the first president of the Moorhead Normal School, and the man responsible more than any other for the successful early administration of the school. When he first took charge of the school there were only between thirty and forty students in attendance. He returned to find the school grown, under the able administration of his successor, President Frank Weld, to six large buildings and to an enrollment of 1,000 students.

Superintendent Fred W. Sanders of the Campbell Public schools reports that they started the school year under the unusual handicap of being scattered in five different buildings around town. They are trying to be as patient as possible while waiting for the completion of their new \$125,000 building, which will probably be in November or December, so that they can be in their new quarters by the first of the year.

The building is two stories high, and will occupy the site on which the old building stood. Particularly remarkable features of it are: an auditorium seating between 600 to 700; a library that will serve both as the school and the public library; "growing" rooms in connection with the Agricultural and Chemical rooms; and a unit construction that will permit of the addition of more rooms as the school increases in attendance.

—It is THE WORLD BOOK you want—

Boys' and girls' club project work, such as the growing of corn, potatoes or garden stuff, the raising of colts, calves or pigs, and the making of bread or garments, will be extended much more widely the coming year in Minnesota if a plan to organize the work in the 240 schools of the state is carried out. C. C. Swain, inspector of rural schools, and T. A. Erickson, state leader of boys' and girls' clubs, were, with members of their staff, in conference this week to consider first working plans and arrange for conference with the principals of the consolidated schools. The principals are to act as club leaders in their communities and each school, it is planned, will take up some or all of the 10 or 11 projects fostered by the extension division workers.

To date the girls of Swanville consolidated school have canned 94 quarts of tomatoes from the school garden for the hot lunch. The new building will be complete by December and is being eagerly looked forward to. Plans are afoot for a school fair, circus and achievement day. Agnes L. Buckley is principal.

District 14, called Oak Park School, is trying this year to combine classes so as to have only one class in each grade and promote annually instead of semi-annually as formerly. The school is in a section that should be included in Stillwater corporation but stays outside for financial reasons.

—It is THE WORLD BOOK you want—

The official bulletin of the State High School Debating League announces that the question for debate for 1919-1920 is: Resolved, That the United States Should Grant Complete Independence to the Philippines. This question was selected by vote, from questions solicited from all the directors. Its breadth and importance calls for wide reading and gives opportunity for varied treatment.

Groupings for preliminary debates within the districts are to be made not later than November. All debates within each district will be held between the first Friday in October and the fourth in January; the inter-district or semi-final contests will occur

between the third Friday in February and the third Friday in March; and the final contest the third Friday in April.

Olivia is contemplating the erection of a large high school building next spring.

M. C. Hayes, the new Superintendent of East Grand Forks, Minnesota, tells us that poor housing conditions occasioned by last year's fire, and the scarcity of teachers are proving serious handicaps in his schools. There are many consolidated schools in thinly settled parts of northern Minnesota, but none boasts of one better than Motley's. It accommodates 225 children, 100 of them in the high school. Its cost was \$60,000.

Howard Lake has voted \$40,000 in bonds to be issued to the state for the purpose of building an addition to their present building and remodeling the old building.

Owing to scarcity of rooms in private homes the school board of Chisholm has leased the Nealy hotel, put a matron in charge and will make it a dormitory for school teachers.

The Houston High School enrollment surpasses the enrollment of previous years and new seats will be added to the assembly room equipment to accommodate the extra pupils.

After an absence of five years from the state, during which time he has been in California, O. F. Hawkins is again back in the ranks as the superintendent of the Caledonia Public School.

A letter from George A. Franklin, formerly superintendent of the Deer River Schools, says that Mr. Franklin is finding his apple ranch at Naches, Washington very enjoyable, but he is somewhat homesick for his Minnesota associates.

Among the additions made to the course of study of the Waseca schools are: A full year's work to be given to Debate and Public Speaking, an entire new commercial course of four years, and the designation of the department of agriculture as a Smith-Hughes department.

During the past year three rural districts have been added to the original district of Forest Lake, and about sixty children will receive the benefits of consolidation. The enlarged district will cover thirty-five sections of land, with an assessed valuation of \$560,000.

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St. Paul, Minnesota

Owing to the scarcity of agricultural teachers, agriculture will not be continued as a part of the Forest Lake high school course this year.

The Child Welfare Board of Koochiching county will take an active interest during the coming year to see that every child has a chance to attend school.

Miss Fern Kennedy, former supervisor of rural schools at Faribault, is now assistant superintendent of Hennepin county schools. Miss Kennedy is not only an experienced supervisor, but was for eight years a teacher in rural schools.

Red Lake Falls is among the schools which have added a normal training department to its high school this year.

Superintendent Morton, of Rushford, has announced that a system of tests and scales will be a new feature in the school. There are three new courses: penmanship, advanced book-keeping and general science.

The opening of fall school terms provides an opportunity for honorably discharged soldiers, sailors and marines to get free tuition up to the amount of \$200 in the University of Minnesota, state normal schools, and any college or school in the state which maintained a student's army training corps unit, or any other college or school approved by the state department of education.

Provisions for this recognition on the part of the state of sacrifices made by men who entered service was made in a law passed by the last legislature. Details relative to the law and the procedure required to take advantage of it are issued by W. F. Rhinow, adjutant general, and J. M. McConnell, state superintendent of education. Anyone interested can obtain these details by writing to either of the officials or calling at their offices in the state capitol.

### BOYS'-GIRLS' CLUBS MAKE GREAT RECORD.

Seventy-five of the 86 counties of Minnesota were represented in the boys' and girls' club breadmaking contests at the state fair. Thirty-eight canning teams took part in demonstration. Several cans of fruits and vegetables were marked 100 by the judges and the exhibit as a whole surpassed any other of the kind at the fair. The quality of the corn exhibits made by the young farmers was the best since this particular contest was started several years ago. The poultry clubs staged their first demonstration. All the pigs but one entered in the pig club competition were from registered stock, whereas only two of all the entries in the first state contest were registered animals. T. A. Erickson of the extension division of the university college of agriculture, state leader of boys' and girls' club work, was congratulated by Miss Gertrude Warren of Washington, national leader, for the commanding position taken by Minnesota toward the practical education of its young for farmers and homekeepers. Three hundred girls from 79 counties were housed at the agricultural college and prepared their own meals at a maximum cost of 15 cents for breakfast and 25 cents for dinner. One hundred fifty boys were in camp at the fair grounds. It was a great week for the young farm club members.

Montevideo schools opened this year with the largest enrollment in their history. High School enrollment is more than three hundred and fifty. New Departments introduced are Smith-Hughes work, a sub-normal Department and four new teachers have been added to the faculty in order to meet the additional work this year.

J. J. Bohlander is beginning his eleventh year as Superintendent of the city schools here. During that time the enrollment has increased from 637 to 1240, the faculty has increased from 16 to 38, that all departments have been added except Manual Training since that time.

For the first time in the history of the Minneapolis public schools, high school girls taking the teacher training course will be allowed to act as substitutes in schools in the outlying districts of the city and in Hennepin county schools. The model training school is opened in connection with the Girls' Vocational School, with Miss Grace Sherwood in charge. Each girl in the normal training course will be required to have to her credit, before she receives her diploma, at least two weeks' experience in a country school.

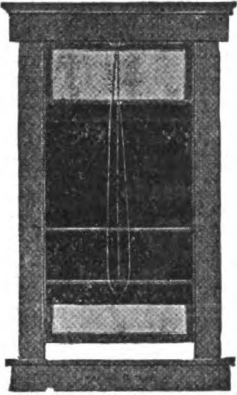
The model school was formerly conducted at Central High School, by Mrs. May H. Dills, now county superintendent of Hennepin county. This latter position gives her the opportunity of supervising directly those normal training cadets who do their practice work in her schools.

A class for deaf children has opened in the Brainerd schools under the provision of the Minnesota statute giving state aid for the maintenance of such schools. The school is in charge of Miss Alice M. Head, from the Milwaukee training school for teachers of deaf children.

Duluth is considering the possibility of selecting a "vocational opportunity supervisor" to act as a medium between graduates of the high school and junior high school, and the business firms and industries in and around the city—to place the graduates in positions for which they are best fitted. The position, it is thought, should be modeled on the "bureau of opportunities" conducted by some of the universities.

For the first time since the fire of April 1918 which destroyed the Pipestone school building, all departments of the Pipestone schools are now assembled under the same roof. The new school house has been in the process of construction for many months, costing \$350,000. Superintendent Tibbetts has a corps of twenty-eight teachers.

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C. W. Monty, for a number of years county superintendent of Polk county, Wisconsin, and for eleven years principal of the Polk County Normal, has accepted the position of inspector in the schools of Koochiching county.

Instruction in instrumental music and the organization of a school band are two new features of the Glencoe school this year.

The work of the community meetings of the Hallock public schools will be governed by the needs which manifest themselves as time passes. The main thought is to get together on all matters concerning the education and welfare of children. It is hoped as a side issue, that a community building will result from these meetings—perhaps a new high school will be built which will fill the community needs. Superintendent Griffin will give a series of lectures on educational subjects, besides explaining various matters pertaining to the working of the school, or methods. Local speakers and other talent will be used on every program, and opportunity given for any person to bring up any matter which he wishes discussed or upon which he wishes in-

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formation. It is hoped that every force in the community will be brought to bear upon all questions.

Professor Bues, of Northfield has been elected to succeed Professor Curtiss, who resigned, as superintendent at Wabasso.

The Bagley schools opened with the largest enrollment ever recorded at the beginning of the term.

Miss Ada Smith, of Spring Valley, retires from the school work after teaching twenty-five years in the rural schools of Minnesota.

The Taylor Falls High School will re-introduce Manual Training and Agriculture.

A class of forty members, the largest in the recent history of summer sessions at the Winona normal school, graduated the closing day of the present summer session.

—It is THE WORLD BOOK you want—

W. M. Carver, formerly county superintendent at Arlington, is this year the superintendent of the public schools at Towner, St. Louis County.

The teachers of Morrison County, meeting in institute session in Little Falls last month, organized themselves into a strong Teachers' Patriotic League. With much vim the entire body entered into this organization, setting out as their work for the coming year the conducting of Red Cross activities, carrying on the health work begun in the Modern Health Crusade last spring, the organizing of school Thrift and Saving societies, and the promoting of Boys' and Girls' Club work. The county was divided into five sections, each to hold frequent sectional meetings culminating every two months in a general meeting at Little Falls. With such spirit as they showed at their institute, the success of these live teachers is assured.

Doran Consolidated Schools is particularly fortunate in this year, having as principal Miss Esther Johnson. Miss Johnson's several years' experience in the Alexandria Public schools, and her study at the University of Minnesota have admirably qualified her for this work. As a community center, the Doran school is playing a prominent part in Wilkin County, and at the county fair which was held in October, its pupils gave some excellent demonstrations of Girls' Club projects, and carried away almost every one of the blue ribbons awarded the school exhibits.

The new officers of the Southern Minnesota Teacher's Association are: President, Superintendent C. W. VanCleve, Le Sueur.

Vice President, Superintendent N. F. Fosslund, New Richland.

Secretary, Mrs. Ruth D. Tuttle, Mankato.

Treasurer, Superintendent L. J. Hollister, Springfield.

Executive Committee, W. H. Detamore, Blue Earth County, chairman; George J. Miller, Mankato, and Emily Brown, St. Peter.

## North Dakota

A. H. Yoder, formerly president of the Whitewater Normal, is now director of the extension department at the University of North Dakota.

C. M. Correll resigned his position at the Mayville Normal to become head of the History Department of Fargo College.

Miss Bertha Palmer was appointed Deputy State Superintendent to succeed George A. McFarland who went to Williston as Superintendent of City Schools.

The appointment of A. L. Schafer, as state inspector of High Schools, has been confirmed by the Board of Administration.

N. C. McDonald, formerly State Superintendent, has been appointed General Inspector and Advisor to the Board of Administration. Mrs. McDonald is employed in the Department of Certification.



**DECEMBER SONG MATERIAL**

(Continued from Page 11)

- "It Came Upon the Midnight Clear" .....  
.....Dann's Christmas Carols
- "Chantons, Bergers, Noel, Noel" .....  
.....Dann's Christmas Carols
- "Good King Wenceslas".....Dann's Christmas Carols
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- "As With Gladness Men of Old" .....  
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.....Dann's Christmas Carols
- "Silent Night" .....Dann's Christmas Carols
- "Bethlehem" .....Dann's Christmas Carols
- "Once in Royal David's City".....Dann's Christmas Carols
- "Hark! the Herald Angels Sing" .....  
.....Dann's Christmas Carols
- "Calm on the Listening Ear of Night" .....  
.....Dann's Christmas Carols
- "Angels, From the Realms of Glory" .....  
.....Dann's Christmas Carols
- "Holy Night! Peaceful Night".....Dann's Christmas Carols
- "Thus Speaketh the Lord of Hosts" .....  
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- "God Rest Ye Merry Gentleman" .....  
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F. E. Smith, who has been President of the State School of Science at Wahpeton, has been appointed inspector of Vocational Schools in South Dakota. Mr. Smith is succeeded at Wahpeton by Garland A. Bricker of Syracuse, New York.

Mrs. Martha Tatem of Williston has been appointed Rural School Inspector in charge of the North Western District. She will have her headquarters at Minot.

Professor Almira Jewett, who has been head of the department of Art and Design at the University for several years past has resigned to accept the position of supervisor of art and design in the new high school of her home city, Cincinnati, Ohio.

Professor H. C. Fish, who has been at the head of the department of history in the Minot normal school during the past four years, left for Seattle last week, where he will spend a year at special work in the University of Washington.

Miss Merl Hill, of Tower City, has been appointed by the County Commissioners as County Superintendent of Dunn County, in the place of Miss Cora A. Christoferson, resigned.

Herbert P. Ide returns to North Dakota as superintendent of schools at Towner. He was at Webster, South Dakota last year.

The Minot High School is planning great things in the Music Department this year. They have secured the services of John E. Howard, who has been director of music in the River Falls Normal, Wisconsin. He will have charge of the orchestra and band, and give violin instruction to high school pupils.

**NEW SUPERINTENDENTS.**

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- P. K. Cesander, Starkweather.
- O. W. Brewer, Juanita.
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John F. Como is superintendent of schools at Esmond and Carl J. Kulsrud at Brinsmade. Both returned recently from military service.

C. E. Blume, Superintendent of Schools, Williston, last year, has accepted a position with G. Sommers, St. Paul.

Cooperstown opened school with an enrollment of 304, a new commercial department and one of the largest sewing classes in the state.

The foundation of the new school building at Grand Forks will be completed this fall. According to the plans, the grades up to and including the sixth, the auditorium and a gymnasium combined with stage and shower room will be on the ground floor. On the second floor will be the high school rooms, the recitation and rest rooms, toilet and locker rooms, domestic science rooms, and the library. The commercial department, physics and chemical labora-

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tories, drawing room and other rooms will be on the third floor. The industrial building is at the rear. The plans have been approved by S. A. Challman, Minnesota's state commissioner of school buildings.

A number of new branches are being offered in the high school in Salem. Courses in agriculture and normal training have been added also.

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The Antler Public School opened September 29th with an enrollment of 122 pupils, of which 27 were enrolled in the high school. Mr. L. A. Waiver is superintendent. With the exception of one teacher, the entire teaching corps are new. Just before the opening of school, a parent-teacher meeting was called to discuss the welfare of the school, and a Parents' and Teachers' Association was organized.

Grand Forks has added another teacher in the English department of the high school.

The attendance at the University is the largest in the history of the school—more than 1,000 students have enrolled. In addition to this student body, more than 200 from all over the state are doing correspondence work.

Many changes may be noted in the personnel of the faculty this year:

President A. H. Yoder of the State Normal School at Whitewater, Wis., is the new director of the extension division. Professor Yoder was at one time professor of education in the University of Washington and later superintendent of the Tacoma city schools.

Mr. Harry H. Tuttle, for some time General Secretary of the Y. M. C. A. in Grand Forks, and for the last two years in that service on the west front is our new registrar.

Dr. B. J. Clawson, who graduated from Rush Medical College in 1917, and who did graduate work in the University of Kansas and the University of Chicago, receiving his Ph. D. in the latter, is serving as professor of pathology in the School of Medicine; and Dr. A. D. Bush, a man of wide and successful experience as a physician and teacher, is made professor of physiology and pharmacology.

Dr. Francis J. Tscham of Loyola and the University of Chicago, is made professor of European history.

Mr. Ernest F. Peterson, University of Colorado, will be instructor in mechanical engineering; Mrs. R. H. Arnold, Smith College, instructor in home economics; Miss Josephine Swenson, University of Minnesota, University nurse; Mr. W. H. Baer, M. A., University of Illinois, instructor in physics; Mr. Erwin O. Christenson, head of the department of art and design; Mr. John W. Ballard, instructor in economics and political science; and Mr. Merle Storr, Olivet College, instructor in science in the University High School.

The Summer Session of the University was, in every way, a success. The total enrollment was 215, representing 32 different counties in the state,

and six other states besides North Dakota. The enrollment was distributed as follows:

College of Liberal Arts.....	50
School of Education.....	149
Engineering .....	1
School of Medicine.....	10
Graduate Department.....	5

The personnel, both of the faculty and the students, was of a high order. So far as possible, the heads of departments in the University were retained on the summer school faculty; and among the students were teachers, principals, special instructors, and superintendents from all over the state. The spirit of the school was excellent. All students were of college grade and above, and all came with an earnest and studious purpose. 58 per cent of the attendance were former students and 42 per cent were here for the first time.

Professor Frederick H. Koch, formerly in the department of English at the University and now professor of dramatic literature in the University of North Carolina at Chapel Hill, is arousing interest at that institution and in the state, as he did in North Dakota, in the presentation of the life of the people in original dramas.

Mr. E. A. Bixler, who has been instructor in the Grand Forks high school for some years, resigned during the summer to accept the position of supervisor of the training school at the Madison, S. D. normal school.

A pamphlet that was most heartily appreciated was received this month was the annual report of the Crosby Public Schools. We wish that North Dakota School men the state over, would follow Mr. Goddard's example and send us their reports.

The new department of Vocational Agriculture added to the school at the beginning of the school year, is under the supervision of the Federal Board for Vocational Education and will include crop production, soils, live stock, dairying, poultry, farm carpentry work, farm machinery, motors, tractors, forge and harness work, farm managing and accounting, marketing problems, seed grading, project work and general extension work.

This department will be at the service of the farmers in the community in milk testing, seed analysis, germination of seed corn, testing soil for acidity. The usual school program is radically changed. The student spends half of each day in the study of agriculture; the other half on two non-vocational subjects. The work consists of supervised study and recitation, shop work, and the home project. The agriculture teacher will, besides directing what to study, show the pupil how to study and solve his common problems. The department is supplied with a large number of books and bulletins, also several of the best farm papers. It is not intended that the department shall be limited to the school room, if at any time there is

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The Chicago School of Industrial Art closed its fourth annual Summer Session at Lincoln Center, Chicago, on August second. Mr. Hugo B. Froehlich is Director of the School and Miss Bonnie E. Snow the head of the Normal Department. More than one hundred students from all parts of the country with several from foreign countries were enrolled. The demand for teachers competent to organize and grade the work in Industrial Art for public schools is very great.

a way in which it can be of assistance to the farmers of the community, it will give those in charge pleasure to do so.

The high school is divided into various literary groups, which at specified times, take charge of the general assembly. The programs showing a great variety and initiative.

Liberty Bonds and War Savings Stamps owned by pupils and teachers in 1918 and 1919 amounted to \$4,988.55.

W. F. Webster, assistant superintendent of Minneapolis Public Schools, has been appointed supervisor of a Junior Red Cross membership roll call throughout the Northern Division (including Minnesota, Montana, North Dakota and South Dakota) October 6-31. The Red Cross will aim to enlist in its junior bureau all the school children of this division.

Bantry High School offers four years of work. Marked progress is shown in the fact that for the past five years sixty per cent of the eighth grade have completed the high school courses. The present senior class numbers twelve.

The McVille High School was one of the state high schools which was advanced to first class last spring.

"The Harvey City schools have taken on new life under the administration of Superintendent F. L. Robbins, who is giving the city his second year of service. Three new teachers have been added to the faculty to meet the great increase in high school enrollment, which has jumped in one year from 44 to 115. The work being done at Harvey has greatly increased in efficiency, due very much to the securing of better teachers. Hilda Overbeck, of the University of Chicago, is the new high school principal and Edna Akre, of the University of Minnesota, is assistant principal. Harvey expects to be accredited by the North Central Association this fall."

The Nome Public Schools have C. P. Birkelo as the new superintendent. The opening day showed a 10 per cent increase in attendance in the high school over previous years. Mr. Birkelo has introduced plays into the grades as a regular part of the daily program, and a number of public entertainments will be given in the course of the school year for the purpose of keeping the patrons of the school in touch with the teachers and school activities. The different departments will co-operate in exhibiting work.

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## South Dakota

Aberdeen—In order to test the value of supervision of rural schools in a scientific manner, M. S. Pittman, of the faculty in rural education at the Northern Normal and Industrial School, is conducting an experiment of general educational interest in thirteen schools of Brown County. These schools are in the vicinity of Warner and have been designated by the county superintendent. Mr. Pittman proposes to show statistically just what is the extent of the benefit derived by the schools from the help given by the supervisor when that help is given in a certain way. He will visit each of the schools once a month and a meeting of all of the teachers will be held monthly. Special attention for the year will be given to reading, language, spelling, penmanship and arithmetic. General attention will be given to all subjects.

—It is THE WORLD BOOK you want—

The shortage of 1,000 teachers reported in South Dakota late in September did not extend to Yankton County. All rural and town schools were provided with teachers, most of them supplied through the office of the county superintendent.

Three new buildings, costing more than \$300,000, provided for by the 1917 legislature, are now being occupied by the state college at Brookings. They are a big agricultural hall and administration building, stock judging pavillion and armory and gymnasium.

Nearly forty members out of the sixty-two students who graduated from Mitchell high school on June 12, 1919, have enrolled at the various colleges of the United States. This percentage is considered remarkable in view of the fact that it is the largest percentage on record at Mitchell high school.

The great value of vocational training in keeping pupils in school was shown by Superintendent John C. Lindsey, of the Mitchell public schools in an address given before the members of the local Rotary Club, when he announced that the attendance at Mitchell High School has increased three times as fast as the population of the city has increased since the adoption of vocational courses. Mr. Lindsey believes that this training is useful largely in junior and senior high schools for arousing interest and so keeping pupils in school, rather than for actual training for professions; that it is impossible to do real vocational training at this time of the boys' or girls' lives, as the specialized training should come just before, or at the time, they are taking up their life work.

Aberdeen—A powerful auto-truck, large enough to carry twenty persons at one time, is being added to the equipment of the Northern Normal and Industrial School, for the use of the rural education department. All teachers taking the rural school work

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The American Crayon Company, like "Old Faithful," is always true to its task and is to be depended upon. It manufactures and sells upon honor, delivering quality crayons of real merit. The business was established in 1835 and since that time the company has served its patrons punctually, efficiently and faithfully. Its product has become known as the

at the Normal School will be required to do a certain amount of practice teaching in certain outlying rural schools of Brown County. They will be taken to and from these schools in the big auto-truck. The conveyance will be equipped with all modern appliances, including foot warmers, for the comfort of the occupants. It is expected that it will be possible to use this truck throughout the entire winter season, thus demonstrating the feasibility of using conveyances of this kind in consolidated schools during the most rigorous seasons of South Dakota winters.

More than \$375,000 has been pledged by South Dakota for the erection and maintenance of buildings of the Columbus College at Chamberlain, which is to be moved to Sioux Falls. Of this amount, \$300,000 was raised from sources outside of Sioux Falls, and the remainder was raised here.

All teachers in the Fairfax schools, from the second to the seventh grades are receiving \$90.00 a month.

At a special election at Hartford, near Sioux Falls, school consolidation failed to carry by four votes. This was the second time the proposition has been defeated by the same number of votes.

Owing to the large attendance in the first grade in Webster, and the inability of one teacher to do the children justice because of the large number, this grade will be divided and given half day sessions. There is no room to put another teacher in our school to relieve the pressure in this grade.

Professor P. G. Holden's new educational theory for rural teachers has been introduced into South Dakota, and it is believed that a deeper interest than ever before is being awakened, not only in the schools, but in the homes.

An additional gift of \$45,000 from Mrs. J. Morrow of Mitchell to the Morrow gymnasium now being constructed at Dakota Wesleyan, was announced at a memorial service held in memory of her husband, Joseph T. Morrow, a Mitchell pioneer.

Wessington Springs has added a normal training department to its high school.

School districts of this state may secure two acres for a school house site, and a reasonable acreage for play-grounds, which might be in practically one tract: and, further, if they are in the list of schools authorized to teach agriculture, they may further acquire ten acres for that purpose, and this might also be within the same enclosure.

Under the various laws the district is in position to secure a school site which will be sufficient for their needs for most purposes.

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The departments in the book furnish practical helps, and methods for the following general subjects: Making the School Program, Making the School Plan, Methods in Primary Reading, Reading in the Grammar Grades, Arithmetic, Methods in Language Teaching, Stories for Reproduction in Language Classes, Geography and History, Nature Study, Picture Study, Household Arts and Domestic Science, Elementary Agriculture, Something for Pupils to Make, Children's Favorite Authors and Bird Study.

There is a good variety of usable material and methods under each of the foregoing department heads. Many of the departments alone are worth the price of the book. It contains 100 large double column pages, 9x12 inches in size, bound in paper covers.

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Miss Jane Cameron, who has been for ten years the Northwestern representative of Milton Bradley Company, has recently become the Pacific Coast representative of The Prang Company. Miss Cameron has made a high place for herself in the regard of the school people of the Northwest and this promotion and larger opportunity is fully deserved. Miss Cameron's address for the present will be—133 Third Street, Portland, Oregon.

# TEACHERS ENROLL WITH The Minneapolis Teachers' Agency

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MINNEAPOLIS, - - MINNESOTA

We can place you in high-salaried positions anywhere in the NORTHWEST in High Schools, Grades, or the Special Departments: Music and Drawing, Commercial, Physical Training, Home Economics, Agriculture, Manual Training.

**Write us to-day for free booklet of information.**

*No Advance Fee Required*

The English class in the Hot Springs School has ordered educational records in English literature for the phonograph to be used in recitals of Shakespeare and other writers to give the pupils a clearer conception of this work.

—It is THE WORLD BOOK you want—

Shall teachers organize themselves into unions?

That is the question which will be debated at the annual convention of the South Dakota Educational association to be held in Mitchell November 24-26. Local teachers are looking ahead to the gathering with interest for it is the first held in two years, the flu causing its abandonment last year.

Miss Katherine D. Blade of New York City, who is a leader and an authority on the formation of teachers' unions; Dr. Charles H. Judd, of the University of Chicago, who is recognized as an authority on the question of Junior high schools, and other educational questions who will also appear on the program.

Dr. H. W. Foght, who was at the head of a school survey conducted in South Dakota last year and Mrs. Henrietta Calvin, one of Dr. Foght's assistants in this survey, and at present employed by the United States Bureau of Education, will also be included among the list of speakers.

Tolbert MacRae of Des Moines, Ia., who did War Camp Community service in France as a song leader, will serve to add enthusiasm to the sessions by the aid of singing; and Professor George A. Works, head of the department of rural education at Cornell University, will speak on problems dealing with his special department.

Serving of noonday lunches in the domestic science department of the

Sioux Falls high school, which proved so very popular last year, is resumed again this fall. Seventy-five girls enrolled in the domestic science department, which is again under the skilled management of Mrs. Elizabeth Whitaker.

Spanish and French are proving popular this year in the language department. Up to this time 109 students are taking Spanish at the high school and 60 are taking up French. The advanced class is also very large this year. The study of German will not be resumed in the Sioux Falls school this year.

A plan for the school's co-operation with the public library is being developed this year at Hot Springs. As a preliminary step the English teachers of the high school and each of the grade teachers is required to visit the library and get a list of the books to be found there that are suitable for use in the grades in question. With these lists at hand the teachers are to plan their reading lists in a way that will make use of the available books at the library. It is hoped that during the year some effective methods of co-operation will be developed that the school children will develop intelligence in the use of the library.

## THIRSTY FLOWERS.

(A finger play.)

Patter rain, patter rain, (drums on desks)

Patter on the window pane (point to windows)

Each flower holds a cup you see, (hold wrists together, little finger and thumb touching.)

The little raindrops softly call, "Here is water enough for all,"

Each flower then nods its sleepy head (nod heads)

And says "Good night, 'tis time for bed!"

## Wisconsin

A session of the superintendents of the state was held in Madison October 1-3. The program follows:

### First Day.

"Education and Other Social Care of Delinquents and Defectives," Dr. Elizabeth Woods; "General Science in the High School," H. N. Goddard; "How Analysis of Errors and Study of Age in Relation to Achievement May Aid in Classification of Pupils in Reading," Mrs. Cecile White Fleming; "Tests and Measurements in Wisconsin," W. W. Theisen; "Analyzing the Needs of High School Pupils," Frank C. Teuton; "Publicity for Educational Purposes," Carter Alexander.

### Second Day.

"Reorganization of Elementary Education," Miss Maybelle Bush; "A Physical Education Program for Wisconsin," Prof. Wittich, La Crosse Normal School; "Teaching of Silent Reading in Intermediate and Upper Grades," Miss Katherine McLaughlin, followed by discussion by H. W. Kircher, superintendent at Merrill. In the afternoon will be talks on "Study of Costs of Education," W. W. Thiesen; "The Junior High School," Principal H. L. Miller of the University High School; "Co-operative Investigation of School Problems in Wisconsin," C. P. Cary; "Instruction and Training in Citizenship," T. W. Goshling.

On the last day the city superintendents, with Mr. Roseman presiding, held forenoon and afternoon sessions. Dr. Frank McMurray of Teachers' College, Columbia University spoke both forenoon and afternoon.



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C. P. Cary, State Superintendent of Schools, reports that the shortage of teachers is not as serious this year as at first feared.

Practice in the city grades and model school located in the Outagamie County Training School, Hortonville, has been discontinued and the Demonstration Rural School, Grand Chute District, near Appleton, will take its place. Students will take charge of the school each day for a week, having occasion to handle rural school problems as they are met with in the country school. This is a new venture in the northeast part of the state, but is believed to be a solution of the great problem of those teachers who have had to readjust themselves to a system entirely different from the city grades in which they received their training.

The Appleton high school is so crowded that members of the manual training department built barracks in the school yard for temporary quarters for some of the classes.

The State Normal School of Minot, North Dakota, has as its director of music this year Professor Howard, formerly of the State Normal School faculty, River Falls.

Night schools for women and girls not attending day school have opened in fourteen Milwaukee school buildings. Forty per cent of this attendance are married women. Special attention is given in cooking, sewing and millinery classes to combatting the high cost of living by utilizing the leftovers in food, making over old garments, and cleaning and remodeling old hats.

In the County Fair Palmer Penmanship Contest held in Crandon High School, Berdetta Lutterman of Crandon won first.

Presidents of Marquette University, Beloit, Campion, Carroll, Lawrence, Milton, Northland and Ripon colleges, met in Eau Claire for the second of a series of conferences with former students, alumni and friends of those institutions in 10 Wisconsin cities. These institutions are acquainting the people with the plight of the voluntarily maintained colleges and intend to appeal to the state for \$5,000,000 for the combined use of the eight colleges. The presidents went to Warson for the third conference.

—It is THE WORLD BOOK you want—

The members of the class of 1919 of the Sturgeon Bay high school have presented to that institution a moving picture machine and outfit.

The apparatus will be used for educational work. Moving pictures can be employed to great advantage in the study of history, civics, physiology and other studies.

The enrollment in high school this year is greater than ever, and the capacity of the assembly room and the class rooms are overtaxed.

Enrollment in the Normal Training School, Ladysmith, shows a very encouraging increase over that of last year. The training school will help the teachers of the county by conferences, lending materials, or in any way possible.

Choral singing as a part of the school curriculum is being urged in the Stanley schools as a very important factor in the life and enjoyment of the people which should be commenced early in the schools.

As a result of the inability of the state to provide educational facilities for the thousands of soldiers ready to take advantage of the new soldiers' educational law, Wisconsin is establishing junior colleges under state direction, and has added a new course at the university. Final plans have been made for these colleges at Racine, Oshkosh, Green Bay and Superior. Efforts are being made to acquire the Racine college buildings now occupied by roomers, many of whom are employed in offices and factories.

Plans for the installation of a veterinary college in connection with the agricultural departments of the university, and the establishment of a new course in the college of engineering, specializing in architecture, are under consideration.

The state will pay the cost of instruction, and the cities the administration expenses.

A course in architectural design intended for men engaged in architectural and contracting work is offered at the state university. The course is made up of problems embodying design of homes, apartments, schools, office buildings, stores and churches.

All schools are required by law to have a name and to file this name with the county superintendents. Opportunity for naming schools after war heroes is given in a law recently passed by the legislature. All schools located on a rural route must have mail boxes.

The Lancaster Board of Education have purchased ten lots on which a new high school building will be commenced this year.

The condition of the Manitowac high school has become so overcrowded that with seats in the hallways the situation was not relieved. A survey of all the other schools in the city failed to locate any additional room. Permission to use the courthouse temporarily was obtained when it was shown that unless it could be used about 110 tuition students from the rural districts could not be taken care of during the present school year.

The school children of Amherst made a plea for a new school building on the contention that the present quarters are inadequate and too crowded. A school parade was participated in by students and teachers who displayed banners and pennants as a protest against their school houses.

Dr. Sara A. Nimocks of La Crosse, Wisconsin, has been appointed woman physician of the Winona State Normal School, under provisions of the United States inter-departmental social hygiene system, which has been adopted by the school as one of its courses.

#### SHORTAGE OF TEACHERS.

In order to furnish the public reliable information with respect to teaching conditions throughout the country, a letter was sent out by the Field Secretary of the National Education Association to every county and district superintendent of schools in the United States, with return address postal cards inclosed upon which were printed ten questions. The information sought included the actual shortage of teachers at the openings of school in September, the number of teachers below standard who had been accepted in order to fill vacancies, the relation of salary increases to the increased cost of living, whether or not the number of teachers under 21 years of age has increased, and whether or not promising young men and women are being attracted to teaching as in the past.

The total number of inquiries sent out was 3,465. At the time this article was prepared, September 22, replies had been received from 1,512 superintendents. These replies are signed by the respective superintendents making the reports and are from every state in the Union. Coming from such reliable sources, and from every part of the country, they undoubtedly represent conditions as they actually exist. It is impossible at this time to furnish a complete tabulation of the reports received, but the following important facts are of interest:

The 1,512 superintendents reporting represent 221,296 teaching positions, but none of the large cities are included. They report a total shortage of 12,934 teachers, and a total of 22,138 teachers below standard who have been accepted in order to fill vacancies.

These figures show the shortage of

teachers to be 5.84 per cent of the teaching positions represented, and that the number of teachers below standard who have been admitted are almost exactly 10 per cent of the teaching positions. The Bureau of Education estimates that there are 650,000 teaching positions in the public schools of the United States. If these per cents hold good for the entire country, the total shortage of teachers in the United States must be about 38,000, and the number of teachers below standard approximately 65,000. In other words, more than 100,000 teaching positions in the United States are either without teachers, or else supplied with teachers who are admittedly unqualified to teach, measured by the standards of the respective localities in which the schools are situated.

1,480 superintendents report that teachers' salaries have not been increased in proportion to the increased cost of living, and 1,267 report that they have found it necessary to lower the standard of qualifications in an effort to supply teachers.

1,052 report that the number of teachers below 21 years of age is increasing. Many report that their rural schools are being taught largely by young girls without professional training, 1,395 declare that promising young men and women are not being attracted to teaching as in the past.

The reports show that conditions are most serious where salaries are lowest. In some states the shortage of teachers is more than 20 per cent. In those states where salaries have been increased most conditions are much more encouraging, the shortage in some cases being as low as two per cent.

A complete report on this investigation will be furnished later by the National Education Association.

There is only one thing that will keep the present teachers of the country in the profession of teaching and induce others to enter it and that is higher salaries. People must regard this and demand that teachers be paid better than they are at present. It is a case of put up or shut up the schools.

There are evidences that the people are waking up to the situation that confronts them. The *Olivia Times* and other country newspapers, contributions to the daily press, and articles in the standard magazines of the country, all point in that direction. And when the people get fully informed, I am sure that not only self-interest but a desire to do justice to those engaged in the teaching profession, will result in decisive action.—M. H. Gullickson, superintendent, *Olivia Public Schools*, Minnesota.

The Carleton Conservatory of Music, at Northfield, offers unusual advantage this year to those desiring special training in Public School Music. In order to meet the increasing demand for thoroughly trained teachers of public school music, the Conservatory has arranged with the Northfield School Board whereby the Supervisor of Music in the public schools will have complete charge of

the methods course offered by the Conservatory. This course will cover two years' work.

The methods class meets five hours a week during the entire year. In addition, all Conservatory students taking this course will be required to spend four hours per week throughout the year, in actual teaching and handling classes, under the personal supervision of the supervisor in the Northfield Public Schools.

The demand for thoroughly qualified teachers of music in the public schools exceeds the supply. The Carleton Conservatory of Music offers instruction under teachers of broad training, combined with wide experience both before the public and in class work. The equipment for the study of music is of the best, and the facilities offered in the methods course are unsurpassed in the state.

#### LLOYD ADAMS NOBLE ABSORBS THE FRANK D. BEATTYS COMPANY'S PUBLISHING PLANT.

Publishers of the well known *Summers Readers* now in use in the Public Schools of New York, Chicago, St. Louis, Kansas City, Madison, Indianapolis, Cincinnati, Detroit, Rochester, Trenton, Boston, Albany, New Haven, Hartford and other large cities and towns. A new large edition of these popular Readers will soon be ready for delivery. How many copies each of the *Summers Primer*, *First Reader*, *Second Reader* and *Third Reader* will you want for the Fall Term?—Lloyd Adams Noble, Educational Publisher, 31 West 15th St., New York City.

#### AMERICAN SPEECH WEEK.

Americans need to learn to speak English. This is one of the outstanding facts brought home to all Americans by the great war. Free institutions cannot be built upon illiteracy. Slovenly English, moreover, is not compatible with either good business or community living.

As a step toward repairing our national linguistic shortcomings the National Council of Teachers of English proposes to set aside the first week in November for a celebration to be known as American Speech Week. This celebration is intended to develop a powerful sentiment in favor of greater clearness, correctness, and appropriateness in the speech of all our people—a speech which shall be English and not a foreign language. In schools particularly will this celebration be appropriate. Principals and teachers are urged to appoint committees and make active preparation for the celebration.

Such a celebration has already been carried out in large cities like Chicago and in whole states as in Alabama. The results of these experiences are summed up in a pamphlet called "A Guide to Better American Speech Week," compiled by the Secretary of the American Speech Committee of the National Council of Teachers of English and distributed at cost from the office of the Council, 506 W. 69th St., Chicago.

## Book



## Reviews

In 1887 there was published a story that had a wider sale and deeper influence than any other American book since "Uncle Tom's Cabin." The title of this story is "Looking Backward" and the author, Edward Bellamy, was the son of a New England clergyman.

Purporting to be an account of conditions in the year 2000, "Looking Backward" differed from other conceptions of Utopia in its definite scheme of industrial organization upon a national basis, with an equal share allotted to all persons in the products of industry. A profound believer in human liberty and human equality, Bellamy conceived a social order in which liberty and equality were no longer mere phrases, but actual facts.

Today, with a new world growing up about us, a world that has in some respects come amazingly close to the prophecies of "Looking Backward," and in some, turned even farther away, the interest in this remarkable book is once again revived, and to meet this re-awakened demand, a new edition has been issued by the publishers, Houghton Mifflin Company, at \$1.50 net.

**Moore and Halligan's Plant Production.** By Ransom A. Moore, Professor of Agronomy, the University of Wisconsin, Madison, and Charles P. Halligan, B.S., Professor of Landscape Gardening, Michigan Agricultural College, East Lansing. Cloth, 12 mo. 428 pages, 210 illustrations. Price \$1.44. American Book Company, New York, Cincinnati, Chicago, Boston, Atlanta.

The enactment of the Smith-Hughes law by Congress puts new emphasis on vocational work in our schools. In order, however, to conform to its requirements and thereby obtain the benefit of its privileges, it will be necessary for schools to provide new phases of instruction in vocational subjects. Since agriculture is the most important of these subjects, it is gratifying to find a new textbook written by successful specialists in this work which meets the conditions of the Smith-Hughes law and offers instruction that is exceedingly practical and adaptable. This new book is Moore and Halligan's Plant Production.

It covers the whole field of plant production, both agronomy and horticulture, thus combining in one volume the two branches of the subject that are usually published separately. The instruction is presented in such simplified form that it can be readily understood by young students. There is a praiseworthy avoidance of technical terms; a series of thought-questions and exercises which clearly relate the subject matter of the text to the actual experiences of life and

compel the student first to see and secondly to understand the common things about him; and—perhaps the best feature of all—a list of home projects from which the student is to select those that he can best carry out in his own environment. He thus puts into practice what he has learned.

The plan and scope of the book are such that teachers in vocational schools and in all kinds of high schools, junior, regular and senior, will find that it can be readily adapted to local and seasonal conditions.

#### MOTION PLAY—THE WINDS (To Teach Directions)

1.

Up from the south came a gentle breeze, (point south)  
It rocked the birds' nests in the trees, (wave both arms)  
It said, "The summer is most over  
Fly away birds, it is late October."  
(wave both arms.)

2.

Oh, ho, oh, ho, hear the west winds blow, (point west)  
The daisy-buds are nodding so, (nod heads)  
It said, "We'll shake the gay leaves down, (raise and lower arms)  
Leaves, of red and yellow and brown."

3.

Up from the east came the wind again (point east)  
Down fell the gentle drops of rain. (tap desks)  
It said, "We'll water the thirsty flowers,  
For earth is refreshed by gentle showers."

4.

The North wind came with a rollicking song,  
It shook the apple tree sturdy and strong, (shake with right hand)  
It said, "It is winter, ha! ha! ho! ho!"  
Then down fell the feathery flakes of snow! (raise and lower arms, gently shaking fingers.)  
Kindergarten-Primary Education.

#### HELPFUL SERVICE FOR TEACHERS.

A new publication devoted to farm boys' and girls' club work and elementary agriculture is now being published by E. T. Meredith, Des Moines, Iowa. Information contained in this paper can be utilized to advantage by Smith-Hughes and teachers of agriculture, and those acting as club leaders. We are advised by the publisher that such teachers and leaders may avail themselves of this service by writing in to him.

Sample copies will also be sent to students in agriculture classes and members of boys' and girls' clubs, on receipt of their names and addresses by the publisher.

A copy of the paper has been received in our office and we find it full of inspirational stories about farm

boys' and girls' activities, stories and pictures of club member achievements, playlets suitable for school entertainment, games, songs, etc.

#### MINNESOTA LEADS BY LARGE MARGIN IN MODERN HEALTH CRUSADE TOURNAMENT.

Minnesota, as a state, won in the National Tournament of Modern Health Crusaders, conducted by the National Tuberculosis association. In all, 111 schools in the United States scored 100 per cent enrollment as "Knights Banneret" within the fifteen week period from February 9 to May 24; 51, OR NEARLY HALF OF THIS ENTIRE NUMBER FOR THE UNITED STATES, WERE WON BY MINNESOTA SCHOOLS.

The Minnesota Public Health association represents the National Tuberculosis association, and conducted the Tournament in Minnesota with the co-operation of the Junior Red Cross, the Boys and Girls club and other similar organizations of school children. The great success of the Tournament in Minnesota is attributed by that association to the expansion of public health activities in Minnesota embracing the organization of County Public Health associations and extensive use of "The Health Stories," prepared by the Minnesota Public Health association, as the basis for health instruction and health talks in the schools.

In order to obtain the 100 per cent for their school, every pupil in the class or school was required to do at least 75 per cent of the "health chores" of the Modern Health Crusade each week during the tournament. The chores are the rules of health which every crusader must obey for the development of his own health and that of his schoolmates.

The Modern Health Crusade is a national movement organized with a view to improving the lives of future American citizens. Tuberculosis is known to be the greatest preventable disease in the United States, killing a larger number of people every year than a war. One person dies from tuberculosis every three minutes in the United States. The fight against it must begin at the earliest possible age.

Every dollar spent for Red Cross Christmas seals is enlisted in the cause to educate all, and particularly the children in the importance of the battle against Tuberculosis, and in effecting a decrease in the amount of the disease.

The schools in Minnesota which made our state the champions in the Modern Health Crusade Tournament are listed below:

Town	County
Anoka	Anoka
Argyle	Marshall
Becker	Sherburne
Brainerd	Crow Wing
Brownsdale	Mower
Clements	Redwood
Climax	Polk
Glenville	Freeborn
Glyndon	Clay
Goodhue	Goodhue
Lake Park	Becker
Madison Lake	Blue Earth

**Washington Boulevard Hospital**

**School for Nurses**  
 Three year course. Registered by the State of Illinois. Theoretical and practical class work throughout. All departments. Maintenance provided as well as an allowance each month. For further information write, SUPERINTENDENT NURSING SCHOOL, 2449 Washington Boulevard, Chicago, Ill.

**PASSAVANT MEMORIAL HOSPITAL**

**Training School for Nurses**  
 Accredited by Illinois State Department of Registration and Education. Offers a three-year course in nursing to women between the ages of 19 and 35. Minimum educational requirement, two years High School. For information address  
 Eleanore Zuppann, 149 W. Superior St., Chicago, Ill.

**TRAINING SCHOOL FOR NURSES THE GRACE HOSPITAL—DETROIT**

Three-year course. Eight-hour day. Registered by the State of Michigan. Theoretical and practical class work thruout. Modern nurses' home; includes summer vacation home for nurses. Minimum entrance requirement, two years High School work or its equivalent. For free catalog, address Superintendent of Nurses, Box 25, The Grace Hospital, John R. St. & Willis Ave., Detroit, Mich.

**ILL. TRAINING SCHOOL FOR NURSES**

Accredited by the Illinois State Department of Registration and Education. Offers a broad training to women interested in the nursing profession and allied forms of public service.

Length of course, three years. Theoretical training based on standard curriculum for training schools for nurses.

Practical training in Cook County Hospital, 2,500 beds. Requirements for enrollment—physical fitness, full high school credit or its educational equivalent. Minimum age 20 years, maximum age 35 years. School catalogue and application blanks will be sent on application to the Superintendent of Nurses.

509 South Honore Street, CHICAGO, ILL.

**HAHNEMANN HOSPITAL OF CHICAGO TRAINING SCHOOL FOR NURSES**

Accredited by the State Department of Registration and Education.

3 Year Course.....Practical Experience Applicants must meet the requirements of good health, of age (19-35), good moral character, having two years' High School education or its equivalent.

Separate Home for Nurses. For Catalog and Application Blanks. Address Dr. J. C. Cobb, 2814 Ellis Ave., Chicago, Ill

**Health Stories for Teachers and Pupils**

Sixty Lessons in Health

Prepared by Honora Costigan and Dr. H. W. Hill.

Five cents each to Minnesota Schools purchasing ten or more.

Fill out the following blank and send to the Minnesota Public Health Association, Old Capitol, St. Paul, Minn.

Send (No.) ..... Health Stories  
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 Redwood Falls  
 Redwood Falls  
 Redwood Falls  
 Seaforth  
 Seaforth  
 Shakopee  
 Tracy  
 Vesta  
 Wabasso

Little Falls  
 Stewart  
 Hastings  
 Rushmore  
 Vesta  
 Owatonna

Faribault  
 Green Isle  
 Vesta

White Bear  
 Tracy

Mankato  
 Oklee

Hastings

Stewart

Owatonna  
 Albert Lea

White Bear  
 Tracy  
 Vesta

Owatonna

Stewart

Lyon  
 Hennepin  
 Chippewa  
 Beltrami  
 Brown  
 Mille Lacs  
 Redwood  
 Redwood  
 Redwood  
 Redwood  
 Redwood  
 Redwood  
 Redwood  
 Redwood  
 Scott  
 Lyon  
 Redwood  
 Redwood

Morrison  
 McLeod

Dakota  
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 Redwood

Steele

Blue Earth  
 Sibley  
 Redwood

Ramsey  
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Blue Earth  
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Dakota

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Steele  
 Freeborn

Ramsey  
 Lyon  
 Redwood

Steele

McLeod

"Health Stories for Teachers and Pupils," by Honora Costigan. Minnesota Public Health Association.

The object in preparing these stories throughout the series has been to make the subject matter interesting and instructive and to give the fundamental facts and laws of health in so simple a manner that their understanding and fulfillment will be made as easy as possible. The aims throughout have been, first, to combat the old erroneous beliefs regarding germs and disease which lead to unreasonable terror with criminal neglect of persons having infectious diseases and disregard of the simple precautions necessary to prevent or check epidemics of infectious diseases; second, to show that limiting the diet to a minimum amount of food undermines the health and stunts the growth; third, to convince everyone that in ordinary life air is good or bad only as it is good or bad for cooling the body; fourth, to make it known that medical supervision in schools is the great conservator of the health of today's pupils and tomorrow's citizens.

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# SCHOOL EDUCATION

*A Journal for Educators of the Northwest*

CONSTANCE E. BRACKETT, Managing Editor.  
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VOLUME 39, NUMBER 4

DECEMBER, 1919.

MINNEAPOLIS, MINN.

## The Revised Constitution of the M. E. A.

*Lotus D. Coffman*

We are publishing in this issue of School Education a copy of the revised constitution adopted by the Minnesota Education Association. Teachers of the state are invited to make careful study of the constitution. This constitution was adopted with the hope that it might result in a state wide teachers' organization in which every teacher, regardless of where she teaches, would be entitled to and would receive the same benefit that every other teacher receives. The constitution provides for the following divisions: Southeastern, Southwestern, Central, Northwestern, Northeastern and one division from each city of the first class. It is clear that it cannot become operative until it has received the sanction of a majority of these divisions. Recognizing this necessity, the State Association specifically provides that the officers who were elected this year should continue in office during the year.

No doubt each division will raise the question as to what benefit it is to receive upon becoming a part of the state association. It will receive the same benefit that any unit receives which is a part of any general organization working for the common good. If the plan, which is outlined in this constitution, prevails, we shall have a state association of more than 10,000 members, with a full time secretary, who will devote all of his time and energy to the improvement of public education. Moreover, each division will be privileged to appoint at least one representative on each of the following committees; committee on appropriations, committee on legislation, committee on resolutions. Heretofore the activities of these committees have not necessarily been representative of the entire state. They have represented the interests of those individuals who were fortunate enough to be members of the state association. Under the new arrangement, the members of the various committees will represent their respective local divisions. The activities of the committees will thus be more truly representative of the state as a whole. There is an old aphorism that in union there is strength which applies to teachers' organizations as

truly as to any other type of organization.

The individual teacher will ask why she should become a member of the state teachers' association. She should



LOTUS D. COFFMAN,

President of the Minnesota State Educational Association and Dean of the College of Education, University of Minnesota.

be a member of the state teachers' association largely for professional reasons. The association needs her advice and assistance in outlining its policies. One cannot engage in any co-operative enterprise for the benefit of others without that enterprise having a reactionary effect upon him. More specifically, however, every teacher who is a member of the State Teachers' Association will receive a copy of the official journal in which the policies, programs, principles and

reports of the association will be printed. She will have a representative in the secretary, to whom she may write for information or to whom she may go for advice and assistance. The secretary's office will become a clearing house for the discussion of problems, the conduct of investigations and the publication of reports of interest and value to the teachers of the state.

It should be noted that the constitution specifically provides that membership in the state association entitles one to attend the sessions of the association or any of the divisions of the association on the payment of the single fee. But a member can vote only in the division which he designates and in the state association.

A few have objected to the payment of the two dollar fee. The only reason for fixing the fee at \$2.00 is that the association wished to have enough money at the very outset to conduct its business on a proper plane. The fee must be large enough for the association to prove its cause to the teachers and the public.

It is hoped that the representatives of the various divisions of the state will give careful consideration to the plan which is submitted in this constitution and that favorable action may be taken by enough divisions to warrant putting the constitution into full operation next year or earlier, if possible. I wish to say, in conclusion, that the members of the committee who were responsible for drafting the constitution were not all of one mind with reference to every provision in it. They felt, however, that it represented a possible working arrangement and that it should be modified as experience may later dictate.

### CONSTITUTION.

#### ARTICLE I.

##### Name.

The name of this corporation shall be the Minnesota Education Association; its place of location shall be in the City of St. Paul, in the County of Ramsey and State of Minnesota.

(For the Constitution see page 41)

# Methods Department

Conducted by teachers and supervisors in leading normal schools and colleges in the Northwest, as a substitute or supplement for normal school training.

## READING FOR SECOND AND THIRD GRADES

(A Series of Articles on Primary and Intermediate Reading).

By Ora K. Smith, Instructor Normal Training Department, Girls' Vocational High School, Minneapolis; Supervisor of Rural School Methods, Summer Session, Winona State Normal School, 1919.

### AIMS

#### SUMMARY OF THE WORK ACCOMPLISHED IN THE FIRST GRADE

**T**HE work of the First Grade has been, to a great extent, a matter of establishing a large sight vocabulary by acquainting the child with the mechanics of reading. He has learned (1) to recognize and pronounce words and letters, (2) to combine and read these in original and printed sentences, and, in general (3) to associate with these words and sentences their correct meanings. At the same time he has developed the power to gather thought from the printed page. He has become somewhat independent through the phonics work of the First Grade. He is now ready to read more or less independently of the teacher.

#### AIMS OF SECOND AND THIRD GRADE READING

In the Second and Third Grades he should be trained (1) to attack new words methodically, (2) to look for larger thoughts in what he reads, and (3) to exercise judgment in making inferences from what he reads. He is thus taught a higher type of independence, especially in his silent reading.

Another aim in these grades is to develop the habit of extensive reading—many books of the same sort of literature should be read as that read in the First Grade, the stories being longer, and, in the third grade, passing from fairy tales, myths and legends to true stories, stories which demand greater accuracy in word calling.

#### THE BIG PROBLEM OF THESE GRADES

Here enters the big problem of these grades; namely, the establishment of a different kind of vocabulary, and a new subject matter necessitating much clear thinking.

This means, too, that more and more the pupil must be held to reading the words of the book. For this fluency in both oral and silent reading, a continuation of the word drill is very necessary. Here, as in the First Grade, the mechanical phase of reading must not at any time usurp the time for real reading. A balance must be kept between the word drill and the movement in the story. The love for thought-getting begun in the First Grade must be developed further in the Second and Third grades. Drill work is necessary in so far as it aids in getting the thought, but *reading is a search for ideas and has to do with thought-interpretation.*

#### WHAT SHOULD BE ACCOMPLISHED AT THE END OF THE THIRD YEAR?

By the time a child has finished the Third Grade he should have developed a love of books and of reading. At the same time he should have grown in reasoning ability, in concentration of attention, in ability to read for a purpose, to supplement the thought and to imagine a situation to be real. If all this cannot be accomplished, then a very good start, at least, toward this goal should have been made by the end of the third year.

#### MATERIAL

1. *Basic Reader.*
2. *Dramatic Readers.*

Aside from the *basic* text used, many other additional books should be read, the number and kind depending on the ability of class. These texts need to be *dramatic*; they must be of such a character that they appeal to the emotional nature of the child. It is in these primary grades that the imaginative life of the pupil must be fostered. Too many people reach maturity without a vision because as boys and girls the development of their imagination was neglected. Material in these grades should be rich in situations which make an appeal to the child's imaginative powers. By imagining situations to be real, the child so loses himself in the thought of what he is reading that expression takes care of itself. (For an excellent example of this see Minnesota Course of Study, page 75, in note under Silent Reading.)

3. *Literature*: Not all the reading of these grades should be of the dramatic type. While reading should unlock for the child "a magic storehouse of wonderful tales," yet there is, at the same time, much valuable *literature* of information which should be read at this time.

The following are suggestive of the type to be freely used, especially in the Third Grade: Tales from Norse mythology, Greek hero tales, nature stories, simple geographical stories, historical stories, stories of artists, etc. By the use of such material the vocabulary is being built up and a fund of information established which will be an invaluable foundation for later work. At the same time the child is learning to read intelligently and to interpret a printed page accurately. If more of this kind of work were done in primary grades, the problem of the intermediate teacher would be much less complicated than it is now.



## METHOD

## WORD DRILLS

The Third year marks the close of the intensive study of the mechanics of reading. Word drills must continue (as in the First Grade), as a part of the reading process, since the knowledge of words makes for fluency in reading, as well as pronunciation and enunciation. In the word drills of the Second and Third Grades, the meaning of words may be made more and more to function in sentences. This is a preparation for dictionary work in the following grades. Children still enjoy the same devices as those used in the First Grade. Further suggestions for word drill will be given under seat work in this article.

## PHONICS

The work in phonics is completed by the end of the third year. In the Second Grade, phonics work should cover an intensive study of families (keys, phonograms or stems) consonant sounds, long and short vowels, blending of sounds to make words, and the application of this knowledge to the attacking of new words in the reading lesson. In the Third Grade the above work must be thoroly reviewed and the other vowel sounds taught; there should be developed a greater ease in blending and an increased ability to break up words into known parts—consonants and families—for greater independence in pronouncing new words.

## EXPRESSION DRILLS

While good expression depends upon the child's having the correct idea back of the sentence, yet it is worth while in order to overcome the tendency to monotony of expression, one of the great problems of the rural schools—to collect from the daily reading lessons expressions which demand a great variety of tone; print these on cardboard, and use them for daily drills in expression. These drills may be made still more attractive by the use of pictures which fit the expression. Magazines, discarded books, advertisements and other sources are rich in such pictures. Children may suggest expressions to fit the picture. The picture of a little boy wheeling a big pumpkin may have this expression:

What a big pumpkin!

A little girl with her arms about a large dog may suggest:

You are my dear, dear dog! Parrots eating from a basket of grapes, has the following:

Polly! Polly! Polly!

Have pupils emphasize different words in each:

What are you doing! etc. etc.

reading and note how the change in emphasis causes a change in thot. Monotonous readers soon catch from the enthusiastic ones the variety of tone necessary for expressive rendering of the thot. These expression drills are only supplementary to the expression work of the actual reading period in which the expression is an outgrowth of the idea back of the sentence.

## SILENT READING

The work which the pupil does at his seat is equally as important as that which he does in class, for in this seat work he is forming habits of study that will influence in a very large degree his future student life. The purpose of this silent reading is to develop in the child the power to gather thot silently, to look for the large, important thots, and to cultivate judg-

ment. Here he learns to read by groups of words or by groups of paragraphs rather than sentence by sentence. Thus he learns to read thots thru words.

For this silent reading, definite assignments should be made. These may take the form of questions or suggestions written on the blackboard, e. g.—Who are the people in the story? How many things happen in the story? Which person do you like best? Why? Suggest a different title, etc. etc. These questions must be such that they will demand of the child thinking to a purpose and picturing described situations. It is thus that children are held to "straight thinking, to seeing definite situations and to making sensible inferences."

The recitation then follows as a check on the child's execution of the assignment. A short, spirited discussion of the story may open the lesson. Let the children talk about the story as a whole: What is it about? Who can tell in the fewest words? Who is it about? How do these people look, dress, talk? Which do you like best? Why? Read the part you liked best. Why did you like this? Read the part that tells the kind of boy — was. Just what does this tell about him? etc. etc. Children are able to carry on this discussion because they have the entire story in mind as a result of their silent reading. The aim here is to bring out the salient points and to test the child's grasp of the situation as a whole. From this it is an easy and natural step to the oral reading where the story is thot and read in parts.

## ORAL READING

The ideal of oral reading lies in the following: "Oral reading involves the recognition of words, thinking the thot, experiencing the feelings of the author, and conveying these pictures, thots and feelings to an audience in such a way as to arouse sympathetic thot and feeling in the listeners." If the child has had a thoro training in silent reading—thot-getting—this ideal of oral reading may be approached.

Better results are obtained by a rapid oral reading followed by successive slower readings, than by spending the entire time in one slow, careful reading. Hold the child more and more to reading the words of the book. However, encourage the substitution of a synonym for any word he cannot pronounce so as to not spoil the pleasure of the listeners. Suggest motives that make the child want to do his best to make his audience understand. The consciousness of an audience is one of the big factors in securing good oral reading. It is well to use only one book in class. (The teacher should not have a book, neither should there be tolerated at any time reading until a mistake is made.) Each child who steps before the class to read has the problem of making others understand the story.

Oral reading may be further motivated by connecting up the hand work with the reading. The teacher may suggest, "While we listen to the story, think what pictures would help tell the part we are hearing. When you have seen a good picture, raise your hands. We'll write the names for these pictures as we go along, and after the lesson is over we will make these pictures."

Children delight in expressing a story in pictures or some form of construction work. This kind of work is valuable, for it carries the thot of the story and aids the child in selecting important points, in arranging subject matter in a coherent and unified form,

and in giving vivid mental pictures. Booklets of paper cuttings representing pictures in the stories read are very valuable.

Then again, ask the children to listen for sounds, to see colors, etc. Ask afterward, "Who heard the most sounds?" "Who saw the clearest pictures?" Another test of the reader's ability to make his audience understand is to have the gist of the lesson restated at some future time. This kind of reading takes care of expression, for the child is looking for and attempting to portray the thot of the sentence. Attempts at getting expression thru criticisms such as: "Let your voice fall at the close of the sentence," or "Give emphasis to this word," etc., etc.—fall flat, and must be eliminated from our reading criticisms. Expression comes not from such external incentives.

#### QUESTIONS

The appreciation of the meaning and the expression of the thot in oral reading are materially aided by means of questions which bring to the child some idea of what he is trying to read. Some one has said: "A good question, like a flash of lightning which suddenly reveals our standing ground and surroundings, gives the child a chance to strike out for himself." The question must be skilfully handled, to throw just the proper amount of light on the difficult thot.

#### DRAMATIZATION

Dramatization furnishes another effective motive for a child to make his audience understand him. The resourceful teacher will turn the inborn dramatic instinct of children to good account in the reading classes. The benefits derived from dramatization are too well known to reiterate here. It is sufficient to say that this is only another means of developing ability to read with expression and of laying the emotional basis for literary interest. Selections containing an abundance of dialogue reading are greatly enjoyed and may be utilized as an aid in securing expressive reading.

#### USE OF PICTURES IN BOOKS

A judicious use of pictures in the texts assists the reader in securing appropriate imagery. Primarily they should be used to get children to think and talk freely about important situations in the lesson. They also arouse a keenness of interest in the reading. Opinions received from the study of pictures will be changed, confirmed or denied by reading the lesson. A question giving rise to real thinking may be suggested: "Are the pictures true to the thot expressed in the story." Encourage children to make their own mental pictures from the reading and then compare these with the pictures in the book. This stimulates the pupil's power of creating his own pictures, an ability often weakened thru a too great use of book pictures.

#### SEAT WORK

As stated before, the work a pupil does at his seat is no less important than what he does in class. Good habits are formed by the right kind of seat work. Children may list the characters in the story, the places, the number of incidents, the new words, the words hard to pronounce or to spell, unfamiliar, picturesque or otherwise attractive expressions, etc. A comparison of this and some previous story may be written, with a brief statement of which was enjoyed the more and why. Different titles may be suggested. Brief and simple character sketches may be written.

And then booklets of the story, illustrated by cuttings, drawings or paintings, may be made. In all seat work children should feel that they are doing something.

#### OUTSIDE READING

Much extensive reading should be done in these grades. This will be largely reading done outside the class exercise or regular reading period. Reports of this reading should be made during the school day; records of such reading should be kept. While the literature will be of the same sort as that of the first grade, the stories will be longer. The school library should contain an abundance of books with easy reading material in them. By encouraging this outside reading, the library habit will be formed and early reading tastes for the right kind of literature will be developed.—(Copyright, 1919. Ora K. Smith.)

(For excellent helps in teaching reading see Minnesota Course of Study—P. 237-241; and for seat work. P. 287-292.)

#### READING ALOUD TO THE CHILD.

By Hamlin Garland.

(Author of "A Son of the Middle Border," etc.)

The value of reading aloud to a child cannot be overstated. In the first place, it establishes a delightful comradeship between parent and child. It builds a lasting foundation of common interest and mutual understanding. The child associates with the face and the voice of his sire much of the dignity and poetry of the book he has heard read. He infers that his father has something of the quality of the author, and he carries with him a grateful memory of the busy man who laid aside his large affairs in order to give pleasure to a small boy.

A father's voice can vitalize the printed page to his son even before the son can comprehend the written words. I commenced reading aloud to my daughters before they could understand the spoken words for the reason that the very music of the ballad or the drift of the story enthralled them. It was good to see them strive to comprehend. I developed their imagination. They are growing toward womanhood now and they are able to tell me that they remember those nights when I read to them, with an emotion which they find it hard fittingly to express. I gave them both, in this way, a feeling for glorious verse, and a love for choice words which has been of the highest value to them up to this time, and which will increase in value as the years pass.

The father should remember that his child's mind is like a ~~phonographic cylinder of most tenacious adhesiveness~~, and in this understanding he should exercise the greatest care in choosing the impressions which he is about to lay upon it. The younger the child the more lasting the record. To prove this the father has but to recall his own boyhood and the words which caused indelible scars or laid equally indelibly beautiful pictures upon his own mind.

My father did not read to me, but he told me stories, and these stories were of the greatest value to me in my fictional work in after life. I am grateful for all his tales, and it is a special source of satisfaction to me that I have no recollection of ever hearing from his lips an unworthy or ribald jest.

Help to reach all the parents of the country by cutting this out and passing it on to a friend.

# Christmas Seat Work, Singing, Games and Marches

By Laura Rountree Smith, State Normal School,  
Platteville, Wis.

## 1. GAME OF CHRISTMAS CANDLES

### a. For Review of Color Studies

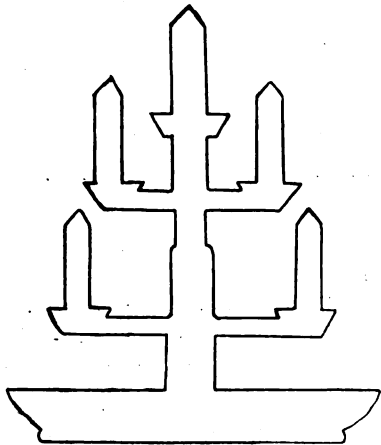
**T**HE teacher cuts from tag board candles in candlesticks, the candles are left white, the candlesticks colored until all the primary colors (see "Studies in Colors" in this magazine for November) are represented. Any child acts now as the teacher, calls on another child to name the color of the candlestick he points to, saying,

"Jack be nimble, Jack be quick,  
Name the color of the candlestick!"

If the child names the color correctly they change places, if he fails he goes out of the game.

### b. For Drill Work

Tall candlesticks may also be drawn on the board, containing phonograms for children to use in making words, or they may contain number combinations for children to solve.



Outline candles in color, on each one write a number, ask the children in their seats to add the number, "two," to each number on the candles. The first one to do so correctly wins the game.

This game will prove helpful in connection with articles on reading and arithmetic appearing in this magazine.

### c. For the Play Period

The children are in a circle. They choose a Candle Bearer who marches in and out between them.

All:

Candle bright, candle bright,  
Come and shed your little light.

Candle Bearer:

Name the toys in Santa's pack,  
What does he carry on his back?

The Candle Bearer pauses by any child, who must name a toy, and change places with him or go out of the game (older children may spell the name).

After the children change places, all skip round the circle singing to the tune of, "Twinkle Little Star."

Little candle shed your light,  
For dear Santa comes tonight,  
He will bring the nicest toys,  
For good little girls and boys.

## 2. GAME OF THE CHIMNEY

### For Number Drill

Draw on the board a roof and chimney. Mark off the bricks on the chimney. In each brick place a number and a number on the roof. Ask the children to add the number on the roof to every number on the chimney. The first child to finish the work wins the game.

## 3. GAME OF THE DOLL

### For Word Drill

Draw a doll on the board or hektograph it, and pass a complete sentence. The child who does the best one to each child. On the doll's dress write the word "dress," write "cap" on its cap, etc., let it hold a hand bag or parasol so named. The children will "dress the doll," but using every word written upon her, in work promptly, may receive a paper doll.

## 4. STOCKING GAME

### a. For Number Drill

The children stand in a line. They hold up paper stockings, each one has a number on it, below ten.

Santa Claus is chosen from their number. He calls to any child who must run up and bow to him, name his number on the stocking he holds, and the correct number added to it to make ten. The child returns to his place in line and another child is called upon.

### b. For Paper Cutting

Draw a colored stocking on the board, in outline. Write on it the names of toys. Let the children cut a tag board stocking and all the toys suggested. They may make slits in the stocking and put toys in the proper places. The first child to complete the work wins the game.

### c. For the Play Period

The children are in a circle, A child in the center says,

"Who'll hang the stockings up this year?  
For Santa Claus will soon appear."

Any two children run in and clasp hands, circling round the first child. She tries to break through their clasped hands or duck under. If she succeeds, she hands the stocking she carries to any child in the circle, and changes places with him. If she fails, she says,

"Hang up the stockings, hang up the shoes,  
Home again, home again, others I'll choose."

The two children circling round her, run home to their places in the circle, and others run in and the game continues.

All in the circle any time, may skip round, clap hands, and say,

"Clap the hands, clap the hands,  
Hang the stockings in a row,  
Clap the hands, clap the hands  
Down the chimney Santa'll go."

At this time make booklets shaped like a stocking, bell, star, or candle in candlestick, write Christmas verses and stories inside, decorate outside with drawings of holly. Use several pages in each booklet and tie with holly ribbon. If you want to make a blotter use blotting paper in this way. If you want to make a pen wiper, use cloth.

#### 5. GAME OF THE SLED FOR DRAWING

Hektograph a sled with slits in the top. Under each slit write the name of a toy. Hektograph each toy. The children may fit the toys in the proper places on the sled.

#### 6. GAME OF CHRISTMAS BELL FOR PHONICS

Draw a bell on the blackboard. Write phonics upon it. The first child to use each phonic in a sentence correctly after having made a word containing it, "rings the Christmas bell."

#### 7. GAMES OF THE STARS

##### *For Counting by Groups*

Cut out a number of red stars and place along the blackboard. All says,

"Who will choose, who will choose  
To group the little stars by two's?"

Any child goes and groups them by 2's, they next say,

"Play once more, play once more,  
Group the little stars by 4's.

Another time say,

"We will play we're little pixies,  
Group the little stars by sixes."

Later in the day draw a number of stars on the board, write under some "group by 2's" write under another group, "group by 4's" etc. Ask the children to do this at their seats. In a similar way Christmas bells may be grouped.

##### *Counting by 2's.*

The children are in a circle. They choose one to skip 'round inside, holding a star. The child in the center stops and says,

"If you choose, if you choose,  
You can learn to count by 2's."

The child by whom she stops must count by 2's to any number agreed upon, or go out of the game.

##### *For Word Drill*

Another pretty star game is played in the following manner: The child in the center holds a star with the name of a toy on each point. He points to the name of any toy and the child called upon must run to the table and pick up the toy indicated or go out of the game.

##### *For Drill in Multiplication*

Draw on the board a star. Write a number in the center and on each corner. Require the children to add or multiply the number in the center with the number in the corners.

##### *A Singing Game*

The children are in a circle and they choose one child to run outside the circle with a star.

They all sing to the tune of "Lightly Row:"

See the star, see the star,  
Shining brightly in the sky,

See the star, see the star,  
Twinkle up on high,  
Pretty little Christmas star,  
Twinkle, twinkle light us far,  
See the star, see the star,  
Shining in the sky.

The child drops the star beside anyone, who takes his place, and the game continues any length of time.

#### 8. GAME OF THE CHRISTMAS TREE

The children dance round a small Christmas tree or round a child holding an evergreen branch. They recite in concert and go through all the motions indicated by the verses.

Here is a pretty Christmas tree  
We bow to it as all can see,  
Wave your right hand, wave your left,  
Wave your two hands merrily.

Here is a pretty Christmas tree,  
We bow to it as all can see,  
Bow to the right, bow to the left  
Dance with right neighbor merrily.

Here is a pretty Christmas tree  
We bow to it as all can see,  
Place your right foot in and out,  
Do the same with left and turn round about.

Here is a pretty Christmas tree,  
We bow to it as all can see,  
Right hand shake merrily,  
All skip around the Christmas tree.

End by skipping round the tree singing any familiar Christmas song.

#### 9. BEAN BAG GAME

The children choose sides and stand opposite each other. They throw their bean bags inside a large holly wreath sketched on the floor. The side throwing the most bags within the circle wins the game.

#### 10. MATCHING GAME

The children march with arms outstretched on the shoulders of the one in front. They say,

March away, march away,  
Christmas brings a holiday,  
One and all, one and all  
Merry Christmas hear us call.

Any one suddenly drops arms off the shoulders of the child in front, when they must run to a place agreed upon as a goal, the last there, is out of the game.

All say,

March away, march away,  
Some one now gets tired of play,  
Some arms fall, some arms fall  
Merry Christmas hear us call.

#### 11. SANTA CLAUS GAME

Children are in a circle. They sing to tune of "Mulberry Bush."

Oh have you seen dear old Santa Claus,  
Dear old Santa Claus, dear old Santa Claus,

Oh have you seen dear old Santa Claus?  
His sleigh bells all are ringing.

Two children stand inside the circle and ring sleigh bells. They choose two others who run in and skip round with them, singing,

"Oh we have seen dear old Santa Claus,  
Dear old Santa Claus, dear old Santa Claus,  
Oh we have seen dear old Santa Claus,  
His sleigh bells all are ringing.

The last two in the circle choose two others to skip with them while the first couple return to the circle. The game continues until all have skipped inside the circle.

## 12. GAME OF TOYS

The children are named for toys and change places in a circle or line in which they stand when their names are called. Santa Claus may stand inside and call out two names at once. As the children change places he tries to slip into the place of one of them. The game is harder if they play it seated, all in a circle. Sing, tune "Comin' Thro The Rye."

Merry Christmas, Merry Christmas,  
Sing the girls and boys,  
Merry Christmas, Merry Christmas,  
Santa brings us toys,  
And we hope you all remember,  
Santa's drawing near,  
Then sing hurrah for old December,  
Christmas time is here.

## Sistine Madonna

*Alice Florer, Author of "Picture Studies"*



RAPHAEL

1483-1520

**M**ANY years ago, in sunny Italy, there lived an artist named Giovanni Santi. His home was a little gray stone cottage in the village of Urbino, which lay in the mountains, near the blue and sparkling waters of the sea.

From their windows, they could see the glorious sunrises and sunsets, the green fields and the beautiful Italian vine-yards.

It was in these artistic surroundings that Raphael was born.

It was in this same gray cottage that Giovanni Santi painted a picture of his wife and little son Raphael as a Madonna and the Christ Child.

If you were to go to Urbino today, you would see this same picture on the walls of this same little gray cottage.

Raphael's father was a painter of Madonnas. He hoped Raphael would one day develop into an artist.

Raphael would sit for hours, watching his father

paint. He loved to gather up the brushes and palettes and get them ready for the next day's work.

In this artistic environment Raphael learned while young, to appreciate the Madonna pictures more than any others.

After the death of his parents, his uncle, who was a priest, placed him under the instruction of Perugina, a very talented artist. Perugina was noted for his fine coloring and the sympathetic handling of his subjects. These characteristics have stood out in all of Raphael's pictures.

When he was twenty-four years of age, Pope Julius II called him to Rome to paint pictures for the Vatican.

The Pope was so pleased with his work that when he saw the first picture, he threw himself upon the ground and cried, "I thank Thee, God, that Thou has sent me so great a painter." Then he ordered all other pictures taken down from the walls and destroyed.

But Raphael would not listen to this, and finally persuaded the Pope to preserve the pictures of Perugina, his teacher.

While he was painting in the Vatican Raphael often spent his evenings watching the glimmering candles and listening to the soft music from the cathedral. He loved Nature and saw all that was beautiful in landscape.

The Pope appointed him to decorate the walls of St. Peter's and to purchase any statuary that he thought might add to the beauty of St. Peter's. But Raphael loved best to paint Madonnas and painted many of them.

Art critics of all times have pronounced his Sistine Madonna the best Madonna ever painted. In this, he represented the Mother and Christ Child coming from heaven to earth on the rolling clouds.

The mother, clothed in a loose flowing robe of heavenly blue, symbolic of love, truth and purity, seemed to come forward floating on the clouds, holding the Christ Child in her arms.

In her face and form and movement, we recognize the purity, the charm and the dignity which we feel the Mother of Christ should possess.

To the right was Pope Sixtus, gazing up into

the face of the child trying to direct the attention of His mother to the myriads of worshippers outside the picture.

On the left of the Madonna was Santa Barbara, young and beautiful, looking down and out of the picture as if to connect heaven and earth.

The rich green curtains seemed to have parted just in time for the mother and child to come forth and were looped back to give emphasis to the central figure.

Raphael made the Christ-Child the central figure of the picture, while a host of angels seemed to surround the whole company.

Raphael painted this picture for the church of San Sisto in Piacenza. Augustus III, of Saxony purchased it from the Benedictine monks for \$40,000. It hangs today in Dresden Gallery in a room by itself where it has been admired by countless thousands and where visitors "tread low" and never speak above a whisper.

Other pictures by this artist are:

Madonna of the Chair—Pitti Gallery.

La Belle Jardiniere—Louvre, Paris.

St. Cecilia—Bologne Gallery.

The Transfiguration—Vatican Gallery, Rome.

(Left unfinished at Raphael's death. Finished by Julio Romano.)

Marriage of Mary and Joseph.

St. George Slaying the Dragon—National Gallery, London.

Coronation of the Virgin—Vatican, Rome.

Portraits of Raphael—Uffizi Gallery, Florence.

#### EXERCISES.

1. Who was Giovanna Santi? Why do we mention him in this picture?
2. When and where was Raphael born? Describe his birthplace as it appealed to you when you read the story.
3. Tell of the talents of Raphael's father. How did they reflect in the life of Raphael?
4. Where did Raphael receive his early instruction?
5. Who called him to Rome? For what purpose? Raphael was only twenty-four years old. Why did they not choose a more experienced artist for these very important pictures?
6. Tell of his love for Nature. Do you think of any scenery near your home that would be a joy to you as this was to Raphael?
7. Where was Raphael called the second time to do public work?
8. What did he love most to paint?
9. Which Madonna has been considered the finest ever painted?
10. Describe this Madonna. Have you ever seen such beautiful colors as the artist painted in this picture?
11. How large is this picture? (The figures are life size. Picture 9 feet, 3 inches, by 7 feet.)
12. Describe this picture. What do the colors of the various robes indicate?
13. Who were Pope Sixtus and Santa Barbara?
14. For whom was this picture painted? For how much did Augustus III purchase it? Where

is the picture now? How does the public show that the room where this picture hangs is sacred?

15. Name other pictures Raphael painted.
16. With the picture before you write or tell your own story of the Sistine Madonna.

#### EXERCISES.

1. Locate Urbina, Rome, Dresden.
2. Define: Madonna, environment, palettes characteristics, talents, myriads, worshippers.
3. Pronounce: Giovanni, Santi, Perugia, Piacenza.

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Picture Study Pamphlets—Alice Florer

She stands, the transfigured woman, at once completely human, and completely divine, an abstraction of power, purity and love; poised on the enpurpled air and requiring no other support, looking out quite thru the universe, to the end and consummation of all things.—Mrs. Jameson.

Like St. Sixtus and Santa Barbara in Raphael's picture, we adore and are silent before the ineffable glory.—Bradford.

Leonardo had more depth, Michael Angelo more grandeur, Correggio, more sweetness; but none of them approached Raphael as an exponent of beauty, whether in young or old, in mortals or immortals, in earthly or divine beings.—Perkins.

When I view the mother holding  
In her arms the heavenly boy,  
Thousand blissful thoughts unfolding  
Melt my hearts with sweetest joy.

As the sun his radiance flinging  
Shines upon the bright expanse,  
So the child to Mary clinging  
Doth her gentle heart entrance.

See the Virgin Mother beaming!  
Jesus by her arms embraced,  
Dew on softest roses gleaming,  
Violet with lily chaste!





# Industrial Art

The purpose of this department is to give teachers a course in art which should be followed constantly in their drawing classes. The illustrations are given not only to provide seasonal material, but to furnish concrete examples of the application of the principles of fine art, which are adaptable to any season of the year, whether Hallowe'en, Thanksgiving, Christmas, New Year's Day, February 22nd, or Easter. They are intended, also, to afford a motivating opportunity for correlation with other classes. If our readers will be on the alert, as they study the different articles in this magazine, for suggestions offered in one article which will be of help in working out the ideas found in another, they will be able to establish a more vitalizing unity between their classes.

## STUDIES IN BALANCE AND ARRANGEMENT.

By Frances Lavendar, Supervisor of Art, Coleraine, Minnesota, With Illustrations by Florence E. Wright

### Picture Composition

Winter scenes worked out in flat tones make fine designs for Christmas folders. The problem is interesting for both pupil and teacher. The results, however, are often very unsatisfactory because the pupils do not understand good arrangement of ideas within an oblong.

Pupils must know that the horizon line of a picture should not divide the background into halves or thirds. A tree should not divide the background into two equal spaces. The slope of a hill should not run into a corner; neither should the branches of a tree. Also, the moon placed in a corner is a poor arrangement.

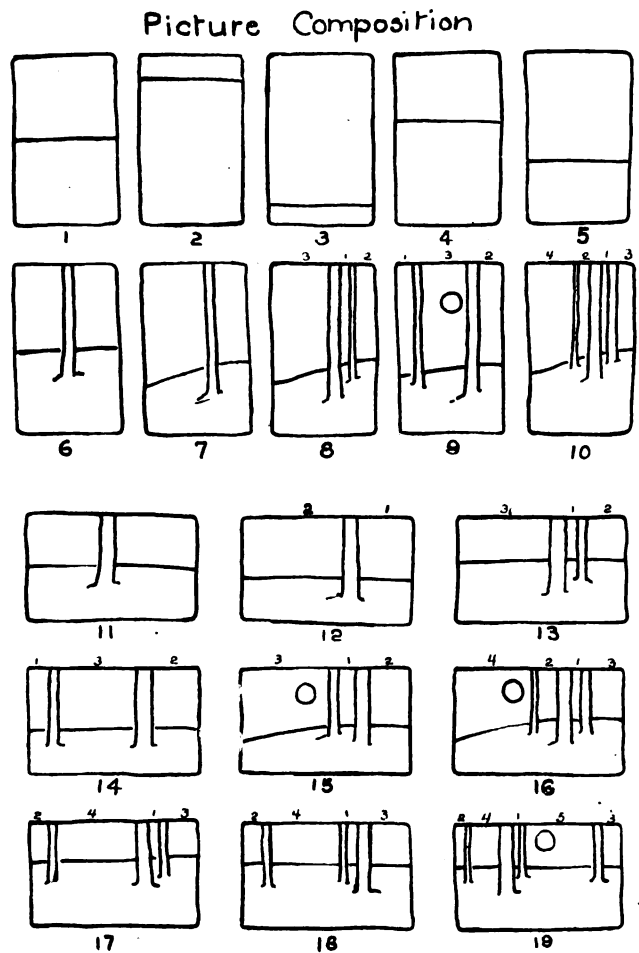
It will be seen, then, that the problem of picture composition should be studied with the class before any landscape work is done. The teacher should sketch ten vertical and ten horizontal lines on the front blackboard, in which to illustrate both good and poor composition. Ask the pupil to sketch the same number of oblongs on writing paper and copy the good illustrations.

When a horizon line is placed exactly midway between the top and the bottom lines of an oblong, the two resulting oblongs are equal in size and shape, which makes an uninteresting division of space. (Draw illustration 1 on the board and ask the children to draw the same.) If the horizon line is drawn too far from the center of the oblong, there is too great a difference in the size and shape of the resulting spaces. (Teacher and children draw 2 and 3.)

A very simple division is this: When the horizon line is placed above the center of the paper, it should be more than half the distance from the bottom line of the oblong, but not yet two-thirds the distance from the bottom line of the oblong. (Teacher draws 4 on the board. Pupil copy.) Exactly two-thirds the distance from the bottom does not make a good space division.

The same principle is true when the horizon line is placed below the center. The horizon line should be placed more than one-third the distance from the bottom of the oblong and yet not half the distance from the bottom line of the oblong. See 5. (Teacher and pupils sketch the division.) Thus a good division is made by placing the horizon line above or below the center yet not one-half or two-thirds the distance from the bottom of the oblong.

This is a division of space worked out by the



Greeks many centuries ago and has been used by the best artists and architects since that time: If a space is divided into halves or thirds, the resulting spaces are exactly alike in size and shape and are uninteresting; but where the division line is more than half or less than two-thirds, the resulting spaces have a variety of size and shape which are interesting and pleasing.

The teacher should now place the horizon line in the rest of the oblongs. Draw some horizon lines above the center and some below the center. Ask each pupil to draw a horizon line in each vertical and horizontal oblong, some above the center and some below.

When placing a tree in a picture, the same idea should be carried out. The tree is the center of interest in the picture, but we should not place it in the exact center of the picture because it divides the space into two equal parts. (The teacher and the pupil should draw 6.) People do not like to look out through a window which has a tree directly in the center. Place the tree more than half and a little less than two-thirds from one side or the other of the oblong. (Teacher and pupils draw 7.)

The trees should not divide the background into thirds. Place them so that they make a good sized space and two other spaces of different widths. The spaces should not be planned in arithmetical progression; e.g., the large space should not be first, the medium next and the smallest third. If (as in No. 8) 1 represents the narrowest space and 3 the widest space, the numbers should not read 1, 2, 3 or 3, 2, 1, but 1, 3, 2 or 3, 1, 2. The trees should vary in width and in their distance from the bottom of the picture. (See Nos. 8 and 9.)

The teacher and pupils should not draw trees in the first five horizontal oblongs in the same positions as in oblongs 6, 7, 8, 9, and 10, afterward placing one, two or three trees in the remaining oblongs in different positions. Always number the spaces between the trees according to width and take particular notice that they do not follow in arithmetical progression.

When a moon is placed in a picture, it should become a part of the center of interest and should thus be placed near the center of the picture. If it be placed far off in a corner, one's attention is drawn away from any other point of interest to the corner, which is a poor position for anything of interest. Group the points of interest in a picture around the center.

The same principle applies to anything which one wishes to make a point of interest in a picture.

The teacher will need to watch the application of this principle very carefully throughout the making of scenes of any kind.

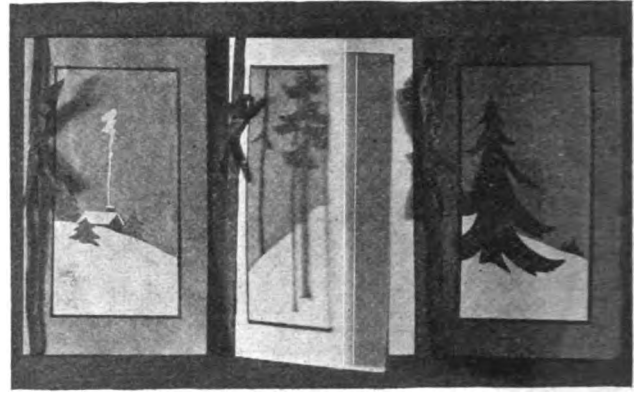
### A Christmas Folder

*Motive.* Girls and boys of the seventh and eighth grades will enjoy making a Christmas folder. Many pupils will be able to make fine folders which they can send through the mail to their friends.

*Design.* Several days before this problem is taken up with the class, the teacher should show the pupils a number of nice Christmas cards using the pine tree as a motive. Ask each pupil to be on the lookout for Christmas cards and folders from which they may take ideas for their own folders.

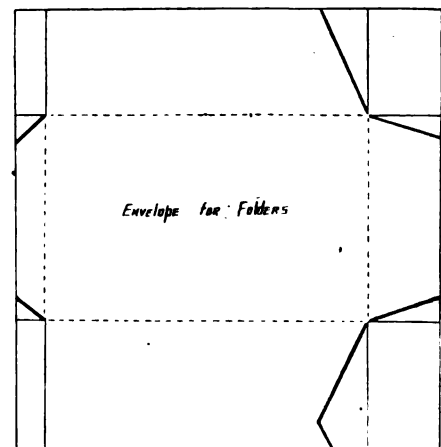
Use a simple scene for the cover of the folder. The results will probably be more satisfactory if the teacher uses the pine tree only in the scene. Collect pictures and cards showing pine trees which can be used for suggestions.

*Color.* Pupils should be allowed to choose a color for their booklet. White, cream, green and brown are good colors for the cover. After the color for the cover has been decided upon, cut a piece of construction paper  $7 \times 5\frac{1}{2}$ . Fold it the short way and use it as the cover of the folder.



*Arrangement.* Plan the margin of the folder first. Cut a piece of paper to be used as the background so that the top and side margins are about equal. The bottom margin should be a little wider than the other three. If green is chosen for the cover of the booklet, lighter green may be used for the background. If brown is chosen for the cover of the booklet, tan may be used for the background. If cream or white is chosen for the cover of the booklet, a light blue may be used as the background.

From black construction paper about  $3 \times 4\frac{1}{2}$  cut pine trees from pictures found on cards brought to school and from sketches which the teacher draws on the board. First cut the small pine trees as seen in the distance; next cut good sized pine trees where the whole tree is seen in the picture, and finally cut tall pine trees where only a few branches are seen in the picture. After this study the pupils should select the best trees for their pictures.



The foreground should next be carefully worked out with the class. White paper will represent the snow. Cut the paper so that the horizon line does not divide the oblong exactly in the middle. If the trees are very tall, perhaps the horizon line should be placed below the center. If the trees are not very tall, it will be better to place the horizon line above the center. In the little picture showing the house, the smoke from the chimney makes an interesting spot, so that we do not place the horizon line as high as we would if we omitted the smoke. Talk over different shaped hills that the pupils have noticed. Some may wish to use a hill in their pictures. Cut two or three foregrounds and later choose the best for the scene.

After the background, foreground and trees have been cut, the pupils should lay the parts in place and work out the rest of their picture. Some may wish

to add distant trees; some may wish to add a moon; some may think that a house would make the picture more interesting.

Move the trees, houses, moons, etc., on the background until a good composition is secured and then paste in place. Select some fine Christmas verse for the inside page of the book. The inside page should be a lighter tone of the same color as the cover of the booklet. Tie the booklet with a narrow black ribbon or cord.

#### Verses for the Folders

The old times go, the new times come—  
We know not why nor how—  
But to wish you every happiness  
There is no time like now.

Since Christmas comes but once a year  
The only thing to do  
Is just to wish you joy enough  
To last the whole year through.

Merry the Christmas dawn, hearts merry too,—  
This is the good will I send to you.

#### Christmas Cards

*Motive.* Girls and boys in the fifth and sixth grades will enjoy making cards to send in Christmas packages and to send as Christmas post cards. If pupils should wish to send their post cards through the mail they must be regulation size which is not to exceed 3 9/16 x 5 9/16, nor less than 2 3/4 by 4 inches.

*Design.* A few days before the post card problem is taken up with the class, the teacher should show the class several well designed cards and ask each pupil to bring a post card or two to school for ideas from which to work.

Talk over the different Christmas motives. Candles, stars, pine trees, holly wreathes, Santa Claus, stocking, and poinsettias are good motives for Christmas cards.



*Colors.* Red and green are Christmas colors and are complementary. The card itself may be cut from white, cream or green construction paper. Some of the finest Christmas cards are made in greens and red. Yellow should be used for the lights. If a large part of the design is worked out in green, the letters should be cut in green.

*Arrangement.* Plan the margin of the post card first. Sketch the margin the same width on all sides. Each pupil should try the pine tree motive. Cut a piece of green paper which will fit nicely in the space

within the margin, about 2 1/2 x 2 1/2; fold it and cut a pine tree. Perhaps the teacher should sketch the pine tree on the board from which the pupils may cut.

In the above manner the pupils may cut a poinsettia from a piece of paper which fits nicely in the upper third of the oblong. A candle stick and candle, a holly wreath, a Santa, a stocking filled with toys, etc., etc., may be tried out by the pupils. After the cuttings have been made, select the best for the post card.

*Lettering.* If the pupils have not taken up problems in cut letters during the fall, the teacher should make a study of the letters needed for the Christmas cards. Cut each letter for the Christmas card with the class from 2x2-in. paper. When planning letters for the post card itself, cut an oblong the size needed for the word. Divide the oblong into the same number of equal parts as the word has letters. Cut a narrow strip from each oblong to represent the space between the letters and cut a letter from each oblong.

A problem developed in the above manner should result in a fine variety of designs. Many pupils will want to make several post cards. Give them plenty of paper so that they may make as many as they wish.

#### A Pretty Christmas Box

Every girl and boy will need a number of pretty boxes in which to pack their Christmas gifts. This little box is made of construction paper and may be used to pack pretty handkerchiefs, gloves, ribbons, etc., or it may be used as a candy or popcorn box. Each child will surely wish to make several boxes.

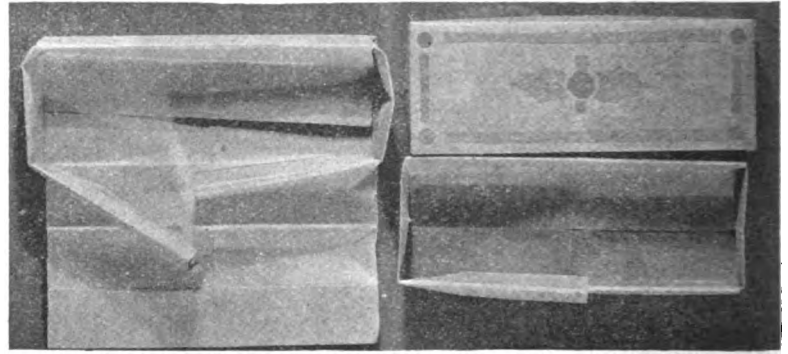
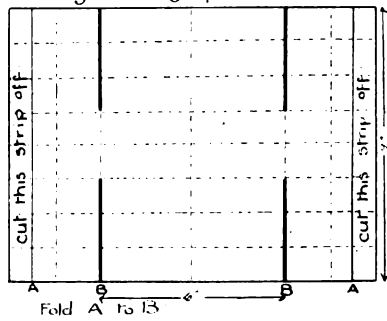
Most boxes which children make of construction paper have one thickness only for the sides, and thus are not strong enough to hold much. Again, most boxes are pasted together, and break apart easily. This box has four thicknesses of paper for the sides and does not need a bit of paste to hold it in shape. It is a strong, durable box and very easily made.

*Colors.* The children should have a choice as to the color of their box. Green and red are the Christmas colors; and are complementary colors, the green paper for the box and the red for the design. A light gray violet box, with yellow design, a gray blue box, with orange design or vice versa make very pretty color combinations for boxes. These color plans are all complementary. Place a number of sheets of 9x12 construction paper in the above colors, in the chalk tray at the front of the room. The pupils should pass to the front by rows and allow each one to take two sheets of the color which he has chosen for his box.

The bottom of the Christmas box is made exactly like the cover. It should be a trifle smaller than the cover. The teacher should cut 1/4 of an inch from the long and the short sides of the paper, making it 11 3/4 x 8 3/4. The bottom of the box may be made of cream manila or of construction paper the same color as the cover.

*Design.* It will no doubt take one whole lesson to fold the cover and bottom of the box. The next lesson should take up the study of a design for the cover. The structural shape of the cover is an oblong. An oblong design will thus be in harmony with the shape of the box.

Working Drawing of Xmas Box



Complementary colors could be used in the design. Yellow and violet are complements, red and green are complements, and orange and blue are complements. A green box could have spots of red in the design, a blue box could have spots of orange in the design, a violet colored box could have spots of yellow in the design and vice versa.

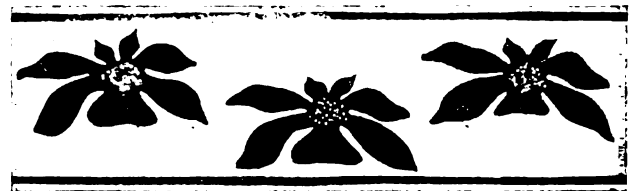
Strips of paper and squares make the simplest and easiest designs. Perhaps the teacher should start the lesson by asking each pupil to try this design on a piece of  $6 \times 2\frac{1}{4}$  paper. The green box should have light green strips, the blue box should have light blue strips and the violet box should have a lighter violet for the strips. See that the strips do not divide the cover of the box into thirds. Make the center space wider than the margin spaces. Vary the design by a change in the corner (see illustrations) and try on another piece of  $6 \times 2\frac{1}{4}$  paper. Give the class the holly design and then ask each one to try a design for himself.

The teacher should make helpful suggestions while the children are working out their designs. Those pupils who do not succeed in working out good designs, may use those given by the teacher. Carefully paste the design on the box and cut the thumb holes in each side of the cover.

Many children will wish to make several boxes.

The teacher should give paper to those who wish more than one box and let them make the boxes following the above directions a number of interesting designs and color arrangements may be worked out by the pupils.

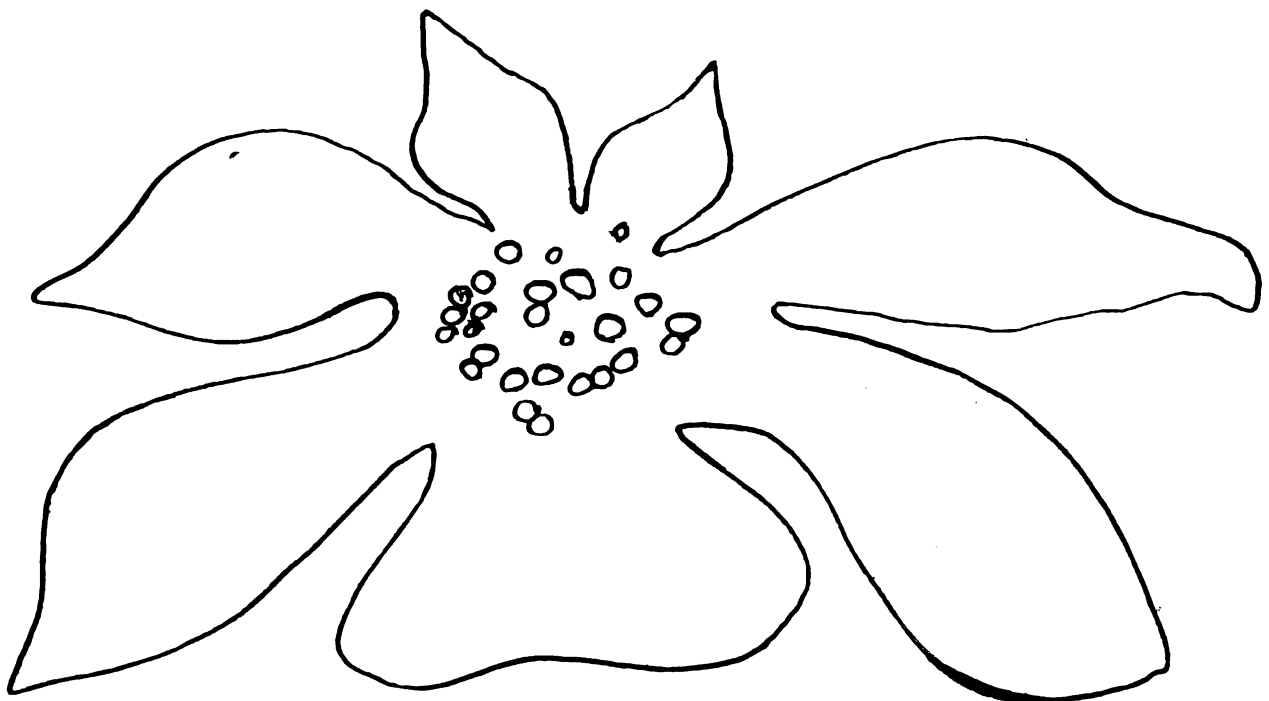
### Christmas Borders

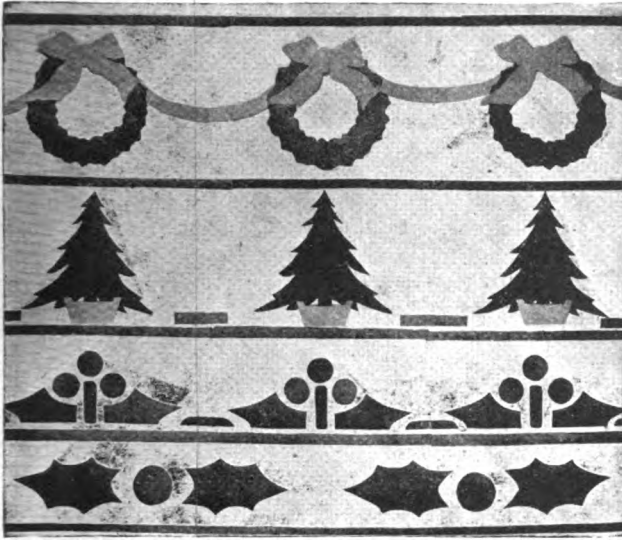


A red poinsettia against a green background makes a fine Christmas blackboard border. Count the number of flowers needed for the border and give out a piece of red paper  $3'' \times b''$  for each flower needed.

On the blackboard the teacher should make a drawing of the poinsettia within an oblong, showing the pupils how they should cut the flower from the red paper. Each pupil should carefully cut the flower free hand.

With a conductors' punch cut many little yellow and green circles and paste them in the center of





the flowers. Carefully arrange the flowers on the green background and add green margin lines.

The other effective borders here shown are of white mounts, with figures in green and red construction paper.

**Christmas Wreath**

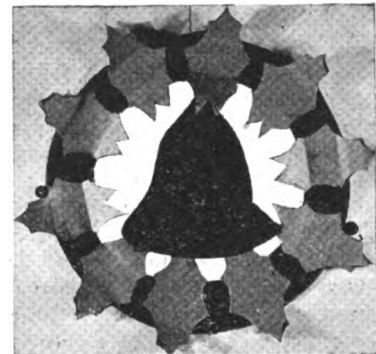
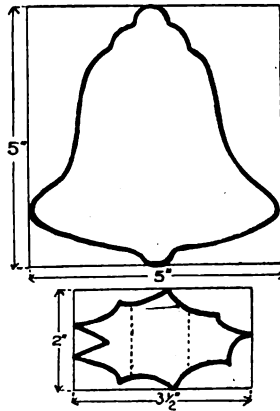
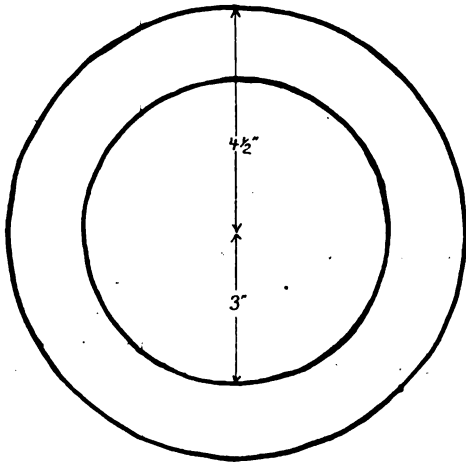
Boys and girls will enjoy the Christmas season more, if they hang a fine holly wreath in each win-

dow and glass door of the room. The wreath is easy to make and very effective. Many pupils may wish to make some for their home windows.

This is a class problem. The teacher should have a pattern for the circle and one for the bell (see illustrations). Count number of windows and glass doors in the room. If there are eight windows and doors, ask one pupil to trace around the pattern on 9x12 red construction paper for eight circles. Ask another pupil to cut the circles. Ask one pupil to trace eight bell shapes on red construction paper, and another pupil to cut the bells.

Each wreath will need twenty holly leaves. There will be ten on each side pasted opposite each other so that the wreath will look the same on both sides. The teacher should cut plenty of pieces of green paper 2x3½ for all the leaves of the wreaths. The teacher should place a drawing of the holly leaf on the board and ask the pupils to cut leaves from the green paper. Notice that the end points and the center points on each side touch the edge of the paper.

Paste the bell in place by means of a strip of paper. Paste the middle leaves on each side, then those on each side of the top of the bell; then those at the bottom of the circle. Next fill in the rest of the leaves and finally paste the leaves on the opposite side.



**Life in a Lumber Camp**

*By Mrs. Ina Lockwood, Normal Training Supervisor, Rochester, Minn.*

**PURPOSE:**

To show how men live while in camp and what steps are involved in lumbering.

**PREPARATIONS:**

When our country was first discovered, almost all the land between the Atlantic coast and the Mississippi River was one dense forest.

Was this an advantage or a disadvantage to the settlers?

Why?

What did they do?

What did they do with the trunks of the trees?

Why did they not send them to mills, or ship them?

What is our government doing at the present time to preserve our forest?

If you were traveling on the Great Lakes or the Mississippi what might you see?

**PROCEDURE:**

If we were going into the woods to establish a lumber camp, what things would we have to provide? List them on the board as the children enumerate them as:

Tools, warm clothing, provisions for man and beast, snowshoes, horses, sleds, cabin and stable.

If you were foreman of a camp what would you have your men do first? Build cabin and stable, make roads, and clear the stream.

What kind of a cabin would they build? Have some child present a picture of a lumber man's cabin,

another picture showing the inside of the cabin with long temporary table and benches and men at dinner.

How would they make roads?

What would the men do next?

Choose trees.

What kind of a man would this work require? Some one who was a good judge of timber. Present pictures, showing how trees are felled.

How are the logs taken out of the forest?

Present pictures, showing lumbermen at work in winter, drawing the logs on sleds to the edge of the stream: loading logs with hooking tongs; skidding logs; the steam log hauler, which takes the place of twelve teamsters and forty-eight horses.

What is done with the logs when the stream is reached?

Why are they not sent immediately downstream?

Where are the logs piled?

Why are they piled directly on the ice?

What happens to them in the spring?

What would happen to them if they were left to float down the stream alone?

Present picture of a log jam.

How are such jams prevented?

How do the men keep their balance on the logs? They have spiked shoes; also, poles with sharp metal hooks.

How do men live on these drives?

They live in houseboats.

How do they know which logs belong to their own companies?

Following the lesson on "Life in a Lumber Camp," the children may use the topic for a composition. They should use pictures and drawings of their own to illustrate their composition, and design appropriate covers for booklets containing the composition.

Suggestive things to do:

Have children make other "Lumber Books" similar to the one described above after they have carried on a conversation on some of the following topics:

1. Enemies of the Forest—  
Some things to talk about are: Forest fires, snow, wind, and fungus diseases. The life of a forest ranger will be full of interest to the children.
2. Logging in the North as contrasted with Logging in the South.
3. A Flume.
4. Lumbering in the Maine Woods as contrasted with Lumbering in the Northwest.
5. Forests and the Water Supply.
6. Consequences of Destroying Forests.
7. Wild Creatures that live in the Forests.

Make a book entitled "The Pine Family."

As the pine family is a large one, get acquainted with its most important members. Write in your book what they give us. Show by drawing how they differ from each other. The Red Pine has needles four to six inches long, in bunches of twos, while the White Pine has needles three to four inches long, in clusters of five. Spruce, Fir, and Hemlock have short needles. The Larch has branches like long tassels. The Cedars have broad flat, open leaves.

Draw an outline map of the United States in your book and show where these important members of the Pine family live. Be particular to show which ones grow in your own locality. Write a story in your book telling how men cut pockets in the sides of certain Pine trees and in a short time the trees fill these pockets with a sticky juice called "resin." De-

scribe the process by which this resin is made into tar and turpentine. Interesting stories may be written about the cones of the Pine tree. Which of this family makes the best Christmas tree?

Make a collection of different kinds of wood in the neighborhood. A cross section of a small tree, two or three inches in diameter, can be made by sawing off a piece about half an inch thick and sand paper one end, which will show the bark, sap wood, rings of growth and heart of the tree.

A longitudinal section can be prepared by saving off a block three or four inches long from the same tree and splitting it in two. These specimens can be mounted on a panel of some kind and hung on the wall. Have them properly labeled.

Make individual maps, showing location and kinds of forest, location of lumber centers, and important transportation routes from the forest to the lumber center.

A FEW WORTH-WHILE SELECTIONS:

"The Honest Woodman of the Logging Camp," in *Child World*.

"This is the tree of the Forest," in *Child World*.

"How the House Was Built," in *Mother Stories*.

"Life of a Forest Ranger," in Prices' *The Land We Live In*.

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Sutherland and Sanford's *Our Country and Her Possessions*.

#### CHRISTMAS CRADLE SONG.

Oh, hush thee, my baby, a story I'll tell,  
How little Lord Jesus on earth came to dwell,  
How in a far country 'way over the sea  
Was born a wee baby, my dear one, like thee.

Chorus.

Lullaby, baby, lullaby, dear,  
Sleep little baby, have never a fear;  
Lullaby, baby, lullaby, dear,  
Jesus will care for His little one here.

The story was told by the angels so bright,  
As round them was shining a heavenly light;  
The stars shone out brightly, but one led the way  
And stood o'er the place where the dear baby lay.

The shepherds then found Him as angels had said,  
The poor little stranger, no crib for a bed,  
Down low in a manger so quiet He lay,  
This little child, Jesus, asleep on the hay.

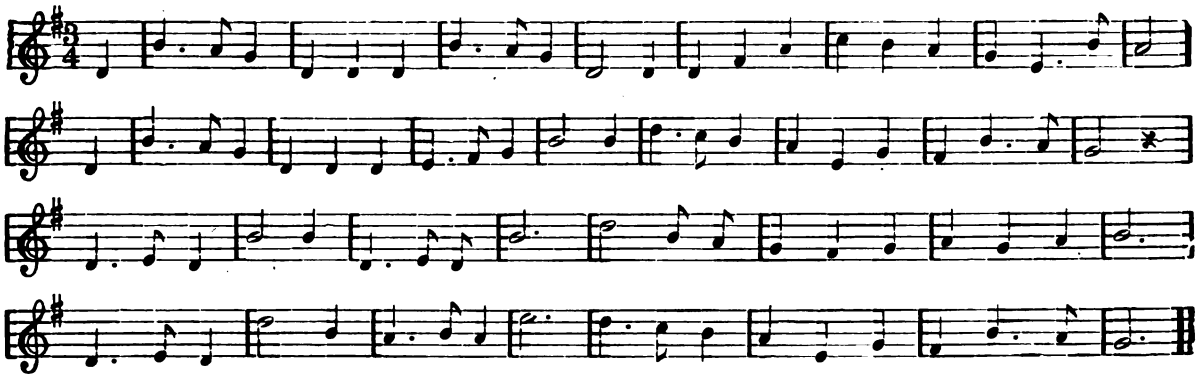
Then hush, little darling, and sweet be thy sleep,  
Bright angels will guard thee, their kind watches  
keep;

Now sleep, little baby, have never a fear,  
For Jesus will watch o'er His little one here.

Note.—This is very effective if sung by a small girl, dressed like a mother, singing to her doll.



## Christmas Cradle Song



By Courtesy of Primary Education. Copyright by G. F. Wilson

## Lesson Plan for the Study of a Poem

By Grace M. Davis, M. A. Leland Stanford University

### THE CHRISTMAS BELLS.

I heard the bells on Christmas Day  
 Their old familiar carols play,  
 And wild and sweet  
 The words repeat  
 Of peace on earth, good will to men!

And thought how, as the day had come  
 The belfries of all Christendom  
 Had rolled along  
 The unbroken song  
 Of peace on earth, good will to men!

Till ringing, singing on its way,  
 The world revolved from night to day  
 A voice, a chime,  
 A chant sublime  
 Of peace on earth, good will to men!

Then from each black accursed mouth  
 The cannon thundered in the South  
 And with the sound  
 The carol drowned  
 Of peace on earth, good will to men!

It was as if an earthquake rent  
 The hearthstones of a continent  
 And made forlorn  
 The households born  
 Of peace on earth, good will to men!

And in despair I bowed my head  
 "There is no peace on earth," I said  
 "For hate is strong  
 And mocks the song  
 Of peace on earth, good will to men."

Then pealed the bells more loud and deep  
 "God is not dead; nor doth He sleep  
 The Wrong shall fail  
 The Right prevail  
 With peace on earth, good will to men."  
 Henry Wadsworth Longfellow.

### I. SUBJECT MATTER.

#### A. Aims:

1. To instill the Christmas spirit of triumphant joy by recreating the emotional attitude of an author who expressed common feelings in a simple melody.
2. To make definite and distinct the Christmas message of peace and good will by affiliating the generalization with the concrete example of the present world situation with its need of lasting peace and human brotherhood.
3. To awaken an appreciation for the accurate, choice and facile use of English by indicating the happy and suggestive diction used.

#### B. Organization of Subject Matter:

1. The caroled message of the Christmas bells.
2. The effect of the bells on the poet.
  - A. Joy over the universality of the message.
  - B. Sadness over the interruption of the message.
  - C. Despair at the mockery of the message.
  - D. Assurance of the unconquerable power of the message.

#### C. Preparation of Subject Matter:

1. Collect and classify into groups a series of illustrations intended (1) to make concrete the rather abstract nature of the lyric, (2) to secure the emotional response, (3) to serve for comparison or contrast in drawing out the suggestive lessons. For the first use pictures of chimes, choristers, etc. For the second, use Perry pictures of the Nativity, the Christ Child, etc. For the third use pictures of Christmas in war and peace times such as the children in the Balkan stables. ("Survey," August 2, 1919) the reproduction of the Ballin statue in the "Survey," May 31, 1919.
2. Arrange supplementary literature and music. If you have a phonograph, have this

song on a record as well as the familiar carols. If not, have the music ready to play for the class. Use Lowell's "Peace on Earth," the Christmas extract from "Marmion," Joyce Kilmer's "Peace Makers" ("National School Service," March 15, 1919), Austin Dobson's "When There is Peace."

3. Give the preliminary assignment.
  - (a) Have the class silently read each stanza and tell you how each should be read. Read the first stanza in a monotone, then exultantly. Which is the better way? Why? Can you mention any Christmas carols that have the same note? Why do people feel happy on Christmas Day? How should the voice change in stanzas 2 and 3? How can we read it to make these stanzas sound like chiming bells? Why would you change the the time in stanzas 5 and 6? Where would the voice become triumphant again? How can we make the voice express that feeling? Then read the entire poem, with the class alertly critical to see whether you have followed suggestions. Be sure to bring out the chiming in stanzas 1 to 3, the despondent echo in the next two and the peal of triumph in the last.
  - (b) Lead to an interest in the abstract through the appeal of the concrete. Do you remember the Christmas we were at war? How did people celebrate? How did you feel when the armistice was signed? Read an account of the unrestrained joy people felt. Today we are going to study about another man who was just as unhappy as we were last Christmas. Yet he felt just as sure of victory as we did. Read Joyce Kilmer's "Peacemakers." Why did both these men feel so sure of victory? The man who wrote this poem lived in 1860. What do you think he was sad about? Review the historical background here, or present a vivid word picture of the conditions of that time.
  - (c) Prevent the formation of hazy conceptions due to the sliding over words without distinctly grasping the images mentally. Tomorrow I want the class to be able to tell me: What Longfellow considers the Christmas message. What he considers has broken the song. How he feels in each stanza. What his final conclusion is. Pick out two lines we might put on the blackboard for Christmas week. Discuss with your parents this question: At this Christmas tide are we assured of a true or lasting peace? We will see how we agree on that question tomorrow.
  - (d) To attract attention to the value of the result of exactness in the use of words ask the class to prepare a list

of all the words that bring out sound, classifying them as parts of speech. What letters are used most often in these words? Which refer to bells? Which to cannon? Which to an earthquake? Can you find at least one other word for each? Assign the following words to be looked up in the dictionary: Christendom, revolved, sublime, chant, accursed, hearthstones, belfry.

## II. METHOD

### A. Aims:

1. To make use of the principle of correlation by connecting this Christmas poem with history, current events, music, drawing, etc.
2. To illuminate the generalization (peace and good will) by the use of concrete examples and by use of comparison and contrast (the first Christmas, the Civil War Christmas, the Christmas of 1919.)
3. To appeal through the sense of hearing as a means of arousing the attendant emotional reaction.

### B. Preparation:

1. Pass to the literature lesson from the music hour where you have practiced the Christmas carols. If possible have the chimes played on a phonograph.
2. Clear up difficulties in the wording and phrasing. Discuss the definitions assigned and use them in sentences about Christmas. Put the list of words on the board. Can anyone suggest some similar words? Did you have any trouble in understanding any part of this poem? What is the subject of "thought" in line 1, stanza 2? What does "singing, ringing" modify? What is the subject of drowned? What was "as if an earthquake rent?" What households were "made forlorn?" To what does "the South" refer?
3. Place the chief stress on the content of the message. Have the preliminary assignment questions answered. Make the discussion as to present possibilities for a world peace as thought-provoking as possible. What is the Christmas spirit? Where was it first announced to the world? Read Luke II:1-14. How would this spirit end all wars? Why hasn't it stopped men from war before this?

### C. Development:

1. After the Christmas atmosphere has entered into their hearts through the medium of the chiming lines and after the vitality of the Christmas message has been impressed through class discussion, proceed to draw out the richness of meaning which Longfellow has crowded into concise, musical expressions.
  - (a) "Their old familiar carols." Why do you think the poet used "carols" rather than songs? Why do we always long for the old familiar things on Christmas Day?

- (b) **"Wild and sweet."** Why are the carols "wild?" Why are they "sweet?" What musical instrument beside bells do you think could best play "wild and sweet" music?
- (c) **"The Day had come."** Compare the American "Day" of peace and good will with the former German idea of "Der tag," the day of revenge.
- (d) **"All Christendom."** How much of the world does that include? What nations are keeping Christmas today? How does the common faith act as a bond of union?
- (e) **"Had rolled along. The unbroken song."** Why does Longfellow choose bellfries to carry the message? Why would towers be a poorer word to use? Why was the song unbroken? How does the word "rolled" echo? What letters make it sound like an organ note?
- (f) **"The world revolved from night to day."** The poet means the world has changed from Evil to Good. To what is he comparing the world? What do you know that revolves around? Do you think that a revolving object can get more speed in passing than one that moves in a straight line. Why? The teacher should make this concrete. Illustrate by showing improvement in treatment of women and children, poor, criminals, etc. Can you mention any other things that have changed from better to better because of this Christmas message of good-will?
- (g) **"Black accursed mouth."** What does cannon stand for? When is war cursed? When is war necessary? How does war drown the Christmas carol?
- (h) **"The hearthstones of a continent."** How many in the class have fireplaces? Describe the way one is constructed. Why do families always gather around a fire? Describe the sentiment connected with the hearth from earliest times. Explain that to break hearthstones means to break up the family life. How did the Civil War interrupt the family life of America? How did the European War break up the family life of the brotherhood of nations? What plan has been suggested to prevent the destruction of the hearthstones again?
- (i) **"And mocks the song."** What do you mean by mockery? How can "hate" mock a song? How is hate a cause of war? If hate causes war, what spirit causes peace?
- (j) **"The Right prevail."** In what other national songs do we express the same thought? Copy this motto on the board. What was Germany's motto? How does this belief in the triumph of

right differ from the trust in Might? Which was victorious in the last war? Can we honestly say that this is our national motto? Show how it is used in "Hail Columbia," "Star-Spangled Banner," "America," etc.

- Reread the poem to leave the impression of a unit with each part a definite proportion in producing the general effect.
- Be sure to have the American ideal here illustrated added to the list of American characteristics as kept in the pamphlet devoted to the purpose. The ideals of 1776 were the ideals of 1860.

#### D. Application:

- At your Christmas entertainment have the song sung by concealed musicians while the following tableau is presented: Two tiny girls in white enter, swinging red Christmas bells. They stand with bowed heads during stanzas 3, 4, 5 and 6 and swing the bells during the last stanza.
- Let the younger classes make an illustrated alphabet using bells in garlands, etc., as decorations. The older pupils should prepare Christmas cards with the first verse neatly lettered and with a bar of music or bells for decoration. The bell might also be used as a motif for the entire decoration of room and tree.
- For the language lesson have the children write a composition on "How I can show Good Will at Christmas."
- Make the lesson function into action by arousing the sympathies for poorer children. Collect toys, etc., for the needy ones.
- For a number in a patriotic pageant this poem could be most successfully adapted. Let Peace bearing the wreath of victory and a palm approach Columbia. Justice stands alert but sheathing a sword as he balances the scales. Let the poem be sung with intensity.

#### THE VALUE OF DEBATING.

(As realized by the Crookston Team of the Minnesota State High School Debating League 1918-19.)

KEITH SANBERG SAYS:

**S**INCE I made a place on the Crookston High School Debating Team, I have become very much more self-confident. Debating has helped me to express myself more clearly and to speak extemporaneously.

I have learned how to attack a great mass of material, and select from it what was important for the subject under consideration. I was also shown the advantage of arranging material logically.

Debate taught me the value of co-operation in working with my colleagues and coach, and that to accomplish anything worth while takes careful work and time. Last, but not least, I have been made to feel that there is no disgrace in being defeated.

My outside activities consist of membership in the high school orchestra and glee club, Sunday School orchestra and the Citizens' Band.

HAROLD ROBBINS SAYS:

My debate work this year has been extremely bene-

ficial to me in every way, but perhaps the most noticeable result has been the manner in which it has increased my responsibility toward my regular school work. In previous years I have been what might be called a "slacker" or a "flunker," having failed in as many as three subjects in a year. The first semester this year seemed about to be a repetition of the others until about Christmas time my interest was aroused in the debate question. I took part in the preliminaries and was finally chosen as third member of the team. I had never known what it really meant to work in school until I started in debate, but for the first three weeks we worked after school, evenings and every bit of spare time we had. From that time on, I seemed to take more interest in my classes and realized what I was in school for. I learned to make more out of the recitations. As a result of this awakening in me of this spirit of work, I went through in every subject this year with averages far above passing. Besides bringing me to realize a sense of responsibility it has also taught me how to be able to speak before people and to express my ideas in a clearer manner than before. Every pupil in high school should be made to take a certain amount of public speaking and argumentation before they are given their diplomas. Debating societies should be organized and pushed, for it is here, if anywhere, that a person is to get an idea of the advantages of a debate. The Fergus Falls High School, which had the strongest debate team we went up against this year, has several debating societies and not only that, but they also have inter-class debates and the clear, logical reasoning of this team certainly showed the result of this training.

Besides the regular work and my debate, I have had charge of the editing of the Central High Reporter, our school paper, for the last two years. I have sung in the Boys' Glee Club, and am greatly interested in declamatory work. All of these things have taken time, but they are worth it.

#### CLARENCE FYLLING SAYS:

The benefits I received from debate are many and varied. What I consider most helpful is that I am now able to express my views clearly and definitely whether writing or speaking, and have greatly enlarged my vocabulary. It is a great deal easier for me to memorize any passage or speech which has helped immensely in the preparation of my lessons. Although memorizing does not aid me as much as being able to think quickly and practically. There are many benefits which I cannot explain, but I feel that the enjoyment and experience I obtained from debate are such as cannot be derived from any other activity.

My other outside activities were a great deal different. I was a member of the class basketball team, Boys' Glee Club, Annual Board, and the High School Orchestra. But I am pleased to say that the most beneficial and enjoyed outside activity has been debate.

#### SUPT. SANDBERG'S COMMENT.

What has pleased me the most is the splendid spirit of sportsmanship on the part of teams, coaches and superintendents that has prevailed. There has not been a particle of dissatisfaction as far as we have been able to see, on the part of any team whom we have defeated. Everyone has expressed satisfaction over the manner in which they have been treated.

In the past I have questioned somewhat the advisability of entering the state league, because of the trouble and time that it took for the contests. I also felt that it distracted from regular school work. I now believe that instead of being a drawback, it really spurs the students who are on the team, to greater effort as far as school work is concerned, because of the fact that they represent the school, stimulates their pride to be worthy of such an honor, and consequently, desire to stand well in their classes.

## Questions for Use in the Study of Evangeline

By *Velva Bradbury, Monroe, Wisconsin*

### PART THE SECOND

#### LESSON XV

##### PARAGRAPH 26, LINES 666-740

1. Explain exile; household goods.
2. Where are the banks of Newfoundland?
3. What was the object in scattering the Acadians among different states?
4. Name states where the Acadians were landed.
5. What lakes might be meant by the cold lakes of the north?
6. Where are the savannas in the United States?
7. What river is the Father of Waters? How can a river seize the hills and drag them down to the ocean?
8. Explain the reference to the mammoth.
9. What destiny awaited many of the exiles?
10. Why do you think the author likens Evangeline's life to a desert?
11. Relate the comparison between her life and the emigrant's way over the desert.
12. What rumors of Gabriel reach her?
13. Explain *coureurs-des-bois*; St. Catherine's tresses; *voyageur*.

14. What advice do Evangeline's friends give her? Does Father Felician advise her to do as her friends wish?
15. Memorize lines 720-727.
16. What does the writer mean by, "Let me essay, O Muse."
17. How does the author intend to follow the life of Evangeline?
18. Words: *asunder*, *emigrant*, *tedious*, *inarticulate*, *shards*, *devious*, *margin*, *intervals*, *sylvan*.

#### LESSON XVI

##### PARAGRAPH 27, LINES 740-790

1. What is the name given to the Ohio?
2. Draw the map of the Louisiana country. A good little map is found in the MacMillan edition.
3. Trace on a map the voyage of the Acadian boat down the Ohio, Mississippi, and thru the Atchafalaya river or bayou.
4. Where is the Wabash? Opelousas? the Golden Coast? Bayou of Plaquemine?
5. What trees, birds and other features are men-

tioned that are characteristic of the Southern United States?

6. Explain kith and kin, Spanish moss, perpetual summer, shrinking mimosa.
7. Words: cumbrous, turbulent, chutes, lagoons, devious, tenebrous, cypress.
8. What is the purpose of this trip down the river?
9. Describe the scenes thru which the boat passes.
10. What lines indicate that the occupants of the boat are prepared for disappointment?
11. What line indicates the hope and courage of Evangeline?

#### LESSON XVII

PARAGRAPH 28 AND 29, LINES 790-825

1. Words: peradventure, colonnades, corridors, multitudinous, reverberant, myriads, undulations, resplendent, lotus, magnolia, sylvan, suspended, pendulous, vision, celestial, cope.
2. In how many channels does the lower Mississippi flow?
3. Why do they sound the bugle?
4. Why do they sail at night?
5. Explain: banners of moss, roar of the alligator.
6. Tell the story of the ladder of Jacob. Genesis 28. VII-16.

#### LESSON XVIII

PARAGRAPH 30 AND 31, LINES 825-887

1. How do the boats miss each other?
2. Describe Gabriel's appearance.
3. What is the suggestion in line 840?
4. Locate St. Maurs and St. Martin.
5. Words: sinewy, bison, legibly, oblivion, palmettos, tholes, superstition, credulous, buoy, illusions, inexpressible, delirious, derision, plaintive, prelude, amber.
6. What strange dream or idea does Evangeline have? Does Father Felician treat her fancy respectfully or is it ridiculed? Does he give the right interpretation to her fancy?
7. Where does Father Felician intend to establish a parish? Do you believe in trusting to illusions as Father Felician advised?
8. Does the mocking-bird sing so wonderfully as it is described in this poem as doing?
9. Who were the Bacchantes?

#### LESSON XIX

PARAGRAPHS 32 AND 33, LINES 888-958

1. What is mistletoe? What was the Druidic custom regarding it?
2. Define Yule-tide, secluded, spacious, perpetual, contentions, sombrero, adverse, extended, encountered, concealing, blithe, existence, fugitive.
3. Describe the meeting of the old friends.
4. What are the Fates?
5. How delightful a country is this where Basil has found his home?
6. What is Basil's business?
7. Where has Gabriel gone? What plans do they make to find him?
8. Where are the Ozarks?
9. What lines indicate that Gabriel remembers Evangeline?

#### LESSON XX

PARAGRAPHS 34 AND 35, LINES 958-1006

1. How does the community celebrate the arrival of the boat-load of old friends?

2. Explain: "like a god on Olympus," ci-devant, dispensing, mortal, hilarious, profusion, provokes, patriarchal.
3. Is Basil satisfied with his new home?
4. Of what promising opportunities does he tell the newcomers?
5. Why should ground provoke the wrath of the farmer?
6. What attitude does he hold toward the King of England?
7. What superstition is given in line 1006?
8. What is snuff?

#### LESSON XXI

PARAGRAPHS 36 AND 37, LINES 1006-1075

1. Who are the Creoles?
2. Restate the lines 1012-1027.
3. Words: accordant, melodious, irrepressible, manifold, indefinable, inundate, desolate, garrulous.
4. Who were the Carthusians?
5. What did the people believe at one time about comets?
6. What is the meaning of Upharsin? Tell the story of Belshazzar's feast (Daniel 5). How does the poet make this reference apply at this part of the poem?
7. Explain oracular cavern.
8. Look up the Biblical references to the Prodigal Son, Luke 15, and to the Foolish Virgins, Matthew 25:1-14. Whom does the priest refer to as the prodigal son and the foolish virgin?

#### LESSON XXII

PARAGRAPHS 38 AND 39, LINES 1075-1115

1. Words: perpetual, luminous, emigrant, precipitate, sierras, implacable, marauder, taciturn, inverted, amorphas.
2. What region is meant in lines 1075-1085?
3. Look in Wyoming for the Wind-River Mountains.
4. Who was Ishmael? An odd idea is referred to here regarding the Indian ancestry. Why, also, might the Indians be likened to Ishmael's children?
5. Explain: anchorite monk Fata Morgana. How does the phrase Fate Morgana apply here?
6. Why does the vulture sail aloft over a war-trail?
7. Was the Ozark region hunting-land at the time of this story?

#### LESSON XXIII

PARAGRAPHS 40 AND 41, LINES 1115-1206

1. Where did the Shawnee tribe live? the Comanches?
2. What has happened to the French husband of this Indian woman?
3. How far is she from her home tribe?
4. What legends does the Shawnee woman relate? How do the stories affect Evangeline?
5. Explain "Black-Robe chief." Where did the Jesuits work in America? Do you know the name of a Jesuit of early fame? Where does this Jesuit hold his service?
6. Words: bison, swarthy, hapless, compassion, disaster, mute, incantation, weird, phantom, enchanted, sombre, audible, emotion, agonized, rural, intricate, aerial, vespers, susurras, swarded, benediction, benignant, maize-ear, submissive.

7. What news has the priest of Gabriel.
8. What is Evangeline's decision as a result of this news?

## LESSON XXIV

PARAGRAPHS 42, 43 AND 44, LINES 1206-1251

1. Words: cloisters, mendicant, compass-flower, asphodel, nepenthe, rumor, secluded, hamlet.
2. Does Gabriel return to the mission?
3. Why call a crow "mendicant?"
4. What signs does the Indians have about the corn?
5. What plant does the priest say that faith is like? What kind of flowers is passion like? How will faith crown us? To what kingdom do asphodel meadows refer? What does the poet mean that nepenthe will soothe?
6. Where does rumor say Gabriel had gone? Is this a hard journey for Evangeline? Does she find him there?
7. Name places where Evangeline seeks for Gabriel? How long does she seek?
8. Where were the Moravian settlements?
9. What life is meant in line 1250?

## LESSON XXV

PARAGRAPH 45, LINES 1252-1297

1. What state is washed by the Delaware?
2. What city is meant in line 1253?
3. Explain "sylvan shades."
4. How are the streets of Philadelphia named?
5. What is a Dryad? Would naming the streets for trees appease the Dryads?
6. Words: emblem, appease, molested, exile, descendants, endeavor, illumined, transfigured, abnegation, diffused, aroma, taper, suburbs.
7. At what city had the English ship left Evangeline at the time of the Exile?
8. Contrast this picture of Le Blanc with the picture of him in part one.
9. Where are the rest of his family at this time?
10. Who are the Quakers?
11. Why does Evangeline come back to Philadelphia?
12. Does peace ever come to her?
13. How does she think of Gabriel?
14. What kind of life does a sister of mercy lead?
15. What is abnegation of self?
16. Is line 1282 the great teaching of the poem?

## LESSON XXVI

PARAGRAPH 46, LINES 1297-1319

1. Words: pestilence, presaged, brackish, oppressor, scourge, alms-house, celestial, apostles.
2. Tell of the pestilence of 1793 which scourged Philadelphia.
3. Have there ever been such flocks of pigeons as are spoken of in these lines?
4. Why is not the Sister of Mercy afraid?
5. Is there a halo around Evangeline's head?
6. What is the city celestial?

## LESSON XXVII

PARAGRAPHS 47, 48 AND 49, LINES 1319-END

1. What is our word for almshouse?
2. Explain: corridor, chimes, psalms, assiduous, pallets, languid, consoler, anguish, infinite, case-ment.
3. How can death be a consoler?
4. Look up Exodus 12 for lines 1355 and 1356.
5. Is the statement of lines 1253 and 1254 true?
6. For what does Evangeline give thanks?
7. Did any Acadians go back to their own land?

## GENERAL

1. Mark the especially beautiful lines in Part II.
2. Memorize at least six lines.
3. Written topics:
  1. Was England justified in exiling the Acadians?
  2. Evangeline's wanderings.
  3. A summary of the second part.
  4. The making of an Evangeline booklet has been found by some teachers to be a happy addition. Especially beautiful lines may be copied; lines with vital expression of truth are valuable as quotations, pictures, drawings, and compositions may be included. Such a booklet should combine good penmanship and punctuation and allow for some originality on the part of the class in design and arrangement. A small booklet might be made at the close of the study, but the idea is of greater assistance if given at odd days for seat-work when the teacher desires to do additional class-work or gain expressive reading.
  5. When oral reading is required—and it should be after the interpretation of a section is secured—see to it that the reader has an audience of class-mates with books closed. A good, expressive reading cannot be replaced by any amount of silent reading if the sense of rhythm and the feeling are to be conveyed. Expressive reading is most often accompanied by a facial expression, a gleam of the eye, or a bodily attitude that reveals understanding of the printed sentence.
  6. Read a biography of the author.
  7. A dramatization of this poem is published by Eldridge Entertainment Company, Franklin, Ohio.
  8. Maps of the Acadian country are found in the Houghton Mifflin Company edition. In the Macmillan edition, maps of the Acadian and Louisiana country are found. A good, detailed history of the Acadians is included in the Macmillan edition. Both of the above volumes are annotated. The illustrated volume of Evangeline, by F. Darley, Houghton Mifflin Co. is valuable during the entire study of the poem.
  9. Searson and Martin's Eighth Grade Reader has very suggestive questions on Evangeline.
  10. Pronunciation list of French words.

—It is THE WORLD BOOK you want—



# Problem Method in Geography

Myra Banks, Department of Geography, Northrop Collegiate School, Minneapolis.

## AUSTRALIA

### TEACHER'S PREPARATION.

**D** ID you ever try to climb into a wagon which was moving just a trifle too fast for you to succeed in getting on behind?

If you had been there, perhaps only a minute sooner before it started or if the wagon could have been stopped just long enough for you to climb in you might have journeyed pleasantly and at ease. But as it was, you were made to run, willy-nilly, hitting all manner of unseen stones and bumps, desperately hanging on, but perhaps finally abandoning the vain struggle,—to be left far behind, out of breath and humor.

In your preparation for daily teaching are you "riding," or, altho you "run" just as fast as you can (perhaps the year around) are you often "behind the wagon?" If you are not, possibly your "wagon" is not moving. At any rate, it is probably true that most of us, figuratively speaking, are in this uncomfortable position. We are pressed for time to do our necessary work, even when we sacrifice many legitimate interests in the attempt to get it done, simply because, if a standard of artistic workmanship and if efficient service in education is maintained, we have too much to do.

Most of us would welcome an assistant in making our daily preparation: one who could help us plan work weeks and months ahead so that we could feel the satisfaction of a well-provided future, avoid the waste which comes from taking the wrong road because we are too hurried to find the right, and gain the poise in our subject which comes only from long acquaintance with it and the chance to judge the values and relations of its component parts.

Perhaps you are far from a good library. It would be a great help to you, however, to have some one who could go to the best libraries in the state and do reference work for you; find what there is to be had; choose what you could use; and let you know just where and how to find it. Books are not hard to get when we know what we want.

Such an assistant could write to the proper sources and find what things in the line of teaching helps are available; list and sort pictures for your use; possibly suggest some devices that are new.

### PURPOSE OF THESE ARTICLES

To render just such a service in geography is the first aim of these articles. In detail, their purpose is as follows:

I. *To present in usable, organized form the subject matter of several large topics chosen from those indicated for grades V to VII, inclusive, by the State Course of Study.*

1st, By suggesting problems the solution of which requires scientific thinking and involves the essential facts and principles of geography.

2nd, By summarizing, out of all the facts brought to light in these problems, those few which are basic and call for definite mastery.

3rd, By indicating definite devices in addition to the problem method which will vitalize the teaching of these particular topics:

(1) The individual report or topic.

(2) "Illustrative material," kinds, sources, ways and places to use it.

II. *To summarize the big geographic principles, and show how the daily work may be made to contribute to developing the pupils' concept and use of them.*

III. *To make clear the advantages of the "Problem Method."*

1. By defining, thru concrete examples, the types of problem method.

2. By showing its value as a means of fact acquisition.

3. By illustrating its use as an approach to new material, and for purposes of review.

IV. *Thru development of the above points (organization of subject matter, summary of essential facts, listing of devices, illustration of the problem method) and, possibly, thru some other means, to express a concept of the teaching of geography which will be found modern, scientific and helpful to*

those who teach geography.

### AIMS IN TEACHING GEOGRAPHY

Dean William Russell of the University of Iowa, in a recent talk to the teachers and parents of Northrop Collegiate School, spoke in words to this effect: "We are likely to become so absorbed in teaching history and Latin, in teaching geography, in teaching arithmetic, that we forget all about *why* we are doing it."

In answer to the question thereby raised, the presentation of a big topic in geography may be considered as a means to the following closely related purposes:

I. To develop scientific thinking through the use of problems whose solution requires accurate observation, tracing of relationships, exercise of reason, use of judgment, drawing and verifying of conclusions and application of principles already acquired.

II. Thru imaginary travel, to widen the children's outlook, and enrich their experience and interests.

III. To lead the children to master such facts and principles as make for a better understanding of current events, and which contribute to the bond of com-

### TO TEACHERS

If you will take the time to write me, in care of Northrop Collegiate School, Minneapolis, and tell what your difficulties in teaching geography are; which topics it would be helpful to have worked out, and the time of year you use them; whether the geography articles being published in School Education are useful to you; if not, why not, and vice-versa;—in short if you will take time to write anything which you think would help me make this department of the paper more valuable to you your effort will surely be appreciated.

Myra Banks.

mon ideas that unite civilized peoples the world over.

IV. To cultivate a taste for serious reading.

V. To teach correct study-habits.

### CONCRETE APPLICATION

#### AUSTRALIA TAKEN AS AN ILLUSTRATIVE TOPIC

I. The big problem which the topic of Australia presents:

1. Realizing the problems.

The opinion is frequently voiced that the pupils should make their own assignment; in other words, they should formulate the problems they wish solved, and ask the questions to be answered. Such a condition is, indeed, an expression of splendid activity which every teacher should seek to develop in her classes.

But it also involves an activity on her part which cannot be over-emphasized: the necessity of directing the children's interest along such lines as will lead them to ask *thoughtful questions*, and to see the *real problems* involved in the subject being considered. The teacher can do this by first appreciating the problems herself and then giving the pupils carefully selected data which will arouse the vital questions. In order to do this, the teacher must first become saturated with the topic herself. She should read and read and read from the best available sources until she feels herself more or less an authority on that particular topic. Once started, she will become fascinated with the possibilities which unfold. (If she cannot do it with every topic, she might try this course with one big topic a year.)

For a teacher wishing to follow this suggestion in regard to Australia, the following references are listed:

*Lonely Australia, The Unique Continent*, "National Geographic Magazine," December, 1916. This is probably the best material you can find. When carefully studied it forms a criterion from which to judge the worth of other reading on the subject. The pictures are remarkable. If your school does not have a copy, you can probably secure one by writing to the National Geographic Society, Washington, D. C., enclosing twenty-five cents. It is found at most libraries. Second hand book stores often can supply back numbers.

Tarr-McMurry, "Complete Geography," Book II. *Australia and Islands of the Sea*.

*Australian Life in Town and Country* by E. C. Buley. Published by G. P. Putnam's Sons, New York. This is a very helpful book. Parts of it are adapted for use of the pupils themselves.

"Peeps at Many Lands Series." *Australia*. The Macmillan Company, Chicago, Illinois. This is also suitable for pupils' use. There are twelve beautiful full-page illustrations in color.

Chamberlain, "The Continents and Their People," *Oceania*. The first page of the Preface and the first fifty pages discuss Australia. There are numerous very good illustrations. This is another book suitable for pupils' use.

*Australia from a Woman's Point of View*, Jessie Ackermann. Cassell and Company, Limited, New York. The first seventy pages impress one as good geographic material. There are many splendid pictures throughout. As a citizen of a state which was one of the first to ratify the Suffrage Amendment, you

will enjoy reading the entire book. Extracts only for pupils.

"The World and its People," *Australia and The Islands of the Sea*, by Eva M. C. Kellog. Silver Burdett & Company, Chicago. Eighty pages are devoted to Australia. Adapted for pupils' use.

*Boy Travellers in Australia*, by Knox, Harper and Brothers, New York. This book is not only instructive, but its pictures are very amusing. It gives one a feeling of real intimacy with Australia.

*Australasia's Story*. Illustrated in color, by H. E. Marshall. Frederick A. Stokes, New York. Though written for children, it will help the teacher get the necessary historical background of this topic.

*Australian Ballads and Rhymes*. Edited by Douglas B. W. Sladen. Walter Scott, Limited, New York, 3 East 14th St. This book is not included because of any geographic value. But it will add another side to your concept of Australia.

Other books which may be mentioned are:

*The New World of The South*, by Fitchett.

*On the Wool Track*, by C. E. W. Bean.

*Across Australia*, by Spencer and Gillen.

All of these and a dozen more were examined in making this list.

After she has studied a number of sources, the teacher realizes that certain phases of the topic are met with in every reference. She begins to sense what is truly characteristic and essential. She commences to be at home among the facts, and to see their relation to a few big questions. She is safe to conclude that ~~these~~ **these** are the phases ~~the class study~~ **the class study** should emphasize.

It is evident that much time and thought are necessary to select the material which contains the seed of the entire topic. But she who takes the time to do so will reap a harvest whose bounty compares with the renowned mustard tree of the Scriptures.

It was in the manner described that the big problem for the organization of "Australia" was selected. The following facts are offered as an approach to make the children themselves realize the problem. Present the facts one at a time in the first lesson in any way you think effective being sure you state or bring them out clearly.

1. Australia is as large as the United States. But all the people in the entire continent are fewer than in New York City, alone.

This is about what happens:

"Why, I never knew Australia was so large! It looks like quite a small place on the map."

A suspension globe, wall-map of the world and the eastern hemisphere, or even the text maps are now consulted. (Keep the children away from just Australia for the present.) Explanation should be made that Australia suffers by comparison with its vast neighbor, Asia, 2500-3000 miles distant, with which it appears on maps of the eastern hemisphere. Also, that the area represented in a map of Australia and islands of the sea is so great, that on a page of ordinary size fairly large regions are reduced almost to dots.

"It doesn't seem possible there are so few people." (Offer thanks if someone wishes to verify the population of Australia by consulting the appendix of his geography!)

"How can it be as large as the United States and have so few people?"

- Now tell the class that is not all.
- The United States has more than ten times as many miles of railroads as Australia.
  - The United States has nearly fifteen times as much land under cultivation.

(If in the study of South America, you brought out the point that the extensive railroads are one proof that the Argentine is the most advanced country of the continent, the children are likely again to see the significance of the railroads. If not, the other two facts may serve the purpose.)

"It can't be very well developed, or it would have more railroads."

"What's the matter with the land?"

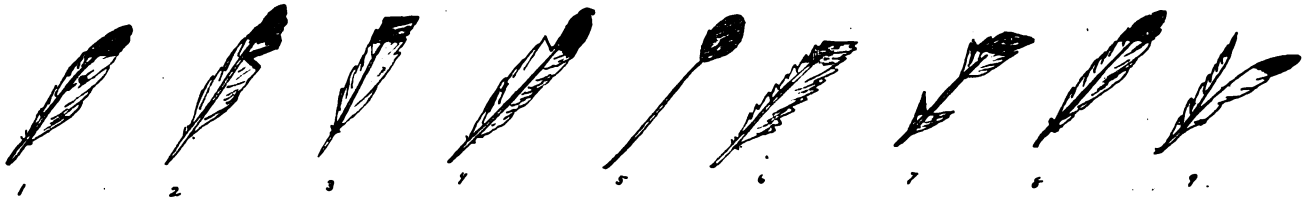
It is now time to find out. In other words, but none the less definitely, the pupils have stated the problem: *To account for "Australia's Lack of Development."*

(Next month's article presents in detail the development of this problem.)

## Strange Indian Customs

W. M. Wemett

### I. AN INDIAN TOLD OF HIS BRAVE DEEDS BY THE WAY HE WORE HIS FEATHERS.



Scheme used by the Sioux Indians to indicate personal exploits.

**T**HE Indians had great admiration for bravery and took pride in wearing visible proof of their valor. Class distinction was based upon the number and importance of the warrior's exploits, hence every kind of exploit was graded as to its importance, and a certain "exploit mark," agreed upon, was worn by the warrior, in order that all strangers might read the story of his deeds and accord him fitting honor. Exploits were marked by feathers in the hair, marks on the clothing, paint on the body or by tufts of hair hanging about the person. Nearly every feather, ornament or mark which an Indian wore meant something.

The deed which carried with it the greatest honor was the killing of an enemy. Next to this was the touching of the body of an enemy either dead or alive. So glorious an achievement was the latter seemingly useless act considered that braves habitually risked their lives and recklessly exposed themselves to the fire of the enemy in order that they might run forward to touch the body of a fallen foe.

Among the Sioux Indians a feather worn horizontally in the hair meant, "I touched the body of an enemy in the sight of his friends." A single feather worn vertically meant, "I killed my enemy with my fist." Feathers used to indicate the number of scalps taken were worn slanting forward. In most other cases feathers slanted backward at an angle of forty-five degrees.

Authority for the feather exploit marks in the accompanying illustration may be found in Mrs. Eastman's *Dakotah*. The shaded portion was colored, usually red. Following is the meaning of each design, as used by the Sioux: 1. I killed my enemy. 2. I cut my enemy's throat and scalped him. 3. I cut my enemy's throat. 4. I was the third person to touch an enemy's body. 5. I was the first to see the enemy approaching. 6. I was the fourth person to touch an enemy's body. 7. I was the fifth person to touch an enemy's body. 8. I killed the squaw of an

enemy. 9. I was wounded many times. Figure 8 is not common, but is found among the Knife River tribes. It is made by fastening to each side of the quill a strip of rawhide embroidered with porcupine quills.

In some tribes exploits were indicated by pieces of wood fastened in the hair. It was customary among the Sioux for a warrior to show that he had been



Chief Red Cloud dressed in chief's great feathered bonnet. This photograph was taken by Mr. D. F. Barry of Superior, Wisconsin.

wounded by painting his clothing red where the wound was received.

When a warrior had acquired great distinction he was permitted to wear the great feathered bonnet as shown in the accompanying photograph of Chief Red Cloud by D. F. Barry.

# Suggested Methods of Teaching Arithmetic

A series of articles covering Grades 1-8, conducted by Jennie E. Fair, Primary Supervisor; Frances P. Parker, Principal Neil School; and Katherine Prendergast, Principal Adams School, St. Paul.

## FUNDAMENTAL OPERATIONS

Katherine Prendergast

### ADDITION

Miss Prendergast received her training for teaching in the St. Paul Normal, the College of Education of the University of Minnesota and Teachers' College of Columbia University. She was critic and method teacher in the Primary and Intermediate Departments of the St. Paul Normal for some years and was then connected with the supervisory work in the Intermediate grades throughout the city, later becoming principal of one of the larger schools.

#### Aim

To teach fundamental operations rationally, and to habituate and memorize the processes. This should be accomplished by the end of the sixth year of school life.

#### Introduction

Notation and Numeration need not be given as a special topic, but should be presented through the fundamental processes and taught along with them. In this way children see the use of, and need for, knowledge of Notation and Numeration. Its constant application in the teaching of the fundamental processes affords splendid drill in reading and writing of numbers and is a great aid to accuracy in all work.

In the following lessons, "First Step," "Second Step," does not necessarily mean one day's lesson. It should mean to any teacher as many day's work, on the particular step that is being studied, as her class needs. (*How to Study*, P. 112, "How to Study Mathematics," by Sandwick.)

The work need not necessarily be presented in consecutive lessons, in fact it would often be unwise to do this. A teacher must use her judgment here and leave the work when it becomes tiresome to, or loses its interest for the class, returning to it later, after the children have been rested by turning to some *review topic*—not to a new topic, as it would be unwise to present another new topic before the first one is completed. (*How to Study*, Sandwick, p. 73, Chap. XI.)

Working each day's assignment in a book kept for arithmetic *only* makes possible reference to and comparison of work as to progress in neatness and accuracy. As the term goes on this reference and comparison is valuable both for pupil and teacher.

#### DEVELOPMENT DRILL IN NOTATION AND NUMERATION

##### BEFORE PRESENTING ADDITION

Preparation for this topic is made gradually over a long period of time and should be a deliberate, planned preparation—not an incidental one—the teacher looking forward to the topic to be presented later, helping the children to build a solid foundation for it, and, while building this foundation, teaching them the skillful use of the tools necessary in completing the topic.

The tools necessary for addition are:

1. A knowledge of addition combinations: the forty-five facts.
2. An understanding of units, tens, hundreds, and thousands (presented through the use of single sticks and bundles of tens, hundreds and thousands) and the ability to read and write numbers of these denominations.

#### First Step in Notation and Numeration: Units and Tens.

*Units:* In beginning Notation teach children that a unit is a single thing or person. Clinch this definition with: "Show us a unit."

A child holds up his pencil. To help make knowledge more secure ask him to *tell* as well as *show*, saying as he holds it up: "This pencil is a unit."

Ask many or all of the children to show a unit, getting such a statement as:

"The clock is a unit. My desk is a unit. I am a unit. John is a unit."

In preparation for this lesson there is a bundle of sticks on each desk. The teacher says, "These sticks are units. You may take 5 units." Place them at the right of your desks. Mary may come to the board and write 5.

"Place 3 units under the 5 units on your desks. Frank may come and write 3 under the 5 on the board.

*Tens.* "You may take 10 units. Whenever we have ten units we call it 1 ten. Show us your bundle of 10 units. What are we going to call these 10 units, Susie?"

"We are going to call them a ten."

"We do not place tens under the units we already have on our desks because tens has a special place of its own. Tens are always placed one step to the left of the units.

"Place your tens one step below and one step to the left of your 3 units." (Go round and see that all are right in the placing.)

"I am going to write 10 under the numbers on the board and show you just where it ought to be. You all know how to write 10 when it stands alone but when numbers are written in columns we write it thus under our 5 and 3:

5  
3  
10

*Drill.* "Come and show us the units column." A child points from 5 down through 0 and says, "This is the units column."

"Read the units that are here." Someone reads 5 units, 3 units, no units.

"The tens column is always one space to the left of what columns?"

"It is always one space to the left of the units column."

"Show us the tens column. Read the tens that are here."

Someone reads, "One ten."

"Show the units column on your desks." Read your units.

"Show the tens column." Read your tens.

"Point to the column at the right on your desk." What is its name?

"Point to the column one step to the left of the units." What is its name?

"Let us all point to and tell the names of these columns." Children point to units column and say, "Units," and to tens column and say, "Tens." Watch carefully that they are all pointing correctly as they name the columns.

"George, come to the board and point to and name the column." George points first to units and then to tens and says, "Units, tens." *How to Study*, by Sanewick, p. 38—Par. II, p. 40, p. Ar. I.

"There are how many units in 1 ten?"

"There are ten units in 1 ten."

"You may take 32 units. How many tens have you?"

"I have 3 tens."

"How many units are left after you take out these 3 tens?"

"There are 2 units left."

"Place your 2 units where?"

"Under the units column."

"Do so. Place your 3 tens where?"

"Under the tens column."

"They belong to the 2 units because our number is 32 so we will place them one step to the left of and exactly on a line with the 2 units."

"What is our number?"

"It is 32."

"32 has how many tens and units?"

"It has 3 tens and 2 units."

"Laura, come to the board and write 32 under the other numbers here. Sam, tell her where to place the 2 units."

"Place it under 0 units."

"Arthur, tell her where to place the 3 tens."

"Place 3 tens under 1 ten."

"Read what you have written." Laura reads: "32."

"John, show us the units column." John points from 5 down through 2 and says, "This is the units column."

"Dick, show us the tens column." Pointing, he says, "This is the tens column."

"Ellen may point and we'll all name the columns." She points to units and class says: "Units;" to tens, and class says, "Tens."

**Summary**

What is a unit? A unit is a single thing or person.

How many units make 1 ten? 10 units make 1 ten.

The units column is always the first one on which side? It is always the first one on the right.

Show us the units column.

The tens column is always where? It is always one step to the left of the units. Show us the tens column.

Read the numbers.

Let us see if we have a vertical column.

The teacher draws lines through the units and tens thus:

When numbers are written under each other they should always be in vertical columns.

**Second Step: Hundreds**

*Preparation* (Notice that this preparation consists simply in getting back from your class all that was

given in the first lesson—a test as to how well they have assimilated facts taught, and an indication to the teacher whether she may go on to new work or whether she needs to review the previous lesson.)

"What is a unit? Show us a unit." Call each one in turn simply nodding and not repeating request.

"How many units in 1 ten?"

Send one child to board. "Write 5 units. Under it 7 units. In the same column write 4 units. Under these write 3 tens and 6 units.

"What number did he write?"

"He wrote 36."

"How many columns did he use?"

"He used two columns."

"What is the name of the first column at the right?"

"Units."

"The column one place to the left of the units?"

"Tens."

"Write 42. How many tens in 42? How many units? Show us the units column. Show us the tens column."

"Mary may draw a line through all the units. Is it a vertical line? Dora may draw one, cutting all the tens. Is it vertical?"

Notice what a good big space these children have kept between the units and tens columns.

*Presentation.* "Paul may count by 10's to 100. How many tens in 1 hundred? I am going to write a number under these numbers that you have written." Teacher writes 237.

5

7

4

36

42

237

"Read the units in this number."

"7 units."

"Read the tens."

"3 tens."

"You have read a number with as many places as this many times in telling the pages in your reader. Can you tell us the next place to the left of the tens?"

"It is hundreds place."

"How many hundreds in this number?"

"2 hundreds."

"Read the number."

"2 hundred thirty-seven." Do not allow 2 hundred and thirty-seven. In reading numbers we should never use *and* except before a common decimal fraction in a mixed number.

"Write 153." Be very careful that the units, tens, and hundreds are exactly under the numbers above in their columns and that they are a good big space apart.

"Write 65, 8, 19, 245."

We now have:

5

7

4

36

42

237

153

65

8

19

245

"Show us the units column. Draw vertical lines through all the units. Show us the tens column. Draw vertical lines cutting all the tens. Is there a good space between the units and tens? Show us the hundreds column. Draw vertical lines through all the figures in this column. Is there a good space between the tens and hundreds?"

The teacher, pointing to units, says, "Name this first column."

"Units."

"Name the second." The teacher points to it.

"Tens."

"Name the third."

"Hundreds."

"Theodore, point to and name all the columns." In pointing to columns have children bring their hands from the top down to bottom of and through the column.

*Summary.* "What is the name of the first column at the right?"

"Units."

"Of the next column to the left of the units?"

"Tens."

"Of the next to the left of tens?"

"Hundreds."

"How many units in a ten?" "How many tens in a hundred?"

"Tomorrow we are going to play a game with units, tens, and hundreds. If you know all we've learned in these two lessons I'll not be able to catch you in a mistake."

**Third Step**

*Preparation.* "How many units in a ten? How many tens in a hundred? Units are always written in what column?"

"The first one at the right."

"Tens where?"

"In the second column—one step to the left of the tens."

"The column that a number is in tells us what to call that number. If you will remember this I won't catch you in our game."

The teacher writes 8 and calls someone to read. Child says, "Eight." She writes 2 and child reads, "Twenty." He may insist on reading it 2 tens until 0 is written in units place to show him that it is twenty because of being in the second column.

"We do not say two tens—but twenty." Write 3 2. Child reads, "3 hundred two." If he hesitates, cover the 3 and ask him to read. He reads, "Two."

Now cover two and ask him to look at the column and he will give "3 hundred."

"Now read the whole number." "302."

Put on the board under each other many numbers without zeros until children recognize the number at a glance because of the columns it occupies and read it correctly.

4  
3  
92  
6 7  
2  
5  
26  
8  
4  
30

Then put in the zeros, thus,

920  
607  
2  
50  
260  
80

When numbers are written in columns it is not necessary to have zeros there in order to tell us the names of the numbers."

The children enjoy this game very much and it makes them very quick in reading numbers. After the first time let some child write and call others to read thereby giving practice in writing as well as reading numbers.

**TEACHING HISTORY IN RURAL SCHOOLS.**

**H**ISTORY should be taught until every student would love it. I have seen many students who did not love history, and on investigation I found it was the teacher's fault. If your students do not love history, there is something wrong with you as a teacher of history.

First, I believe we begin at the wrong place to teach history. For a child to understand American History, he must know European history, which is the background of American history; and to understand European history, he must know Ancient history. But this is not taught until the child reaches High School.

When I was a child I thought all history began in 1492. May I offer a suggestion which would correct this impression? Of course, we could not expect a grade pupil to take a complete course in Ancient and Mediaeval history before studying American history. It would be too much for his ability, and he would not have time for it. But this is the solution: Let the child take first a short course in Ancient and Mediaeval history and then study American history.

I don't see why the later history of Europe could not be taught to an eighth grader in connection with American history. Each throws light on the other.

But consider with me the history of our great country, America! If a Martian could visit our planet and could read all the histories that ever were written of this earth, he would say that the history of America is the most wonderful, interesting, and astounding of all. The development of America seems a miracle. Go back to Columbus' discovery of the New World. Here was a great continent which defied description. No one knew its extent, resources, or possibilities. It was inhabited by a race of savages as ignorant as its wonderful possibilities, as the animals themselves.

When Lief Ericson touched on the mainland of the New World, he named it Vinland from the large amount of grapes growing there. From these the table grapes were later developed. There was not an apple tree in America when it was first discovered. Today America leads the world in the production of apples. Facts like these should be emphasized to the young pupil. We need no more of the dry-as-dust stuff in teaching history.

Rufus M. Reed, Pilgrim, Ky.



# Santa's Coming

L. ROUNTREE SMITH

CHURCHILL-GRINDELL

Soon you'll hear the sleigh bells ring-ing From old San - ta's sleigh,,  
Dear old San - ta will bring pres-ents For the girls and boys,

He is com - ing with his pres-ents, Now he's on the way,  
In his pack he al - ways car - ries, Books, and games, and toys,

Pat - ter, pat - ter, go the rein - deer, Pranc - ing o'er the snow,  
Jin - gle, jin - gle, go the sleigh-bells, What a hap - py tune,

CHORUS.

Sing hur-rah! tis mer-ry Christ-mas, San-ta comes, we know. Santa comes, we know,  
Jin-gle, jin-gle, mer-ry sleigh-bells, Santa's com-ing soon.

Driv - ing o'er the snow, Sing hurrah! tis Mer-ry Christmas, Santa comes, we know.

## Later Months with Beacon

(FIRST YEAR.)

*Grace M. Shields, Primary Supervisor, Cedar Rapids,  
Iowa*

WITH readers of Beacon articles now appearing in this magazine, the writer would greatly enjoy a conference. To interpret a paper or a lecture correctly and then apply its contents in actual teaching work isn't always the easiest thing to do. To such troubled individuals a question box conducted thru the columns of this Journal might prove a substitute for the conference.

### NOVEMBER

November the children finished the lessons on the Reading Chart and followed up this advance work with a rather fluent reading of the Beacon Primer to page 34. They also worked out the later groups of helpers, laboriously blending these helpers with terminal consonants to form the lists of three-lettered words given on pages ten, eleven and twelve of the Phonetic Chart. Surely the teacher had cause for thanksgiving on that festive day if her pupils successfully reached these two fingerposts along the road of first year reading.

### DECEMBER

#### *Application of Phonetic Knowledge to Reading*

The work for December is very significant. It is at that time that the two lines of work above described are brought together. That is to say, the children are there taught to apply their knowledge of phonetics as they read. Stated differently, phonetic knowledge is changed to phonetic power as the children cover the lessons remaining in part one of the Beacon Primer.

#### PUPILS' PREPARATION OF THE READING LESSON

Much time must be given to the preparation of the reading lessons. Allow the children to work out the sentences by sounding every phonetic word they find. The good teacher will wait for the children while they "dig" at the new words rather than tell them on first hesitation. Neither should she go to the board and assist the child by the use of script. It is in that particular printed form that the children must learn to recognize the words; hence in that form they should be allowed to study them.

#### DISTINCTION BETWEEN PHONETIC AND UNPHONETIC WORDS

From this point on it is very necessary that the teacher distinguish between the phonetic and unphonetic words. To the learner a phonetic word is one the phonics which he has learned; all others belong in the unphonetic group to him. He should be held to the pronunciation of the words in his phonetic group, but should not be allowed to use phonics when attempting to pronounce the unphonetic words. These words should be taught as wholes or be developed thru the context and reviewed just as the sight words preceding page 34 in the Primer. If children are allowed to attempt the pronunciation of unphonetic words by sounding them, they lose faith in the phonics and soon begin the unfortunate practice of guessing and of being satisfied with incorrect pronunciations. To sound the word *salt* before the effect of *l* on the

sound of *a* had been taught would prove disastrous. The child would give *a* the short sound and when told the correct pronunciation would at once conclude that his phonics are unreliable and thus not to be depended upon.

Before fluent reading can be expected from the children the phonetic words in his vocabulary must be reduced to sight words by practice on the tables of short-voweled words found on the first nine pages of the Beacon Primer. As soon as the child can pronounce these words without audibly blending them let him do so: he then merely thinks the blend before pronouncing the word. During this period considerable time should be given to these exercises and the children urged to give a column or a line in the briefest possible time. Later when these words are met in the reading lesson their pronunciation will not be a matter of conscious effort. This practice together with the study recitation of the reading lessons will soon put the words beyond conscious effort leaving the child's mind unhampered in its effort to grasp and to express the thought content of the reading lesson.

#### INTRODUCTION OF SUPPLEMENTARY READERS

It is about this time that the supplementary primers are begun. In making your selection try to choose primers whose early vocabularies contain many of the short-voweled words the children are now able to pronounce. Keep up the classification of the vocabulary in each new lesson, teaching the unphonetic words as wholes and waiting always for the children to pronounce the others thru their own phonetic efforts. Fill in as much of this supplementary material as is needed while the class is covering the phonetic chart thru page 16. And for basal work plan to finish these short-voweled words in the phonetics and conclude part one of the Primer before the holiday vacation.

—It is THE WORLD BOOK you want—

### DECEMBER SAND TABLE PROJECTS.

*Lillian Rosbach, North-Western School Supply Co.*

#### MATERIALS

THE sand table projects for December may be worked out with Decorated Crepe Paper, construction paper, chart board, compo or beaver board, plastine or sand, supplemented by the use of cotton batting, blue paper laid under glass, and branches of fir trees.

#### PREPARATION

During the oral language lesson or the story hour, study the significance of Christmas celebrations and Christmas giving. Do not confine this study to the first two or three grades, but carry it throughout the school. Study the legends and folk tales concerning St. Nicholas, or Santa Claus, thus correlating your Language and Geography lessons.

Tell the story of the babe born in a manger, of the

shepherds watching their flocks by night and of the Three Wise Men traveling from the East. Have the children investigate the climatic conditions of the countries and the customs of the people, to see why each nation has different legends and celebrations.

#### THE SAND TABLE

If no sand table is available, the boys will be glad to fix a shallow box or even use an old, large-sized dripping pan. But, by all means, have a sand table of some sort for this month. The eighth-grade pupils will be just as interested as the kindergartners.

Develop the story of the first Christmas. In one corner of the table have a reproduction of the manger in the stable. This stable, we are told, was really a cave. On another part of the table have the grass-covered hills for the shepherds and their flocks. The grass may be secured by scattering wheat or oats over the sand and keeping it moistened. These seeds will sprout in a few days. The monotony of the grass may be broken by scattering a few flax seeds with the grain. The sheep and shepherds may be worked out in paper or molded out of plastine. The remainder of the table may represent the desert with the date palm oasis in the distance, and the Three Wise Men on their camels. These figures may also be worked out of paper or plastine. The trees may be made by forming the trunks out of a thin tube of grayish brown construction paper narrowed at the top. The leaves at the top of the palm are of dark green construction or engine paper. The stream of water at the oasis is represented by laying a piece of glass over blue prismo paper and allowing a small narrow portion to show thru the sand.

Another interesting table may be developed with a branch of a fir tree, trimmed with decorations made by the children, and a crepe paper Santa Claus.

The picture of the jolly old Saint Nicholas comes printed in bright colors on crepe paper. Cut out the picture and apply paste on the under side and then the cotton batting, which may be a cheap grade. Pad the figure with small bits of cotton under certain portions and a large amount to the part that "shook like a bowlful of jelly." After the cotton has been applied, mount the padded figure on a heavy piece of chart board or chip board, and cut out the chart board along the edge of the figure. To the back of old Santa attach a wedge-shaped piece of chart board for a support. Now Santa is ready to stand beside the Christmas tree or an old fashioned fireplace or a chimney. The fireplace and the chimney should be made in the Arithmetic class. The children measuring and marking off the bricks on either brown or red construction paper. A light framework made of laths or other narrow pieces of wood can be easily fashioned by the handy boy of the room. To this framework tack the paper marked off to resemble bricks. In making the fireplace or the chimney the size of the Santa must be taken into consideration. As we usually associate Christmas Day, the decorated tree and Santa with cold, crisp weather and snow blanketed earth, carry out this idea by the use of cotton batting and artificial snow if that may be obtained. Dry salt will make a fair substitute for the artificial snow if scattered over the cotton.

## ANNOUNCEMENT

In order to start the New Year with the biggest and best SCHOOL EDUCATION that has yet been given to its readers, the publishers have deemed it advisable to reduce the size of the December number to its forty-eight pages of last year, thereby gaining more time in which to prepare the January number. As a prophecy of the growth of SCHOOL EDUCATION under the administration of Dr. Frank A. Weld, who on January 1st will assume the editorship, the January number will contain the pages omitted from the December number.

Articles of far-reaching interest and most significant importance are now in the hands of the editor awaiting publication, and our readers, coming back from their mid-year vacation, with five months of continuous work stretched out before them, will find a new SCHOOL EDUCATION awaiting them, with a broader vision than ever before of the social and professional aspects of education which are shaping the reconstruction movements of American Education.

SCHOOL EDUCATION will continue to render service to teachers through its Department of Methods. This department will be greatly enriched, because the addition of another member, in the person of Dr. Weld, to the editorial staff, will not only release the present editor from a large number of responsibilities and leave her free to devote a much greater portion of her time and attention to the study of the very latest and best methods of teaching, but will give her the benefit of the counsel of one who is a recognized leader in the training of teachers.

The editor wishes to thank the wide circle of readers of SCHOOL EDUCATION for their confidence and generous support during the year that is soon to be passed, and to wish them a happy and successful new year that will be made happier and more successful by the monthly visit of SCHOOL EDUCATION.

#### WHEN SANTA CLAUS IS PRESIDENT

When Santa Claus is president,  
 What good times there will be!  
 Then every bush beside the door  
 May be a "Christmas Tree."  
 Then dolls, and skates, and kites, and sleds  
 We'll have the whole year round,  
 And never have to wait for them  
 Till snow is on the ground.

I wish they'd let the children vote:  
 I'm sure we'd put him in—  
 The good times that they tell about  
 Would right away begin.  
 Our country's in a dreadful state,  
 With ruin very near;  
 But if Santa Claus were president,  
 He'd save us all, 'tis clear.

# Christmas Time is Busy Time!



Set I—Christmas

Set I. Christmas Water Color Post Cards on 2 ply kid finish bristol board; 14 cards, assorted, for 25c.

## Pretty Water Color Card Remembrances

What boy or girl wouldn't enjoy tinting one of these dainty designed water color cards? At Christmas time their thoughts turn to Santa Claus and Christmas trees—Holly wreaths and stockings, picture books and plum puddings, and all the other good things.

We find most all these things among the designs on the Christmas cards and each child will find something to please his fancy.

Just a few touches of color from the child's paint box, or his colored crayons will convert one of our pretty Christmas cards into a pretty souvenir for the holiday season or a gift for some one he wishes to remember.

Let the children design cards, or reproduce some of these designs in their drawing classes. They can even reproduce some of them in various colored papers, thus making posters for their Christmas work.



Set II—Christmas

Set II. Christmas Water Color Post Cards on 2 ply kid finish bristol board; 14 cards, assorted, for 25c.

### BOOKS ON STORY TELLING.

**For the Children's Hour.** By Carolyn Bailey and Clara Lewis. A collection of over one hundred of the best children's stories arranged under these classifications: The Home, Foodstuffs, The Farmer, Clothing, Stories of Industry, The Season's Holidays and Fairy Tales. Cloth. 335 pages. (Weight, 16 oz.)  
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- CHRISTMAS.**
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  - 380. Happy New Year.
  - 519. Christmas Bells.
  - 701. Santa Claus and Sleigh.
  - 702. Bringing in the Christmas Tree.
  - 700. Jolly Santa Claus.
  - 705. The Star in the East.

- PORTRAITS.**
- 300. Washington.
  - 303. Lincoln.
  - 316. Longfellow.
  - 317. Whittier.
- VALENTINE.**
- 801. Making the Valentine.
  - 802. The Valentine Postman.

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## Department of Research and Efficiency

*Purposing to assist in the investigation of educational questions pertinent to rural and graded schools, and to offer solutions as they have been worked out.*

### Wisconsin Colleges Associated

THE eyes of the American educational world are today still focused upon the state of Wisconsin, where something really new in education was successfully attempted. There was organized the Wisconsin Colleges Associated, an association composed of nine colleges; one a men's college, one a women's college, and seven co-educational institutions representing Catholic and Protestant, denominational and non-denominational groups. This organization engaged in a state-wide campaign to acquaint the people of the state with the functions and problems of the voluntarily maintained institutions of the state. This educational work directed at obtaining an informed state opinion, was followed up by a state-wide appeal for \$5,000,000 which will be distributed among the nine institutions on a basis of student attendance and will be used by them in meeting their immediate and most pressing needs such as adequate salaries for members of the teachers, larger faculties, new buildings, modern equipment, increased endowments.

The Wisconsin Colleges Associated is composed of Marquette University, Milwaukee; Beloit College, Beloit; Campion College, Prairie du Chien; Carroll College, Waukesha; Lawrence College, Appleton; Milton College, Milton; Milwaukee-Dowener College, Milwaukee; Northland College, Ashland and Ripon College, Ripon. These institutions represent Catholic, Methodist Episcopal, Presbyterian, Congregational, Seventy-Day Baptist and non-denominational groups.

The Wisconsin educational enterprise attracted nation-wide attention. College presidents from New York state, Illinois, Michigan, Minnesota, Iowa, Kansas, Indiana and Ohio visited Wisconsin to study the Wisconsin Colleges Associated and the

campaign. The college presidents of several states are now organizing and propose similar campaigns in their states. Dr. S. P. Capen, assistant United States Commissioner of Education, visited Wisconsin and made the following comment:

"This campaign is a most striking development from a national and educational standpoint. It is the first time that a group of colleges, all of different fields in education and of varying methods, have come together to present the case of the voluntarily supported college as a public institution.

"This represents what we may call the state mind in education.

"It represents something which is of significance to our national office, because it is an interesting and an important step in the evolution of education.

"I may say that it is only because the campaign is of this sort that our office can recognize it and lend its aid. Were it a drive for some particular college, it would be impossible for us to appear publicly in support of the campaign, however much we might sympathize with it in our hearts.

"The United States Bureau of Education does recognize this campaign; it commends it highly, both in its spirit and its method; and it endorses its success to the people of Wisconsin."

Speaking of publicly and privately supported institutions of learning, Dr. Capen said there are 93 of the former in the United States and 477 of the latter. About 62 per cent of the college students in the country attend voluntarily supported colleges, and the private schools have about 68 per cent of the educational funds of the country at their disposal. This includes of course such very wealthy endowed institutions as Harvard, Yale, Princeton, Cornell and Stanford.

### Handwriting Scales: What They Are

*By M. J. Van Wagenen, Professor of Educational Psychology, University of Minnesota*

#### EARLY HANDWRITING SCALES

SOMEWHAT before the close of the Civil War the Rev. George Fisher, an English schoolmaster, had already set up his Scale-Book, in which specimens of handwriting and examination questions were kept as standards of achievement by which the work of pupils might be more accurately evaluated. Owing to the fact that the educational leaders of that time could not bring themselves to accept the possibility of measuring educational products quantitatively as land was being measured or coal was being weighed and to the further fact that statistical means for the

making of educational measuring sticks had not yet been developed, the efforts of Mr. Fisher led to no further development or wider use of his idea during the nineteenth century.

#### NEED OF EDUCATIONAL SCALES

Indeed, it was not until some time after the opening of the present century that the two needs which Mr. Fisher pointed out became accepted at all widely; namely, the need of standards of achievement in school subjects expressed in constant numerical values and the need of concrete specimens of the product to make

such numerical value intelligible and to keep them constant. To make possible the exact evaluation of educational products, as we measure the length of a piece of cloth, it is necessary to have at hand the means of determining how far apart each of these specimens are. This essential feature of educational scale making, Mr. Fisher's Scale Book, of course, lacked.

#### THE THORNDIKE TESTS

In the meanwhile, however, the means of determining how far apart the various specimens might be with relation to each other, were being developed by statisticians. Only about ten years ago was the first successful and published attempt made to apply such statistical devices to the making of an educational scale. In March, 1910, Professor Edward L. Thorndike, published in *The Teachers College Record* a set of specimens of handwriting with the distances between each pair of specimens expressed in numerical terms having the same value in any part of the series. This, of course, meant that it was now possible to measure the quality of handwriting much as one could measure the length of a piece of cloth with a yard stick.

There was one difference in the two scales, however, which made the educational scale seemingly less easy to use than the yard stick,—a difference which the nature of the product itself made necessary. In measuring length with a yard stick we have a constant difference or unit between points which can be expressed concretely; that is, we can cut off a piece of wood an inch long and have a concrete object expressing a difference between two points. We can come to see it, to feel it, and then to recall its look or feel and later speak of and use the unit in estimating length without the actual presence of the object. To measure the piece of cloth accurately, however, some sort of a concrete object, such as a yard stick, is always necessary, an object, however, in which the unit of difference between points is the important thing.

In the development of the handwriting scale, there was a constant numerical unit of difference just as in the scale of inches but as yet no concrete object has been developed which can give the same clear perception of the difference between two points on the handwriting scale that a stick of wood can give in the case of the inch scale. What could be done, and was done, was to determine just where on a long series of handwriting specimens the two ends of the unit of difference selected would fall and to use the specimens falling at the end of each difference unit as the marks of the handwriting scale. What we have then is not a concrete object giving a clear idea of this unit of difference, but instead, concrete marks on the scale—specimens of handwriting—which have the numerical values at the ends of this unit when this difference-unit is used to build up the scale. Thus, instead of having just a little mark on a stick to note where the inch difference-unit begins and ends on the yard stick, with the inch difference-unit concretely expressed, we have one or more specimens of handwriting showing just where the mark occurs on the handwriting scale, but we have no concrete object expressing this constant difference-unit, nor can we express this difference-unit concretely at the present time, either in a handwriting scale or in any other educational scale.

We can merely say that the difference-unit is the difference between specimen 4 and specimen 5 or the difference between any other two specimens on the scale which are just one difference-unit apart.

#### GRADING SPECIMENS IN HANDWRITING

The problem of grading specimens in handwriting with a handwriting scale is not one of measuring off so many units as in measuring a piece of cloth but of judging which one of the scale marks it is most like in quality. It is like having a yard stick made up of a stick an inch long, another one two inches long, a third one three inches long, and so on, each being placed in order of length. As a matter of fact, in using the yard stick we actually put our piece of cloth by the stick, indicate where it comes on the stick or which length of stick it is most like, and then look to see the number of inches without thinking of the inch difference-unit at all. When we speak of twenty-seven inches, however, we think of a difference which can be expressed concretely; when we speak of quality 10 on the Thorndike Handwriting Scale we think of a specimen and not of a difference that can be concretely expressed. This difference in the way we think in using the two kinds of scales, nevertheless, should not in any way make us hesitant about using the educational scales.

The teacher who marks her pupils' handwriting in terms of per cent somehow feels that she is measuring that handwriting just as a piece of cloth is measured in inches. She feels that she has a difference-unit and that the difference between fifty per cent and sixty per cent must be the same as the difference between sixty per cent and seventy per cent or as the difference between seventy per cent and eighty per cent. This feeling of possessing constant difference-units in marking educational achievement in terms of per cents is little more than a comfortable but very misleading illusion. To tell a parent that John Smith received only fifty-five per cent in his handwriting last quarter is just about as archaic and just about as intelligible to the parent—and not very much more so to the teacher herself,—than for the teacher to tell the parent that her uncle has a house just two and a half times as big as her own idea—the teacher's idea—of what a small house is. Of course, the parent would have no clear idea of how big the teacher's uncle's house might be, nor would the parent have any clearer idea of what fifty-five per cent in handwriting means except to look at John's handwriting and say, "I suppose that must be fifty-five per cent handwriting, but for the life of me I wouldn't know sixty per cent or seventy per cent handwriting if I saw it." Nor would the teacher know it either.

—M. J. Van Wagenen.

(Next month: *The Handwriting Scales; Their Construction and Use.*)



## “The Follow-up Work” in the State Normal School of Minnesota

*Mrs. Charlotte B. Chorpenny, Department of English,  
Winona State Normal School*

A NORMAL school continually finds itself, to its acute discomfort, perched on the two horns of a dilemma. On the one hand, it is a leader in educational progress. Good things look to it for cherishing, better things for impetus, new things for birth. It is its business to be ahead of the times, and to beckon or to prod the schools from the ruts behind the times in which they, like every other thing whose efficiency requires a set organization, are prone to settle down for a rest of a century or two. It must know the latest methods, use the best equipment, the most up to date organization, the newest books and materials. On the other hand, it is the servant of things as they are. Schools with books already bought, with equipment on hand, with methods, customs and traditions shaped by a successful past and graven deep in the townfolks' affections, look to it for teachers trained to fit in. It is its business to send out graduates who can and will keep step, who can and will do the old things with a practiced and sure hand. Both points of view are clear to normal school people. Both points of view are felt as binding. It is not, however, an easy thing to make one and the same young girl into a sound progressive and a skilled conservative in the space of two years.

This two-faced duty may be hard on the instructors in a normal school—is hard on them, in fact, tending to make them feel like dreamers when they try to lead and like deserters when they try to meet the immediate need; but it is still harder on others. It is harder on the inexperienced graduate who is sent from her brief training in the normal school with its modern buildings, and equipment, and material and methods, to the little school in the field where these new things are not known or not wanted, or not to be paid for. It is hardest of all on that same little school, which must suffer at her hands not only the inevitable blundering of all inexperience, but the added blundering of a teacher trained to do things which do not fit the situation. It is for the benefit of these three sufferers, alike, that what is called “follow-up work” has been instituted by the normal schools of the state.

This work is only a year or two old. It is naturally, therefore, still in the clay—still being shaped up, even in its rough outlines, by the constant moulding of experience. No one form of it has been worked out for all the normal schools; each one is doing its own experimenting in the search for the most useful plan. The form it has reached at the normal school at Winona, though individual to that school, will nevertheless serve to give an idea of its general scope and workings.

At present, the school at Winona attempts to help its fledglings only in the first year after graduation when the problems of inexperience and adjustment are especially severe. It goes without saying that this limitation is undesirable and will vanish as added experience and adequate funds make wider assistance possible. The school wants some day to see that all

its graduates grow to their fullest capacity during every year, even of a long service. This will mean that those who are not able to grow in the field will be brought back to the school for further training, while those who have the power to grow in the field will be kept in touch with the best and widest opportunity for such growth, through library and conference service; through careful placing in environments where their individual powers will flower best; through suggestions for summer and leave-of-absence study; through efforts to connect them with positions where salary will permit the conditions for further study. This is in the future; but in the restricted work now being carried on the school has a thoughtful eye on the possibilities of this more complex service.

Our first “follow-up” step, today, is taken as soon as the graduates of the previous year have had a little time to “find themselves” a bit, in the new situation. It consists of the sending to each superintendent or principal of a graduate of the year just closed, a letter explaining the purpose of the work, offering an immediate visit from a member of the school in case the graduate is in serious difficulty, and enclosing a simple blank, for the superior's report. When the reports come in, the first attention is given to the teachers whose scores indicate poor work; a timely visit from a sympathetic but open-eyed instructor of the year before will often set a struggling beginner on her feet, though, of course, some are in too deep waters to be saved by one visit.

The selection of teachers for these visits is a compromise with what we should like to do. We have no worker especially trained and paid for the work. We have, indeed, two or three especially experienced in institute and supervising work, besides our four regular training teachers; but it is manifestly impossible for six or seven teachers to do all the needed visiting and carry on their own work at the school. The ideal visitor for a graduate in trouble would, of course, be the superintendent of the training school or one of the training teachers with whom she worked at the normal school; but no one of them can be certainly on call at any given time, or too many times in the year. If, as sometimes happens, the call is for help in any particular subject, a good second choice is the teacher of that subject in the normal department. He, again, however, may be unable to leave his classes at the time the call comes without sacrificing them unjustifiably. It not infrequently happens, therefore, that there comes round a call for volunteer visitors: “There is need for five follow-up calls in the next two weeks. Can you arrange a two or three days' absence during that time?” From the volunteers the necessary visitors are chosen with an eye, first, to meeting the needs of the case as specifically as possible, and second, to equalizing the burden of the work on the instructors. The burden is not negligible, for each trip covers the largest number of towns consistent with real helpfulness to the graduates, regardless of such soft preferences as eating and sleeping or of an effete aversion to

freight trains or bumpy drives over muddy roads in the cold, small hours of the morning; and each trip ends at a desk at home piled high with work to be caught up.

The visitor takes with him a scoring card requiring much closer analysis to fill than the one sent to the superintendent. For obvious reasons he arrives always unannounced. He spends the major part of his time in the school room and with the graduate after hours; but he finds or makes opportunity to get in touch with the superintendent and, when possible, with members of the community. The actual teaching, and the condition of the room and the children, he can judge for himself. The graduate's difficulties and anxieties he usually hears freely from her, as even the least known or appreciated instructor of the year before wears the look of "a friend from home" to the first year teacher, struggling against heavy odds. The criticisms of the town and the authorities come to him from the superintendent. He is thus in a position to help adjust the situation in many ways.

The case in which the graduate is in fault in intention and purpose, that is, is deliberately slacking work or defying authorities in her own mind, is infrequent. To meet it the visitor has the fact that the diploma of the school is good only for one year unless reindorsed by the school at the end of that time. Misunderstanding between the graduate and superintendent, and inability on the part of the graduate to transfer training to the new situation, account for the greater number of difficulties. I recall one girl who said to me, winking away the tears, "I'm just ready to give up trying. Sometimes it seems to me as if things were going pretty well, but I am a failure. Mr. \_\_\_\_\_ doesn't like my work. He has never liked a thing he has seen and he has found fault every single time he has been in my room." I sought out Mr. \_\_\_\_\_, and asked how our little girl was getting on. "Fine!" came the hearty answer. Of course she makes a mistake now and then, as an inexperienced teacher must. But I never have to tell her a thing twice. If you want to know what I really think," with an air of secret exultation, "I think she is going to make an A No. 1 teacher."

"Have you ever told her that?"

"No, I don't believe in it. Big heads, stop hard work."

"I have an idea she could stand a word of praise. She doesn't seem inclined to big head, and I think she is a little down-hearted."

He looked concerned but shook his head.

"No. I don't want her lying back on her honors."

Not feeling free to give her the praise he withheld. I tried indirection.

"It seems to me," I told her "you are a little thin skinned with your superintendent. I've talked to him. He has good ideas. He knows good work when he sees it. I've seen your work. Some of it unquestionably is good. Why don't you stand up to him eye to eye next time he comes in, and after you have thanked him for his criticism, ask him to tell you what he thinks good about your work so that you may develop that to the utmost at the same time you are cutting out your faults?"

A few weeks later I received a rapturous letter from her. "I asked him, as you suggested," it began,

"and he was perfectly fine about it, I was a silly thing. I don't see now how I could have felt the way I did about him. He is a peach of a man to work for."

A common misunderstanding, too, is in the matter of methods and texts. One of our less brilliant graduates is often unable, in her first few weeks or months in the new situation, to use her method skillfully enough so that the superintendent, grounded by chance in another method, can tell what she is trying to do. It does not occur to her to explain. His criticisms therefore presuppose another way of working and, as a result, confuse rather than help her. An instructor from the normal school, knowing the particular methods advocated at the school and by specific instructors, and familiar in his own classes with the grotesque distortions of those methods which inexperience sometimes offers, is able to criticize the struggling teacher from that teacher's own point of view, and therefore helpfully; and he is able to explain to the superintendent just what his bewildered subordinate thought she was doing, so that he may either ask her to abandon her method and substitute the one he prefers, or may found his criticism on what she is trying so inadequately to do, instead of on something else.


The transfer of normal school training to situations not met in the school is more difficult for some students than for others; but it troubles most of them to some extent. It is a common thing to find a graduate doing good work in the subjects she taught during her training, but poor work elsewhere. The visiting instructor knows just what the graduate's background of training has been and can therefore help her see its application to the new subjects. It is common, even, for a graduate to be thrown out at first by so small a thing as an unfamiliar text, or different material, or the lack of some specific bit of equipment. The visiting instructor knows what books and equipment have become tangled in the graduate's idea of the subject, and can often, in a few minutes, show her how to adapt her training to the new book, or to make the best of poor material, or to substitute what she can find in her environment for the specific equipment which had seemed so essential.

All this detailed interpretive work can be done on the spot by the training teachers. Teachers of special subjects are sometimes forced to carry part of the graduate's difficulties back to the school for long distance treatment. On my own last follow-up trip, for example, besides doing thorough work in my own line and offering such general suggestions and adjustments as fell easily within my power, I undertook to send back help, on my return, on several specific matters in which I was not fitted to advise. From the heads of the departments of mathematics, history and drawing, and from the training teachers of the grades involved, went back information, advice, library books, and, in one case, equipment, to meet the difficulties reported by me. Any visiting instructor, that is, is not limited in his service to his own capacities. He carries the resources of the whole school wherever a Winona graduate needs help.

To say that this service is, so far, limited to those who are in crying need of help, or who are within easy distance from the normal school is only to repeat that the whole movement is in its first stages. (We look forward to the time when the whole school stands just as actively back of the most skillful and

the most distant of its sons and daughters. That day will see one or more field workers, familiar at once with all departments and policies of the normal school and with all the schools in the field to which our graduates go, whose whole time is given to this service. When that day does come, however, one element of the present incomplete and tentative system we must manage to keep. The division of the visiting among the different members of the normal school faculty is not the ideal thing for the graduate in need of support; but it is of unmeasured worth to the faculty. Some touch with the field for every member of the faculty must be worked into the completed plan. It is a chastening and saving thing for the educational progressive to have conditions as they at that moment are, stamped mercilessly on his mind. Thus only will his progressiveness find the path to accomplishment. It is almost a terrifying thing for the normal school instructor to see for himself how his teachings are multiplied—in method, in manner, often even in word and phrase—by the students who yearly go from the school wherein he dares to teach, to form the minds and hearts of children in every corner of the state. Thus only will he know what it is he does when he lays down a rule, or touches a heart, or kindles a purpose. It is, above all, an inspiring thing for the instructor who is weighted by his work, and too apt to be narrowed within its exacting boundaries, to see the lift and life stirring in all the little schools which together mean America's tomorrow. No one of us ever rose from a reluctant bed at dawn to catch the four o'clock freight for the next town in time for school in the morning, without taking from that school more than he brought to it.

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# The Minnesota Educational Association

FIFTY-SIXTH ANNUAL CONVENTION,  
MINNEAPOLIS, NOV. 5-8, 1919.

The fifty-sixth annual convention of the M. E. A., which met in Minneapolis November 5-8, to discuss educational problems and their solutions, was one of the most momentous in the history of the Association, for its resolutions, if carried out, will revolutionize the educational system of Minnesota and exert a far-reaching influence in other states.

The vital issue of the meeting was that of the Re-organization of the State Association, of which Lotus D. Coffman, the new president of the M. E. A., and Dean of the College of Education of the University of Minnesota, is prime author.

More than one-third of the teachers of the state were in attendance, the enrollment on the opening night being 7,000.

## Sessions.

The program was divided into six general sessions; seven departmental sessions composed of sixty-one group meetings of the departments of administration, elementary education, secondary education, professional education of teachers, higher education, industrial and household arts, school hygiene and conference sessions, conferences on geography, vocational education, sex education, the parent-teacher organizations, and boy and girl scout and campfire girls' organizations.

## General Sessions.

At the general sessions, large national topics were discussed, and a program for constructive American education considered. Inspiring addresses were delivered, having as their subjects: A Plea for the Establishment of a United States Department of Education; Americanization, What it is and what it Aims to Accomplish; Some American Ideals; The New Social Consciousness; Some Lessons, Right and Wrong, from the War; The League of Nations; Educational Significance of the Boy and Girls Scout Movement; The Critics of the American School; The Relation of Organized Labor to the Teacher and the School; New Problems for Old; The Teacher and the New Day in Education; Teacher Organization in Siberia; The Teacher and His Salary.

The speakers included Hamilton W. Holt, Editor of *The Independent*, New York City; A. B. Clarfield, Secretary Americanization Committee, Duluth; Irving Bacheller, Author of "Eben Holden"; William Mahoney, President St. Paul Trades and Labor Assembly; Mrs. Peter Olesen, Lecturer, Cloquet; Hugh H. Magill, Field Secretary, National Education Association; David Snedden, Teachers College, Columbia University; George D. Strayer, Professor of Education, Columbia University; William R. Russell, Dean, College of Education, Iowa State University; Lotus D. Coffman, Dean, College of Education, University of Minnesota; Cyrus Northrup, President Emeritus, and Maria L. Sanford, Professor Emeritus, University of Minnesota; Lorne W. Barclay, Na-

tional Director of Education, Boy Scouts of America; O. T. Corson, Editor, *Ohio Educational Monthly*; and D. B. Waldo, President, State Normal College, Kalamazoo, Michigan.

## Messages to the Teachers.

Each speaker left a distinct and uplifting message. From Mr. Holt, one of the founders of the League to Enforce Peace, and an eye witness of the Peace Conference, we heard the 28 points in the League of Nations explained concisely and clearly, with the message that, at the reading of this covenant at the Peace Table, the world substituted co-operation for competition. From Mr. Clarfield, we got the viewpoint of the foreigner in the problem of Americanization. Mr. Magill told us that the government is now, face to face with education as a question of the greatest national importance and that to effect the needed national program of education which this discovery calls for, there must be a unifying and directing force centralized in a National Secretary of Education with a place in the President's Cabinet.

Dr. Northrup and Miss Sanford, introduced as the two best loved teachers in Minnesota, told us of the wonderful and unequalled opportunity which we have today to build a true democracy, and of the need of intelligent and unselfish effort in the task.

Mr. Corson gave us a creed for the American public school as the foundation of the republic: "The creed of the common public school should be to teach respect for authority, obedience to law, and recognition of the rights of others."

Dean Coffman set for us a course to study which is of the most vital importance to the nation today, when he advised us, as instructors, to keep in touch with conditions in the labor world. In advising us to make this study, he cautioned us against preaching for or against it in our classes.

Speaking of the question of the federation of teachers with the labor unions, Dr. Strayer said, "The best way to degrade the teaching profession is for the teaching organizations to join with those forces whose chief interest is private and partisan. I have no quarrel with the labor organization, but the educational profession, if it would meet the American crisis today, must remain in the service of the public first, and foremost." This message was supported by Dean Coffman and applauded by the teachers, when in response to the appeal of Mr. Mahoney for affiliation with labor, he replied, "The teachers, by virtue of the work they perform, must maintain a free and unattached position."

## General Business Meetings.

General business meetings were held at the close of the general sessions Thursday morning and Saturday morning.

On Thursday morning judges of the election, and candidates for

President, Vice President, and two directors, to succeed E. A. Freeman, W. O. Lippitt, Clara J. Simon, and Frank C. Davis, were nominated. At the Saturday morning meeting, the reports of the Judges of Election, the Committee on Resolutions, the Committee on Honorary Members, and the Retiring Legislative Committee were heard.

The vital issue in determining the election of President of the State Educational Association was that of the re-organization of the Association into a state teachers' union as opposed to affiliation with the American Federation of Labor. Lotus D. Coffman, prime author of the re-organization plan, and chairman of the committee who drew it up, was elected president over B. B. Jackson, Superintendent of the Minneapolis Public Schools, by a vote of 776 to 626.

Florence Rood, of St. Paul, was elected Vice President; Miss F. Davis, of Stillwater, Secretary; and Supt. J. T. Vaughn, of Chisholm, Treasurer.

The purpose of the re-organization of the Association is to enable the Association to become a body working throughout the year, instead of one week a year; one which will keep in touch with every school board and teacher in the state and give teachers an organization to settle matters concerning working conditions and regulations such as other professions have.

Briefly stated, the chief features of the plan are:

1. To include the nine district teachers associations in one main body, the State Association.
2. To change the membership plan whereby the membership will include the entire teaching force of the state.
3. To employ a paid secretary on full time to act as general manager of the Association.
4. To establish a monthly publication at the discretion of the executive secretary.

At the final business meeting, President Coffman and the directors of the Association were authorized to make the necessary changes and put the revised constitution into immediate operation, and a committee was authorized by the convention to make a scientific study of the living expenses and salaries of teachers for preparation in drafting the minimum salary bill of \$1,500 to be presented at the next Legislature.

Resolutions adopted by the Committee on Resolutions, after the public hearing Friday evening to give opportunity for the presentation of the special interests of each department of the Association, and for consideration in shaping the final resolutions, are as follows:

1. A minimum salary of \$1,000 for elementary school teachers, and of \$1,200 for high school teachers.
2. Employment of teachers who are actively and positively loyal to national ideals.
3. Federal aid for organization,

administration and supervision of Americanization work in schools.

4. Liberal aid to service men to complete education halted by war.

5. Continuance of the campaign for just wages for teachers.

6. Appointment of a committee of seven to study problems relating to teachers in Minnesota.

7. A campaign to interest young men and women to fit themselves for teaching.

8. State aid for department of physical education.

9. Establishing a department of Parent-Teacher organizations.

**Departmental Business Meetings.**

Business meetings for the purpose of electing officers and transacting other official business occupied the attention of the delegates in the departmental meetings the last day of the convention.

In discussing the changes which the schools are under going, Harry C. Clark, high school visitor from the University of Tennessee, speaking before the normal school division, said that the normal schools are the educational institutions most subject to change. Future developments which he predicted included:

1. Establishment of psychological tests.

2. Greater emphasis on the English language.

3. A more impartial attitude in history teaching toward France and England in the Revolutionary War period, and the southern states during the Civil War.

4. More attention to public hygiene.

5. Emphasis on sociology as applied to the social worker, and on (2) political economy, (3) community singing, (4) pageant, (5) vocational training, (6) domestic science, (7) art, and (8) motion pictures and educational facilities.

**General Departmental Sessions.**

Speakers at the general meeting of the department of elementary schools

included Thornton W. Burgess, Author of "Bedtime Stories," Springfield, Massachusetts, who spoke on "Story, the Best Approach to the Child Mind;" Assistant Superintendent of Schools, W. F. Webster, Minneapolis, "Suggestions on the Use of Time"; W. S. Gray, Dean, College of Education, University of Chicago, "The Study of Reading."

At the Department of Secondary Education: W. H. Shephard, teacher of Civics and Economics, North High School, Minneapolis, "Our Professional Ideals," Dr. Wm. W. Folwell, Ex-President, University of Minnesota, "The High School, The People's College"; Arthur J. Todd, Professor of Sociology, University of Minnesota, "Towards Law and Order in Industry."

At the Department of Professional Education of Teachers: Lotus D. Coffman, "Professional Teacher Training in Minnesota"; Harry Clark, High School Visitor, University of Tennessee, "Professional vs. General Education as Preparation for Teaching"; W. S. Miller, Principal, University High School, University of Minnesota, "The Function of Test and Measurements in the Professional Education of Teachers"; J. M. McConnell, State Commissioner of Education, St. Paul, "The Relation of State Board of Education to State Departments for Professional Training of Teachers."

**Conferences.**

Opportunity was given for a number of conferences to be held in conjunction with the convention. Of primary importance was that of the Parent-Teacher Organization, which was declared to be second in importance to the Reorganization of the Minnesota State Educational Association. Mr. Freeman said of it that it was one of the two steps that would accomplish more for the standardization and unionization of schools in Minnesota than anything else. Professor David Swenson, of the Univer-

sity said at one of the conferences that mothers and fathers can eliminate class prejudice, strife and unrest, because they are able to get at the right source of public opinion and build it up. For this reason they must first be in sympathy with law and order themselves.

The program which Mr. Sredden outlined in his address on the value of the Parent-Teacher Association was that of, first moulding, directing, and focusing public opinion; second, helping to secure financial support for the Board of Education, and, third, making it possible to secure professional advice for the Board of Education for the initiation of a broader educational policy.

The two hundred Parent-Teacher Associations of the state were, at the last conference, united with the State Educational Association as one of the special departments.

**The Keynote of the Convention.**

The keynote of the Convention, as expressed by E. A. Freeman, was that educators and laymen must meet on a common ground before anything satisfactory can be accomplished in educational work, and for the first time in recent years the public was invited to attend a program of the Minnesota Educational Association. This invitation was but the beginning of a broad movement to bring the two groups of people together for intelligent co-operation in meeting the national needs by means of a constructive national educational program.

Students in the new business course at the University have organized a Commercial Club to establish contact between the students and the business interests of the Twin Cities, and to conduct a forum for the discussion of advanced problems. Prominent business men will speak at the fortnightly lunches.

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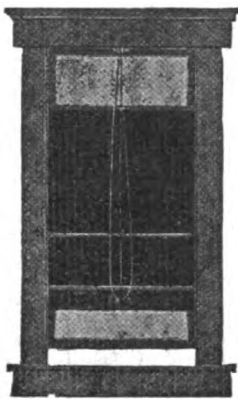
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National Conference on Rural Education and School Life which met in Mitchell in October, and South Dakota is the first of the states in attendance at the conference to launch such a drive. For this reason, its campaign has been watched with unusual interest.

The movement has for its objective six principal points:

1. Equal educational opportunities for all the children in the state.
2. Nine months as a minimum term of school for every county and rural district.
3. Better qualified and better paid teachers.
4. Better school buildings and better equipment.
5. High school advantages for the country boy and girl.
6. A course of study less imitative of that of the city schools and more suited to the needs of rural life.

These objective points were worked out at the conference, where leading educators from seventeen states—governors, professors, and superintendents of instruction in city, county and state—met to consider ways by which the cityward movement from the farms is to be checked if the need of the United States for 1,500,000 more homes than it already has, and the world need for more food are to be met.

The plan for the organization of the drive divided the state into four sections with four crews of speakers and with Sioux Falls, Flandreau, Aberdeen and Pierre as the starting points. By the aid of a big state map, brass tracks and thread routing of the three hundred twenty speakers composing the crews. Starting out on their trips October 27th, they had an area of 77,615 square miles to cover in the three weeks between that date and November 15.

Publicity was given the movement through the newspapers, bills, posters, cards and a personal letter to each family in the rural district.

To meet the expenses, school boards were asked to contribute \$5.00 each, and the balance of the necessary funds was raised locally and by the Commercial Clubs.

Each team of speakers held an average of three meetings a day. They were met at the trains by reception committees, who made arrangements for their accommodation and provided autos for their conveyance to their appointments.

Every person in the county was urged to attend one or more of the meetings.

The results will be of great interest to the different states who were represented at the conference and are expected to undertake similar drives.

A bureau of visual instruction has been organized in the general extension division of the University to circulate educational films and lantern slides among schools, clubs and other organizations. Superintendents and principals are invited to consult with J. V. Ankeny, in charge of the bureau.

Students in the Central High School of Minneapolis earned \$78,839 by work in their vacation period last summer.

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**THE REVISED CONSTITUTION OF THE M. E. A.**

(Continued from Page 8)

**ARTICLE II.**

**Purpose.**

The purpose of this Association shall be to promote the general educational interests of the state, to foster professional zeal, and to establish a friendly and helpful relation among its members.

**ARTICLE III.**

**Membership.**

Any person engaged in educational work in Minnesota may become a member of this Association by paying the annual dues of two dollars, but only residents of Minnesota who are citizens of the United States, may have the right to vote and to hold office.

Any person may be elected to honorary membership of this Association by a majority vote of those present and voting at any annual or regular meeting. The honorary member shall enjoy all the rights and privileges of this Association except voting and holding of office.

**ARTICLE IV.**

**Officers.**

The officers of this Association shall consist of a President, a Vice-President, a Secretary, a Treasurer, and a Board of Directors.

**ARTICLE V.**

**Election of President and Vice-President.**

The President and Vice-President shall be elected at the annual meeting of the Association for terms of one year, beginning immediately after the annual meeting at which they are elected and they shall serve until their successors are duly elected.

At the first sessions of the annual meeting of the general Association, nominations for President, Vice-President, and members of the Board of Directors shall be made from the floor. The number of candidates for any office shall not exceed five. The names of the candidates for the various offices shall be announced by the President of the Association, and shall be posted in three or more conspicuous places, together with the place and time of holding election. The Board of Directors shall establish a polling place which shall have a convenient location in the building in which the general sessions of the Association are held. It shall appoint judges of elections, sufficient in number to carry on the election expeditiously. It shall cause to be printed ballots containing the names of the positions to be filled and the candidates for each. On the second day of the annual meeting each member of the Association on presentation in person of his membership certificate or of other satisfactory evidence of paid membership entitling him to vote for the current year, shall be allowed to cast a ballot for one candidate for each elective office to be filled. There shall be no voting by proxy. Immediately after the close of the balloting, the judges shall count the ballots. Any candi-

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date receiving a plurality of votes for any office shall be duly elected. The judges shall certify the result of the election to the Board of Directors and the report of the result shall be made to the Association at the first general session following the close of the election. The location of the polling place and the hours for voting shall be announced on the annual program.

**ARTICLE VI.**

**Appointment of Secretary and Treasurer.**

The Secretary and the Treasurer shall be appointed by the Board of Directors, but not from their body, for a term of two years, except in the year in which this constitution is adopted, when a Treasurer shall be appointed for one year. Thereafter the Secretary shall be appointed in the odd numbered years and the Treasurer in the even numbered years.

**ARTICLE VII.**

**Board of Directors.**

The Board of Directors shall consist of seven numbers; the President of the Association who shall be chairman ex-officio; the Vice-President, the retiring President, and four additional members who shall be elected at the annual meeting of the Association, two members each year for a term of two years, with the exception of the year when this Constitution is adopted, when four directors shall be chosen, who shall determine by lot which two shall hold the one-year and which the two-year terms. Their terms shall begin immediately after the annual meeting at which they are elected.

**ARTICLE VIII.**

**Filling of Vacancies.**

In case of a vacancy in any office, with the exception of the Presidency, the Board of Directors shall select at its next meeting a member of the Association to fill the vacancy.

(The remaining articles of the Constitution will be published next month.)

A number of interesting changes have been made in superintendencies in city schools: W. G. Bolcom, since April superintendent at Bemidji, has accepted the position left vacant by H. A. Johnson of Rochester, who resigned to become assistant business manager of the Mayo hospital. L. G. Mustain of Fosston takes the place of J. C. West, Renville, who in turn will fill the position vacated at Sauk Center by M. D. Aygarn. Mr. Aygarn occupies the position of superintendent at Buhl left vacant by the resignation of M. A. Morse, named for superintendent at Bemidji.

Professor Charles P. Bull, College of Agriculture, University of Minnesota, and founder of the Minnesota Crop Improvement Association, has severed his connection with the college to become associated with the Humiston & St. John Company, growers of field seeds, at Worthington.

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## North Dakota

An interesting feature of the Forestry State Normal School at Bottineau is the arrangement between the state and the local community which provides for the use of the public school for practice teaching and places the public schools under the supervision of the State Normal School. It is an ideal arrangement, President Mangun says, and to date is working as fine as can be. It is hoped that the co-operation of the neighboring school superintendents may be secured so that some of the practice teaching may be done in their schools under their supervision.

The State Agricultural College won the state championship in football, defeating Fargo College by a score of 6 to 0 and the University by a score of 7 to 6.

District Superintendent Farr of Cook County, Illinois, Superintendent Arthur Deamer of the Fargo Public Schools, and Professor Finner of the Mayville Normal School, are among the lecturers at the county institutes this fall.

A. T. Felland is now principal of the Benson County Agricultural School at Maddock.

Miss Nellie Bryan of Rochester, Minnesota, has charge of the teachers' training department of the Walsh County School of Agriculture.

E. B. Forney of Fargo has given a number of talks on primary reading at the county institutes this fall.

Supt. L. A. White of Minot has established two opportunity rooms in the schools.

Miss Lura L. Perrine, for twenty-seven years instructor of science at the State Normal School of Valley City, died recently in Victoria, British Columbia, where she had gone for recuperation. Her intense application to her work in Valley City is declared to be the cause of her death.

By decision of the supreme court of North Dakota last month, the qualifications of Miss Minnie J. Nielson as superintendent of public instruction, which were contested by Neil C. Macdonald, were upheld and the contest dismissed.

Plans have been worked out for an evening school at Harvey. It meets three times a week during the winter months, putting Harvey's efficient school system within reach of those who cannot attend during the day. Courses which were particularly asked for were those of Gardening, Salesmanship and Manual Training.

An actual average increase of 206, or the equivalent of the capacity of five or six school rooms, is the enrollment record of the Bismarck public schools.

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# Denver Adopts Dann Music Course



Superintendent Carlos M. Cole's recommendation to the Denver Board of Education was based on the following report of the Committee appointed to investigate music books:

We wish to recommend the adoption of the Hollis Dann Series for these reasons:

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- 2 The exercises are logical and given only where they are needed in teaching the songs.
- 3 Eye and ear training are definitely related and clearly presented.
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English Class in the High School at Crosby, North Dakota, studying present literature as it is found in the current periodicals, as the Literary Digest, the Independent, Collier's and the World's Work.

The thirty books which were contributed to the library of the Mandan High School by the 1919 graduating class are now upon the library shelves. They are the works of modern English and American authors, and are being used daily in the work of the English Department. The 1919 graduates have also arranged for the magazines for the reading table.

Supt. George A. McFarland, of Williston, addressed the convention of teachers at Poplar, Montana, last month. His subjects were: "The Preparation and Progress of Teachers" and "The School and Americanization."

Professor R. W. Kerr of New England schools is installing a stereopticon equipment as a feature of the winter school program. The lantern is portable and will be used later for evening entertainments in rural schools in the vicinity.

By a unanimous vote the pupils of the Rolla High School have established a self-governing association.

The Williston board of education has secured the use of the armory for a high school gymnasium. This gives Williston one of the finest floors in the state.

Closing of many public schools in the smaller villages and rural districts has been threatened because of the shortage of fuel.

Supt. J. Nelson Kelly, of Grand Forks, who has retired after twenty-five years of service, was honored by his fellow educators of North Dakota at a banquet in his honor given by the city superintendents' division of the North Dakota Educational Association.

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At the annual Cass County Institute, an association of the Cass County principals was organized, with a charter membership of 17. C.

P. Crocker, son of W. G. Crocker of Lisbon, was elected president.

Enderlin goes on record as the first school in North Dakota in which the teachers have gone on a strike. Demanding an increase of \$15 a month, the teachers last week walked out of the schoolrooms. They returned the next, when they were promised a consideration of their demand by the school board. A similar strike which threatened the Bismarck schools was averted by an increase of salaries. Wahpeton teachers have asked for a bonus of fifteen per cent.

Enderlin has added three new teachers to its staff, making a total number of eighteen. The enrollment shows an increase of from fifteen to twenty per cent above that of last year. The feasibility of the semi-annual promotion plan is being studied, and it may be put into operation in the schools at an early date.

A new \$15,000 gymnasium is being completed at Larimore. L. L. Hurdle is superintendent.

The night school conducted by the Fargo city schools is proving very popular. More than five hundred students are taking the work. Retail selling is one of the new subjects offered.

Superintendent Arthur Deamer of Fargo has made an exhaustive study of the acceleration of pupils of the upper grades, and has promised us that in an early issue of SCHOOL EDUCATION he will tell us how he did it and what results he secured.

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Collective bargaining by the teachers with the employing boards of education in North Dakota is urged by the teachers of Wells county, who adopted resolutions to that effect at an institute held here. The resolutions declare:

"We, the teachers of Wells county, recognizing the fact that teachers are in general, and have been in the past,

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greatly underpaid as compared with other vocations requiring a like preparation and for this reason are unable to continue professional study as required by the state departments, and that this condition tends away from the greatest welfare of the schools in that it is the chief cause of the instability of the teaching force, do for the betterment of these conditions resolve:

"First—That the teachers of the county and state shall act collectively in presenting to school officers and patrons the advisability of providing such funds for salaries as may be necessary to make teaching as profitable an occupation as other lines of work, in order that the best manhood and womanhood of the state and nation may be induced to continue to enter and remain in the profession and that efficiency of teachers may be increased by relieving their financial difficulties.

"Second—That in the opinion of the Wells county teachers the situation can be met by extending the present salary basis to a 12 month term or its equivalent."

The committee that presented the resolutions included Harland Mahon, A. P. de Forge, K. V. R. Brown and Marion E. Lyness.

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The Chicago School of Industrial Art organized a "Correspondence Department" from which courses in "Industrial Art" can be taken by Correspondence. Thousands of teachers who have been teaching "Drawing" are looking for instruction in this new field, "Industrial Art."

The Director of these courses is Miss Mable Arbuckle, Supervisor of Art in the Public Schools of South Bend, Indiana. Miss Arbuckle was a student at Ohio Wesleyan University and is a graduate of the New York School of Fine and Applied Art of which Frank Alvah Parsons is president. She has also studied under Dr. James Parton Haney at New York University. She is the author of several works on "Constructive Design" and other Art Subjects.

The Assistant Director of these courses is Miss Mary C. Scovel, who was formerly Instructor in Bradley Polytechnic Institute; later, Instructor in the Chicago Art Institute; and for several years Principal of the Handicraft Guild of Normal Art of Minneapolis.

The students' work will be personally criticized by the Director and the Assistant Director, and students may begin at any time.

The first courses offered are in "Design and Color" and "Costume Design" especially adapted to Public School teachers.

## South Dakota

Mitchell—Professor O. D. Dunbar of the Dakota Wesleyan Faculty, was elected president of the Athletic association at a meeting of representatives of the association held at Yankton. Mr. Stewart, Sioux Falls, was made secretary.

Rapid City.—Superintendent House of the government Indian school in this city, has been granted authority to erect a new building at the school to accommodate the increased number of students. The new structure will cost about \$45,000.

Humboldt.—The local schools have as their new principal, Prof. Hanphyn T. Carlson of Minneapolis, who succeeds Prof. L. E. Logan, who recently tendered his resignation. Mrs. Carter, the assistant principal, also resigned and her place has been filled by the appointment of Mrs. Blanche McEnamy of Iowa.

—It is THE WORLD BOOK you want—

Aberdeen.—Announcement has just been made by the government at Washington that the Northern Normal and Industrial School has been approved for federal aid in the organization of a department of hygiene under recent act of congress whereby federal aid may be granted to one state institution of higher learning in each state of the Union.

Up to the present time about twenty-one institutions in as many different states have completed such departments and received federal aid. Among the schools accredited are: Harvard, Yale, Princeton, Pennsylvania, Wisconsin, California and two or three other universities. Among the teachers' colleges and normal schools included are the teachers' colleges at Cedar Falls, Iowa; Kalamazoo, Mich.; Greeley, Col.; Terre Haute, Ind.; Albany, N. Y., and Valley City, N. D.

Under the new act an Interdepartmental Board of Hygiene has been established at Washington, so-called because the secretaries of the several departments of the president's cabinet are ex-officio members of the board. For the current year Congress has appropriated \$600,000 to be used by this board in aiding in the establishment of these departments. The purpose is to give all students careful medical examinations and work for the upbuilding of their own persons in such a way that they will be able to go into the teaching profession sound in body and mind.

Other courses included will make it possible for them to prepare to give the best kind of health instruction in the schools and communities into which they are to go. Under these plans every person who attends the Normal School will be expected to take some form of physical education throughout their entire course of study.

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**Brookings.**—The state vocational board has selected South Dakota State college as the institution which shall carry on the work of training teachers in vocational agriculture under provision of the national Smith-Hughes fund. Teachers who are graduated from this course will be in demand for teaching agriculture in high schools at good salaries. The present demand for such teachers is far beyond the supply.

**Worthing.**—A movement has been inaugurated having for its purpose the consolidation of several school districts of this vicinity into one district.

**Watertown.**—The board of education favors issuing all or at least part of the \$300,000 bond issue that was voted in the spring to build a new high school building.

Although no definite date was set for the bond issue, it is the opinion among the members of the board that at least \$150,000 of the \$300,000 will be raised before the first of the year.

**Aberdeen.**—The largest short course enrollment in the history of the school is reported by the registrar of the Northern normal and industrial school.

The course in auto and tractor care and repair is very popular with the young men.

Tractors worth \$13,000 have been secured for the course in tractor care and repair.

Many are taking courses in the school of commerce. Home economics is the most popular course with the young women.

**Mobridge.**—At the end of the first six weeks of school, Superintendent Slater called the teachers together for a conference. A critical analysis was made of the six weeks' work. Data collected last year as regards attendance, tardiness and pupils with records of unsatisfactory work, was used as a basis of comparison. Plans for financing the educational drive were discussed. It was decided to let one half of the proceeds from the school entertainment of November 11 apply on this fund, Junior Red Cross activities were presented more as a Hygienic measure. A Dutch feed was one of the features of the evening. It is planned to have these meetings at the close of each six weeks' period at which time different teachers will make contributions in the way they are presenting their subject and as an incidental matter to such a meeting is the social hour and lunch.

The English department received a shipment of books from the State Traveling Library, and will use it as a basis for outside reading in connection with the work in the department.

**Aberdeen.**—The fourth annual Gypsy day and students' frolic was observed at the Northern Normal and Industrial School, November 1st. A

special feature of the program was a football game between teams representing the State Normal School at Moorhead, Minn., and N. N. I. S. Students paraded through the streets of the city in gypsy garb and held a carnival of sports on the campus. "The Feast of the Red Corn," an operetta, was presented by the students of the public school music department under the direction of Mrs. Lydia A. Graham.

**Madison.**—Miss Witkin, the Lake county nurse, is holding a highly instructive course in home nursing for junior high school scholars. The equipment, furnished mostly by the Red Cross, aids materially in making the course of fifteen lessons, one each week, of the most practical sort and one that should obtain the best results.

**Aberdeen.**—Six hundred seventeen students are enrolled in the Northern Normal and Industrial School, according to figures given out by the registrar as of October 20. The students now enrolled at the N. N. I. S. come from fifty-five of the sixty-four counties in South Dakota, and from ten other states of the Union. North Dakota and Minnesota send the largest out-state delegations. Other students come from Iowa, Illinois, Montana, Florida, Colorado, Texas, Missouri and Wisconsin.

## Wisconsin

Twin City Alumni of Wisconsin colleges have started a campaign among local graduates to raise their quota for the \$5,000,000 fund pledged to support the institutions for the coming year. Because of the large enrollment at the colleges this year and the inefficient equipment and accommodations, it is hoped to construct new buildings and to endow the schools permanently in order that the high standards of the past may be maintained.

At a community meeting of Fond du Lac county women, held recently under the auspices of the Woman's Club, a resolution was drawn up asking the county board to consider the matter of a county training school.

Crandon High School has the largest senior class this year that it has ever had. There are 26 members.

The Episcopal churches of the United States have offered to assume the maintenance of the reservation school of the Oneida Indians, at Fond du lac, which is about to be discontinued by the United States government. Episcopal missionary work was begun on this reservation at the time the Indians were moved there in 1823, and the church was built by the Indians themselves.



The vocational training school for Oconto began November 15. Professor William A. Heller is the director.

Because of the high cost of paper and the increasing cost of labor, the Outagamie County School News, published monthly during the school year by County Superintendent A. G. Meating, has suspended publication. The School News was the first school newspaper in Wisconsin. It is hoped that it will be revived.

**THE HOLY LAND.**

How many visitors wintering in sunny Egypt have cast longing eyes towards the Holy Land but were afraid to embark on the short sea journey because of the uncertainty of landing at Jaffa. Now, they will be able to make the pilgrimage by rail all the way from Cairo to Jerusalem passing through country of great biblical interest; assuming the journey be made in the spring-time, it will be specially delightful, as the Plains of Philicia and Sharon are then carpeted with flowers. What a contrast to the sandy desert of Sinai first crossed.

Palestine still retains its unique attractions, sentimental and otherwise. The traveler can now visit the various places of interest under conditions which never existed before.

Jerusalem, the capital, has a fine situation standing on four hills once divided by deep valleys which are now partially filled by the debris of successive destructions of the city. It did not suffer by bombardment in the recent campaign. Its ancient walls and picturesque buildings are just as before. Since the British Occupation a number of improvements, notably sanitary, have taken place and there is a feeling of security never enjoyed under Turkish rule. No longer is there any danger of falling amongst thieves on the way to Jericho. A dip in the Dead Sea (1,300 feet below sea level) or a swim in the River Jordan may be indulged in, with the certainty of finding one's clothes on the bank when required. The Church of the Holy Sepulcher can be visited, not once but several times, with pleasure and profit, there are so many corners to explore and one just wanders around at will. The Mosque of Omar, standing on the site of Solomon's Temple, formerly only accessible to visitors escorted by a Turkish soldier, and a Consular Canvas can now be entered and all its details inspected at leisure while the Dragoman points out anything of special interest.

The railway has been constructed from Ludd (Lydda) to Haifa. It is quite an interesting ride from Jerusalem to Haifa mainly along the Plain of Sharon. Just before reaching Haifa there is a good view of the ruins of Athlit, the last stronghold of the Templars in Palestine and particularly interesting in view of the late war and reconquest of the Country by the Crusaders of modern times.

F. RENWICK,

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**THE PUBLIC SCHOOLS OF ALASKA.**

By L. D. Henderson, Territorial Commissioner of Education.

There are two distinct and separate school systems in Alaska as follows: (1) Schools for Alaska Natives which are under the direction of the U. S. Bureau of Education through its Alaska Division. These schools number approximately seventy-five and are situated all the way from Point Barrow in the Arctic Ocean to Dixon Entrance in Southeastern Alaska. Information regarding them may be obtained from W. T. Lopp, Chief of the Alaska Division, U. S. Bureau of Education, 1223 L. C. Smith Building, Seattle, Washington.

(2) All other public schools in the Territory are under the direction of the Territorial Department of Education, with the Commissioner of Education, Juneau, Alaska, at its head. They are maintained for white children and children of mixed blood leading a civilized life. The latter class in number, especially in the cities, although in some sections of the Territory there are small schools in which pupils of mixed blood make up a considerable part of the total enrollment.

In presenting an informational article on the schools of Alaska, it is well in the beginning to remove a few of the misconceptions which are in the mind of the average individual who makes inquiries concerning them. A general statement may well be made to the effect that the subjects taught, the text books and courses of study used, and the material equipment furnished are in general the same or compare favorably with what will be found in the average school system in the States. The pupils are Americans and possess all the traits of character which that name implies. Among their numbers will be found those who are good and bad, rich and poor, mischievous and meek, punctual and tardy, retarded and accelerated, with and without adenoids and similar ailments. Many of them can talk to you intelligently about New York, Philadelphia, Chicago, St. Paul, Denver, Los Angeles, San Francisco or Seattle, for they have been there.

Teachers who come to the Southeastern, Southwestern or Southern coastal regions of Alaska will find winter temperatures which may reach as low as zero degrees Fahrenheit. Those going to the Seward Peninsula or to Interior points will find weather conditions more severe, it being no uncommon thing for the mercury to fall as low as thirty degrees Fahrenheit during several days of each year in the various towns and villages of the former and as low as fifty degrees in the latter. Lower temperatures are occasionally recorded on rare occasions. The average during the winter months is, however, considerably higher than the figures given.

No transportation is furnished to teachers. Positions are secured by making application to the clerk of the school board in the various communities and presenting credentials and photograph. The Commissioner of Education is sometimes called upon to recommend teachers for various positions or to send teachers to fill po-

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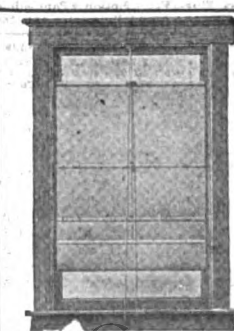


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sitions caused by vacancies occurring late in the summer or during the school year. Applications may, therefore, be filed with the Territorial Department of Education at Juneau, where formal application blanks may be secured upon request. There is not a scarcity of teachers in Alaska since under normal conditions many hundreds of well-qualified teachers annually make applications for positions. The majority of the schools are in session during the period September to May inclusive. But three schools hold summer sessions, these being situated at Perseverance, near Juneau, and Chatanika and Fox, near Fairbanks. In these schools the vacation period occurs during the winter months.

The social service feature of a teacher's work is no different in the average Alaska community than in the States. The large communities contain churches, libraries, and other organizations devoted to social uplift. There is, of course, always room for this kind of service, but there is nothing inherent in the nature of Alaskan communities or of Alaskans which makes them any lower in the scale of culture than those of Washington or California. Many of the smaller schools are located in fishing or mining villages where a capable and energetic teacher does have an opportunity to add much to the life of the community, but this is also true in many smaller communities in the States.

Alaska certificates to teach are required from all teachers and are issued by the Commissioner of Education to such persons only as obtain such employment in the Territory. A fee of \$2.50, payable to the Commissioner of Education, is charged for each certificate. Certificates are of three classes:

(1) Certificates by endorsement of approved certificates from any of the States, valid for a period equal to that of the certificate presented for endorsement. An applicant for such certificate must present satisfactory evidence that he or she has been successfully engaged in educational work within two years prior to the presentation of such a certificate.

(2) Certificates by endorsement of diplomas of approved colleges or normals, valid for three years.

(3) Certificates of first, second and third grade upon examination, valid for five, three and one year, respectively.

Schools are of two classes: Those inside and those outside incorporated towns and districts. The former receive seventy-five per cent of the total cost of maintenance from Territorial funds appropriated for that purpose, provision being made that no school receive during any one year more than \$15,000. The remaining twenty-five per cent is raised by local taxation in the school district. Schools outside incorporated towns and districts are supported entirely by Territorial appropriation and from a federal re-fund on occupation and trade licenses collected in Alaska.

There are 143 teachers in the schools of Alaska, of which number 20 are men and 123 women. Alaska is especially fortunate in that she has

been able to attract well qualified teachers to her schools. The vast majority of the teachers in Alaska have two qualifications which make for successful school work. They are professional training and experience. Two-thirds of the teachers of Alaska are normal school or college graduates. Eighty-eight per cent of the high school teachers are college graduates who have in addition had advanced study. The average teaching experience of Alaska teachers is seven and one-half years. Approximately sixty per cent have had previous teaching experience in Alaska while fifty per cent have had experience both inside and outside Alaska. While statistics on the subject are not now available, I believe that no state in the Union can present a record of teachers so well qualified by professional training and experience as those of Alaska.

The smaller schools of the Territory are generally unable to present work in either Manual Training or Domestic Science due to lack of equipment and the fact that the teacher's time is too well taken to permit attention to these activities. At least some work along this line is, however, done in approximately one-fourth of the schools, 15 in all offering full or partial courses. Five of the larger communities offer a complete course in Manual Training and Domestic Science, including woodworking, sewing and cooking, in both high and elementary schools. One school offers complete courses in these subjects in the elementary school alone, and nine offer a partial course in either the high school or elementary grades.

Special supervisors for Music and Drawing are employed in but a few of the larger schools although these subjects are given under the direction of the class room teachers throughout the schools generally. Orchestra and chorus work also have a place in the curriculum of several of the larger schools. In many localities the physical education work offered is confined to such calisthenic exercises as can be conducted in the school room and to general play ground activities. The larger communities, however, afford facilities for gymnasium work. Military drill as a regular part of the required course has found its way into a few of the schools. Medical inspection and dental examination of school children is not carried on generally, but eight schools providing for the former and two for the latter during the 1917-1918 school year. Increased attention to physical education is included in the plans for future increased efficiency.

Territorial school laws provide for the establishment of night schools and carry an appropriation for the support of the same.

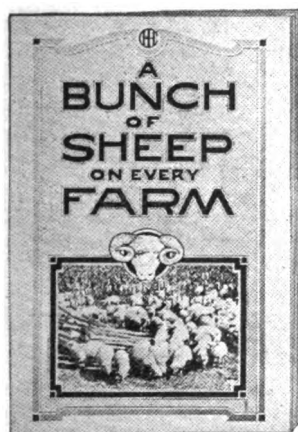
Alaska has, at present, no schools offering a higher grade of work than that covered by the high school. An Agricultural College and School of Mines is, however, under course of construction near Fairbanks and plans are under way for its operation during the school year 1919-20. The building is being erected and equipped from funds appropriated by the Territorial legislature.

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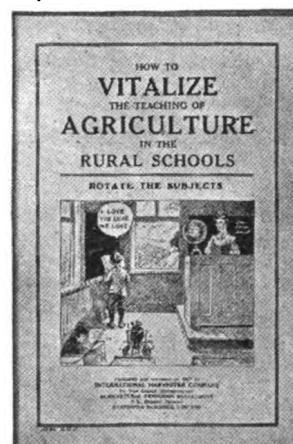
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# SCHOOL EDUCATION

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OF  
SCHOOL EDUCATION

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# SCHOOL EDUCATION

**S**CHOOL Education was founded nearly forty years ago and it has always had the confidence and generous support of a wide range of readers. In some respects, the journal now enters upon a new epoch in its history. Its first concern will be to magnify the importance and effectiveness of the work in the field of elementary education. Vital and up to date material will be offered each month to the workers in that great and rapidly developing field. School Education, however, will enlarge the scope of its activities in matters relating to social aspects of education and to the professional training of teachers. These are fields in which the elementary teacher must become interested and informed if she hopes to keep abreast of changing conditions. At the present time, teachers of inadequate training are receiving salaries equal, in thousands of instances, to those paid to teachers well trained and experienced. This situation is due in great measure to the shortage of teachers. In time, all this will change, and, in the last analysis, only the well informed and adequately trained teachers will be called to the high places. School Education will be a news journal in the field of general education and it will be conducted with journalistic enterprise. In its editorial columns, the journal will strive to interpret educational, social and literary movements. It will seek, always, to promote civic interests and to enrich the teaching profession as that profession is represented in colleges, state normal schools, and in the great field of elementary education. Men and women prominent in civic, social, literary, and educational work will contribute to the columns of this journal. Articles of far reaching interest and most significant importance are now in the hands of the editor awaiting publication. It is the purpose of the publishers to make School Education a journal which will find a place in the home and in the general library. With that end in view, the columns of this journal will be open to all persons who have opinions to express regarding public welfare. School Education will be a staunch defender of Democracy and it will undertake to interpret and give publicity to the best thought relating to the great and absorbing theme, Americanism. In the field of literature, School Education will stand for whatever is ennobling and cultural. Education has come to be a term of tremendous significance in the life of the nation, and School Education desires to render some service in an attempt to tell things in a helpful way about varied activities in the broad field of education.

**W**E call attention, with no small degree of satisfaction, to the clear cut statements of Minnesota's State Commissioner of Education in his discussion of the subject, "The Relation of the State Board of Education to State Institutions for the Professional Training of Teachers." This is a very important question at this time, because it involves many vital aspects of education, both technical and administrative. Commissioner McConnell attacks the situation straight from the shoulder, and School Education believes that superintendents and teachers will indorse the constructive suggestions set

forth in his discussion. The present certification merry-go-round should be abolished. The authority of the Department of Education should be absolute in all matters relating to the standardization of the teaching force in any state. Mr. McConnell points out the limitations of the present system of certification and, then, he tells what should be done to make an effective system. New laws may be necessary. If so, it is not too early to begin to formulate proposed laws. All educational agencies will support the State Commissioner of Education in the very constructive position which he has taken. Mr. McConnell has struck at the vital defect in the organization of the state's system of education. Other suggestions in his discussion indicate that the Commissioner of Education has a vision of better things for education in Minnesota. No greater thing could be accomplished for the young people of a state than to provide ways and means "to educate teachers farther into the positions to which they have been called."

**T**HE old premium on teaching experience is at a discount. The shortage of teachers has so lowered standards that the inexperienced graduate is nearly as acceptable as another; when the cry is for food the flank boll is sold at the price of the rib roast. The teacher with ten years of experience finds herself on the pay roll check by jowl with the nervous graduate. And with the cry for higher salaries attention centers on a minimum attractive to the novice, with the higher minima for experience or for demonstrated ability regrettably neglected. Then, under the outcry about salary, comes the wall that the best teachers are being drawn off into other professions. This last is not true: the very best teachers are remaining in the service of education though their hearts break; their whole beings will not let them do otherwise. But it is no doubt true that men and women of excellence are finding their talents adaptable to other callings. And these are of the heart and pith of the profession. With them gone the very best and the inadequate remain in pitiful juxtaposition. Surely minima enticing to the beginner must be had, but for teaching to retain that strong and serviceable body of men and women who find an asset in a flexibility that were far better kept in the schools, the other standards must be looked to, and that before long. Even the most ardent of the very best cannot forget that to serve they must live.

**S**CHOOL Education publishes in this issue a symposium on "Americanism." The term "Americanism" has been used and abused in various connections. The demagogue, the politician and the statesman—each has had his fling with the sentiment suggested by this word during these last potential years. In the last analysis, the teacher has more to do with the interpretation of "Americanism" than any other individual. He must teach the sentiment involved in all of its significance and his interpretation must carry weight and conviction in its very simplicity. School Education hopes that the fine

statements of definition, contained in the symposium, will be suggestive and helpful to many teachers. Words and platitudes will not do. If America is to be understood the things for which she stands must be taught in terms of comprehension. To the man on the street, in the mine, in the work shop, in the lowest forms of labor, and, most of all, to the woman in a meagerly equipped home, surrounded by a brood of little ones, Americanism expresses a mood. The mood, however, may be potent, excellent, and desirable. To such persons, the distinction between "American" and "un-American" is the distinction between good and evil. Such persons can not tell when pressed for an interpretative expression, what is American and what is un-American. They can only feel in a dumb kind of way that some actions and ideals are approvable by that term and others are not. That is the end of the story so far as they are concerned. In the lives of these types of individuals, actions and ideals may be each other's exact opposites. To crystallize these opposites into some form of adequate statement is the task of education, and this work can not have its basis in tradition. The dominant concern of today is with the future, and all of the engines of the modern common life, of industry, art, religion and science are intended to determine the channels in which the future shall come.

**A** MERICANIZATION is too likely to be a process of standardization to an unenticing uniformity. The danger in this has been recently pointed out in an address by the editor of *School Education* and the fact indicated that the foreigner has something to give as well as to receive. The larger significance of this is not to be lost sight of. The life of our present Christian civilization is not the poorer in its Christmas for the yulelog which the pagan brought as his simple gift to a religion which had burst upon him with its light; Easter is not less welcome because of its rabbits and colored eggs, given to Christianity in a similar spirit. Americanism, likewise, will be fuller, richer, more powerful for whatever of color, festival, or insight its varied followers may bring. Underlying all, uniting all, will be one loyalty, but the expression of that loyalty, that love, may be as varied as the traditions giving it their allegiance. It is hardly possible that the Americanism of a Scandinavian community will express itself in the same form as that of a Bohemian, Irish, German, or Italian community. And through these forms the inarticulate districts will possess themselves of a local background and local tradition. Great Britain found fresh spiritual wealth in the proven unity of Scotland, Wales, Australia, Canada. Our unity will be far more closely knit than this, but—though the word is disparaged—only through a wise provincialism can we synthesize our national personality, and achieve out of variety, unity.

**I**N the work of Americanization, the teacher's part becomes difficult in the tact required. The first optimistic flush of the work fades; the immediate stimulus of the war passes; it is realized that the work is not one of instruction in fact alone, but a coloring of an emotional background. Such a task is a work for the years and not one to be rushed through in a few months. There are multitudinous adjustments to be made; problem after problem of tact is to be solved. To each teacher, dealing with an individual complexity of tradition and condition, comes an individual problem. Every school district is a unit which, though it has basic considerations common to all, has nevertheless subtleties peculiar to itself. The

alert teacher, the American teacher, is she who can bring out the best of what she finds at hand, making straight the crooked paths so that all good impulses come to the broad highway. The road is long, but that way lie nationhood and civilization.

**A** PREDICTION has been made that in the now visible future it will not be uncommon for a few school executives to receive a salary of \$25,000. That is, the heads of some great institutions, in the capital invested quite comparable to some large corporations, are to receive one-half or one-fourth of what a business executive receives. A proposal to pay any school executive on earth \$100,000 would be laughed out of court to a roaring tune; and then the laughers would turn to read admiringly in the how-to-succeed magazines of some Smith or Brown who, as the head of a company for making a new bluing paddle, was to have a \$150,000 salary. The paddles, forsooth, are to be sold, and the multitudinous pennies resulting can be counted. The school executive produces nothing tangible; the results of his decisions crop out, like long rock strata, only miles or years away, only in mountains or times of upheaval that prove in a general breaking up that foundations are solid. Johnnie Jones fits himself for a decent life; he does no more than is expected of him—the school executive, of course, has played no part. At least he has played no very tangible part. But he who takes the blueness out of Monday and spreads it properly through the clothes has made the housewives buy; the adding machine can justify his remuneration. The schoolman's efforts are computed only in the fibre and tradition of the nation, and the computation is slow. The war has indicated that that computation is not to be neglected.

**A** CONFERENCE of great importance to the educational interests of Minnesota was held recently in the rooms of the State Commissioner of Education. The conference included the members of the staff of Commissioner McConnell, the Presidents of the State Normal Schools and the Dean of the College of Education. Mr. McConnell called the conference in order to secure data upon which to base recommendations to the State Board of Education. The discussions brought out some interesting facts relating to the shortage of teachers in Minnesota. Inspector Harry Flynn presented exhaustive surveys of the situation which had been worked out with great care. The surveys showed that the present shortage of teachers may be classified as follows:

	Positions unfilled	Teachers not qualified	Total
Grades .....	40	561	601
High School .....	33	83	116
Special Depts. ....	76	217	296
Rural .....	160	1,027	1,187
	309	1,888	2,197

Inspector Flynn reported on the supply of teachers available for the year 1920-21. His report included a comparison of the number of teachers in training this year with such numbers the past three years.

	1916-17	Total Enrollment	Graduates
Winona .....	.....	.....	166
St. Cloud .....	1,076	.....	186
Mankato .....	871	.....	187
Duluth .....	410	.....	87
Moorhead .....	1,083	.....	130
Total .....	.....	.....	756



1917-18		
	Total Enrollment	Graduates
Winona .....	.....	172
St. Cloud .....	985	166
Mankato .....	732	176
Duluth .....	352	75
Moorhead .....	951	107
<b>Total .....</b>		<b>696</b>

1918-19		
	Total Enrollment	Graduates
Winona .....	.....	141
St. Cloud .....	887	144
Mankato .....	656	152
Duluth .....	339	56
Moorhead .....	774	104
<b>Total .....</b>		<b>597</b>

1919-20		
	Total Enrollment	Graduates
Winona .....	.....	135
St. Cloud .....	1,131	144
Mankato .....	.....	150
Duluth .....	331	50
Moorhead .....	1,080	105
<b>*Estimated Total .....</b>		<b>584</b>

Teacher Training Departments High Schools	
1916-17 .....	1,441
1917-18 .....	1,121
1918-19 .....	1,024
*1919-20 .....	976
<b>*Estimated.</b>	

Summary-Graduates		
	Normal Schools	Teacher Training Depts.
1916-17 .....	756	1,441
1917-18 .....	696	1,121
1918-19 .....	597	1,024
1919-20 .....	*584	*976
<b>*Estimated.</b>		

The following statement shows the yearly increase in the number of teachers required to keep pace with the growth of the schools:

Year	No. of Grade Teachers	High School Teachers	Rural Teachers	Special Teachers	Total
1915-16	5,666	1,654	8,386	1,303	17,509
1916-17	5,822	1,879	8,872	1,498	18,072
1917-18	5,989	2,061	8,828	1,537	18,415
1918-19	6,577	2,113	9,187	1,099	18,971

Surveys made by Inspector Flynn, and President Maxwell of the Winona State Normal School, show that the rural schools require, approximately, 2,200 teachers annually, and that the grade schools require 1,250 teachers annually.

The number of graduates from all departments in the State University who were given certificates to teach during the past four years is indicated below:

Year	Graduates	Av. Mo. Sal.
1915-16 .....	140	\$71.23
1916-17 .....	137	72.57
1917-18 .....	124	85.49
1918-19 .....	140	94.85

In the case of graduates of the state normal schools, the increase of salary during the period shown above has not been far different from that of the graduates of the University. The situation in the Minnesota schools is a fact and not a theory. There will be a greater shortage of teachers next school year than the state is experiencing at the present time. The most evident solu-

tion of the problem in hand rests directly in the hands of officials who employ teachers. There is a mightier power, however, than that possessed by boards of education and that is the potential force of public sentiment. Teachers' salaries must be increased and when public sentiment is aroused to a realization of the seriousness of the situation, teachers will be more generally recognized as a very essential element in the big social aspects of life. No one can blame teachers for "organizing" and putting forth every possible effort to stimulate public interest in their earthly affairs. Finely spun theories will not buy clothing nor avert starvation.

Commissioner McConnell and his assistants are doing their best to cope with a well nigh impossible situation. The Department of Education has exercised the most discriminating judgment in issuing certificates to persons not altogether qualified to teach in the public schools. This sort of thing will of necessity go on if properly qualified teachers can not be secured. This will mean the lowering of standards and demoralization of work in general. The public can prevent this catastrophe. A very great responsibility rests upon the State Department of Education in this crisis and it is effectively meeting that responsibility. It is the responsibility of awakening public sentiment. School Education believes that the people of Minnesota and this country will not permit the ranks of the teaching profession to be depleted because of inadequate salaries. However, the teaching profession will surely deteriorate if financial assurances are not established for the future.

THE current arguments, widely diffused in certain sections, for text books printed by the state, neglect certain utilities and methods making for progress which do not make themselves so palpably felt when state ownership and operation of such utilities and resources as railroads, mines, and mills are in question. These latter functions, grossly organic, relatively stable, beget only the question of wisest direction; progress is slow and intermittent. But progress in text book making can proceed only by exhaustive research, independent and various experimentation, proceeding in minute advances that cumulatively amass themselves until they break into new lines of reorganization. Science is greater than any scientist; it is a spiritual body treasuring the merits of thousands of the forgotten who have given of their little best and passed on. So it is with the subject matter and methods of any study. Miss A. invents some method of successfully handling some one part of a subject; Miss B. improves on it and finds something else; and Miss C., comparing and herself inventing, achieves a synthesis of all efforts that rapidly clarifies the difficulties encountered by all. Were this intricate highly differentiated process to stop, bludgeoned to silence by longer intervals of change, progress, not to be produced by fiat, would in large measure cease. For the state, as at present organized, is not susceptible to the finer discriminating adjustments now possible. Texts, once adopted, would have to serve for longer periods, since a change must mean a wholesale destruction. Whatever the merits of competition when applied to natural monopolies, competition in intellectual endeavor cannot cease without the people perish. To entrust a natural monopoly to private hands may or may not be wrong. To create a bureaucratic monopoly where monopoly is so unnatural as to be unendurable, is a crime against the spirit of man. And by whom is it conceivable—to revert to the physical limitations of the matter—that the periods of adoption under state control would be short enough or flexible enough to allow in fifty years the progress now made in five.

AS School Education goes to press, the announcement of President Burton's resignation is made. At first thought, people, especially those of Minnesota, are surprised. Surprise is expressed because not three years have passed since Dr. Burton became President of Minnesota's greatest educational institution. Traditional ideas relating to tenure of service and to the obligations involved in the acceptance of high position no doubt held Dr. Burton long on the dividing line between rejection and acceptance of the Michigan offer. Time was, in this country of ours, when such a departure as Dr. Burton is making, was characterized as a "call" to higher service. And Dr. Burton happily places his departure from Minnesota on that basis. The general public, however, seems to be more interested in the financial aspect of the situation and that is an encouraging symptom for the schoolmaster to observe. Michigan's "offer" to Dr. Burton takes on nation-wide importance and its influence in shaping public sentiment regarding salaries of school men will be very great. On the other hand, Dr. Burton's training, experience, temperament and personal inclinations call him to direct contact with the spiritual aspects in education, and no one can justly criticize him for wishing to secure the highest results from personal contact with student life. He believes that Minnesota does not offer facilities to make the contact complete. However that may be, and men will differ with him on this point of contact figure, the fact remains that it is from this most vital aspect of the situation that Minnesota sustains its greatest loss by the withdrawal of Dr. Burton. Not at any time in the history of mankind has there been an epoch when strong leaders of thought and action were more needed as exemplars of character and interpreters of the principles of Christian civilization than now. The whole world is looking to America for enlightenment, and our beloved country has great men in high places who are seeing fine things in perspective. These men, however, may be swayed from one course of action to the lines of another as the exigencies of politics demand. This is a day of "isms", unrest, and disconnected thinking. Men disagree as to the meaning of "Americanism", and citizenship becomes in the minds of many a relative term. The clear thinker, the teacher who can teach straight and true, the great spiritual leader is in demand. Such an one is an intellectual force whose value to humanity can not be measured in material terms. Whatever estimate may be accorded, in years to come, to Dr. Burton's administration of Minnesota's great university, it must be said that, as a leader of thought among young men and young women, he stands pre-eminently superior. And what can be more important? The very attributes of character which won for Dr. Burton the position, with all of its emoluments, to which he has been called, will endear him to the people of Michigan, and he will still be a force for righteousness in the nation.

Dr. Burton has been quoted in the public press as saying that a good business man can well administer the affairs of the university during the next ten years. School Education assumes that he has in mind the ten year building plan. Buildings and equipment are most desirable in the making of a great school, but it is of vital importance to a state to have at the head of its university a master builder of young men and women. The Regents of the university will be fortunate, indeed, if they find a successor to Dr. Burton who will prove to be a dual master-builder. The eternal purpose of education suggests that the ten year building plan may well be accompanied by a ten year "personal contact" plan which shall have for its purpose the enrichment of student life.

## Dr. Oliver M. Dickerson

### Minnesota State Board Selects Winona Man For Moorhead School



THE State Normal School Board of Minnesota has chosen Dr. Oliver M. Dickerson to be President of the State Normal School at Moorhead, Minnesota, to succeed Frank A. Weld who resigned to become editor of School Education. Dr. Dickerson will assume charge of the school March 1, 1920.

Dr. Dickerson was born in Illinois forty-four years ago. He was graduated from the Illinois State Normal University in 1899. He earned the following degrees in the University of Illinois: A. B., 1903; M. A., 1904; Ph.D., 1906. He studied at Harvard University and did original research work at the Privy Council Office, the Public Record Office, and The British Museum, London, England. He has had an extended and varied experience as a teacher in the public schools. He was a Teaching Fellow in the University of Illinois, 1901-1906, and was Professor of History and Social Science in the State Normal School at Macomb during the years 1906-13. In the fall of 1913, Dr. Dickerson became the head of the department of history in the State Normal School at Winona where he has been to date with the exception of the period of the World War. Dr. Dickerson's publications in the field of history have been varied and important. He is a member of the leading American His-

torical and Political organizations and he rendered effective service in the organization of the American Legion.

Dr. Dickerson made a conspicuously fine record during his term of war service. He entered the first Officers' Training Camp at Fort Snelling and was commissioned Captain in the Infantry. He held important commands and was promoted to the rank of Major. His discharge came at his own request, June 14, 1919. Dr. Dickerson's commanding officers in the United States Army speak of his record as an army officer in unqualified terms of appreciation and commendation.

In the administration of the Moorhead school, Dr. Dickerson will have unrivaled opportunity to promote progressive activities in the field of teacher training. The school is fortunate in that it will have at its head a man who possesses such attainments as those which Dr. Dickerson has earned in civil and military life. School Education wishes the highest success for Dr. Dickerson in the important work which he will soon undertake and we believe that he will round out an already honorable career with years of notable achievement.

## Malnutrition In Schools

Dr. W. R. P. Emerson, Boston,  
Greatest Authority on  
Malnutrition in Schools  
Gives Local Address

SCHOOL Education was represented at an important meeting of Child Welfare Workers in Minneapolis, when Dr. W. R. P. Emerson of Boston spoke in a most vital way on malnutrition in schools. Dr. Emerson is the originator of the modern work on Malnutrition in schools, and his work in the eastern states has resulted in the establishment of many Nutritional Clinics and Nutritional classes. Dr. Emerson's address was given marked attention. He told of the causes of malnutrition, and urged that a national campaign be conducted against it. He said that Minnesota should be a leader in this campaign, because statistics show that this state has the lowest infant death rate.

The need of attention to the subject of malnutrition has been shown by the revelations of the draft board during the war. Malnutrition was one of the great causes of physical unfitness of rejected soldiers. This condition is due largely to the fact that nothing has been done, as yet, to prevent malnutrition after the child has passed the two years' mark. The great danger from malnutrition is not to infants, for the campaign has been so rigorously carried on in the past few years in the mothers' clubs, children's clinics, and women's magazines, that the women have been quite thoroughly educated to the care of the infant in arms.

There is an imperative need, however, that careful attention be given in home and school, to the growth and nutrition of young people from two years of age, clear through their college life. The subject of growth and nutrition has not been taught in medical schools and little attention was paid to it before the war, when young men from the wealthy, middle, and poor classes were alike found to be physically unfit as the result of malnutrition. Their physical unfitness was proved by the fact that when

they were weighed and measured, they were found to be not only under weight, but under height, and when brought up to weight by proper nourishment, the height was out of proportion to the weight, showing retarded growth.

Dr. Emerson began an investigation of the causes of malnutrition with a view to finding a remedy, and his results have gained for him a national reputation as an authority on child-health questions. They have been photographed and charted, and furnish a convincing proof of the evils and cures for malnutrition. When he started his investigation, Dr. Emerson believed that malnutrition was due to poorly cooked foods, to under-feeding as a result of poverty, or to a pre-tubercular condition. He took a group of several hundred children into a class and watched all that happened to them by day and night to find out what was the matter. He thought the mothers did not know how to prepare the food properly; so he taught them how to cook. But he found that malnutrition was not due to poorly cooked foods. He found, also, that the children were not under-fed. On the contrary, most of the children coming into the clinic did not come from poor families but rather from the well-to-do. Only occasionally was poverty found to be the cause of malnourishment. One thousand children were weighed in school, and the matter was referred to parents, with the result that they came above the normal rate when attention was given to them in their own homes. This was the encouraging part of the experiment: that poverty is not the reason for malnutrition, and that it can be cured in the home. Neither is a pre-tubercular condition at birth the cause of malnutrition; for there is no such condition. All children are born well, the unhealthy condition setting in after birth.

Dr. Emerson now came to the happy conclusion that malnutrition is absolutely unnecessary in this country, where children have enough to eat of properly cooked food if they will only eat it. With the supposed reasons for malnutrition proved false, Dr. Emerson's clinic took several groups of children, found the true causes of their conditions, removed them, and in six weeks the children were cured, and this in their own homes, instead of in an institution. Get the children well in their own homes is Dr. Emerson's advice. The two great causes of malnutrition were found to be over-fatigue, and physical defects—adenoids, enlarged tonsils, etc. The physical signs of under nourishment are round shoulders, underweight, pallor—the general appearance of a bent old man. The position corrects itself with careful exercise after the weight is brought up. But the child must have a good breathing space, which means that the physical defects must be removed.

Reduction of malnutrition to a minimum is to be accomplished largely through a well-directed campaign in the schools: a campaign to interest the parents in removing the physical defects, and a readjustment of our standards of required work in the schools to avoid over-fatigue in the children. Our whole system of education is conducive to over-fatigue. It is founded on a certain number of hours of work for every pupil. Many of the pupils are mal-nourished, yet they are required to keep up to the standard set for the school. The largest part of the work of the teacher, and the greatest cause of her nervous condition, is her continuous effort to hold to the custom of keeping children after school to do their work, a punishment from which the child suffers. The chief obstacle to getting children well who are in tubercular homes are the public schools. Dr. Emerson denounced the proposed half day schools as being "wicked" for half nourished children.

The rich child is particularly afflicted with malnutrition, not only because he is more exposed to improper food habits and late hours, and lack of home control, but because his education demands "special accomplishments." These causes can all be removed. The schools should give the children a complete physical examination for malnutrition, such as is required in the army service. Then the teacher should be interested in having a system that is flexible, one which will afford the child temporary relief when he is malnourished. The malnutrition group should be placed near the windows. This work against malnutrition can be most effectually carried on in the schools, because the schools can have nurses and physicians, and it should be the pride of the principal that he has no mal-nourished pupils in school.

Get interest aroused in both parents and children through methods used in the classes. The class method is wonderfully successful. Weigh the children, and have the fathers and mothers come to the weighing. Tell the children why they are underweight and urge them to try to bring their weight up within a week. Next week tell them why they have not gained. If the parents are not interested in co-operating with the school health work, make them come to the school, and show proof. This will always win their co-operation. Do away with malnutrition as you do in the dairy on the farm. Use intelligence. People must get together in an organized campaign in order to do away with malnutrition. If we do it in this state, we will stimulate other states to do the work in the same way. This campaign is four parts educational to one part local. Women in the school have the best opportunity to make it a success. They should check up the work of the class with their activities and use public opinion, in the malnutrition class, in doing away with the causes. Every boy and girl has visions of health. When children see examples of physical beauty that come through proper health habits, tell them that they, too, may have the same physical perfection.

## Americanism and Americanization

### A Symposium of Significant Statements of Definition Written for School Educa- tion by National Leaders of Thought and Action

**J. A. A. BURNQUIST**  
Governor of Minnesota

**A**MERICANIZATION is the creation, in an individual or a group of persons, of a true understanding of the principles of our republican form of government, our free institutions and the ideals for which the people of our country have been striving. It is a process which need not be confined to the foreign born. There are many native born citizens, some young, some older, who need Americanization. The true American need not believe that our form of government is perfect or that we have reached the ideals of freedom and equality for which the people of this nation stand. He must be willing to help maintain the good we have and to co-operate patriotically in making conditions better. He must understand that our constitution provides orderly and lawful methods by which anything which is to the advantage of the majority

can be attained. He must realize that citizenship means both privileges and obligations.

Acquiring an understanding of our history and our government is almost impossible without the ability to read and write the English language. Knowledge of our language is therefore important. To become an American, it is not necessary that the foreign born give up whatever of good there may be in the language, the literature, the arts and the traditions, of the countries from which they came.

Americanization, however, stands for the end of divided allegiance. It teaches that an American must be wholly for America.

**FRANK O. LOWDEN**  
Governor of Illinois

**W**E ARE learning as we never learned before that the greatness of America is measured not so much by its wealth or its natural resources, as by the quality of its citizenship. We have boasted too much in the past of our growth in population, and have been too careless of the Americanization of our population. It matters little whether we have a few million more or less people. It matters everything that all our people shall be imbued with the American spirit, shall be moved by American ideals of government and be devoted to the American flag. Our gates have been flung wide open to the liberty-loving peoples of the earth, who have sought a refuge from tyranny and oppression. Our citizenship has been enlarged and strengthened by this influx of foreign blood. Our civilization has been enriched by the contributions our immigrants have brought. But not all who have come from foreign lands have become transmuted into Americans. It has been partly our own fault. We have been careless of the conditions surrounding them when they have arrived. We have encouraged the isolation in which those who speak a foreign tongue must in a measure live. However, we are awakening to the need of the Americanization of all our people. We see that we are safe only if we Americanize our foreign immigrants as rapidly as they come to our shores.

There are some, it is true, who come among us, not to share the blessings of our free government, but to destroy it. They are coming in increasing numbers. These cannot be Americanized, but they can be and should be returned to the country from whence they came. Our flag was not designed by the fathers to shelter those who seek to destroy.

Among the most effective agencies in the work of Americanization now going on are our public schools. They do not content themselves with their work upon children of school age, but are reaching out and gathering in the parents, teaching them the English tongue, American history and American ideals.

**FRED B. SNYDER**  
President of Board of Regents  
University of Minnesota

**I** THINK I can state my idea of Americanism in a much shorter space than you are willing to allow me. My conception of Americanism has been best expressed by Benjamin Harrison just after he retired from the Presidency in a lecture delivered at Stanford University in 1894. He said, "If free government is to have stability—endurance—its citizens must give their love and allegiance to institutions, to principles, to constitutions, rather than to leaders. And herein is very largely the explanation of the stability of the American union, its comparative exemption from domestic insurrections, and its absolute immunity from successful revolutions."

**LYNN J. FRAZIER**

Governor of North Dakota

**A**MERICANIZATION means a really representative political government, freedom of opportunity in industrial life, and full liberty to contribute an honest and lawful expression of opinion on the problems which vex the state, the nation and the world. Granted these conditions, America could and would solve and allay the widespread unrest and discontent which now to a serious extent divides and unsettles the nation. In this country we have a Constitution, which is the charter of our liberties. We can cope with our political, industrial and racial problems in a lawful and orderly way, by carrying out the will of the people as expressed at the ballot box, through the legal processes guaranteed us by the Constitution. Every true American and every real lover of liberty wants to see America progress in this manner. Every man who holds the interests of his country at heart wants to see the necessary changes come about as the result of education and sane, legislative evolution. We cannot resist change. Our institutions—and society itself—is in a constant process of growth. We must change our laws in harmony with this evolution. Otherwise the fabric of society is torn and cancerous growths begin which threaten the security of our nation. They cannot be suppressed and torn out. What we must do is to deal with causes instead of effects and remove discontent by remedying the conditions which cause it. It is a difficult but not insoluble task. But it demands unselfishness, statesmanship, honesty, open-mindedness and a determination so to change our institutions that society shall be based upon industrial as well as political democracy. This is the goal of which Americanism is the symbol. It can be reached in an orderly fashion with advantage to all, if we remain true to our best traditions and strive to make ours "a government of, for and by the people" in the truest sense of the word.

**DR. P. P. CLAXTON**

U. S. Commissioner of Education

The number of foreign-born persons in the United States now is larger than the total population of the country at the end of the first half-century of our national life. Like those who came in Colonial days and the first 75 years of our national life they have come seeking to improve their condition, economical, political, social, and spiritual. These people have come to improve not only their condition but that of their children. Many fled from hardships and oppression to America as a land of promise, a land of freedom and opportunity. Coming from other countries than those from which the earlier immigrants came, most of these immigrants do not know our language, ideals, manners or customs. The form and spirit of our government and public institutions are very different from anything they knew in the countries of their birth. But most of them are quite willing to learn, if we can only find the means of offering to them the right kind of opportunity in the right way. It would be strange, indeed, if those who have left their native countries, friends, kindred, loved ones, homes and familiar scenes would not respond to attractive opportunities to learn those things that will give them knowledge of American life and insure their success under new and strange conditions. If, at any place, any large number have not responded to our efforts to teach them our language and to give them information in regard to our country, its opportunities for success, its history, its ideals, its manners, customs, and laws, then, it is altogether probable that our efforts have not been wholly blameless, and that we need to devise better and more attractive methods.

But knowledge alone is not sufficient for Americanization. Americanization is more than mere knowledge. It embodies friendship, sympathy, and personal touch. The hunger among these foreign-born people for neighborly intercourse and personal friendship must be very great. Ignorant, and poor, and shy, as most of them are, they do not make advances, but most of them would respond like children to a show of human interest.

For their good and for ours we must undertake in a more whole hearted way than we have yet done all that is necessary to make of them successful, progressive, patriotic, and happy American citizens. This is a task worthy of and requiring the hearty co-operation of local community, State and Nation.

**KNUTE NELSON**

United States Senator

Minnesota

In respect to the definition of the term "Americanism," as lately used, all I can say to you is that it is a phrase that has been used on an extensive scale by those who have been opposed to the treaty of peace, and, especially, those who have been opposed to the covenants of the league of nations. They have assumed that they are better representatives of American interests than those who differ with them. It is simply a political catch-phrase, used for political purposes like so many other phrases we have had in the past.

**MARION L. BURTON**

President State University

Minnesota

Americanism does not mean that in every respect the conditions which have prevailed in America in the past are perfect and should be defended with blind fanaticism and rigid tenacity. Nor does Americanism mean that the present hour in America is devoid of all forms of injustice. Whole-hearted Americanism does not gloss over the failures of the past nor minimize the evils of the present. Americanism has common sense. It knows we live in a finite world with all the limitations and short-comings of human beings. It knows that nothing is good unless it is becoming better; that goodness grows and that America is a developing affair.

Americanism does mean unconquerable devotion to the fundamental principles upon which our country was established. It calls for a holy faith and a supreme confidence in democracy. It knows that men every where must be free—free to think; free to become whatever their abilities and talents make possible; free from the shackles of class and social discrimination. It insists upon equality of opportunity and equality of condition. It demands that every human being shall have a real chance at life. Americanism pure and simple calls for sincere respect for law, order and the constituted authorities. It expects American citizens to support the constitution of the United States government against all subversive attacks. It assumes that our faces are set in the right direction. It assures us that we shall achieve social, industrial and political progress by an unescapable respect for the ballot box and the judgment of the majority. It combines an unswerving allegiance to America with an undying devotion to the right.

**DR. CHARLES H. JUDD**

Director of School of Education

University of Chicago

**A**MERICANIZATION, when thought of broadly, means the teaching of American institutions to all classes of citizens. In our effort to be liberal and universally

tolerant, we have drifted into the position of allowing every man to think of the community and of his relation to it in any way that he wants to. European nations have been abhorrent to us because they have controlled the thinking of their common people. Those nations have directed the opinions of their peoples through a carefully organized system of compulsory training which has included as one of its most fundamental items lessons on the state and the duties of citizenship. It is not surprising that some people think of Americanization as a movement to convert from their European nations immigrants who have come to this country. It is, however, shortsighted to think only of foreigners. We must give all of the people an insight into the principles of our democratic life. This need not be instruction of a narrow type as among European nations nor, on the other hand, will it be neglectful of the needs of American citizens as it has been in the past. The broadest treatment of the principles of modern social life should be given in every school year so that pupils will know what life in America means.

**FRANCIS G. BLAIR**

Supt. of Public Instruction  
Illinois

**Y**OU can not unscramble eggs," was the laconic figure used by one of our practical business men. If you have a fresh, fertile egg, you can fry it, or poach it, or shirr it, or boil it or put into an incubator and hatch out a chicken. The attempt to Americanize those adult populations which have come to us from various portions of Europe and Asia has something of the nature of unscrambling eggs in it. I do not say that it is an impossible task. Much good I believe can be done. My hope and faith, however, are fixed firmly in their children. In one or two generations, at most, they are, under proper conditions, transformed into sound, truly American citizens. The greatest Americanizing force today is the great system of common school education.

**L. D. Coffman**

Dean of College of Education  
University of Minnesota

**T**RUE Americanism involves faith in American institutions, a loyal, patriotic devotion to American ideals, respect for and obedience to law and order, an intelligent and discriminating exercise of the rights of suffrage, a refusal to exalt personal or class gain above public good, a proper subservience of rights to duty and of privilege to obligation, a substitution of fair discussion upon all public questions for unrestrained freedom of speech, an unflinching adherence to government by principle rather than to government by interest, recognition of the rights of others in the struggle for equality of opportunity for all, making concrete the principle that everyone is his brother's keeper by providing proper working and living conditions, adequate wages and wholesome recreation, and the exaltation and extension of the interests, intimacies and unifying ties of the home to the state, and of the state to the nation.

The welfare of the weakest and the welfare of the most powerful are inseparably bound together.

The hope of tomorrow lies in the development of the instruments of today.

Men must work for more than wages, factories must turn out more than merchandise, or there is nought but black despair ahead.

The realities of life are not measured by dollars and cents.

In political affairs the vote of the humblest has long counted for as much as the vote of the most exalted.

By Calvin Coolidge, Governor of Massachusetts.

## Aberdeen State Normal School

### First Inauguration of School Head in South Dakota Observed



Harold W. Foght, Ph. D.

**T**HE inauguration of Dr. Harold W. Foght as president of the Northern Normal and Industrial School at Aberdeen, South Dakota, was held on December 18. This was the first formal inauguration of the president of an educational institution ever held in that state. All of the state regents attended in a body, as well as the presidents and representatives of the other schools of the state and of schools outside the state.

President Foght succeeds Dr. Willis E. Johnson, now president of the South Dakota State College. Dr. Foght's career has been one of long and varied service to the best interests of education. Born in Norway in 1869 he came early to the U. S., his first home being in Ord, Nebraska. From 1893 to 1895 he was a student at the University of Nebraska, and received his B. A. from Iowa College in 1897. In 1900 and 1901, he did post graduate work at the Royal Frederick University in Copenhagen, Denmark. The positions he has held have especially fitted him for the work he is now entering. He was president of Ansgar College, Hutchinson, Minnesota; Professor of Rural Education in the Missouri State Normal School at



Kirksville; and in 1914 became a specialist in rural school practice connected with the National Bureau of Education. He has also been Chairman of the Educational Committee of the National Survey Association, a member of the Country Church and Country Life Committee of the Federal Council of Churches, and a member of the Southern Conference for Education and other such bodies. As a member of the National Bureau of Education his work directed him to the study and solution of the problems of the rural schools, and the books he wrote in this connection are among the most valuable on that subject; they are, *Rural Denmark and Its Schools*, and *The Rural Teacher and His Work*, both appearing in 1915. Dr. Foght's other books are: *The True Significance of the Norse Discovery of North America* (1900), *The Trail of the Loup* (1906), and *American Rural Schools* (1910).

At first glance it might seem that Dr. Foght, in leaving the national field of education for a local field, is leaving a broad opportunity for a smaller one. Such is not the case, for Dr. Foght is taking the direction of a school in which he can work out to the last detail, so far as circumstance and time permit, the theories to which he has devoted a life time of study and research. He is now to translate into actual fact and practice that which without his efforts and those of men similarly minded, might never touch with light the dark background of mass education.

## Minnesota State Normal Schools

### A Study of the Geographical Distribution of the Services of Minnesota's Normal Schools

By Ward G. Reeder

THIS study is concerned with the geographical distribution of the services of the five older Minnesota State Normal Schools, Duluth, Mankato, Moorhead, St. Cloud, and Winona. It is based upon tabulations of the residences of the students of these schools. My data were taken from the yearly Bulletins of the schools. No data from the recently established Bemidji school were available when my data were collected, hence no account is taken of it in this study.



Ward G. Reeder M. A.

#### Discussion of Findings

My tabulations show that for the year in question 604 different towns and cities sent students to at least

one of the state normal schools. If one checks this list of towns and cities with that found in any late atlas for the State, it is found that there were very few communities that did not have at least one student in at least one of the schools. The drawing capacity of the various normal schools with regard to the 604 cities and towns is shown in Table I.

Table I.

Drawing capacity of the Minnesota State Normal Schools, by Cities and Towns:

School	Number of cities and towns drawn from	Per cent of cities and towns drawn from
Duluth .....	92	15
Mankato .....	208	33
Moorhead .....	184	30
St. Cloud .....	250	41
Winona .....	148	24

Other factors being equal it would appear that the schools in the southern part of the state should draw from a larger number of communities because this portion is much more thickly populated than the northern part.

By far the majority of the communities sent students to one school only as will be seen from Table II.

Table II.

Number of Minnesota State Normal Schools to which the 604 Cities and Towns sent students:

Number of schools	Cities and towns sending to number of schools indicated
1	440
2	121
3	38
4	3
5	2

Every county sent students to at least one of the schools. The drawing power of the various schools by counties is also worth noting. This is shown in Table III.

Table III.

Drawing Capacity of the Minnesota State Normal Schools, by Counties:

School	Number of counties drawn from	Per cent of counties drawn from
Duluth .....	33	33
Mankato .....	56	65
Moorhead .....	43	50
St. Cloud .....	66	76
Winona .....	58	62

It should be pointed out that the counties in the northern part of the state are larger and less numerous than in the southern part, hence the southern schools, other factors being equal, should draw from more counties than the northern.

Most counties had students in more than one of the schools as Table IV indicates.

Table IV.

Number of Minnesota State Normal Schools to which the Counties sent students:

Number of schools	Counties sending to Number of schools indicated
1	13
2	18
3	22
4	20
5	8

Of the 3,755 students enrolled in the schools during the year in question, 723 or 19 per cent name the city where the school they attended is located as their residence. The home-city enrollments of the various schools is shown in Table V.

Table V.

Home-City Enrollments of the Minnesota State Normal Schools:

School	Total enrollment	Number of students drawn from home town	Per cent of students drawn from home town
Duluth .....	850	126	86
Mankato .....	781	118	15
Moorhead .....	954	106	11
St. Cloud.....	1,030	202	19
Winona .....	690	178	26

Such a school as that at Duluth is essentially a city normal school when we consider that over one-third of its students came from that city. In spite of this large percentage, it received less service than its population entitled it to receive. This is evidenced by the fact that Duluth has approximately 4 per cent of the State's total population, but received only about 3 per cent of the State's total normal school service. The opposite is true of the remaining normal school towns, for it is found that they have approximately 2 per cent of the State's total population, but received about 20 per cent of the State's total normal school service. In considering such apparently disproportionate service, it should be kept in mind of course that many families likely move into the normal school towns in order that the children may have the advantages of normal school training.

Of the total number of students enrolled, 1,081 or 29 per cent resided in the counties in which the schools are located. The figures for each school are given in Table VI.

Table VI.

Home-County Enrollments of the Minnesota State Normal School:

School	County in which school is located	Total enrollment of school	Number of students drawn from home county	Per cent of students drawn from home county
Duluth .....	St. Louis .....	350	227	65
Mankato .....	Blue Earth.....	781	177	24
Moorhead .....	Clay .....	954	176	19
St. Cloud.....	Stearns .....	1,030	280	27
Winona .....	Winona .....	690	221	32

If we add to the enrollment from the county in which the school is located those of the counties contiguous to this, we have the data of Table VII.

Table VII.

Home-County Plus Contiguous County Enrollments of the Minnesota State Normal Schools:

School	Total enrollment	Number of students from home plus contiguous counties	Per cent of total enrollment from home plus contiguous counties
Duluth .....	850	265	76
Mankato .....	781	349	48
Moorhead .....	954	486	46
St. Cloud.....	1,030	553	54
Winona .....	690	368	53

Further computations show that the counties in which the schools are located have but 14.1 per cent of the State's total population, yet they received 29 per cent of its total normal school service. The counties contiguous to these have 23.9 per cent of the State's total population, yet they received 30.1 per cent of the total normal school service. Together the home counties and their contiguous counties have 38 per cent of the State's total population, yet they received 59.1 per cent of the total normal school service. The gross data upon which the computations of this paragraph are made are found in Table VIII.

Table VIII.

Residences of Students Enrolled in the Minnesota State Normal Schools by Counties:

1. Name of County.
2. Population of County, 1910.

3. Per cent of state's total population.
4. Per cent of students enrolled in all schools.
5. Total number of students from each county by schools.
6. Duluth.
7. Mankato.
8. Moorhead.
9. St. Cloud.
10. Winona.

	1	2	3	4	5	6	7	8	9	10
Aitkin*	16,211	.5	.8	27	20					
Anoka	12,493	.6	.5	18	1					
Becker*	18,849	.9	1.0	36	2					
Beltrami	19,337	.9	.4	15	8					
Benton*	11,615	.5	2.0	74						
Bigstone	9,367	.4	1.1	38	1					
Blue Earth*	29,337	1.4	4.7	177		177				
Brown*	20,184	1.0	.7	26		24				
Carlton*	17,559	.8	.9	34	32					
Carver	17,455	.8	.4	14		5				
Cass	11,620	.5	.6	21	2	1				
Chippewa	13,458	.6	.4	16		5				
Chisago	13,537	.6	.5	19	2	1				
Clay*	19,640	.9	4.7	176				176		
Clearwater	6,870	.3	.8	8				3		
Cook	1,236	.6	.1	5	3					
Cottonwood	12,651	.6	.6	22		20				
Crow Wing	16,361	.8	1.1	42	2	2				
Dakota	25,171	1.2	.6	22	1	5				
Dodge	12,094	.6	.6	22		5				
Douglas*	17,669	.8	1.2	45	2					
Fairbault*	19,949	.9	1.0	39	1	32				
Fillmore*	25,680	1.2	1.8	68		6				
Freeborn	22,282	1.1	.5	19		15				
Goodhue	31,637	1.0	1.1	40		11				
Grant	9,114	.4	.8	29		2				
Hennepin	333,480	16.7	3.0	112	3	11				
Houston*	14,297	.7	.8	34						
Hubbard	9,831	.4	.3	11		1				
Isanti	12,615	.6	.1	5						
Itasca*	17,208	.8	.6	23	10	1				
Jackson	14,491	.7	.3	10		6				
Kanabec	6,461	.3	.3	10	2	3				
Kandiyohi*	18,969	.9	.8	30		1				
Kittson	9,669	.4	.7	25		1				
Koochiching*	6,431	.3	.3	10						
Lac qui Parle	15,435	.8	.4	12		7				
Lake*	8,001	.4	.4	14	4	1				
Le Sueur*	18,609	.9	.3	29		26				
Lincoln	9,874	.5	.4	15		14				
Lyon	15,722	.7	.6	22		13				
McLeod	18,691	.9	.5	19	3	1				
Mahnomen	3,249	.2	.3	3						
Marshall	16,338	.8	.8	33	1					
Martin*	17,518	.9	.6	21		19				
Meeker*	17,022	.8	.8	34	1	2				
Mille Lacs	10,705	.5	.6	23	1					
Morrison*	24,053	1.0	1.3	48	1					
Mower	22,640	1.2	.9	31		13				
Murray	11,755	1.1	.2	8		8				
Nicollet*	14,125	.7	.7	26		26				
Nobles	15,210	.7	.6	22		19				
Norman*	13,446	.6	1.3	47						
Olmsted*	22,497	1.8	.8	30		1				
Ottertail*	46,036	2.3	4.4	164	2	3				
Pennington	9,376	.4	.7	24						
Pine	15,878	.7	.7	26	15	4				
Pipestone	9,553	.4	.3	12		10				
Polk	36,001	1.8	1.9	71	1					
Pope*	12,746	.6	.6	21						
Ramsey	223,675	10.8	1.6	59	2	9				
Red Lake	4,574	.3	.4	16						
Redwood	18,425	.9	.7	27		17				
Renville	23,123	1.1	1.3	46	1	26				
Rice	25,911	1.3	.8	33	1	28				
Rock	10,222	.5	.4	13		13				
Roseau	11,333	.5	.7	26						
Scott	14,888	.7	.3	11		11				
Sherburne*	8,136	.4	.6	21	1					
Sibley	15,540	.7	.5	18						
St. Louis*	163,234	7.9	6.1	227	199	2				
Stearns*	47,733	2.3	7.5	280	2	1				
Steele	16,146	.8	.4	14		9				
Stevens	8,293	.4	.6	22						
Swift	12,949	.6	.7	27		4				
Todd*	23,407	1.1	1.1	42						
Traverse	8,049	.4	.3	10						
Wabasha*	18,554	.9	.9	32		1				
Wadena	8,652	.4	.8	28	1					
Waseca*	13,466	.6	.8	29		26				
Washington	26,013	1.3	.8	28	4					
Watsonwan*	11,382	.5	.5	19		19				
Wilkin*	9,063	.4	1.3	46						
Winona*	33,396	1.6	6.0	221						
Wright*	28,082	1.4	1.3	45		3				
Yellow Med.	15,406	.7	.6	23		12				
Total	2,075,608	100.	100.	3,445	327	800	793	994	631	
County not given				25	3	5	7	6	4	
Non-Residents				285	20	26	154	30	55	
Grand total				3,755	350	731	954	1030	690	

\*These are counties in which the schools are located and their contiguous counties.

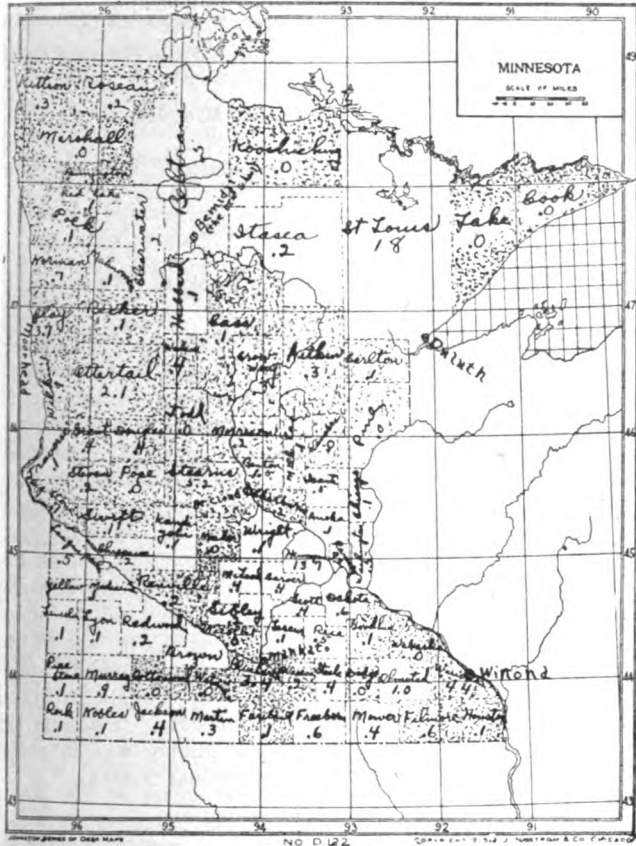


FIGURE 1

Fig. 1. Shaded counties received as much or more of the State normal school service than they were entitled to receive on basis of population; the unshaded received less. The figures in each county show the disparity in per cent between the services received and the population of the county. For example, Kittson County (north west corner of the State) received 3 per cent more normal school service than it was entitled to receive on basis of population; Rock County (Southwest corner of the State) on the other hand, received 1 per cent less service than it was entitled to receive.

The counties that received less service than they were entitled to receive on basis of population are located generally in the southwestern part of the state. The new normal school at Bemidji is located in a part of the State which has received less service than it has been entitled to receive\*. However, considering actual needs, as shown by this study, the southwestern part of the State was entitled to a school before the Bemidji region\*. Since the latter's claims have been met, it would appear that the next school, if another is to be instituted, should be located in the southwestern part of the State. This is of course based upon the assumption that present conditions will maintain and for this there is no assurance. Such a city as Pipestone or Marshall which are located in this region of the State best balances the fundamental factors which two of our leading educators\*\* say should operate in determining the location of normal schools. These factors are stated as follows:

1. Each one should be centrally located in the area which usually should have a radius of about 50 miles from the normal school as a center.
2. It should be located in the most convenient railroad center of this area.

3. It should be located in a town large enough to provide more than adequate practice teaching facilities for any number of teachers that the area might need at any future time.

The locations of the various schools and the zones from which each draws more students than any other is shown in the accompanying map (Fig. 2.). The zones indicated are based upon the data of Table VIII.

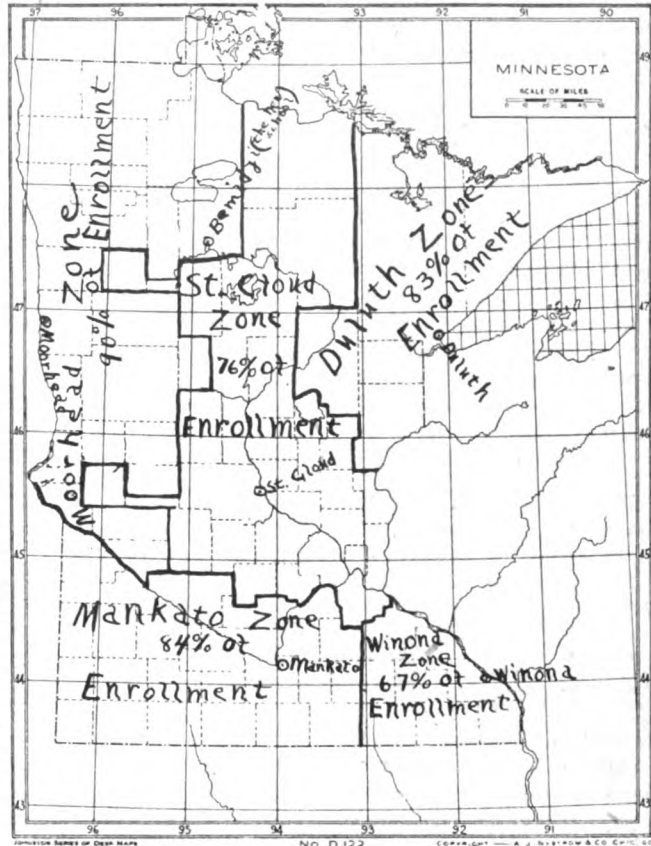


FIGURE 2

Fig. 2. Zones in Minnesota from which each of the State normal schools draws more students, who live in Minnesota, than any other of the schools. The map is based on the data of Table VIII.

A glance at the map shows that three of the schools (Duluth, Winona, and Moorhead) are located on the edge of the State. As might be expected, therefore, the percentage of non-resident students is large. Of the 3,755 students, 285 or 8 per cent were non-residents. The number of non-resident students in the various schools is shown in Table IX.

Table IX.

Non-Resident Students Enrolled in the Minnesota State Normal Schools:

School	Total enrollment	Non-residents	Per cent of non-residents
Duluth	250	20	6
Mankato	731	26	4
Moorhead	954	154	16
St. Cloud	1,030	30	3
Winona	690	55	8

Seventeen states and three foreign countries had students enrolled in the schools distributed as follows: North Dakota, 144; Wisconsin, 43; Iowa, 26; South Dakota, 16; Michigan, 11; Montana, 10; Canada, 9; Illinois, 7; California and Pennsylvania, 3 each; Kansas, 2; Louisiana, Massachusetts, Missouri, Nebraska, New Hampshire, New York, Washington, Alaska, and Asia, 1 each.

Concluding Observations

State normal schools exist for the state. They have been established primarily in order to provide a supply

\*See map (Fig. 1).  
\*\*Judd, C. H., and Parker, S. C., Problems Involved in Standardizing State Normal Schools. U. S. Bureau of Education, Bulletin, 1916, No. 12, p. 23.

of trained teachers for the elementary schools of the whole state. They do not exist primarily to provide "jobs" for anyone. Neither do they exist to satisfy the ambitions of a community to have a state school within its limits. No new school should be established in any state without an objective study of the needs of every region in the state. Facts such as I have collected for Minnesota are easily available for every state. It is perhaps not unreasonable to urge that the normal schools of all states undertake such studies of the geographical distribution of their services. These will show the range of influence of the institution and should lead at once to a critical study of how well the school is meeting the peculiar needs of its territory.

At present, the normal school is infrequently found in any state that has made such a study. Practically all give the names and addresses of their students in the annual catalogues, but no studies to mention have been made of these lists.

An examination of the latest annual catalogues of 74 representative state normal schools of every state in the Union, excepting Wyoming, shows the following with regard to the percentages of the catalogues given to lists of students and studies of geographical distribution of their services.

Table X.

Showing per cent of Catalogues devoted to lists of students and studies of geographical distribution of services in 74 representative State Normal Schools.

Per cent of catalogue to students, etc.....	0	1-5	6-10	11-15	16-20	21-25	26-30
Number of schools giving per cent of catalogue indicated.....	9	4	6	11	11	12	3
Per cent of catalogue to students, etc.....	31-35	36-40	41-45	46-50	51-55	55-59	
Number of schools giving per cent of catalogue indicated.....	4	4	2	2	3	3	

Of the 74 schools represented in Table X, but 14 show the geographical distribution of the students by counties. Two (Keene, N. H. and New Haven, Conn.) show distribution by both cities and counties. All too many ignore the student enrollment altogether, or make the lesser mistake of giving a large portion of the catalogue to a bare list of students, alumni, and training school pupils. These lists may have a function, but their value may be magnified by making them the basis of systematic study. A few ramifications which such study may take are suggested by this Minnesota study.

## The State Board Of Education

### Its Relation To State Institutions For The Professional Training Of Teachers

#### Minnesota's State Board

GEORGE B. AITON, Grand Rapids, Minnesota.

President of the Board. Term expires Jan. 1, 1920.

President of Security State Bank, Grand Rapids.

JULIUS BORAAS, Northfield, Minnesota.

Term expires Jan. 1, 1922.

Professor of Education and Philosophy St. Olaf College, Northfield, Minnesota.

THOMAS E. CASHMAN, Owatonna, Minnesota.

Term expires Jan. 1, 1923.

President and Manager of Clinton Falls Nursery Company, Owatonna, Minnesota.

MRS. R. D. MUSSER, Little Falls, Minnesota.

Term expires Jan. 1, 1924.

Chairman Child Welfare Committee for Morrison County.

W. D. WILLARD, Mankato, Minnesota.

Term expires Jan. 1, 1924.

Cashier First National Bank, Mankato, Minnesota.

J. M. McConnell, Commissioner of Education.

At the recent meeting of the Minnesota Educational Association, The State Commissioner of Education, J. M. McConnell, presented a very important discussion before the Department of the Professional Education of teachers. The subject of the discussion concerned itself with the relation of the State Board of Education to State Institutions for Professional Training of Teachers. Mr. McConnell said that Minnesota stands for teachers trained for all lines of teaching, mainly at state expense. The state admits teachers prepared in other than state schools, when such teachers are shown to be competent according to standards established in state institutions. It admits graduates from schools in other states comparable with those of Minnesota. It admits by examination a constantly decreasing number who in some way have failed to secure full professional training.

#### Schools Represented

1. Those created by the state for the purpose of teacher training:

a. The College of Education of the University of Minnesota for the preparation of teachers for high schools.

b. The State Normal Schools which prepare teachers for elementary schools in town and country.

c. High School Training Departments which train teachers for rural schools.

2. Schools privately supported which comply with the state's requirements for teacher training.

These institutions for teacher training and the Department of Education share several mutual problems.

#### Problem of Supply

At the present time, the supply of qualified teachers is far short of the demand. This situation has placed before the Department of Education the alternatives of issuing permits to numbers of persons not fully qualified or of closing many schools. Wisely, or otherwise, the Department has chosen the former with the attendant bad effects on teaching standards. The policy has also resulted disastrously for the training institutions, in that it has drawn into teaching those who ought still to be in school. The situation is much to be regretted and must be remedied in some way at the earliest possible time. This is a condition which the public controls and must deal with. When the patrons of our schools fully grasp the situation and boards of education are led to offer salaries comparable with the times, the difficulty will disappear. Present conditions are abnormal and in large measure doubtless temporary. Still former salary levels will not and ought not to be restored. New and much higher standards of teachers' salaries must be established, if the schools are again to be served by as uniformly high a grade of ability as before. There is a constant loss from the top, but not to any appreciable extent from the bottom. Other occupations are competing with the schools for the best of those who have heretofore con-

stituted the teacher supply. Some of the best superintendents in the state, as well as many of the best teachers, are being drawn into other and more profitable lines. The public must see to it that boards of education bid up for the available supply of brains and skill, or the schools must deteriorate.

Those who are training teachers must sell courses to prospective students in competition with those who are attempting to secure the same persons for other occupations, and who are bidding higher in money at least than are the schools which are employing teachers. The directors of training schools must take their part in convincing the public of the value of the well trained teacher over the untrained. If I read the signs correctly, the people of Minnesota are in no mood at this time to be satisfied with inefficiency and they will pay the price for the best, when once the situation is clearly before them. It is needless for me to say that the Department of Education is anxious to restore standards as rapidly as the available supply of teachers will permit.

#### Problem of Standardizing Teachers

It is of the utmost importance that clearly defined and progressive standards for teachers and well kept records be maintained. It is clearly the function of the Department of Education to certify teachers according to standards set up by law or by the State Board of Education, acting under the law, and to keep proper records of the same.

It is the function of the professional schools to train teachers in compliance with established standards. The closest co-operation between the Department and the training schools is necessary in the working out of this problem. It is not the thought that the Department should act in an arbitrary manner, but its right and duty to determine the necessities and standards of the schools, except when defined by law, is beyond dispute. Certification by the Department should be automatic, based on completion of courses corresponding with general certificate standards set up.

The present plan of certification in Minnesota is sound in conception, since it bases certification on academic and professional attainment and experience, rather than on examination. The method of application, however, is unsound, and in practice is confusing. There are under the present law four sources from which certificates may issue, each relatively independent of every other. They are (1) the Department of Education, which issues certificates on examination and on credentials from schools in the state other than the State Normal Schools and College of Education, (2) the State Normal Schools, (3) the College of Education, and (4) the Agricultural College. There should be but one source, the Department of Education. There can never be a uniform and well articulated system of certification or dependable records of certificates in force until the function is centered in one authority.

There is now much confusion among different kinds of certificates and much lack of adjustment between the needs of the schools and the preparation offered by teacher training institutions. Illustrative of the last point, I would call attention to the fact that while manual training and commercial work are demanded in the schools in accordance with high school standards, and while the Department of Education has indicated corresponding certificate provisions, there is no state institution for the training of teachers which offers a course of study containing the required preparation.

#### Problem of Summer Schools

In the matter of summer schools, a long step in advance has been taken within the past few years. Former-

ly, in the absence of regular summer sessions at the State Normal Schools and University, it was necessary for the Department of Education to maintain summer schools throughout the state in order that the teachers, actual and prospective, might secure a measure of professional training, and be able to prepare themselves in academic subjects for pending examinations. These schools were necessary, also, in order that special subjects required in the public schools might be provided for. With the teacher training institutions maintaining summer sessions and giving credit as they do now, both toward certification and toward graduation, the summer school maintained by the Department of Education has been less needed and has been maintained in recent years only at the Agricultural schools. Since the adoption of the policy requiring professional training for the granting or renewing of certificates to be secured in the State Normal Schools, there is no demand left for the Department summer school, except to provide work in subjects especially called for by the plans of the Department. If these demands can be met in full by the College of Education and the State Normal Schools in the summer sessions, it would seem that the time had come for the Department of Education to retire from the summer school field and leave the work to the State Normal Schools and College of Education, where it logically belongs.

#### Must Pay for Progress

It is an outstanding fact that our present organization, both for training and standardization, is aimed mostly at securing beginners. Little provision is made to induce those already in the service to progress in the field they occupy. The Department of Education is relatively limited in its powers over renewal of certificates, except in those of the lower rank.

About the only way to secure progress in this day of high cost of living, where even teachers have had to adopt mercenary motives, is to pay for it. This again becomes a problem for the people through their boards of education. Many communities are ready and willing to take the step and it is our job to enable them to do it intelligently and effectively. In order that this may be done, there is a demand for definitely formed courses in training schools, supported by corresponding certification in the Department of Education. When this is done, the state may be able to stimulate a demand for the better trained, the growing teachers, either by state aid or by specific requirement laid down by the State Board of Education or by law.

The present tendency is to educate teachers out of their positions, rather than further into them. To illustrate, graduates of High School Training Departments teaching in the country go through the State Normal School and into the grades of the city schools; graduates of the State Normal Schools teaching in the grades go through the College of Education into the high schools; graduates of the College of Education teaching in the high schools go through the post graduate school into the colleges and normal schools.

The problem presented is, how to procure teacher growth in a given field, rather than withdrawal to a more favored one. So long as higher qualifications and hence higher salaries and superior advantages prevail in one field than in another, this will be the one sought by the more ambitious. If the same amount of scholarship and training could be required for elementary teachers as for high school, and the same salaries paid, the solution would be well begun. Different living conditions will always present a problem as between town and country and yet these differences are capable of being overcome



or offset. While this question must be settled ultimately by the people, it is our business to point out the possible way.

#### Extension Work

To this end the summer school has been, and doubtless will continue to be, the most productive agency. It remains to see that it furnishes fully the work most needed to secure teacher growth.

One field which should be productive is relatively unoccupied in Minnesota. I refer to that of extension work. There is an opportunity for the State Normal Schools, particularly, distributed as they are over the state, to organize regular extension (not correspondence) courses at different points and to give credit for work done. This in sufficient amount should be certified to the teacher by the Department of Education as evidence of progress which ought to be duly rewarded by those who employ her.

#### More Liberal Organization

The strength of Minnesota's educational system is largely due to the splendid co-operation of all its educational forces. I know that this will be true with the introduction of the State Board of Education as the directing force as it has been under the old authority and I anticipate correspondingly better results with the better articulated and more liberal organization.

## Politics! And The Teaching Profession

### A New Force in Politics. Woman Suffrage Increases The Mobilized Powers of Teachers

By Homer H. Seerley.

#### New Status of the Teacher

The era of the teacher's separation from politics and of his isolation from popular propaganda and public work on the problems of society has ended and a new era of increased responsibility for existing conditions and of increased power to remedy evils and redress grievances existing in society has begun. Heretofore, all teachers have depended for their influence and their authority upon an assumed professional status and a hoped personal acceptability in order to obtain recognition for their capabilities as public servants and for their efficiency as educators of the masses. Today this situation is changed so that as public workers they will have prominence at the polls, power as a business force in society, and capability in the ways and means of state craft and of political engineering. Educational propagandas of the sanest and shrewdest kinds are from this time forth essential parts of all educational administration and service for the masses, while the spirit of conviction and of dictation will become the animating force of the workers in preference to that of irresponsibility and of persuasion. In the past, the only avenue of effort that was open to men educators has been that of argument, suggestion and solicitation, as their numbers were few and their subordinates were possessed only of a moral and social interest. With the advent of the woman teacher as an elector, the increase of organized numbers is so great and the opportunities of exercising power are so frequent and the uniformity of



Homer H. Seerley, M. A., LL.D.

their intelligence is so pronounced that the united force thus provided can have unusual power in the deciding of the issues of society at the polls. Teachers will be a power, also, in educating the masses as to the actual truth of the problems that are submitted for public decision. Teachers of any community, of any county, of any state have numbers, have intelligence, have means of procedure, have harmony of interest, have freedom from prejudice, and have the capability of investigating candidates for office. Managers of political parties and campaigns, aiming to control and to direct public opinion, will be obliged to recognize the teaching profession as a new power. This recognition classifies teachers as thoughtful and active, and their opinions and conclusions can no longer be overlooked because of their unimportance or their indifference. Their votes will be assuredly cast at elections of all kinds and their decisions can be depended upon to represent honest intention, patriotic purpose and consistent policy.

#### Ignorance of the Intelligent

Even if these views be accepted as to the certainty and the probity of the teacher-voter, yet their remains to be comprehended that there is a possibility of such a condition among the so-called educated class as that of the ignorance of the intelligent. This situation is not a supposition but a fact, and teachers are proud possessors of this state of mind that deprives many of them of the real influence their education should give or their distinguished morality and position in society should confer. Business knowledge and personal capability as political thinkers are fundamental to proper efficiency in matters of government or in comprehending the problems that are continually dominant in many campaigns for votes in all classes of elections. National, state and local governments depend entirely for their success upon a financial sanity and a moral integrity in all the transactions that



take place. It matters not how honest the intentions, how sincere the aims or how well determined the purposes, if financial undertakings of the Government are not well and wisely managed, then the best endeavors are doomed to failure. Intelligence of a high order on all questions of the currency, on all problems of production, on all economic questions of success and prosperity, on all fundamental conditions of thrift and saving, on all propositions that enable the individual to have financial judgment, are of imperative importance to the competent and effective voter. Now teachers are commonly possessors of a supreme, well satisfied confidence regarding their financial ability that is generally misleading. They believe that they could not be ignorant of the principles or the practice of business, and that knowledge and wisdom acquired in and from the schools and colleges must confer upon them business capability and judgment. It seems to them that they comprehend business propositions with a clarity that is unusual and they deem themselves safe from fraud, and imposition and trickery. This mental attitude causes them to make investments, to accept bluesky deals, trusting implicitly to the truthfulness of those who play upon their vanity with compliments in order to profit by their absolute ignorance in the school of experience. It can easily be established that intelligence in certain lines of thought and action is no guarantee against ignorance and incompetency in other lines of thought and action. To be capable voters, teachers must qualify in characteristics and qualities of business intelligence and political enterprises in order not to be subject to foolish vagaries and reckless policies that are constantly developing in civic and national life.

#### Easy Conclusions

There is equally as large a difference between political theory and political practice. Success as a voter on public policies depends upon how well plans and efforts can be carried out with efficiency and success, not upon how clear and promising they seem to be in theory. Political philosophy is often a great attempt to scheme out world affairs on so-called theories rather than on absolute facts. Philosophy and speculation are easy ways to come to convincing conclusions, while experience and sanity are hard ways to come to conclusions. Nothing is nothing and there it will remain, however many times it is added or multiplied. Yet despite this well known mathematical fact there are many would-be leaders of thought and action that vigorously endeavor to lead the people to believe that something can come from nothing; that such facts as prosperity, efficiency and capabilities are accidents and manipulations rather than products of hard work, strict economy and wise investments. These types of deceit are common in the treatment of the wage question. Here ideas are put forth that factories and businesses belong to employees; that incomes are dependent upon opportunities and favors rather than upon industry and sacrifice; that administrators and managers are unnecessary and undesirable because they are detrimental to the welfare of all; and that capital is a fiction invented to mislead the common people in order that success may be obtained by the few at the expense of the many. In the latter case, the many reason that they are refused their rights and their fair share of the returns of prosperity. In this way of thinking and reasoning, it is easy to conclude that schools are directly conducted for the benefit of the teachers and indirectly conducted for the benefit of the pupils, that school directors and taxing boards and superintendents are not essential to the success of education or of the schools, that it would be better if all the

so-called overlords were discharged, and that school teachers were allowed to conduct all these public affairs according to their own judgment and on their own initiative.

#### Clean Statesmanship

What America needs in this year 1919-20 is statesmanship of the highest order, a kind of individual preparedness that makes voting at the polls decisive and determinative in results rather than a time for the displaying of party prejudice and political chicanery. What is the truth, is an ever present question to be properly answered. What is the best plan to adopt to secure the progress of truth and to insure the prosperity of all men by the right enjoyment of the privileges of citizenship, is a problem that is prominent at every popular election. It is said that the teachers of Chicago brought about the re-election of Mayor Thompson because they regarded him as their class friend, an officer who would use his influence to increase their salaries and reduce the alleged tyranny of school boards and school superintendents. A similar conception of what Mayor Thompson would do for labor, for laxity of law enforcement and for the underworld, when in office gave him the unanimous support of the denizens of the underworld, of the members of all labor organizations, and of the representatives of all questionable business enterprises that existed, as all sought their personal prosperity rather than the public welfare and progress. What all education needs everywhere is an honest, clean statesmanship, and without it as the spirit of direction and control there can be no notable prosperity or universal success. What the business interests need, what the social interests need, what the moral interests need, what the welfare interests need, is genuine statesmanship, and the object of the new aggregation of voters should be to discover these fundamental conditions, to apply these means to ends, and to refuse to follow any leadership that does not mean in all sincerity the welfare, the prosperity, the progress and the happiness of the whole people. Man suffrage has failed to attain a properly high standard in political organizations and in policies and plans that have appeared, because of ignorance, incompetence and indifference existing among the great body of male electors. Woman suffrage will fail to help improve matters in the very beginning, if the conditions of inexperience are allowed to hinder and to confuse the mind and the conscience of the woman elector. Suffrage extension is not a panacea for the ills of society, and its benefits should not be judged and estimated from such a standpoint. Such extension is the recognition of the rights of the individual rather than the recognition of the competency of the individual to be wise in deciding political issues and moral aims by casting votes into a ballot box. The woman voter will come to her own in responsibility and efficiency only when she allows the claims of statesmanship to dominate her attitude and the knowledge of statesmanship to guide her decision on public questions.

#### Mobilized Power

The adoption of woman suffrage will greatly increase the mobilized power of the teachers in a community, but the result should be more in the direction of an honorable influence than it should be in the direction of a supremacy of numbers, because women teachers are so situated that they have special opportunities to touch the patrons of their schools in many effective ways. The teacher-voter is able to develop a following and to establish a constituency that can be depended upon for response to good will and for confidence in disinterested leadership, if the teachers are so well informed in the problems at issue

and so rightminded in their instruction that they can give active direction and unprejudiced assistance to those who want to cast their votes in favor of the better outcome of society and the proper uplift of civilization. The well known possibilities of the teacher give opportunities for helpfulness and for organized influence that depend largely upon the teacher maintaining their independence of party control and their freedom from party spirit. The salvation of democracy as a system of government depends upon the reaction of the independent voter whenever the candidate is unworthy or the policy advocated is insincere and unwise.

#### A Matter of Business

Thus far the teachers' organizations have been academic, professional and social. It has been accepted generally that other ideals and undertakings are not a part of the teachers' service to society. But now since responsibility has been enlarged and the necessity to be active as voters has come to be a fact, the teachers' study clubs must be equivalently civic and political. These organizations must ascertain the supreme aims and the ulterior objects of every political party seeking authority to conduct the government, as well as seek to know the character and the competency of everyone who poses for authorized leadership in the community, the state or the nation. Teachers have the opportunity and the time and the energy to keep abreast of the activities of the age, to think out fully and completely the practical problems of the present and to come to definite and reliable conclusions governing the conduct and the administration of public affairs. In doing this training for citizenship, the whole undertaking must be considered a real matter of necessary business; the application to be given, must be regarded as absolutely impossible to be avoided; and the results to be obtained, must be recognized as patriotic accomplishments to be secured for the welfare and success of the common country.

#### The Chief Danger

The chief end to be gained depends upon the teachers not combining into an organization for the sole aim of economic supremacy or professional dominance. Their chief service ought to be helpfulness and enlightenment. Such an object as economic supremacy destroys their potency as patriots and eliminates their appropriate altruism as citizens, while the spirit assumed by such attitude deprives them of any effective civic leadership. Where class hatred and class combinations are called into action, as in labor organizations, as a means to secure self-advancement and to compel class recognition, there can never be the kind of consciousness that exalts and ennoble the personal life and the community welfare, because the spirit engendered is destructive. The chief danger of today is that women will vote as women rather than as citizens, that they will restrict themselves to class distinction rather than seek to gain citizenship distinction, and that they will believe that women's methods of thinking have special merit because of their origin rather than their special competency because of breadth of vision and fundamental spirit of efficiency.

#### The Teacher Politician

There is great need for a new ideal of democracy, an ideal that demands universal participation in every political movement by all the voters. Universal suffrage should carry with it universal activity and universal responsibility. Anything short of universal attention to the caucus, to the primary, to the public meeting and to the regular or special election should be sufficient to deprive any citizens of the right of suffrage. The fact that a

voter is dissatisfied or displeased or out of agreement should never permit the individual to refuse to serve the country at the polls. The main evil in American politics is that of having the authority to help decide great questions and then refuse or shirk the responsibility to exercise that authority. To be proud of our common country and of our rights of citizenship is one thing; to be a dependable, conscientious factor in protecting this authority and in honoring this citizenship is quite another thing. To be a peripatetic worker in the great causes of civilization and of righteousness and yet claim to be a real man or a real woman of lofty aims and great purposes is a discredit to all assumed manliness and womanliness in civic responsibility, while the acting of a lie by pretending to be an advocate and defender of liberty and freedom is a deplorable attitude that is in reality dishonorable and indefensible. To relieve this common situation existing in America in our body politic, it is the bounden duty of all American teachers to begin at once a career as a politician in order that they may be positive factors in all progress and enlightenment.

#### Class Intoxication

In carrying out these suggestions as to the province of the American teacher, there must be the most decided humility of spirit and the least exaltation over success. Class intoxication over the attainment of power or over the securing of place is a serious handicap in every enterprise where continuation of efficiency depends upon the support of the masses. A following in a democracy soon dissipates whenever the person of power drops the attitude of service or assumes the attitude of dictatorship. The chief political leaders are not office holders nor seekers for promotion and prominence, but are those who thru their knowledge of the masses and the spirit of mankind are able to decide the policies and plans that shall be inaugurated and to find the candidates for office who will be willing to give the personal services to reach these ends. No class of citizens can more easily accept such unofficial service or can be more successful in its accomplishment than can teachers in the common school, as their very sacrifices as public workers give them a faithful following that enables them to wield power and attain true leadership. Even the committees and commissions who are appointed by groups of workers to secure legislation are too much inclined to boast of their prowess or their success or their influence rather than to give the entire credit for the results to the members of the Legislatures who supported and adopted the laws. Workers of any kind who seek the public welfare, who sincerely desire the happiness and success of all the people should wait for their compliments and their commendation until these come from those who are benefited by the new conditions that have been secured thru using the means and ways of democracy. Any other assumption of authority will be disastrous to the cause and destructive to the power of the leader in such great undertakings.

#### The Teacher's Political Responsibility

Yesterday the teachers were outsiders, standing at the door of public opinion and asking to be heard patiently on the great matters that experience had taught them to be of the greatest importance. As outsiders they were compelled to be satisfied if their plea was considered unacceptable or was even repudiated as impractical and unreasonable. All this is changed, as from this time forward the teachers are insiders, they are formulators of public opinion, they are creators of public expediency, they are organizers of administrative efficiency, they are expounders of social philosophy, they are promoters of

economic betterments and they are assumers of political responsibility. As insiders they are partakers of personal initiative, they are solvers of public problems and they are co-workers in national and state development. This being their mission, their necessary acquirements are decided, their efficiency in initiative is evident and their opportunity for service is established. What the future may bring forth remains to be solved. What the outcome may become depends upon intelligence and wisdom. What the American people are to be in the near development is the problem of problems for the next generation of boys and girls who are now sitting at the feet of the American teachers.

From address before Iowa State Association.

## State Normal School

At Bellingham, Washington,  
Has Location Of Unusual  
Beauty. Offers Advanced  
Courses and Features Three  
Year Course



George W. Nash, M. S., LL.D., President

### History

The first Normal School established in the Puget Sound country was located in the beautiful little city of Lynden, Whatcom County, Washington. This institution was organized as a private enterprise, but later an effort was made to secure state aid for its support. This plan having failed, a movement was started for the establishment of a state normal school in this part of our com-

monwealth. In the year, 1896, the Legislature of Washington created a special commission to select a site for a state normal school to be located somewhere in Whatcom County. After careful consideration of three different sites, the location between the cities of New Whatcom and Fairhaven (which cities have since consolidated under the name of Bellingham) was chosen. An appropriation of \$40,000 for the first building was made in 1895. In 1899 the first appropriation for maintenance was granted and the school was formally opened for work on September 6th of that year with an enrollment of about one hundred students. The institution has, therefore, completed twenty years of active service and during this time more than fifteen thousand different students have enrolled for regular class instruction and two thousand five hundred have been graduated from the institution.

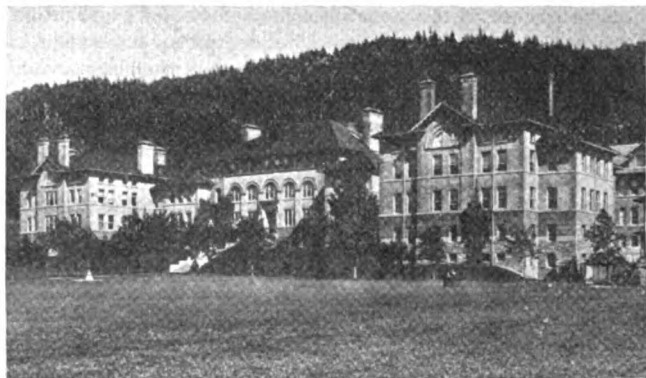
### Location

The Normal School buildings are ideally located near the geographical center of the city of Bellingham. The site of the school is one of rare magnificence, occupying sixty-eight acres of land on the slopes of Sehome Hill and commanding a beautiful view of the larger part of the city, the harbor and the Mountain range beyond. One of the officers of the battle ship Wyoming said "Never have men lined the rail as they did the night we dropped anchor at Bellingham—to gaze at this pretty little town nestled among the hills. The sunset was gorgeous and still water gave a finishing touch. Indeed the sight was thrilling."

### Buildings

The central building is a large massive brick and stone structure and contains a total of thirty-eight rooms, including the offices, library, literary society and Y. W. C. A. halls, rest room and recitation rooms.

The training school building and annex contain a total of fifty rooms. Two entire floors are devoted to the work of the training department.



State Normal School, Bellingham

The science annex is devoted to the sciences of this institution. It provides three complete suites of rooms, one for the biological department, one for the physical science department and one for the home economics department.

The manual training shop is remodeled brick structure of two full stories and basement. The enlarged building completed in 1913 provides separate rooms for elementary woodwork, advanced woodwork, forge work, mechanical drawing, printing and smaller rooms for repairing and finishing work and for storage of materials.

The central heating plant furnishes steam and hot water for all the buildings. It has three high pressure boilers with oil burning equipment. It has a storage capacity for three hundred sixty barrels of oil.

Plans for a new woman's dormitory have been completed and a building to cost \$100,000 will be begun at once. The building is designed so as to conform to the most modern ideas for school dormitories. On the third floor is to be a Social Hall, the girls rooms are to be very nicely furnished and the dining hall, which will accommodate three hundred people, will be most attractive.

Architects are working now on plans for the new library building. This will probably be one of the finest buildings on the campus.

#### Trustees and Faculty

Honorable Walter B. Whitcomb, president of the Whatcom County Bar Association, is chairman of the Board of Trustees. The other two members are Thomas Smith, attorney of Mt. Vernon, and C. M. Olsen of Bellingham. Dr. G. W. Nash, president of the school, had his training in South Dakota institutions, the University of Minnesota and the University of Leipzig, Germany. He has served as college professor, Superintendent of Public Instruction of South Dakota and as Normal School president for fourteen years.

The Bellingham State Normal School has a very strong corps of instructors for the year 1919-1920. Irving E. Miller, who took his Ph. D. at the University of Chicago is head of the Education Department. His books, *Psychology of Thinking* and *Education for the Needs of Life* are recognized as valuable contributions to the field of Education. Albert C. Herre, head of the Department of Biological Sciences, after taking his Ph. D. at Leland Stanford University, California, studied at the Imperial Museum, Vienna, Austria. Miss Helen Beardsley, head of the Modern Languages, took her M. L. at the University of California, studied at the University of Leipzig, Germany, and the Sorbonne, Paris, France. Marie Carey Druse, who has charge of Art and Handicraft, studied at the Boston School of Drawing, Museum of Fine Arts, Boston, the Eric Pope Life School and under Edwin Burrill, Amelie De Combes and Geer. Miss Gertrude Earhart, superintendent of the training school, took her preparatory work at Columbia University. She served as supervisor in this institution several years ago and was then supervisor of grammar grades and Junior High School at Boise, Idaho. M. W. Heckman, who has charge of the Industrial Arts, took work in this field at the University of Wisconsin, Stout Institute, Menomonie, Wisconsin, Armour Institute, Chicago, Illinois and at the Bradley Polytechnic, Peoria, Illinois. Many of the teachers took degrees at the University of Chicago, others at Columbia University, University of California, and at other leading universities and colleges.

#### Courses

Courses are offered for the preparation of Primary, Intermediate, Grammar Grade and Rural School teachers. A three year course for the training of grade school principals and supervisors in the public schools with advanced Psychology, School Administration, Junior High School work, Advanced Test and Scales, etc., is offered. Students may specialize in Art, Home Economics, Industrial Arts, Music or Physical Education.

#### Training School Facilities

In the past three years the school has sent out between eleven and twelve hundred graduates, each of whom was required to earn adequate credit in practice teaching. This necessitated the enlargement of practice teaching facilities. The institution maintains a training school presided over by a superintendent, two assistant superintendents and eight general supervisors, beside several special supervisors, and offers work from a pre-primary

division through the Junior High School. In addition, practice teaching has been carried on in the city schools of Bellingham, Everett and Seattle, and in outlying rural schools covering the one-room, two-room, three-room, four-room and eight-room schools. At present the school has two supervisors in the field offering courses in practice teaching to prospective graduates who are in service in the schools of the state.

#### Department of Hygiene

Through the aid of the United States Interdepartmental Hygiene Board, a new Department of Hygiene has been established. This department will be co-ordinated with the Department of Biological Sciences under Dr. A. C. Herre. Dr. Herre, co-operating with the School Physician, the School Nurse and the Physical Education instructors expects to send out graduates, physically strong themselves, prepared to carry forward work in general, personal and community hygiene and sanitation.



Mount Baker Near Bellingham.

#### Mt. Baker Lodge

The Board of Trustees is now considering the advisability of building a Normal School lodge at the end of the trail on Heliotrope Ridge on Mt. Baker. One can leave the Normal School and in two hours be on the Glacier trail and a few hours later be amidst the eternal snows and myriad waterfalls of Mt. Baker's ice cap. The Bellingham State Normal School is the only school in the United States, of Normal School or Collegiate rank, of which this is true. Excursions will, no doubt, be made every week end during July, August and September and students may receive first hand acquaintance with scenic nature and gain thereby a series of wonderful and unforgettable memory pictures.

#### Student Loan Fund

In the fall of 1918, through the interest and assistance of Mr. Charles Allen, of Seattle, the student loan fund was increased from \$1,800 to more than \$12,000. Citizens of Bellingham contributed upward of \$5,000 to this fund and Mr. Allen matched this amount. Any student who wishes to borrow from the Student Loan fund to complete a course or to take an entire course may do so.

#### Need for Teachers

This year there is a great teacher shortage. Many rural schools have not opened because it has been impossible to secure teachers. Many children of the United States will receive no instruction this year because of this scarcity, and the Normal Schools of the country must recruit students from the most capable young men and women and send them out as trained teachers to meet this great need. The Bellingham State Normal School is better equipped than ever before to serve the country in the preparation of teachers and will welcome students who wish to enter the teaching field.

# A Drive For Better Schools

South Dakota in Lime Light  
in Attempt to Improve Her  
Schools. State Supt. Shaw  
Man of Force and Courage

By J. B. Arp

Organization of the Drive



J. B. Arp

tor of the leading Pacific coast educational magazine; P. G. Holden, Head of the Extension Division of the International Harvester Company of Chicago; Dr. Perisho and Dr. McBrien of the National Bureau of Education, Washington, D. C.; Supt. Tobin of McCook County, Ill.; Inspector Kirkum of Utah; Lee Driver of Winchester, Ind.; Supt. Cooper of Nodaway County, Missouri; Miss Anthony of the Missouri State Normal School; State Supt. Fred L. Shaw of South Dakota, with his entire force of assistants; Governor Peter Norbeck and Lieut.-Gov. W. H. McMaster; the President of the University of South Dakota; the Presidents of the State Normal Schools; the President of the State College at Brookings; representatives of the other colleges and educational institutions of the state; many of the best teachers in these various institutions; a number of prominent city superintendents; and the several county superintendents who joined the groups as the drive proceeded from county to county. The original plan was to have two of the teams start from the city of Sioux Falls as a center and cover the east central and south-eastern sections respectively; another team to start from Aberdeen—touring the northern part of the state; and the fourth team to move westward from Pierre into the land of magnificent distances beyond the Missouri River. But owing to one of the most severe and unusually early blizzards that swept the western portion of the state on the day preceding the drive, the western trip was abandoned and the team from Pierre joined forces with the other three for a whirlwind campaign in the eastern half of the

A FEW weeks ago, eighty educational leaders from a dozen different states together with the foremost educators of South Dakota started simultaneously in four groups of twenty or more speakers each on a campaign of education for the betterment of the schools of South Dakota. This interesting group of men and women included Dr. A. E. Winship of Boston, Editor of the Journal of Education; Mr. Chamberlain of Los Angeles, Edi-

state. For over two weeks, this army of speakers went forth daily, either singly or in groups of two, to speak three times a day at centrally located school houses in each township and in almost every town and city of the several counties.

## Advertising the Drive

Weeks before the drive started, a systematic and thorough publicity campaign generously supported by the daily and weekly newspapers had informed the public of the nature and purpose of the drive. Every parent was urged to attend one or more of the meetings. In spite of the busy corn-husking season and the vague suspicion on the part of some of the farmers that this new move was merely a device to make them spend more money for the public schools, the response was beyond all expectation. The interest awakened in better school conditions in one or two counties alone was sufficient to warrant every dollar's worth of expenditure for the entire drive. People came from far and near. They were shown graphic illustrations of South Dakota school conditions and they listened to ringing appeals of speakers to wipe out disgraceful conditions existing in many of the rural districts of the state. Thousands of people, who came to the meetings in skeptical frame of mind believing that the rural school conditions of South Dakota were not so bad after all, looked on and listened with amazement as facts and figures were placed before them.

## Unbelievable Conditions

Of the 5,142 country school houses in South Dakota, 2,800 still have unjacketed stoves standing in the middle of the school room, which roast the pupils close by on cold and stormy days, while in the frigid zones in either end of the room other pupils shiver with cold; 2,900 school houses are poorly ventilated or not ventilated at all, but splendid barns and hog houses in the country districts round about are equipped with the latest and best ventilating systems for cattle, horses and hogs that the market affords; 3,800 school houses have defective window shades being supplied in most cases with dark green shades rolling from the top and causing a gloomy semi-darkness in the room whenever the shades are drawn down to exclude the glare of the sun; 4,100 school houses have defective lighting, exhibiting both the faulty cross-light of the common crackerbox type of school room lighted from two sides and an insufficient area of window space as compared with the floor space per child; 4,000 school houses have a defective water supply and in many instances the only drinking water available is that which each child brings with him from home in a bottle; 3,600 school houses are scrubbed but once a year, while thousands of mothers who send their children to such filthy school rooms scrub their own kitchen floors at least once a week; 4,200 school houses have defective toilets—some of these houses have but one toilet for the two sexes and some houses having no toilets at all present almost indescribable and unbelievable conditions in this day of enlightenment; 2,600 school houses are dry swept each day and the resulting dust settles down in layers on the desks, books, walls and wood-work in the room; and 2,400 school houses are still equipped with double, non-adjustable desks some of which are antiquated in design and devoid of comfort. To remedy these evils, State Supt. Shaw suggests that South Dakota needs 3,000 new school buildings at once. The people of the state ought to do some hard thinking about the matter and then act with the same intelligence and good judgment in the erection of new school plants that progressive farmers of the state exhibit in the construction of modern barns and modern homes.



### By Way of Contrast

In contrast with the foregoing school conditions, the people of South Dakota can point with pride to their economic conditions. The State ranks first in the Union in bank deposits per capita. It is first in new wealth produced per capita each year, first in farm products per capita, fourth in the production of gold, fifth in the raising of cattle, twelfth in the raising of hogs and in the production of corn, and twenty-second in education. Again Superintendent Shaw in commenting on this state of affairs, asks his fellow citizens very pointedly:

"Do we want this record to continue? South Dakota's wealth and resources place upon her an obligation to be second to none in the matter of education. It is not the fault of her prairie soil or her climate that she stands as low as twenty-second among the states of the Union. It is your fault and my fault. It is a reflection upon her people. What she is and what she does is purely a human problem. People of South Dakota, are you willing to have your state anywhere but in the lead? The states ranking lower are mostly those that have a large proportion of negro-population. The rightful place of the 'Sunshine State' is in the sun."

### Country and City Schools

In common with other agricultural states of the Union, the discrepancy between the country schools and city schools in South Dakota is very marked. The State has a large number of rural schools in comparison with the number of city schools and her low rank in education is due mainly to this fact as the following statistics show:

	Country	City
Pupils enrolled .....	89,000	45,000
Annual expenditures ...	\$4,200,000	\$3,600,000
Annual expenditures per child .....	\$48	\$87
Annual teacher's salary..	\$556	\$883
Buildings and equipment per child .....	\$6	\$14
Tax levy per \$1,000.....	\$4	\$10
Number of children completing eighth grade	7%	35%

Now, is this democracy? Is this giving the country boy or girl a square deal? Can any great state maintain its self-respect under such an indictment? Why should people spend two and one-half times as much money for the education of a city child as for the education of a country child? Is this injustice due to the short-sightedness of men and women living on the farm? These questions and others of the same import were driven home to the voters of South Dakota. Those who came to scoff remained in a sober and sympathetic frame of mind to discuss remedies for the intolerable conditions. As a result, the farmers of South Dakota today are more alert to the possibilities of rural school betterment than they have ever been.

### New Schools Established

Splendid consolidated rural high schools are being planned, organized, and voted at the rate of about two a week. The writer alone has been instrumental in organizing not less than twenty-five consolidated schools within a few months. These schools will have modern school buildings costing from \$40,000 to \$150,000 each. Every one of the twenty-five schools will have a site of from four to ten acres with playgrounds and school

gardens, and a number of the districts will provide up-to-date teacherages. Each school will have an auditorium for school and community purposes seating from 300 to 1,000 people. Provision is made, also, for a full high school with class rooms, laboratories, manual training, domestic science, and agricultural departments. These schools cover an area of nearly forty townships of territory. They have either voted or are planning to vote a total of more than \$1,600,000 in bonds for buildings and equipment. Several of the districts like those at Selby, Glenham, Vivian, and Oacoma have an area of 72 sections each, and the one at Amida in Sully County contains a total of 103 sections. They rely almost entirely upon auto-bus transportation. The progressive, western farmers are far more daring in risking the formation of large districts than the conservative men and women of the eastern portion of the state or those living in Minnesota or Iowa. This is true in spite of the fact that the roads in that western section do not begin to compare with the roads farther east. The difference seems to lie almost entirely in the spirit of the people. They are making a success of the schools in the west as well as in the east. It again demonstrates the truth of the contention of our best rural leaders that the success of rural school consolidation depends much less upon wealth and the density of population than upon the insight and the spirit of co-operation in the various communities. South Dakota bids fair to rival and perhaps out-strip in a very few years some of the most progressive central states that have done much in the way of consolidating their weak and inefficient one-room country schools.

If an educational drive for better schools will yield results like those of this drive, every state in the Union had better follow the lead of South Dakota. The sooner states act, the better for the farmer boys and girls within their borders. The attempt will be more than worth while even if the drive should be interrupted and cover but a part of the state as was the case in South Dakota. The drive came to a sudden halt in November when a second blizzard and sleet-storm made travel impossible for nearly a week. Superintendent Shaw, therefore, decided to complete the drive next spring.

### South Dakota Proud of Shaw

The people of South Dakota have reason to be proud of Superintendent Fred L. Shaw for acting upon the courage of his convictions and for "putting over" this drive in the face of many difficulties and obstacles. The magnitude of the undertaking, the adverse conditions of roads and weather, and the lack of experience to guide those who directed the teams and planned the innumerable details would have deterred a less courageous man. Watch South Dakota climb the educational ladder when the drive is over in the spring of 1920.

### THE GRANDMOTHER

By Gladys Hazel

Upon her folded hands the sunshine falls,  
Bathing their lines and scars of toil in light  
And they are quiet as the evening earth  
That waits in space the coming of the night.

She has held children's children in her arms,  
Whose babies soon may lie against her breast:  
Now in the shade of memories withdrawn,  
In the high midday sun she sits at rest.

To her, remote, with her completed life  
About her like a garment, age is kind,  
For still her children, small and very dear,  
Play in the secret dwelling of her mind.

From London Westminster Gazette.



# A Smith Hughes Vocational School

## Grand Rapids, Michigan, Puts Itself On The Vocational Map By Providing Building and Organizing Work For Girls

By Elizabeth W. Burbank



Elizabeth W. Burbank

the James part-time law of Michigan which provides that after September, 1920, boys and girls under eighteen years of age, who are below high school grade, must attend school at least eight hours a week. Several months in advance of the opening of the school, the Board of Education employed a man as principal, and a woman as assistant in charge of the work for girls, to develop the field, plan the building, provide equipment and secure teachers. It is not difficult to organize work for boys. The world recognizes that boys must cope with economic conditions, must think and develop initiative. Boys are accustomed to progressing and schools are easily planned and equipped to this end. It is expected that a boy shall "be exposed" to several lines of work in order that he may choose for himself what he wants to do. Girls are handled quite differently. Seldom is a girl expected to develop initiative to think or to plan whatever future appeals to her. On the other hand, she is usually expected to be obedient to others, to be patient, to make the best of circumstances, to cook and sew eternally in the belief that she is thus preparing to care for her home.

Recent research along the lines of industry has brought to light some important facts in this connection. We have educated girls to become homemakers and allowed them to enter the world as unskilled hands, thus lowering the standards of product and wage for both women and men. After the usual high school or grade cooking and sewing, they leave school a wholly unorganized group and neither the girls themselves nor society in general are prepared to take any definite step in the matter. Would we not better train them for a specific occupation? First, give them the opportunity, as we do the boys, to choose for themselves, and to allow them

to compete intelligently. Then help them to appreciate business ethics. They will thus learn to make themselves and their jobs worth while, and we can trust them to get the knowledge of homemaking, when the time comes, because they will have learned to take pride and satisfaction in doing well whatever they undertake. This latter consideration is coming to be the accepted view and is the one upon which these studies of the girls' work are based.

A general survey of the city shows in what occupations there is a demand for skilled work and where the possibility is of a good wage. The most promising occupations for immediate development are salesmanship, millinery, the sewing trades, including the operating of power machines, junior nursing, and the cooking trades. Salesmanship, now fully recognized as an excellent field for girls and women, is the opening wedge. Retail dealers are men of vision who are conversant with the most recent methods of conducting business. Classes representing several stores are organized to meet two mornings each week in some central place. The class work will be followed up later by individual work in the several stores. This plan with modifications diplomatically presented meets with the approval of the leading merchants. Then a teacher of retail selling is procured. The business idea has permeated the realm of college and professional women as surely as that of industry, and many women are leaving the school room to study "Retail Selling and Store Service" in the hope of broadening their usefulness and doubling their salaries. Later all-day classes in salesmanship will be organized, and the members of such classes will do, possibly, part-time work in the stores. It is our purpose to include all stores involved in retail selling. Millinery has come to be an all-year round occupation in which there is a constant demand for skilled makers and trimmers. With the co-operation of the wholesale and retail dealers, which was solicited and obtained, we include this trade in our all-day school. The millinery firms promise their assistance in taking our trained girls and in furnishing trade teachers for evening and day school. This is done partly as a means of advertising. The new trades building will include a shop where our product can be sold. We shall thus combine selling with the other activities. In like manner, we go after the sewing trades. The dressmaking shops will take a few girls, and public spirited women will help place seamstresses in homes. Children's and novelty shops can employ girls trained for embroidery or fine handwork, and our friends will offer themselves or solicit others to serve as patrons of our shop when it opens. We will train, also, dressmakers' shoppers. No unimportant part of the sewing trade is the operating of the power machine. Garment making on power machines is advancing rapidly as an occupation for girls. Factories are sanitary, light and pleasant. The work is not heavy and the general welfare is looked after. Factories will send out cut garments to be made up in our sewing rooms and the city is installing machines to give the necessary practice. Two children's hospitals will affiliate with us to assist in training their nurses. We shall teach dietetics, chemistry, story-telling, games, etc., while the hospital forces will give the practical work. Then there are the various cooking trades. Our own cafeteria where students will be given a proper luncheon at a minimum cost will furnish training in service, in planning and marketing and in calculating calorie values. A plate luncheon for the faculty will give a more extensive training. Delicatessen order work and catering find a need in every community. Details of this program are being worked out by committees

chosen from the respective trades to work with the teachers.

Dozens of industries have been visited, working conditions investigated, and the co-operation of the firms secured. Superior equipment must be provided and most efficient teachers selected. The task is not easy, because the work is of a decidedly different type from the usual. Many clubs, business organizations and parent-teacher bodies are asking for addresses. But the plan must be "sold" to the girls as well as to the teachers and parents, so a scheme of self study and vocational guidance is being worked out for the girls giving them a basis for intelligent choice before their next promotion time. Evening classes in trade continuation sewing, home sewing, cooking and nursing are organized and provided with teachers. The most difficult part of the plan is that of providing for the thousands of children who by the James Law will be turned back into school for eight hours a week. They

will come reluctantly and resourcefulness is needed in planning their lessons in order to hold them, and not cause too great inconvenience to the firms that employ them. The classes will be held in the buildings where they work or in the school. The lessons will be left to their choice, wherever possible, covering trade, general culture, homemaking, physical development, or citizenship.

No small part of the inspiration of this program came from personal inspections made in the leading cities of the central states. Detroit, Cleveland, Buffalo, Rochester, Louisville, Cincinnati and Milwaukee each furnished many helpful and stimulating suggestions. This program appears to offer an arduous task when recorded. We are co-operating, however, with business efficiency as the keynote of education, and the enterprise becomes interesting to the point of entertainment. Difficulties are forgotten as soon as they are surmounted.

## Books New and Old

**Introduction to Scientific Study of Education**  
By Charles H. Judd, 333 pages, Ginn.

A CONVICTION has been growing in teacher training institutions that the History of Education and Psychology are not suitable introductory courses, because they do not introduce the prospective teacher to the problems of school in a direct, concrete way early in the course. The introductory course which has come in to supplant courses in History of Education and Psychology is one usually called Introduction to Education. Now we have a book which is prepared especially for this course. The teacher in training cannot fail to have her perspective broadened by the numerous problems of school suggested by Dr. Judd's book, nor can she hardly fail to carry away the scientific viewpoint for the solution of these problems. Dr. Judd's book meets admirably an educational need and it is recommended to teachers generally and especially to teacher training institutions.

**Danger Signals for Teachers.** By A. E. Winship, 204 pages, Forbes.

THE title is fully suggestive of the contents of the book, for it is full of "does" and "don'ts" for the teacher. The book is characteristically Winship. Every point is made more clear by use of well chosen illustrations. The book is divided into four parts: Danger Signals in School; Danger Signals Out of School; other Danger Signals; and Danger Signals for Public Education. These in turn are divided into fifty-three chapters with an average of three pages to a chapter. The content is very sketchy. The book presents nothing new, yet it presents old truths in the new way. It is a book to be read in leisure time and can be read by the average reader in two hours. We may venture to characterize the book as an "educational novel."

**Atlantic Prose & Poetry for Junior High Schools & Upper Grammar Grades.** By C. S. Thomas & H. G. Paul. Boston, Atlantic Monthly Press.

THE avowed purpose of the compilers and editors of this book, "to assemble in an attractive library volume such Atlantic prose and poetry as will be of compelling interest" to the young people of that age, seems to have been most admirably accomplished. The material chosen covers a period of sixty-two years, and embraces in its scope selections having a wide range of interest in subject matter and unusually high standard of literary excellence. With selections by the best known authors of American literature we are glad to see many newer names, the quality of whose work, judged by that chosen for this volume, amply justifies their inclusion in such distinguished company. The notes are excellent, containing as they do brief biographical information concerning the authors and a few stimulating questions. There is also a good glossary.

**Social Games and Group Dances.** By J. C. Elsom, M. D. and Blanche M. Trilling. Lippincott.

THIS very practical book is the result of experiments with the "Play hour" both at the Chicago Normal School and at the summer session of the University of Wisconsin. Hundreds of teachers have taken part in these social hours and it is largely because of their requests for material present that this volume has been published. The book is divided into two parts. The first is Dr. Elsom's contribution and presents a wide range of social games for every occasion, various clever devices for promoting good fellowship in large

groups, and a number of stunt songs and games which have proved popular. The second part contains music and unusually clear and simple explanations of a variety of group dances from many sources. There is also a section devoted to games and dances especially suitable for children's groups. A comprehensive bibliography adds to the value of the book. The volume of thoroughly tested material satisfies a long recognized demand for special "play material" for adults as well as children, for we all believe with Dr. Elsom that "to live happily ever after we need to have developed in our youth an essentially social instinct, and that the development of this instinct will be a distinct asset to us all whatever our age or calling or station in life may be." For teachers, social workers, and, in fact, for all those whose interest is in the promoting of better social spirit, the little book will prove to be a real friend in need.

**Dwellers in The Vale of Siddem.** By A. C. Rogers and Maud A. Merrill, 80 pages, Badger, Boston.

**T**HIS book is a study in feeble-mindedness. Miss Merrill says in the preface that the book was written in fulfillment of a plan of the authors to publish in story form the family history studies made in the Minnesota School for the Feeble-Minded with a view to portraying the conditions just as they have been found in the investigation of the homes of the institution children. And so the story of the "Dwellers in the Vale of Siddem" is a description of the conditions that were found in one section of the state where for several generations the descendants of a few families had lived and continued to intermarry. These families lived in a certain valley and the recorded facts relating to them are true. This book should be read by teachers in general, and parents will find much in the book of stimulating interest.

**Pioneers of America.** By A. F. Blaisdell and F. K. Ball. Boston, Little, Brown & Co.

**B**RIEFLY told stories of some of the most daring exploits of the pioneers who won the West make up the content of this little book. The authors have chosen wisely from those stories which make a wide appeal because of their personal or dramatic features. The general style of the book seems unnecessarily choppy. Good illustrations and a list of proper names and their pronunciations are valuable features of the book. The professed purpose of the authors, to introduce their youthful readers to a more extended and formal course in our country's history, will probably be served by this supplementary reader.

**Games and Rhymes for Language Teaching.** By A. G. Deming. Chicago, Beckley-Cardy Co., 128 pages.

**I**T'S an old saying that there's no royal road to learning, but the author of "Games and Rhymes for Language Teaching," has at least made the path an easier and a pleasanter one for youthful

travellers thereon. The rhymes and singing games are excellent features, and new ones in books of this sort. There is a game to correct every one of the common grammatical errors, and fix in mind, in its stead, the accepted form of speech. The inexperienced teacher who adopts the text should heed carefully the "don't" list written for her warning in the introduction. In the hands of the wise teacher the book should prove a valuable tool.

**White Indian Boy.** By "Uncle Nick" Wilson. Yonkers-on-Hudson, World Book Co., 222 pages.

**T**O run away and live with the Indians has been the ambition—usually cruelly thwarted by unsympathetic parents—of most American boys at one time in their lives. The fact that "Uncle Nick" actually succeeded in such an attempt, and spent two years, while a young boy, among the Shoshones, should strongly recommend the book to the youthful readers for whom it is designed. His later experiences as a rider of the Pony Express, a driver of the Overland Stage, a "broncho buster," and an Indian scout, are equally thrilling. Cattle rustlers, Indian horse thieves, and "road agents," all play their part in making a stirring story. "Uncle Nick" disclaims any ability as a story-teller, but a perusal of the book does not bear out his opinion. Perhaps because great danger was so much a part of his daily life is the reason "Uncle Nick" is so uniformly modest a narrator. The only instance of vainglorying, which we recall, is his naive account of his youthful exploit in "fetching" a well-deserved kick in the ribs of a too inquisitive papoose. One of the best things about the book is its revelations of Indian character. We quite agree with a well-known educator that the book is a "rare find, and a distinct contribution to the literature that reflects our Western life."

**The Health of the Teacher.** By Dr. William Estabrook Chancellor. Chicago, Forbes & Company.

**T**HE subject treated in this book is of the utmost importance to teacher, and to education in general, for the teacher's health is of fundamental concern in matters of educational progress. The writer speaks with authority and he deals with his subject in a very practical manner. His statements are pointed, definite and illuminating. They are the result of prolonged study and of broad experience. Dr. Chancellor speaks from the standpoint of the educator and of the physician. The numerous illustrations cited in the text are from cases which have come under the author's observation. This is a book which one reads with interest and it is one of exceeding value to every teacher.

**An Introduction to Economics.** By Graham A. Laing. New York, Gregg Publishing Company.

**T**HIS book should fill a real need in the hands of high school boys and girls. It is a comprehensive bit of work within the limits carefully set by the author in his preface. The most important topics

dealing with the subject are clearly and amply defined and historically traced, emphasis being laid upon and illustrative examples being drawn largely from American life and institutions. The work is well proportioned. There are a number of illuminating diagrams in the text. A brief bibliography is to be found at the close of the book. A study of this text in our secondary schools should make for better citizenship through a wider diffusion of knowledge about some of the most vital questions of the day.

**Thrift and Success.** By Jackson-Deming-Bemis. New York, The Century Company.

**T**HERE is scarcely a more vital subject for the schools of today, than that which this book presents so interestingly and so effectively. For the continued welfare of our nation, and for the happiness and success, present and future, of our school boys and girls, the ideas that are emphasized in this book are extremely important. In the main, the book consists of a compilation of strongly written articles on the subject of thrift, of significant poems and quotations, and of short biographical sketches of some of our successful men and women. The appeal for thrift and successful living is strong and vital, and yet it is enticing. This book should meet

with general favor in the school room and should encourage habits of thrift and success.

**General Methods of Teaching in Elementary Schools.** By Samuel C. Parker, Boston. Ginn & Company, 332 pages, \$1.60.

**A**N important book on general methods of teaching in elementary schools has just appeared. In the preparation of this book, Professor Parker has used as a basis modern experimental and statistical studies of the curriculum and the learning process. His general point of view has been that "efficiency and economy in instruction are facilitated by (1) radically adapting all instruction to contemporary social needs; (2) basing methods of instruction on sound psychological principles which have been determined, as far as possible, experimentally; and (3) applying principles of scientific business management to the conduct of all teaching." Mr. Parker's book is not just "another" book on general methods; it is "the" book. We predict for it a larger sale than any book in its field has ever had. Its influence, therefore, is bound to be colossal. It is the book that teachers of "general" methods in elementary schools have been looking for. In brief, it is one of the outstanding educational contributions to date.

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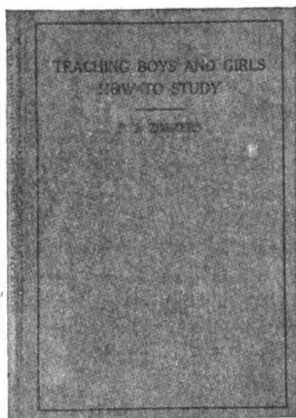
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# General and Special Methods

Conducted by Teachers and Supervisors in Leading Normal Schools and Colleges as a Substitute or Supplement for Normal School Training

## Reading for Intermediate and Grammar Grades

By Ora K. Smith, Instructor of Normal Training Department, Girls' Vocational High School, Minneapolis; Supervisor of Rural School Methods, Summer Session, Winona State Normal School, 1919

### NO. 1. INTERMEDIATE READING

#### Responsibility of Intermediate Grades in Reading

While the majority of graduates from grammar schools may be able to read in the commonly accepted sense of the term, yet they have realized a very small fraction of their possible reading ability. They may read with an apparent intelligence, yet, when asked to go over a paragraph in a limited time and to get the essential ideas, they either fail, or they consume so much time in the doing that they show a marked slowness in the comprehension of what is read. The responsibility for this deficiency rests largely with the fourth, fifth and sixth grades. There is so frequently in these grades a lack of training in the right habits of study—thoughtful silent reading.

#### Characteristics of the Period

During the intermediate and grammar grade years, important mental and physical changes are occurring in the child. This period is a formative period in many respects. Scattered, superficial thinking and wandering, involuntary attention give way, under proper guidance, to definite, active, focused mental energy. Right moral habits, which later become fixed, receive at this time an impetus. Three-fourths of our experiences function as habit, and because of this the importance of utilizing this period must be recognized.

#### Problems and Aims

First of all, pupils' minds must be stored with a varied and interesting subject matter—material that they like to read. Here is the essence of motive in reading, the whole secret of getting boys and girls interested in reading—"material that they like to read." One of the great aims in teaching reading is to lead children to enjoy reading, and any teaching which does not develop this enjoyment is of doubtful value. At first, children do not know that there are interesting stories to be read, beautiful poems to be enjoyed and valuable information gleaned. They must be led into this knowledge by the reading of stories, the learning of poems and the gaining of information from books.

During the first three years the child has been learning to read; now he reads to learn. Up to this time he has read much good material, yet, more or less, the emphasis and attention have been on the mechanical side. He has mastered practically all the mechanics of reading by the end of the third year; by the use of phonics he is able to pronounce words of reasonable difficulty; he knows and is guided by the use of punctuation marks; he is

familiar with the use and order of words in sentences. This knowledge is a pre-requisite for efficiency in and enjoyment of reading in the intermediate grades. Emphasis may now be shifted to thought, feeling, interpretation.

The child has now at his command the tools for reading. He must not be left without knowing what to read or without having formed the habit of reading. It is not enough to have taught the how; the what must follow, lest these tools become a positive detriment; the child must be led some distance in his reading; he must be shown the way to enjoyment, knowledge and inspiration from books.

A paramount result of this is the development of interests and tastes. Interests and tastes grow by what they feed on. The great problem of this formative period is to create such an interest in and a taste for the worthwhile in reading that none other shall find a place. The child needs at this time guidance that will make his interests and tastes crave and demand the literature of rich content, rather than the cheap, sordid tales that flood the market. It is through the reading of the right literature that the child sees the beautiful, the heroic, set forth; he sees great and honorable characters who perform noble deeds and render great service; he comes to admire these and to emulate them. And so, through literature, right standards develop; worthy ideals take shape; beautiful character forms.

#### Material

Material which accomplishes the above aims must be selected according to two fundamental principles: (1) It must have interesting content and attractive literary form; (2) it must be adapted to the age, the interests and the experiences of the pupils. It is a question always of the child's capacity and interest. His response is the criterion of the suitability of material.

Standard readers supply the basis of material in most schools. There should be several sets of readers or a supply of graded classics adapted to the age, interests and experiences of the pupils. It is not necessary to read every selection in the reader; the teacher should not hesitate to omit those which seem unsuited to her particular grades. It is wise to go over the readers and select and classify the stories and poems. Selections suitable for the season or the holidays may be grouped together; those which present certain phases of character and of life may follow one another, or be read when it is thought best. In this way the reading may be

varied and interesting; comparisons of characters in the stories read, may be made. Where readers are too difficult for the grade in which they are to be used and where it is impossible to have new ones, the teacher may group, or catalog, the stories according to difficulties of pronunciation and meaning. For several weeks the easiest and most attractive of these stories may be used. During the time of this reading, a record of difficulties should be kept, both individual and class difficulties. Then for a few minutes daily, concentrated drill work on these difficulties should be given.

Now especially, children should have an opportunity to read for themselves. The library should be generously drawn upon. Let children occasionally select a story from a library book and read it to the class. This develops interest in class work and aids in promoting the library habit. For opening exercises, children may read some story from the library, from a children's magazine or some other outside source. It is well in intermediate grades to begin simple book reviews as a class or opening exercise. Have a set period for reporting all outside reading. This makes library and home reading an increasingly large factor in the development of the child. A growing desire on the part of the child to read good books is evidence of the success of the course in reading.

By the time pupils reach the sixth grade, their interests are broad, if they have had the right training. Through class and outside reading they should know something of nature, of industry, of literature and of many other things. There is almost no end to the range of the material adapted to their reading. (See Minnesota Library list.)

#### Method

Because so many teachers are absorbed in oral reading, an undesirable type of reading lesson is common in our schools. One pupil after another is called upon to read. He reads, then states in his own words the fragment he has read; mispronounced words are corrected; a few criticisms on expression are made, and, in some cases, the paragraph is re-read. After the entire story is read, it is reproduced by one or several pupils. In this kind of reading, the story is analyzed before it is comprehended as a whole. Such a method is not only unpedagogical, but, if continued through the grades, inevitably retards the development of the thought-getting ability.

Stress must be laid on methods which develop skill in thought-getting. The same methods discussed in previous articles on primary reading apply in these grades. But they must be adapted to intermediate and grammar grade pupils. The teacher must train the pupil's mind to look for something definite; to compare, to judge, to analyze, to put together again and to draw reasonable conclusions from what he reads.

The function of the assignment is to teach pupils how to discover this "something definite" for themselves; how to read so that these problems will be solved.

Directions such as the following may be written on the blackboard:

1. Read the entire story.
2. Re-read the story, finding places where something happens.

3. Name the people in the story.
4. Decide which character you like best and why.
5. Who is the chief character? Why do you think so?
6. Compare this character with X in yesterday's story.

These questions indicate what is meant by putting purpose into a reading assignment. This consciousness of something definite to look for imparts a manifold interest to the reading lesson. In turn this leads to purposeful thinking. Later pupils may set their own problems and questions.

When the reading lesson calls for a knowledge not possessed by the pupils, the teacher must furnish this. She must establish a background upon which the mind may paint the new pictures. This mental preparation may be accomplished by pictures, by simple explanations or statements, by explaining or even reading certain of the more difficult passages. When the setting is in a foreign region, features and life of that country may be presented.

The foregoing statements presuppose, of course, that the teacher has prepared her lesson. She must have in mind a clear plan—not necessarily a written one—of what she expects to accomplish, and of how she intends to proceed.

(To be continued.)

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(Silent and Oral Reading next month.)

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# Lesson Plan for the Study of a Poem

By Grace M. Davis, M. A. Leland Stanford University

## ICHABOD

So fallen! so lost! the light withdrawn  
Which once he wore!  
The glory from his gray hairs gone  
Forever more!

Reville him not, the Tempter hath  
A snare for all;  
And pitying tears, not scorn and wrath,  
Befit his fall.

Oh, dumb be passion's rage  
When he who might  
Have lighted up and led his age,  
Falls back in night.

Scorn! would the angels laugh, to mark  
A bright soul driven,  
Fiend-goaded, down the endless dark.  
From home and heaven?

Let not the land once proud of him  
Insult him now,  
Nor brand with deeper shame his dim,  
Dishonored brow.

But let its humbled sons, instead,  
From sea to lake,  
A long lament, as for the dead,  
In sadness make.

Of all we loved and honored, naught  
Save power remains!  
A fallen angel's pride of thought  
Still strong in chains.

All else is gone; from those great eyes  
The soul has fled;  
When faith is lost, when honor dies  
The man is dead!

Then pay the reverence of old days  
To his dead fame;  
With backward, with averted gaze,  
And hide the shame!

—Whittier.

### Subject Matter

#### A. Aims:

1. To reveal the soul of the man Whittier in his passionate loyalty to an ideal and to arouse a like enthusiasm for whole hearted devotion to great causes.

2. To avert the dangers inherent in the clouded vision and lack of perspective which lead to hasty and mistaken criticisms of statesmen

3. To interpret the present age, with its seething restlessness, by reference to a similar age in the past, thus developing faith in the vitality of American ideals.

4. To teach the ever-living American message; "When faith is lost, when honor dies, The man is dead."

#### B. Organization of Subject Matter.

1. Announcement of Fall of Leader.
2. Attitude of Followers.

#### a. Mistaken Attitudes.

- (1) Reviling.
- (2) Passionately angered.
- (3) Scornful.
- (4) Insulting.

#### b. Correct Attitudes.

- (1) Lamenting as for the dead.
- (2) Sorrowfully Silent.

#### C. Preparation of Subject Matter:

1. Divide the pictorial material into three divisions: (1) that which illuminates the author's life; pictures of Whittier, his early home, etc.; (2) that which makes clear the thought of the poem; portrait of Webster, etc.; (3) that which is used for comparison or generalization: pictures of Clay, Calhoun, Everett, Lincoln, Wilson. Arrange this material on a bulletin board, grouping the statesmen of the period according to their attitude on slavery.

2. Look up references and grasp the context of the Biblical allusions. For the name "Ichabod" see I Samuel 1, 24; for the allusion to the "falling angel of light," see Isaiah 14, 12, 17.

3. Have ready marked extracts from Whittier's other poems: "The Lost Occasion" to show change of attitude; "To William Lloyd Garrison," to show change from condemnation; "Laus Deo" to contrast mood of exultation with that of despair.

4. Prepare charts showing the growth of anti-slavery feeling by decades. Draw heavy red lines to indicate the period now being studied. Ask children to search available histories for maps showing the growth of slavery.

5. Place on the blackboard an outline of the poems studied, with dates, the immediate historical events and the American qualities inculcated.

#### 6. The preliminary assignment.

(a) To give the fact background, review the historical setting. Use maps to show the growth of slave states; the charts to show abolition sentiment. Discuss the situation in 1850. Show the pictures of leaders of the three groups, pro-slavery, moderate anti-slavery and abolitionists. Rapidly trace anti-slavery legislation, Missouri Compromise, Fugitive Slave Law, etc. Explain Webster's position as a defender of the Union, his contest against Hayne, etc. Discuss the 7th of March Speech and its consequences.

(b) To prevent obvious misinterpretation, explain the Biblical allusions. Can the class tomorrow suggest any more appropriate title?

(c) To make the first impression strong, unified, rich and permanent, read the poem with restrained passion.

(d) To make sure the thought mastery is gained, assign questions to be answered: In what four ways does Whittier express the belief that Webster has fallen? Why is the word "Tempter" capitalized? In how many ways does the poet suggest that the fall is from light into darkness? What

excuse does Whittier give for Webster's fall? What does Whittier consider as evidence of life?

(e) To make the children realize the beauty of poetical expression, show the means whereby some of the effects are obtained. *Sentences.* Are they chiefly declarative, interrogative or exclamatory? Count the number of each. What mood is chiefly used in the verbs? Take any one verb and change the mood. Does it change the effect? *Phrases.* Pick out the five best. Are the individual words crammed with meaning, or is the effect produced by the combination? *Words.* Are there any examples of two words close together beginning alike? Change the adjective to a synonym. Is the sound equally pleasing?

#### Method

##### A. Aims:

1. To apply the biographical and anecdotal interest generated by the study of Whittier to the study of one of his representative poems.
2. To open up sympathy with and understanding of a critical historical period by encouraging pupils to seek explanations from facts familiarized by modern conditions.
3. To fill in the masses first by beginning with the salient features of the poem and moving to the means whereby the effects were obtained.
4. To dye the emotional life with suggestive, meaning-crammed phrases uttered under spell of a deep feeling.

##### B. Preparation:

1. To enable the class to throw themselves imaginatively into the intensity of the poem, move back from the known to the unknown. Do you remember when we went to war with Germany? Why did we go to war? Were there other nations in the war before we were? Did you ever hear people say that we should have gone into the war before we did? These were people who felt an intense horror at the crimes German autocracy was committing. There were other people who felt that we must keep out of war just as long as there was any other possible solution. Can you suggest the man who tried all other means of solving the question? Have you ever heard any one who didn't understand President Wilson's policy call him a "peace-at-any price" man? Time proved we were wise to wait. Discuss the need of preparedness and the opportuneness of America's arrival in France. What lesson can we draw from the mistake people made about President Wilson's delay?

Today we are to study about another man whose motives weren't understood. He lived in 1850. Then the war that threatened wasn't about saving the world for Democracy. What was war threatened about? What were the three attitudes taken on the question? Who can group these pictures as to attitude? In which set did Webster belong? He thought slavery must be abolished but he was trying to find some other solution than war. Whittier's heart ached over the miseries of the slaves. He thought Webster didn't care when he spoke in favor of compromise—just as many people thought the President didn't care when he wrote notes to Germany. Let us see if we can realize just how Whittier felt. When we feel deeply we are not always just. How did we feel toward anybody whom we suspected to be pro-German? Did

we ever unjustly accuse anybody? What made us dislike him?

2. Listen to the recitation of questions assigned for fact background and methods of gaining effects.

##### C. Development:

After the poem stands as a revelation of Whittier's soul-torn agony and as a poem illuminating a vitally interesting period, strive to connect it with the child's actual rather than potential heritage. To do this, focus the attention on the parts that make up the whole, thus saturating the child with the thought.

"*The light withdrawn—The glory from his gray hairs gone.*" Describe the halo. Refer to the pictures of Christ. When does a man lose the halo?

"*Forevermore!*" Show the echo of hopelessness in the one word.

"*The Tempter hath a snare for all.*" What is Whittier comparing the Tempter to? Why is the word "snare" better than "temptation"? If you were going to make a series of illustrations what picture would you draw?

"*Oh, dumb be passion's stormy rage.*" Notice the piling up of the three synonyms to express intensity of anger.

"*When he who might.*" Show despair in the word "might." Why did the poet not use "could," "would" or "should"?

"*Have lighted up and led his age.*" Where else in this poem does the author use the figure of light and darkness? Why does the poet prefer "lighted" "helped"?

"*Scorn! would the angels laugh, to mark.*" Point out that this is the culmination of heaped up, angered disappointment. What in this line reveals that Whittier is suffering?

"*A bright soul driven, Fiend-goaded, down the endless dark.*" Explain the Grecian idea of Nemesis. Ask the class to describe this as an illustration. Point out the finely chosen word "driven."

"*Down the endless dark, From hope and heaven.*" Notice the echo of hopelessness. Why does poet combine the two ideas "hope and heaven"?

"*Nor brand with deeper shame his dim, Dishonored brow.*" What picture do these words call up? Why is Webster's brow "dim"? Refer to halo.

"*A long lament.*" Show the mournful dirge in the words. Contrast with the tone of the poem in earlier verses.

"*Of all we loved and honored.*" What had they admired in Webster? How had the 7th of March killed the feelings of love and honor?

"*A fallen angel's pride of thought.*" Read the reference in Isaiah 14. Explain the danger of power without conscience. Notice that love of power drove Germany to war. Do you think that Whittier judged Webster correctly? Lister to these sayings: "Let our object be our country, our whole country, and nothing but our country." "I was born an American, I live an American, I shall die an American." "The people's government, made for the people, made by the people and answerable to the people." "One country, one constitution, one destiny."

"*From those great eyes the soul is fled.*" The

soul of what? Why does Whittier believe the "soul" is gone?

"When faith is dead," etc. Linger on this passage. Compare it to like statements in other poems studied. Point out that true greatness of individuals or nations depends upon character. Draw out an explanation as to the real reason for Germany's failure, for the South's failure in the slavery question. Have any of our poets said "Might makes Right?" What have they said in "Hail Columbia" and "The Star Spangled Banner?" Does this agree with the previous expression of American ideals?

2. With books closed, have a pupil read the poem, striving to deepen the scorn to the middle of the poem and to soften it to despair to the conclusion.

3. From the outline on the board have the class draw conclusions as to enduring American ideals.

Should "Ichabod" be included in the list of representative American poems? Why?

4. Read "The Lost Occasion" to show Whittier's change of mind.

#### D. Application:

1. Let the class draw an ethical conclusion as to dangers of hasty judgments.

2. For composition, have the older classes write the American ideals obtained as a result of class discussion in the form of a creed. Let the younger pupils tell the story in their own words.

3. For penmanship have pupils copy Webster's statements. Have the best writer place them on the board.

4. Put the pictures of leaders, etc., in the class scrap-book. Letter the names using the suggestion in "School Education."

## Care of Text Books

By Leora J. Lewis, Field Librarian, South Dakota Free Library Commission

THE free text book law, which was passed in South Dakota at the last session of the legislature—and is now in force in some other states—while proving to be of great benefit to the pupils, adds much to the duties of the teacher, since by law she is made responsible for the care of the books as well as for their return.

It is not easy to teach a child to care for books, particularly text books, which are not apt to be very attractive in appearance and are apt to be regarded as a necessary evil whether they are personal property or the property of the school district. The time spent in urging the pupil *not* to handle books with dirty hands, and *not* to turn down the corners of the leaves, is simply so much time wasted on the average live youngster. One is merely adding to the list of "don'ts" which are constantly heard and promptly forgotten. A child is naturally destructive, and the only thing which he will take care of is the thing in which, for some reason, he is particularly interested.

It is not difficult to teach a boy to care for a gun, to keep it oiled and in good working order. He knows just why certain parts have to be kept clean to get the best use out of it. He takes good care of his mechanical toys for the same reason. But unless some one tells him, he does not know that a book is just as interesting and just as carefully put together as a piece of machinery. Let the teacher take an old book which may be torn apart, and show him how it is put together. Let her show him how it is first printed on large sheets of paper, how these sheets are folded into sections the size of a page, and how they are fastened together. Let her show him how the book is kept in shape with cloth, glue and paper. It may then be explained that by dropping a book on the floor or by opening it roughly, these materials may be cracked and broken so that the book will fall apart.

These points need not be told in a technical way. They may be told simply, so that even the little children will understand and be interested. A teacher may go into the history of the book and tell how in the olden times the books were written by hand on

parchment, and in the form of rolls. She may tell about the invention of the printing press and how paper, cloth, ink and glue,—the materials which make up a book,—are made. These things may be brought into the geography lesson, or used as material for compositions in a language lesson.

Having interested the child in the structure of a book it should not be difficult to make him feel a certain pride in the care of his books. Purchase a number of pieces of artgum with which to clean the pages. Encourage the children to use them and to keep their books free from spots. A few minutes taken each week to look over the books and to do this cleaning will save time for the teacher; for, if the books are not kept clean, the work will accumulate until the end of the school year.

Book covers may be shellacked when new and washed when soiled, and so kept bright and clean. The same result is attained as though book covers were used, but at the same time the attractive appearance of the new covers is enhanced rather than destroyed.

Loose pages can be tipped in by applying a little paste to the edge of the sheet with the finger, inserting the page and leaving the book under a weight for a few hours. Transparent paper should be used to mend torn pages. Older children can learn to do this work under the direction of a teacher, but younger children should do nothing more than to clean the pages and covers of their books.

For the keeping of text book records there are a number of printed forms to be purchased. Large schools will find a card system preferable to a record kept in a book. It matters little what form of record is used, the essential thing is to keep it neatly and accurately. Enter every item promptly, and do not trust the memory at all in issuing a book to a pupil, in crediting him with its return, or in the case of the loss or sale of a book. The keeping of the record will not take a great deal of time, and will save much trouble if it is kept carefully.

# Suggested Methods of Teaching Arithmetic

## Fundamental Operations

### DEVELOPMENT OF ADDITION.

Katherine Prendergast

#### FIRST STEP

##### Preparation:

##### a. Child's Preparation.

1. Knowledge of forty-five addition facts.
2. Understanding of units, tens, hundreds.
3. Ability to read numbers through hundreds.

This preparation of the child has been made gradually in anticipation of the need for it in the development of addition.

##### b. Teacher's Preparation with Class.

Quick drill in addition combinations—making a special point of those that are difficult.

To be of benefit, this drill must be carried on with spirit and enthusiasm, with alertness and reasonable rapidity, and should not exceed five minutes. It does not make for attention and rapidity to restate a combination that has been missed. Turn to some other child and expect him to know the combination asked for without hearing it stated a second time. Vary your way of stating— $8 + 7$ ,  $8$  and  $7$ .

##### Presentation:

Single sticks of equal length are on each child's desk. The children have already learned that a unit is a single thing or person, so the teacher may now build on this knowledge in beginning the new topic. This definition is sufficient for the beginner. Later he may be taught that a single group of things or persons may be considered as a unit. We are aware that the wisdom of using sticks in this development has been questioned by some on the ground that the child's mind is concerned with sticks and not with the facts being presented. If we used colored sticks of candy this would undoubtedly be true; but ordinary sticks put into the child's hands to help strengthen his concepts through the senses of sight and touch, and which, under the direction of the skilful teacher, he handles so rapidly that his mind is concerned only with the thing they are helping him to do, we have found to be of great assistance in giving the child a clear understanding of this process.

"Show us a unit." Probably the child called will hold up one of the sticks on his desk saying, "This is a unit."

"Show us another unit—another," etc. Children will show or point to a pencil, book, eraser, picture, piece of chalk, boy, or a girl saying, "This pencil is a unit. My book is a unit."

"What is a unit?" ;

"A unit is a single thing or person."

"You may use your sticks now. Take 2 units. Place them at the right side of your desk. Under them place 3 units. Under them 4 units." These directions given very rapidly leave no chance for the sticks to be uppermost in the child's mind.

"Two units, 3 units, and 4 units are how many units?"

"Two units, 3 units, and 4 units are 9 units."

"How many units have you?"

"I have 9 units."

Give a number of such examples, in no case bringing the sum of the units up to ten. The skill with which your class works will indicate to you when you may go on to the next step.

#### SECOND STEP

##### Preparation:

"How many units make 1 ten? How many units make 2 tens? 3 tens? 15 units are how many tens and units? 19 units? 21 units? When we write any number the units are always on what side?"

"They are on the right side."

"The tens are in what direction from the units?"

"They are at the left of the units."

##### Presentation:

"Take 3 units. Under them place 2 units; under them, 5 units; under them, 2 units. 3 units, 2 units, 5 units, and 2 units are how many units?" "3 units, 2 units, 5 units, and 2 units are 12 units." How many units make 1 ten?" "10 units make 1 ten."

"Twelve units is how many tens and units?" "Twelve units is ten and 2 units."

"Tens are always placed at which side of units?"

"Ten units are always placed at left of units."

"Place your ten one step to the left of the units. Make a bundle of the units by pushing them together. How many units have you? How many tens have you?"

Give a number of such examples, gradually introducing such as will give 2 tens, 3 tens, etc., in the result. When the children are quick and sure in doing such examples with the help of sticks, we come to our third step, a lesson in which we use both sticks and blackboard.

#### THIRD STEP

##### Preparation:

"Tens are placed at which side of units?"

"Tens are placed at left side of units."

##### Presentation:

"Take 2 units, 5 units, 3 units, 7 units." As the children place these on their desks under each other, the teacher writes the figures on the board in a column:

2  
5  
8  
7  
—

"Add your units. How many units have you?"

"We have 22 units, which make 2 tens and 2 units." As the children add they push the 20 sticks together in 2 bundles and place the 2 tens at the left of the 2 units.

"All now give attention to the figures on the board." The teacher points and the class adds: "2 units, 7 units, 15 units, 22 units—which make 2 tens and 2 units."

"We place the 2 units **exactly** under the unit's column. Show us where to write 2 units." The two is placed.

"Now show us where to write the 2 tens."

It is placed a good big space away from, and to the left of the units. Correct spacing of figures, both vertically and horizontally, should be emphasized from the very beginning of writing figures.

Work a number of such examples, the teacher writing at the board what the class place with sticks at their seats; the class add at their seats, then add the column of figures at the board, the teacher doing all writing and spacing and making her work a perfect example of neatness, legibility and precision.

#### FOURTH STEP

This step is similar to the third, except that a child now goes to the board and writes the numbers dictated by the teacher while the children at their seats place them with sticks. After those at the seats have added, all should give attention to the work written by the child at the board. One, or all, should add and tell or show where to place the units and tens. Then the writing and spacing of the work at the board are discussed by the class and commended or corrected.

#### FIFTH STEP

The sticks are on desks, to be used if necessary. Do not allow the class to flounder for need of concrete help; but, on the other hand, do not cripple them by continuing concrete work too long. Insist, rather, upon a concentration that will make it possible for them to work well in the abstract within a reasonable time.

#### Presentation:

One child only is sent to the board, since it seems wise to focus the attention of the class upon one piece of work only at this point. Numbers are dictated to him which he writes in a column for adding:

$$\begin{array}{r} 7 \\ 6 \\ 4 \\ 6 \\ \hline \end{array}$$

The child who has written the numbers points to them, beginning at the top, and the children give the sums. He places his hand under 7 and 6, and the class says, "13 units"; under the 4, and the class says, "17 units"; under the 6 and the class says, "23 units, which make 2 tens and 3 units."

The child at the board writes the 3 units, first, exactly under the units column, and then the 2 tens—a good space to the left—in ten's place.

"What is the result?" "The result is 23."

"Let us check the result, adding from the bottom up." The children add, "6, 10, 16, 23."

"Is this the same as we had before?" This is the most common check in addition, and is sufficient for beginners. Once it is given, insist upon its use in every example worked.

"We call the result in addition the sum." This is the first presentation of this term. From now on use the terms *sum* and *result* interchangeably. "You may tell us the sum of these numbers." "The sum is 23."

#### Summary:

Show us the unit's column; the ten's place. What do we call the result in addition?

#### SIXTH STEP

The sticks should no longer be in evidence. The child is sent to the board, and the teacher dictates: "17, 24, 42" and the child writes:

$$\begin{array}{r} 17 \\ 24 \\ 42 \\ \hline \end{array}$$

"Show the unit's column; the ten's. Let us see if the lines we draw through them will be vertical," calling attention to good placing of the figures. "Which column do we add first? You may find the sum." The child who has written places his hand under the 4 in the units column and the class adds, saying, "11 units." He places his hand under the 2, and the class says, "13 units, which make 1 ten and 3 units."

"What shall we write?" "We will write 3 units." "Where?" "Under the unit's column."

"What shall we do with the 1 ten?" In using sticks, they have put their bundles of tens over ten's place so often that they are ready to answer this. "Put it in the ten's place." Do not weaken children by allowing them to place the 1 over the ten's column. Unless it is suggested to them, they will never wish to do it.

The child at the board now places his hand under 1 at the top of the ten's column, and the children, remembering the 1 to be brought over, say, "2 tens"—hands move down—"4 tens, 8 tens."

"Show us where to write these tens. What is the result of our addition?" "The result is 83." "What is the sum of 17, 24, and 42?" "The sum is 83." "How many tens?"

It will now be safe to give some addition problems in our lesson assignments. Do not give problems until you feel sure that your class is able to work intelligently alone; otherwise, the accuracy that should result from this careful development—which is only supervised study of the most telling kind—will be defeated. Every mistake that is made makes for inaccuracy.

#### SEVENTH STEP

Columns of two digit members, the ten's column of which will add up to more than ten, so introducing hundreds; as,

$$\begin{array}{r} 18 \\ 25 \\ 62 \\ 40 \\ \hline \end{array}$$

#### EIGHTH STEP

Examples that will give a 0 in the unit's place of the sum; as,

$$\begin{array}{r} 15 \\ 26 \\ 19 \\ \hline \end{array}$$

Then, examples that will give a 0 in the ten's place; as,

41  
24  
43  
—

NINTH STEP

Examples introducing thousands in the sum, as,

216  
54  
731  
100  
—  
1,101

Here we teach the children to separate hundreds from thousands with a comma.

This development in addition extends over a long period of time and is not continued day after day until completed, but is left often, and other subjects previously taught are used instead for review, variety and rest.

We are now teaching notation and numeration along with addition when we teach the names of the places and periods, the pointing off of the periods, and the reading of numbers.

Each lesson in addition should be preceded by three to five minutes crisp, snappy drill on addition facts. There should be much drill with decade combinations—7 and 4, 17 and 4, 27 and 4.

Drill, also, in adding double columns of figures—the sum of each column less than ten, and four or five figures in a column.

Give mental work in adding four or five unit numbers to appeal to the ear. Vertical work on

the board of several unit numbers to appeal to the eye.

Keep in constant review the units, tens and hundreds idea gained in the preparation for the development of addition.

After the fractions have been developed, we give such added steps in addition as,

(a)	(b)	(c)	(d)	(e)
$416 \frac{2}{3}$	264	$421 \frac{1}{2}$	$218 \frac{3}{4}$	$216 \frac{3}{6}$
<u>94</u>	<u><math>51 \frac{3}{4}</math></u>	<u><math>173 \frac{1}{4}</math></u>	<u><math>74 \frac{1}{4}</math></u>	<u><math>59 \frac{1}{2}</math></u>
	(f)	(g)		
	$1,516 \frac{1}{3}$	$2,114 \frac{1}{2}$		
	<u><math>434 \frac{1}{2}</math></u>	<u><math>436 \frac{2}{3}</math></u>		

In class work and in assignment for seatwork, we vary our way of presenting addition examples so that the children gain ability to recognize all the different phases of stating addition:

(a) 42  
136  
+2,042  
—

(b)  $42+136+2,042.$

(c) Find the sum of 42; 136; and 2,042.

(d) 42 plus 136, plus 2,042.

(e) Add 42; 135; and 2,042.

Mistakes in reading and writing are prevented if we use the comma to separate the periods in the number, and semi-colons to separate the numbers.

Give application in problems. In a word problem, the figure work and the sentence answers should appear on the paper.

(Next Month, Subtraction.)

## A Typical Record of the Organization of a Teachers' Patriotic League

(From Houston County Institute, Minnesota)

Miss Gallagher called a meeting November 11, 1919, for the purpose of organizing the Teachers' Patriotic League of Houston County. Miss Lottie Metcalf was temporary secretary.

The following were nominated for president in order: Miss Lottie Metcalf, Miss Muriel Gassert, Mr. Kenneth Whitehouse. Miss Metcalf, receiving the largest number of votes, was elected president. Miss Gassert was nominated and unanimously elected secretary.

The following nominees were voted on for Vice-President: Miss Nora Onstad, Mr. Kenneth Whitehouse, Mr. Wilfred Quenett, Mr. Whitehouse was declared vice-president.

The following were nominated for treasurer: Grace Kemp, Frieda Volbrecht. Miss Kemp was duly elected, having received the largest number of votes.

Miss Ruby Rollins was appointed chairman of the Health Committee by the president.

After the election of the officers, the meeting was duly adjourned until eleven o'clock Wednesday morning.

Signed, Muriel Gassert, Sec'y.

The second meeting of the Teachers' Patriotic League was called to order Wednesday morning by the President, Miss Metcalf.

After the flag salute had been given and the national anthem sung, the minutes of the previous meeting were read by the secretary and approved as read. A report was also given by the treasurer.

Miss Rollins, the chairman of the Health Committee, read the following report:

I. Slogan of health for the year:

"A well in every district; or, a drinking fountain in good, sanitary condition, with pure drinking water. Fountain must be aired and scalded out twice a week."

II. One hot dish for lunch during the winter months.

III. At least six adjustable seats in every school.

IV. School sanitation.

1. Water supply inspection, clean water pail and cup.

2. Toilet inspection.

3. Heat and ventilation inspection.



4. Beautifying the school inside and out. Floors to be frequently scrubbed and oiled during the year.

#### V. Personal Cleanliness.

1. Wash hands before each meal.
2. Wash not only hands, but ears and neck, and clean finger nails each day.
3. Try to keep fingers, pencils, and everything that might be unclean, out of the mouth and nose.
4. Drink a glass of water before each meal and before going to bed. Drink no tea, coffee nor other injurious drinks.
5. Brush teeth thoroughly each morning and evening of the day.
6. Take ten or more deep breaths of fresh air each day.
7. Try today to sit up and stand straight. Eat slowly, and attend to each need of the body at its regular time.
8. Take a full bath at least once a week.
9. Have clean shoes, and have rubbers, extra sweaters and coats off in the school room. Have physical training four times a day. Two minutes.

VI. Children can get medical aid from their physicians. Doctors have agreed to give their services free where it is necessary.

Senior Red Cross has agreed to finance a nurse for the county. She will be here after the first of January.

VII. Each teacher is to report to Miss Rollins at the end of each calendar month. Miss Rollins will report to the secretary, who, in turn, will report to the County Superintendent.

Those who had served hot lunches were asked to tell of their experiences. Miss Gallagher gave some very helpful suggestions on the serving of hot lunches.

Miss Trites gave a talk on how evil influences can be avoided at school.

The following chairmen were also appointed by the President:

Mr. Wilfred Quenett, chairman of the Citizenship Committee, who, in turn, appointed as helpers, Miss Frances Thompson and Miss Helen Olson;

Miss Sadie Brown, chairman of the Patriotic Activities, who, in turn, appointed as assistants, Miss Meta Weber and Mrs. James Colleran;

Miss Elva Laugen, chairman of the Committee on Education, who, in turn, appointed as assistants, Miss Geneva Halvorson and Miss Olga Johnson;

Miss Rollins, chairman of the Health Committee, appointed as her assistants, Mrs. H. Quinell and Miss Nellie Kenny.

At twelve o'clock, the meeting was duly adjourned until eleven o'clock, Thursday morning.

Signed, Muriel Gassert, Sec'y.

The League was called to order by Miss Metcalf. The flag salute was given and the national anthem sung.

Every teacher responded readily to roll call by giving a memory gem.

Miss Rollins completed her report on general health work for the community and the schools of the county.

All business having been concluded, the meeting was duly adjourned.

Signed, Muriel Gassert, Sec'y.

League was called to order by Miss Metcalf at nine-thirty Friday morning. The flag salute was given and the national anthem sung. The minutes of the previous meeting were read by the secretary; also, a report of the treasurer was given.

Mr. Quenett, chairman of the Citizenship Committee, gave a report on the following topics:

- I. Reduction of illiteracy.
    1. By enforcement of the compulsory school law.
    2. Making studies interesting.
    3. Helping illiterate adults.
  - II. A Patriotic Program three times a year.
  - III. Americanization.
    1. Collect literature from the University Extension Department, St. Paul, and from the Department of Agriculture at Washington, D. C.
      2. Form Community Council where people may discuss problems of welfare.
        - a. Plan program.
        - b. Secure talent and arrange for entertainment.
        - c. Promote social and educational activities.
        - d. Persuasion of local talent to give their services toward betterment of citizenship.
      3. Study the government by visiting town meetings, district courts, etc.
    - IV. Organization of Little Citizen's League. Read page 119-129 in School Patriotism.
    - V. Make report each month to Mr. Quenett concerning full or partial accomplishment of the above provisions.
- Miss Sadie Braun, Chairman of Patriotic Activities, read the following:
- I. Every school should organize a Little Citizens' League. Every child should be a member. This organization should include all the activities of the school such as,
    1. Junior Red Cross.
    2. Health Crusade.
    3. Thrift Activities.
    4. Boys' and Girls' Projects. A part-time club leader should be chosen.
  - II. Meeting of Little Citizens' League should be held every Friday, the last quarter of the day. These should include:
    1. Practise in parliamentary law.
    2. Business meeting.
    3. Study program.
    4. Social good time.
  - III. The teacher should study the problems of the community and bring them before the Little Citizens' League for solution.
  - IV. Funds should be raised by socials, programs, etc.
  - V. This Community will consult with the different county workers such as County Agent, Rural Nurse, Child Welfare, Red Cross, etc.
- Definite plans for this work will be made. These plans will then be presented to the teacher who will co-operate with them in every way possible.

VI. All reports to be sent to Miss Sadie Braum, Brownsville.

Miss Elva Laugen, Chairman of the Committee on Education, read the following:

I. Read, study and be ready to discuss the "Brown Mouse" when you meet with your leader at the respective places of meeting on the first Saturday in December. You can get this book by sending to the Bobbs Merrill Company, Indianapolis. Price \$1.10.

II. Talk over school problems and discuss the "Brown Mouse."

III. Get a copy of the course in Citizenship and Patriotism by Lyman Abbott and others and study with your pupils. Price \$1.50. Can be had by sending to Houghton Mifflin Company, Chicago.

IV. Elect a new leader at each meeting, who will plan the work for the next meeting. The leader shall send in a report each month to Elva Laugen, Houston.

The motion was made and carried that the chairmen draw from the treasurer for the letter-heads.

The meeting was duly adjourned until Friday afternoon.

Signed, Muriel Gassert, Sec'y.  
Friday, November 14, 1919.

The meeting was called to order by Miss Metcalf and the following program was rendered by the different groups of Houston County Teachers:

I. Community Singing.

II. The Pipe Organ Stunt, by the Houston Group.

III. A Mock Institute, by the La Crescent Group.

IV. A Stunt "Light Infantry" and "Bug Town Band," by the Caledonia Group.

V. "School Sanitation" and familiar songs by the Brownsville Group.

VI. Houston County Song and County "Yell" by the Spring Grove Group.

After the presentation of the sweets to the "Sweets" and a short talk by the President, Miss Metcalf, the meeting was duly adjourned.

Muriel Gassert, Sec'y.

## Put Prize Work Upon the Screen

Many schools now have a stereopticon of their own or may have the use of one for special occasions. So, instead of the usual exhibit of best drawings, in any class or grade, let these be put upon the screen before or after some illustrated lecture when visitors are present. To flash them on with the regular films is easy with the attachment called the reflectoscope. The drawings are placed below this mirror arrangement and appear upon the canvas, just as they left the pupils' hands, but highly magnified, so that neatness and accuracy are necessary. It is a fine way to honor our best pupils.

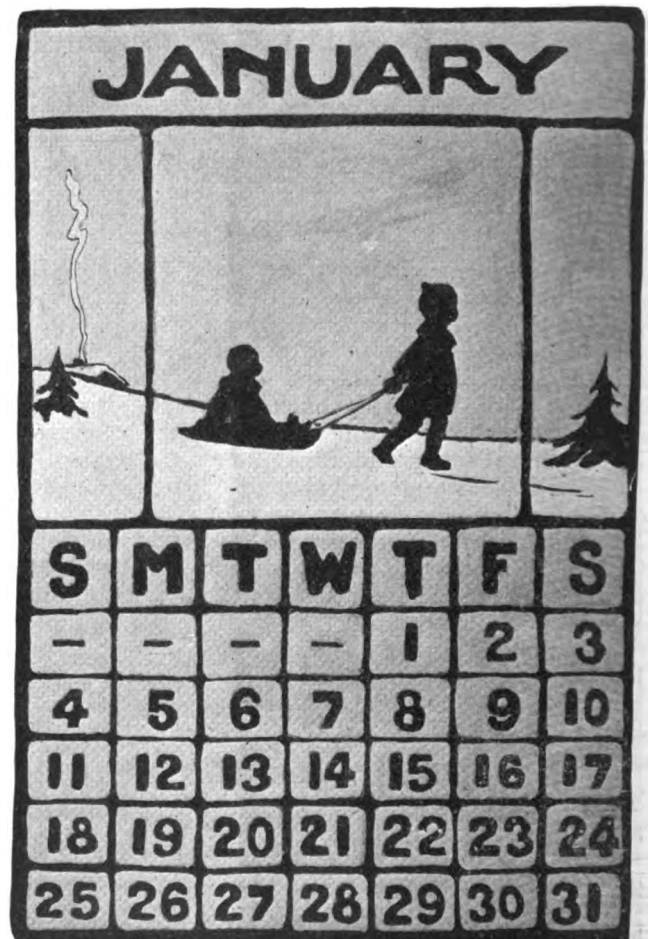
Lee McCrae in "Popular Educator."



The above is a poster made by a pupil in the schools of Mitchell, South Dakota, and produced on the screen in New York City in the national Humane Society poster contest last spring.

## A Calendar

By Florence E. Wright



# THRIFT POSTER



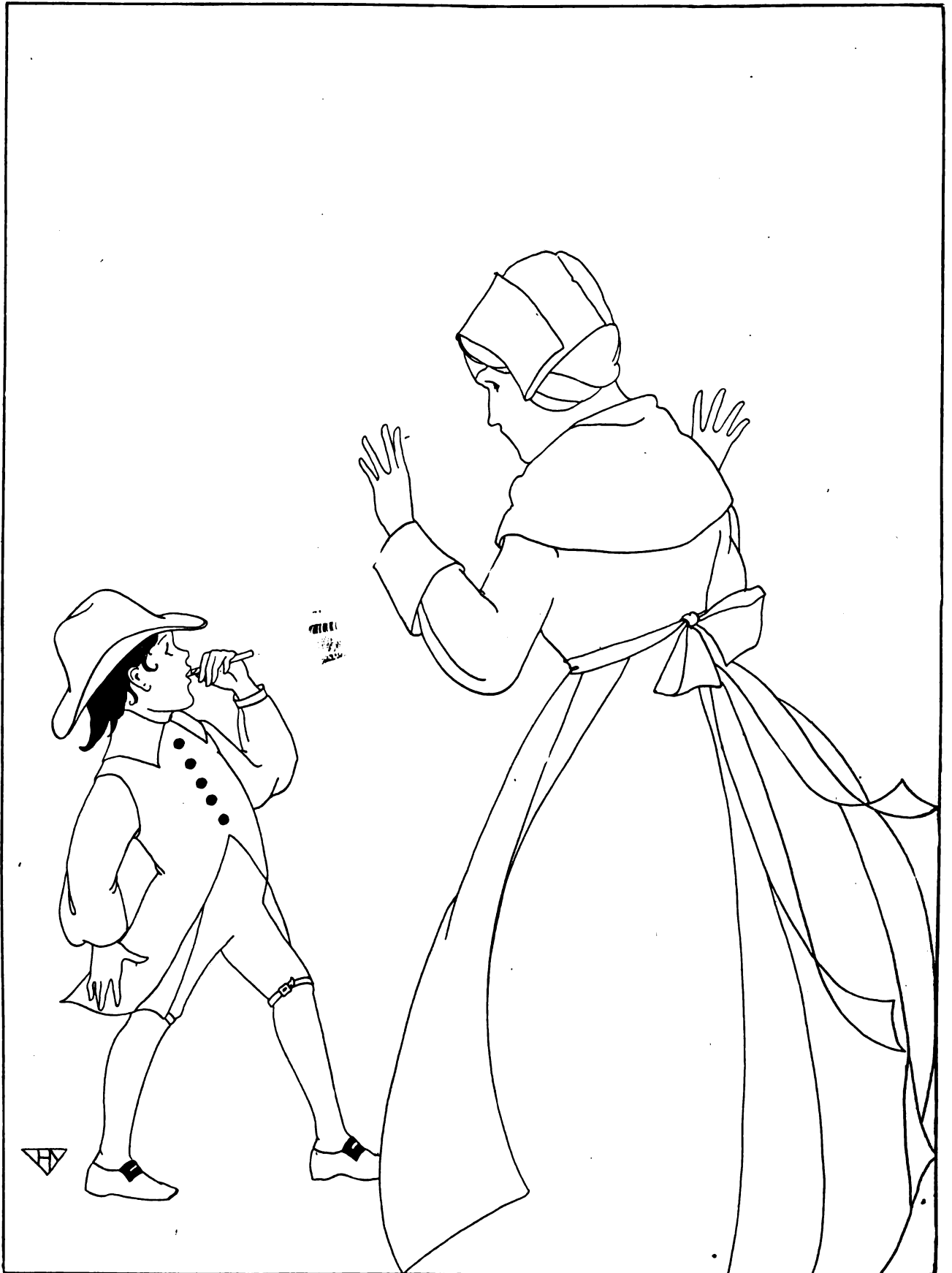
○ Seven bright Pennies ○ Too dear a price for a whistle

## Directions for coloring

Wall, cream colored paper, mopboard light tan, floor gray Window panes light blue paper placed so as to leave white spaces between. Curtains white Geraniums, red, green leaves, brick red pots Window sill light tan Dame Franklins' dress and hair, grey Cap, cuffs, kerchief and apron white Benjamins' stockings shoes and vest tan Sleeves and collar white. Breeches and hat grey, buttons, buckles, and hair black Cut circles of orange paper for pennies and letter in heavy black over them Bens' whistle orange faces light shading of vermillion crayon.



M.P.S. West High school Dorothy Nelson



Pattern for the Thrift Poster

# Industrial Art

## Poster Making

By Frances Lavendar, Supervisor of Art, Coleraine, Minnesota, with Illustrations

By Florence E. Wright

### FUNDAMENTALS IN POSTER MAKING

**J**ANUARY, the beginning of a new year, is a fine month for introducing a new problem in art work. Lettering and poster making has been selected for the problem throughout the grades. The work will be fascinating and interesting to both teacher and pupils and will need the entire month in which to develop the problem systematically and profitably.

#### Divide the Art Work into Sections

General suggestions in art work will not be very helpful to a large majority of teachers. Children in the first and second grades have few experiences on which to build, and thus need very simple problems. The third and fourth grade pupils are farther advanced and should develop several posters of a selected type, while fifth, sixth, seventh and eighth grade pupils are able to work out more original and interesting posters.

**Section 1.** The poster work is thus planned in three sections. The first section is devoted to first and second grade work, which takes up a study of toy cutting and letter cutting. Children will have a burning interest in toys at this time of the year and will enjoy cutting them for a sheet of an alphabet book.

**Section 2.** The second section takes up a study of posters. Pupils will first learn to cut the letters of the alphabet and then apply them to a variety of posters of a type selected by teacher and pupils.

**Section 3.** The third section will also take up a study of posters. If the children have never cut posters before, they should cut them from squared paper and then later they can discard the squared paper and cut poster letters free hand to fit a given space. After the letter cutting has been finished, a variety of posters should be worked out.

With the introduction of the poster problem in each grade the teacher should discuss the fundamentals of poster making with the class. What is a poster for? It is used to advertise something. People who have something for sale advertise their goods by means of posters.

The first duty of a poster is to attract attention, and the second duty is to hold the attention until the idea it conveys is firmly fixed in mind.

A picture will attract attention quicker than printing. In an ideal poster the picture part should be given more space than the lettering. The picture should be worked out in flat tones omitting detail. The thing to be advertised should always be the center of interest in the picture. A good picture is the making of a good poster.

The letters should be large and plain so that they may be easily and quickly read at a distance. Do not place too much printing on a poster, for it confuses the eye and the mind. State the thought of the poster in short, snappy words.

Color is of great importance in poster making. The attention of people is attracted by bright, flashing colors. Do not use soft, grayed colors, but colors of full intensity. Red, yellow, orange and green in full intensity are the most attractive and can be used effectively in posters.

The picture and lettering should be in strong contrast to the background. Black is a good color for a background and intensifies any other colors used in the poster, because it forms the greatest contrast. Dark gray-blue, dark brown, dark purple and dark gray-red are also good colors for backgrounds.

White is the greatest contrast to black, but colors are more interesting. Orange, yellow and green are the three nearest colors to white and in full intensity make a splendid contrast on black or on dark brown, dark red, dark purple or dark blue. These contrasting colors make the poster easily read at quite a distance.

If light colors are placed against a light background or dark colors against a dark background, the contrast is not great enough to be effective and the whole purpose of the poster is lost. Choose bright, snappy, interesting color combinations for the poster making to attract the interest of the people as they walk past a window, ride by a bill board, or look quickly through the pages of a magazine.

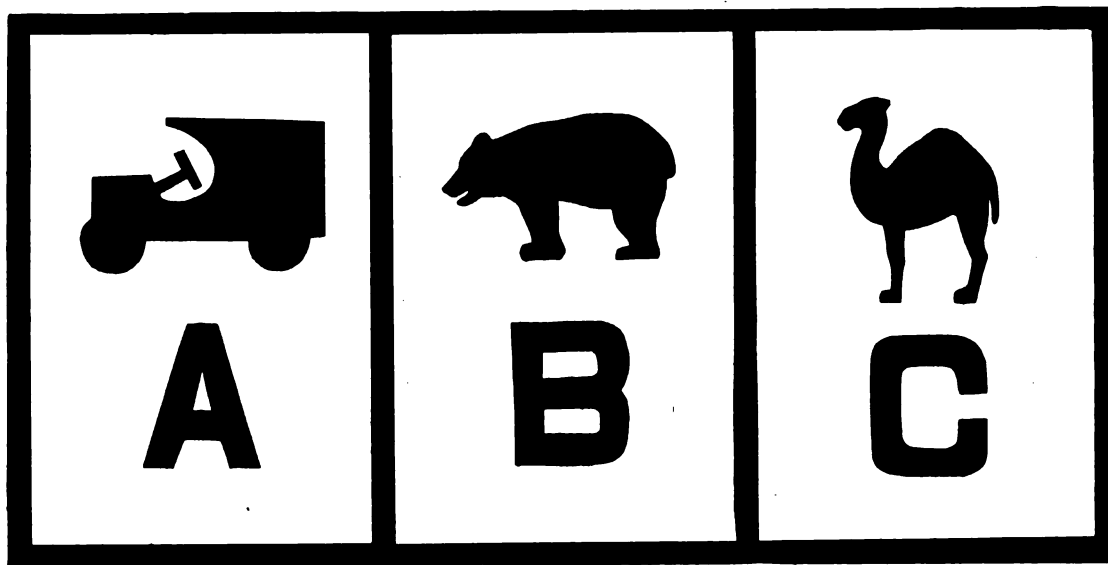
Each poster should have a good margin. It is not necessary, however, that each should have a line to indicate it (See poster shown on 41). Neither the letters nor the picture should come out to the edge of the poster. Children are apt to forget the margin and need to be carefully watched in this matter when planning their posters.

The lines of the illustrations and letters should be in harmony with the general shape of the poster. Avoid any diagonal lines that will lead the eye away from the center of interest to the outside of the picture. Avoid any diagonal lines which cross each other; such lines are out of harmony with the shape of the poster.

After the fundamental principles have been discussed with the class, a study of posters found in magazines should be made.

Ask the children to bring to school a good poster and a poor poster, and tell why one is good and the other poor.

## SECTION 1. FIRST AND SECOND GRADE ART

**Paper Cutting**

Children in the first and second grade are just back from their Christmas vacation. No doubt each child in school received two or three toys and has spent many hours of vacation playing with them. This is a fine time for cutting toys. Ask the children to bring their toys to school to be used as studies. If the children do not bring enough toys to cut from, pictures in catalogs can be used with good results.

These cuttings of toys will be used later on an alphabet page (see illustrations) and may be cut the proper size at this time. The alphabet plates are 6x9 paper; the letters are 2½x2 inches. Thus the illustrations should be cut from paper 4x4. The teacher should cut three or four sheets of 4x4½ cream manila from which to cut toys for each pupil for each lesson.

Good results will be secured from the first if the teacher chooses simple toys: Perhaps it would be well to start with a round ball. Cut the ball from 4x4½ paper. Cut a wagon, a wheelbarrow, a ship, a tree, an auto, a bear, etc., etc., as these toys are brought to school or suggested by the children.

Always have an object or a picture of an object from which to cut. The teacher will need to talk over the general shape with the class and should sketch the general shape on the board. Look for the longest structural line in an object and as a rule, sketch this line first. Do not attempt to cut the details of a toy, but give the general characteristic shape only. Ask the children to draw the shape in the air several times and then cut. In the above manner cut three or four objects during each drawing lesson.

It is not necessary that the toy be cut to entirely fill the 4x4½ space, yet it should not be too small. If the toy is cut too large, the alphabet page will look top heavy; if the toy is cut too small, the page will look weak.

The children should enjoy the toy cutting and it can be done for seat work. Each child should have

an envelope in which to keep his cuttings. (See page 12 October number, for lesson on the drawing envelop.) The teacher should give at least five or six lessons in toy cutting at this time. If pupils cut three or four objects during a lesson, each pupil will have a number of good cuttings for the alphabet pages at the end of the series.

**The Alphabet**

First and second grades will enjoy cutting the alphabet. Small children should cut letters of good size from squared paper. Half inch squared manila paper in cream color may be secured from any school supply company and makes a fine guide for letter cutting.

The children in these two grades will find the letter cutting easier if the teacher uses oblongs 5 squares high by 4 squares wide. The teacher should cut many oblongs of squared paper five squares by four squares from which the children will cut the letters. It takes only a few minutes for the teacher to cut two or three hundred oblongs if she cuts three or four sheets at a time.

Cut a row of squares from the oblong and we have the letter I. Each of the other letters should be cut from illustrations made by the teacher on the board. Draw an oblong and the squares; then outline the letter within the oblong in heavy lines.

Cut the letters in groups having similar shape. Cut the letters I, L, T, H, E, and F in the first group. Cut the letters with curves: O, C, U, J, D, G and Q in the second group. Cut P, B, R and S in the third group. Cut letters with slanting lines: V, A, M, W, N, K, X, Y and Z in the fourth group. Keep the letters in an envelop.

**Arranging the Page**

By this time each child will have cut several good toys, animals, etc., and a number of good letters and is now ready to make the alphabet pages. Ask each child to place his toy cuttings on his desk. In a second, a teacher can select three or four of the best. Each pupil should make three or four pages of the alphabet.

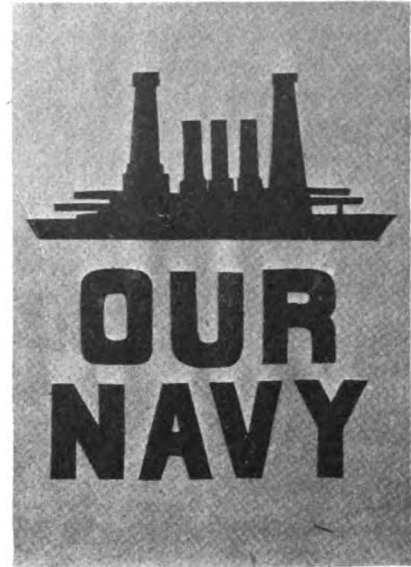


Let the children choose 6x9 black, dark blue, brown, red or dark green construction paper for the background. The illustrations and letters are cut from cream manila. Ask the children to place the toy cutting in the upper part of the page and the initial letter underneath. Move the letters and illustration about on the paper until a good arrange-

ment is secured, and then paste them in place.

Children need not work out a page for each letter of the alphabet. Use only four or five of the best cuttings. The teacher should have a fine variety of alphabet pages as a result of this series of lessons which should make the problem a pleasure and delight to both pupils and teacher.

## SECTION 2. THIRD AND FOURTH GRADE ART



Pupils of the third and fourth grade will study poster making during the month of January. The teacher should introduce the problem to the class by talking over the "Fundamentals of Poster Making" (see page 39). Show the class four or five good posters and four or five poor posters. Tell them why the good ones are good and why the others are poor.

### The Lettering

Notice that all the best posters use clear and simple letters, which are spaced evenly and placed in a perfectly straight line. Thus the first problem for the pupils is to learn to cut good letters. Most boys and girls in the third and fourth grades could cut the letters free hand, but they would not be as accurate as though they were cut from squared paper. Half inch squared paper is best for letter cutting in these grades and can be purchased from any school supply house.

The letters in these two grades should be cut from oblongs four squares high by three squares wide. With letters of this size a number of pleasing posters can be worked out on 9x12 construction paper, with which most schools are well supplied.

The teacher will find the letter cutting easy if she cuts the squared paper into strips four-square widths. She can then pass out the strips to the children, the strips to be divided into oblongs three squares wide as they are needed.

Cut a row of squares four squares high and one square wide and we have the letter J. Each of the other letters should be cut from illustrations drawn

on the board by the teacher. Draw several oblongs and lines to represent oblongs four squares high and three squares wide. In these oblongs outline the letters in heavy lines showing the pupils how to cut each letter (see illustration).

Group the letters having similar shapes. Cut letters using straight lines, I, L, T, H, E, and F, in the first group. Cut letters with curves, O, C, U, J, D, G and Q in the second group. Cut P, B, R, and S in the third group. Cut letters with slanting lines, V, A, M, W, N, K, X, Y and Z in the fourth group. Carefully keep the letters in an envelop:

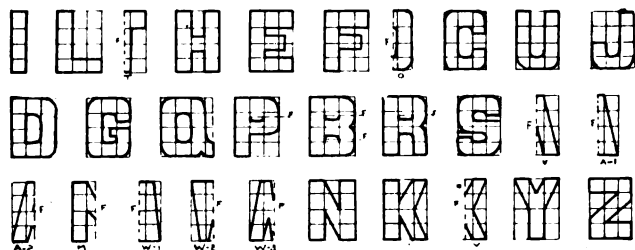
### Lettering Names

Children will develop an intense interest in letter cutting from the first, if they form words with the letters as they cut, e. g., after they have cut I, L and T they can form the words IT, LIT and TILL; after H has been cut, HILL, TILL, etc.

Children take great delight in cutting the letters in their own names. No doubt some will have most of the letters in their first name at the end of the second lesson and will be anxious to cut the rest of the letters. With this interest, the children will work fast and carefully until all the letters of the alphabet have been cut.

### Arrangement and Pasting

The class will need a lesson or two in arrangement and pasting before they will be ready for poster making. Each one will be interested in pasting the letters of his name on a card (see illustration "James"). Give each pupil a piece of paper 12x4



in some dark color (see article in "Fundamentals in Poster Making.")

Lay the letters on the background. Move them about until the margin at the right is equal to the margin at the left. See that the letters are evenly spaced. Much care and thought should be taken in this placing of the letters.

Children will need to be very careful when pasting the letters in place. Many fine posters are spoiled because paste is daubed over the background. Pupils should use as little paste as possible. Take only a tiny bit of paste on the finger so that none will be daubed over the paper. If the pupils cover the entire backs of the letters with paste the paper will warp and curl up. Just paste the upper and lower parts of the letters to the background.

#### Poster Making

The first posters made this month in the third and fourth grades should all be of the same type. The class and teachers may decide on the "our" type, or the "sale," "rent," or other types. Plan a poster so that the words using 3x4 squared letters will fit in the space on a 9x12 sheet of paper.

If the "our" type is chosen by the class, "our shield," "our flag," "our army," "our navy," "our school" and "our allies," could be worked out by different members of the class. Work for variety in this type of poster.

"For sale" posters could be worked out easily. Autos, houses, chickens, horses, fruit, flowers, etc., could be used as ideas for "for sale" posters. In a like manner "for rent," "shop," "save," "buy," etc., types could be worked out.

In developing the "our" poster the teacher should cut the letters for "our" with the pupils. When this has been done, each pupil should cut the rest of the letters for his poster by himself. After every pupil has cut his letters, the problem of arrangement on the background should be taken up.

#### Arranging the Letters on the Background

Each pupil should choose the color for the background of his poster. Dark blue, dark green, dark purple, dark brown and black are good for backgrounds because the letters are cream color and in strong contrast to the dark colors. Place 9x12 sheets of these colors in the chalk tray at the front of the room. Allow the pupils to pass to the front by rows and choose the paper they wish for the background.

Lay the letters for the poster on the background. See that the letters are evenly spaced and that they are in a straight line. Take special care that the margin on the right of each word is equal to the margin on the left of the word. Move the letters about on the background until a good placing is secured, and carefully paste them in place.

#### The Illustration

After the letters of the poster have been cut and pasted in place, the next problem is the working out of the illustration. A cutting of our flag for "our flag"; a soldier for "our army"; a school house for "our school," and cuttings of the flags of our allies, "our allies," would attract attention to the posters.

The illustration should be large enough to fit the space on the background left above the lettering. In the poster "our shield," the space left for an illustration was about  $6\frac{1}{2} \times 5\frac{1}{2}$ . The shield should be cut from a paper  $6\frac{1}{2} \times 5\frac{1}{2}$  leaving a space for a margin.

#### Color

All illustrations for posters should be worked out in flat tones. Do not attempt to show details, but treat in a decorative manner. Use bright, interesting colors which are in strong contrast to the background and thus attract attention to the poster.

Strong red, orange, yellow and light green are



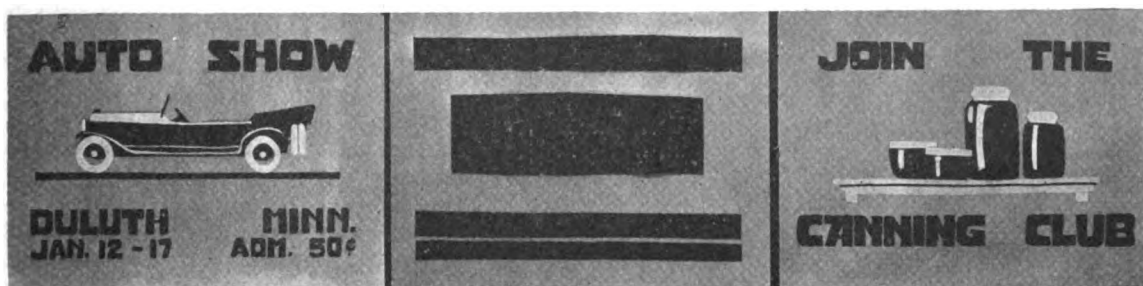
fine contrasts to a black background. Strong yellow orange is good on a dark blue background. Strong orange, light green and light blue are good on a dark brown background. Light green, orange and white are good on dark green backgrounds. If a light background is used, the illustrations and letters should be cut from dark colored paper.

The illustrations should not be pasted on the poster until its color is well worked out. Children should try their cuttings over and over until a good

shape and color is secured. If the colors in the first illustration are not attractive, try other combinations. Work for a good, attractive illustration, and then paste it in place.

If the poster problem is worked out in the above manner, the results should be most satisfactory. Each pupil will have had a choice of the subject of his poster, a choice of color for background and a choice of illustration. Thus, a fine variety of posters should be the result.

### SECTION 3. UPPER GRADE ART



The art problem for the upper grades in January will be poster making. Girls and boys in the fifth, sixth, seventh and eighth grades will work out more elaborate posters than pupils in the third and fourth grades. The teacher should discuss "Fundamentals in Poster Making" with the class at the very beginning of this problem.

Show the class five or six good posters in which the best principles of color and arrangement are well brought out and discuss them with the class. Show the class five or six posters in which the best principles of color and arrangement are violated. The teacher should study the articles on "Fundamentals in Poster Making" and "Third and Fourth Grade Art." Give the class a talk on the ideas brought out in these articles and apply them to the good and poor posters. Ask each pupil to bring a good poster and a poor poster to class and be able to tell why one is good and the other poor.

#### The Letters

All good posters have clear, symmetrical letters, which are simple, plain and easily read, evenly spaced, and arranged in a straight line. The first problem for the pupils, then, is to learn to cut good letters.

If the pupils have not had much letter cutting in the lower grades, they should first cut letters from squared paper. In this case, the directions for "Third and Fourth Grade Art" should be followed. When all the letters have been cut, mount them on a sheet of dark blue, brown or black paper for reference.

After the letters have been cut from squared paper pupils should learn to cut "poster" letters from unruled paper (see alphabet of poster letters.)

Poster letters are usually thick because they are more easily seen from a distance than the thin letters. They are often wider than they are high. In order to give the pupils practice in cutting, ask each pupil to cut the alphabet in poster letters.

To give the class a clear idea of the different

shapes and proportions in which letters may be cut, ask each row to use a different sized square for the base of their letters; e. g., ask the first row to use an inch square for each letter; ask the second row to use a piece of paper one inch high and  $1\frac{1}{4}$  inches wide; ask the third row to use a piece of paper  $1\frac{1}{4}$  inches high and one inch wide; the fourth row  $1\frac{1}{2} \times 1$ ; the fifth row  $1 \times 1\frac{1}{2}$  inches, etc.

The pupils should use the alphabet cut from squared paper as a basis for cutting the poster letters and the teacher will need to insist that the lines of the letters are thick. The inside of A, B, E, F, and H are thin, but these are exceptions. Ask each pupil to mount his alphabet on black paper.

Pin the different alphabets on the burlap and discuss them with the class. Some may like letters of one proportion, some those of another. Perhaps some will wish to cut letters from a different proportion than the one they used for the alphabet.

#### Cut the Letters to a Given Space

The cutting of the poster letters to fill a given space is the next step in poster making. Sometimes twelve letters will need to be cut from a strip of paper eight inches long, while at other times only six letters need to fill the space. Each pupil should take a strip of paper eight inches long and  $1\frac{1}{4}$  inches wide.

Ask the first row to cut the name "Ames," the second row "Boston," the fourth row "Chicago" and the fifth row "Seattle," from this strip of paper. The strips of paper should be cut into the same number of oblongs as the name has letters, and a letter should be cut from each oblong. Past the letters on strips of paper  $3 \times 12$  and contrast their appearance.

#### Planning the Poster

The next step in poster making is to show the class how to plan a poster. Perhaps it will be best to choose a type poster for the class as was done in grades three and four (read Third and Fourth Grade Art).



A "Show" poster would be a good type to begin with. Many different posters of this type could be worked out, such as "Auto Show," "Corn Show," "Chicken Show," "Flower Show," "Baby Show."

An athletic type would work out well: "Track Meet," "Basket Ball," "Foot ball," "Ski Tournament," "Boat Race," and "Swimming Race" posters would all be included. Make posters for church socials, parties and picnics. There is an endless variety in poster making.

There are five items that should be included in posters of the "Show" and "Athletic" type:

1. A title.
2. An illustration.
3. The name the place where the "show" is to be held.
4. The time.
5. The price of admission.

The teacher should plan two or three posters before the class to give them an idea as to how they should proceed in working out original posters. Take the "auto show" poster for an example. The whole poster should first be worked out in oblongs. The upper oblong represents the letters for the title, the second oblong represents the illustration, the third oblong represents the place, and the fourth oblong represents the time and admission.

The illustration should have the largest space, because its duty is to attract attention to the poster. The title should have the next largest space, because it names the thing advertised. After attention is secured and the name stated, the mind inquires as to the time and place, which are given smaller spaces (see illustration in oblongs).

The teacher should paste a 9x12 piece of paper on the front board and should cut the oblongs and paste them in place as she discusses each one with the class. The "Auto Show" poster is worked out in horizontal position. Work out the "Track Meet" poster in vertical position in the same manner.

The class is now ready to plan type poster. Choose either the "show" or the "athletic" type for the first poster. If the "show" poster is chosen by the class make a list on the board of the different kinds of shows that could be advertised, as "Auto Show," "Corn Show," "Chicken Show," "Flower Show," "Baby Show," etc., etc.

Ask each pupil to decide on the poster he wished to make and then block it out in oblongs on a 9x12

or 12x18 paper. The next step is to sketch letters and illustrations on the oblongs which will give each one a good idea as to how his poster will look when it is worked out.

After the poster has been planned and worked out in oblongs the class is ready for a talk on color. Read the paragraphs on color written for "Third and Fourth Grade Art," and give the same talk to the upper grade pupils. The same principle are used in all poster making.

Each pupil should chose a color for his poster. If a light background is chosen, the letters and illustration should be dark. If a dark background is chosen, the letters and illustration should be light. Help the pupils choose bright, snappy, contrasting colors and thus make the poster attractive.

The illustrations should be interesting and attractive. They must be cut from an oblong the same size as planned in the beginning. Girls and boys should have been on the look out for ideas found in pictures, in illustrations and in advertisements in magazines. From these pictures cut the illustration from colored papers. Try the illustration in two or three colors, and, after studying each one on the background, select the most attractive one for the poster.

The next step is to cut the letters. Cut off a good sized oblong to represent the space between the words and the letters. Divide the remaining space into the same number of oblongs as the words have letters and cut the letters.

After the letters and illustrations have been cut, lay them on the background in good position. Move the letters up and down on the background until a good arrangement is secured. See that the left and right margins are equal. Think over the composition and study it carefully before any pasting is done.

When a pupil has worked out the composition of his poster he is ready to paste his letters and illustrations in place. If the entire back of the letters is pasted, the poster will warp and curl. Paste only the top and bottom of each letter and place the poster under a weight to dry.

The pupils have had systematic development of a type poster and should now be able to develop any poster they wish. Give them several types to choose from. Ask each one to plan his poster in oblongs, sketch his letters and illustrations on the oblongs and bring it to the teacher for correction. After it has been corrected, work it out in colored paper.

Posters developed in the above manner should produce splendid results. With the completion of the problem there should be a variety of color combinations, lettering of designs and a splendid variety of posters.



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# Problem Method in Geography

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## Australia

### Article II: Development of the Problem

THE first article of this series ended with the statement of a big problem around which the study of Australia may be organized: *Account for Australia's Lack of Development*. Article II will show, step by step, the working out of this problem.

Other solutions than the one which is given here are possible; and even if you endeavor to follow this plan, you should not expect it to develop just as it is indicated in the outline, for the point of question shifts this way with one class of children, and that way with another. Each group, to a certain extent, is individual in its interests and its previously acquired knowledge of a topic. A teacher who is young in the use of the problem method may have her whole lesson plan upset by discovering, at the beginning of the recitation, that the children already know facts which she had assumed to be a mystery to them.

The method suggested in Article I is, perhaps, the best safeguard against a sudden collapse of one's lesson plan; for, if the teacher has read widely on her subject and organized it as a whole beforehand, then no matter in which direction her class may jump, she cannot lose her way in the development. She sees all lines of thought that may be brought out, in their proper relation to the central theme. The lesson may not end as it was originally planned, but the work done will be just as definite and as valuable.

It may be that the class already knows the lesson which has been planned for the day. The teacher should count one day's time saved and simply proceed in the topic until she comes to some point that the pupils do not know.

It is evident, from the foregoing, that a *teacher cannot successfully use the problem method without rich knowledge and careful organization before she starts her topic*.

Usually the first means a class should use in trying to solve a problem in geography is maps. In the study of Australia, list on the board the facts of location as the children observe them. Then rearrange them in a summary somewhat as follows:

1. Australia is the only continent wholly surrounded by water.
2. It is the only continent entirely south of the equator.
3. Besides being in the southern hemisphere, it is almost halfway around the earth from the center of the world's activities; namely, Europe, the United States, and the Atlantic Ocean.
4. It lies mostly between 10° and 40° south latitude.

The figure on page 475 of the National Geographic Magazine for December, 1916, "Map Showing Isolation of Australia," is very valuable at this point, since its title may help the children to

express the fact which they are sure to observe (particularly if a globe is used): that Australia is the most isolated of all continents.

Some pupils may know that this isolation kept Australia an unknown continent even after North America was discovered; or someone may surmise this possibility and suggest that part of Australia's apparent backwardness is due simply to its youth as a discovered country. But if none of the pupils do discover this fact, the teacher may bring it out, either by a leading question or by just telling the class that Australia, owing to its isolated position, was unknown to the world until about the time of the American Revolution.

The next logical step in solving the problem is a brief study of the discovery of Australia, for which the following references are given:

"Australasia's Story," by Marshall, pp. 1-5 (Possibly the best available reference to be found for children.)—"Oceania," by Chamberlain, p. 18, paragraph 2 (very brief)—"Captain Cook's Voyages," by Low, pp. 78-104—"Boy's Book of Explorations," by Jenks, pp. 397-398.

For the teacher who does not have access to the necessary references, a short summary of the history of the discovery of the Australian continent is given. Though without picturesque features, it gives some helpful information.

In 1606, Louis de Torres, sailing from Peru, thought that the northern coast of Queensland was another island group such as the island groups through which he had just passed (Marquesas, Solomon, and the New Hebrides).

Then, in the seventeenth century, when Holland was mistress of the seas, the Dutch, proceeding from Java, several times touched the north and west coast of Australia. They did little more, however than to discover the coast. They marked the Great South Land as "New Holland" on their maps, and even today we may find, here and there along the north coast, names reminding us of the old Dutch adventurers. It was a Dutchman, Abel Tasman, who in 1642 found Van Dieman's Land, later called Tasmania.

In 1688, William Dampier, an English buccaneer, landed at Shark's Bay, on the west coast of Australia, and the following year mapped the coast. But finding no fresh water, and fearing that his men would become sick, Dampier sailed away for the East Indies.

Little was heard of the great South Land for nearly one hundred years after Dampier made his report of discovery to King William III of England. Then in 1768-70 Captain Cook was sent out in charge of an English scientific expedition, the purpose of which was to dispel the uncertainty regarding the distribution of land in the South Pacific Ocean. Cook circumnavigated the islands of New

Zealand; then set his course northwestward for Tasmania; but, blown eastward by storm winds, he touched the coast of Australia, at Sydney, on Botany Bay. By cruising along the entire coast northward to Torres Strait, proved Australia to be a land mass of great dimensions. This expedition was the first to carry back a favorable report of Australia to the world. The first settlement was made a little less than twenty centuries after Captain Cook's discovery.

We know that the one hundred seventy-five years which elapsed between Australia's first discovery in 1606 and the founding of Sydney, 1780, was a period of great colonization by European countries. In the rush for new domains, why was Australia so long neglected?

The fact of its extreme isolation, even greater in those days of sailing vessels than now, will again be advanced in explanation. This is a good place to make even more definite the extent of the isolation of Australia from other countries.

Just how far is Australia from the rest of the world? This question is answered, in the *National Geographic* magazine for December, 1916, as follows: The sailing distance from Australia to England is approximately 11,000 miles by way of the Suez Canal, and 12,734 miles by way of Panama. (This is what part of the distance around the world?)

From Australia to Japan it is 3,000 nautical miles; to India, 2,500; to Java and New Zealand, 1,000; west, to Africa, 7,000 miles; east, to South America, 7,000 miles; to Californian ports, via Samoa, Tahiti, or Fiji, 6,500 miles. This is what fraction of the distance around the world?

If you can get the map showing the isolation of Australia, from the *National Geographic Magazine*, you will have the data for some good arithmetic problems, the solution of which answers the question about Australia's isolation. The points you wish to have brought out must be clearly formulated in these problems. For example, to show the distance to Californian ports one might give the problem: Figure the distance from Sydney to San Francisco by way of Fiji and Honolulu.

The pupils consulting the map referred to finds: from Sydney to Fiji, 1,779 miles; from Fiji to Honolulu, 2,750 miles; from Honolulu to San Francisco, 2,091 miles. His total of 6,590 miles may be compared with the data given above for verification. If you do not have the map mentioned, almost any wall map showing the ocean trade routes will supply the figures needed for this sort of exercise. On using the following figures, you can have the class transform any map of the world into one showing Australia's isolation. The *National Geographic Magazine* pictures just the continents bordering the Pacific. Trans-Atlantic distances are so easy to obtain that they are not given here.

Australia to South America: Sydney to Wellington, 1,234 miles; Wellington to Valparaiso, 5,044 miles; Wellington to Punta Arenas, 4,378 miles. Australia to New York: Sydney to Tahiti, 3,308 miles; Tahiti to Panama, 4,486 miles; Panama to New York, 2,017 miles.

Such an exercise as this is valuable both as geography and as arithmetic. From the geographic viewpoint, it reviews and fixes Australia's isolated position, emphasizes Sydney's importance as the

chief port of Australia, brings out the vastness of the great Pacific; shows the easterly position of South America with reference to North America; the great distance saved by the Canal route between Sydney and New York; makes the location of Hawaii, for example, stand out clearly from that of the Philippines or Fiji (Is it not true that most people vaguely locate them all as "in the Pacific somewhere"?); and, in short, brings to the pupil a vague sense of real intimacy with these rather unknown regions. Through having his attention centered on them, he unconsciously picks up names and locations, and, through use, he fixes them as facts of everyday parlance.

From the standpoint of arithmetic, this is a good exercise because it stands the test of a real problem, "Does it ask a question worth answering?"

Returning from this discussion of method to the question being considered, why in this age of great colonization was Australia neglected so long after its discovery? the next point brings out, in addition to the first cause—its isolation—the inhospitable nature of its coastline and climate. Research along this line of thought may be started by the question, "Why was Captain Cook the first explorer to send back a favorable report of the land?"

This question is answered by the fact that the earlier explorers were "singularly unfortunate in the route they traversed." They visited northern Queensland, where tropical conditions prevail, and the "sandy and waterless" inhospitable shores of west Australia. They sailed along the southern coast, where, for nearly 1,000 miles, they could obtain no water, even had the cliffs permitted their landing. "Fate never served an explorer a better turn than when it directed Captain Cook's course to the entrance of Sydney Bay, for it is the one place along a thousand miles of coast where access to the interior is easy." (*National Geographic Magazine*, page 29, December 1916.)

If the teacher has this summary in mind, she can lead the class to work out most of these facts of climate and coastline with their maps. But if she does, it is at the risk of bringing in the Great Central Desert in a place where its influence on the development of Australia cannot be so well shown as later. The writer is one who believes that the teacher of geography performs a perfectly legitimate function in occasionally "expounding a little wisdom" to her class. Induction and deduction are sometimes worked to extremes. It is not necessary always to have the children figure things out from a map. Some one has to set a standard of recitation. Carefully prepared talks from the teacher now and then can be a real inspiration if she wishes to make them so. Sometimes they are necessary for organizing purposes, or for imparting information not in a form readily accessible to the pupils. Therefore, it is suggested that the summary of Australian explorations as related to its coastline and climate be given in lecture form, the teacher using a wall map that does not emphasize the interior features of the continent.

Australia's present lack of development is due to its retarded discovery, which, in turn, was caused by its isolated position and inhospitable coastal conditions.

Just as soon as this conclusion is formulated, tell the class this: "In the 130 years since its first set-



tlement, Australia has reached a population of only 5,000,000, while in comparatively the same time, the United States has increased its population 95,000,000.

The next conclusion formed is: The late settlement of Australia cannot be the only reason for its present lack of development. We must look further.

The map is again consulted. This time political maps of just the continent itself will be used, since interest is centered in finding some traits peculiar to Australia itself. An examination of the political maps found in the more commonly used textbooks and geographical readers shows that, almost without exception, they are adequate to supply the necessary information.

Australia has a great central desert. This is shown by the following evidences:

(1) There is only one large river system, the Murray-Darling. Emphasize this point by comparing this one river system with the number of rivers in the United States and Europe, two portions of the land surface which are comparable in size with Australia. Tarr and McMurray's "Complete Geography II, page 431, Appendix, lists seven rivers in the United States as among the largest rivers in the world. These are the Arkansas, the Colorado, the Columbia, the Missouri, the Mississippi, the Ohio and the Rio Grande. The Danube, the Dnieper, the Dwina, the Elbe, the Po,

the Rhine, the Rhone, the Seine, the Thames, and the Volga—in Europe—are similarly listed.

(2) There are no inland cities with more than 10,000 population, except six mining camps, and the most remote of these is about as far distant from the sea as is Pittsburg.

(3) Several apparently large rivers flow inland to Lake Eyre, but as they do not overflow the valley southward to Spencer Gulf, we infer that it is because of the lack of rainfall.

(4) The interior on the map abounds with such names as Great Sandy and Great Victoria Desert, dotted areas indicating Dry Lakes, Dry Salt Lakes, Soda Spring and Salt Sea. Rivers disappear in lakes without outlets or simply discontinue their courses.

Thus far we know that the present lack of development of Australia is due to three things:

1. Her isolated position.
2. Her inhospitable coastal conditions.
3. The great interior desert.

Further questions which now naturally arise are: What causes this desert? What is it like? Can it be redeemed? Is it good for anything? Do any people live there? What is the rest of Australia like? What did people finally settle there? What can the people do for a living?

(These points will be taken up in Article III, next month.)

## Later Months with Beacon

(FIRST YEAR)

Grace M. Shields, Primary Supervisor, Cedar Rapids, Iowa

JANUARY

Introduction of Long Vowels

An interesting new problem awaits the return of the children after the holiday recess—that of the long vowel sound. In Old English pronunciation practically every vowel was sounded; hence our present day monosyllables containing two vowels were at one time dissyllables, as each pronounced vowel represents a syllable. The first vowel usually ended its syllable and was therefore long in sound. As these words changed to monosyllables, the unaccented vowels became silent but were retained in the spelling. Thus we now find that the long-voweled monosyllables either contain a silent vowel or did contain one formerly. This fact forms the basis for teaching the long sounds of the vowels. Any method or device in keeping with this principle may be used, but a device which does violence to the principle must be avoided.

### THE SILENT VOWEL

The presence of a silent vowel then, is taught as the sign for the long-vowel sound. The Beacon Method suggests the use of the "Elizabeth Story" as given in the Manual for teaching these sounds. The silent vowel is called the "company letter" and whenever vowel, otherwise short, is entertaining "company" it at once assumes its long or company sound; just as little Betty insisted on being called Elizabeth, her long name, when a visitor arrived in the home. Thus

the short sound of *a* in tap, mad, fat, can, sham, etc., changes to long *a* as soon as silent *e* is annexed. Remove the *e* and the long *a* reverts to its short sound at once. All monosyllables containing *a*, and ending in silent *e*, except *have* and *bade*, are pronounced with its long sound, whether without *e* a word is formed or not. *Have* and *bade* are taught as sight words, while the children are able to pronounce all other such words by the application of the principle of the "silent visitor."

Similarly long *i* is taught from the words hid, fin, shin, slim, strip, and the like; long *o* is taught from hop, shot, nod, rob; and long *u* from cut, cub, tub, by annexing *e* as the "company letter." Drills as given on pages twelve and thirteen of the Primer are necessary to fix this principle and enable the children to change the sound of the vowel as quickly as the *e* is added or erased.

But to teach the sound of long *e* another plan is followed for there are not enough words in the first year vocabulary making the above method applicable. The word *here* was taught as a sight word when page forty-six of the Primer was read. This word is now used in teaching long *e* by referring to final *e* as the "company" letter; the long sound having been taught when the word was learned. *These* and *mere* may now be used in application, but such words as *were*

and *there* should be avoided. The important things are to fix the sound of long *e*, and review the fact that when associated with final silent *e* the vowel of a syllable is long.

#### THE VOWEL DIGRAPH

An interesting application of the "company" letter is seen in the development of the vowel digraph. The company is simply invited inside instead of left outside at the end of the word. The lesson may run something as follows: the teacher writes *here* on the board as she reviews the preceding lesson, calling attention to the "company" letter and the long sound of *e* in consequence. She then inquires: Children, do you leave your visitors outdoors when they come to see you? But this visitor (pointing to final *e*) is left outside. When company comes to your houses what do you do (invite them in)? Of course you do, and *e* does too most every time. She hardly ever leaves her company outside, especially when it looks so much like herself. The teacher now writes *fe* on the board, then invites in the company, *fee*, and finally adds a consonant, *d*, *feed* to close the door, *fe*, *fee*, *feet*; *fe*, *fee*, *feel*; *se*, *see*, *seem*, and the like make excellent drills to follow the above development. Thus the class is taught the silent *e* within the word causes the pronounced vowel to be long just as it did when at the end of the word.

For the other long *e* digraph we simply note the presence of another "company" letter, *re*, *rea*, *read*; *le*, *lea*, *leak*; *we*, *wea*, *wheat*; in which case *a* is the silent visitor which causes the long sound of *e*. Similarly the digraphs representing the other long vowel sounds are taught, *I* and *y* are the "company" letters for *a* in *pail* and *stay*; *e* and *a* are "company" letters for *o* in *goes* and *goat*. Thus, in general, we find that the first of two vowels in a digraph is pronounced long and the other is a "silent visitor" causing this long sound of the former. Beacon Method does not teach that both letters of the digraph are sounded. Such is not the case. In the reverse digraph, *great* or *grief*, the "company" vowel stands in front of the one pronounced. In such cases which are few the class is simply told that the first vowel is the "company" letter. Otherwise he proceeds as explained above, in pronouncing the different vowel digraphs as they occur from time to time in the Primer tables and text.

#### R AND THE PRECEDING VOWEL

Soon after beginning part two of the Primer another phonetic principle is reached; namely, the effect of *r* on the sound of a preceding vowel. Study the following pairs of words: *bid*, *bird*; *fist*, *first*; *pet*, *pert*; *fen*, *fern*; *bun*, *burn*; *hut*, *hurt*. The children can pronounce any of these short-voweled words, they also have been taught *bird*. After seeing the change in the sound of short *i* when *r* follows, they are told that the same change occurs in the other words and are then helped to pronounce them and thus to learn the value of *ir*, *er*, *ur* before being given the phonetic exercise on page forty-eight of the Primer. The two letters are not separated in the blending, hence the *helper* in these words extend thru the *r*—*bir d*, *skir t*, *her d*, *hur t*. To separate *r* from the vowel would cause it to return to its short sound as is shown when the *r* is erased from one of these words.

Words in which *r* modifies the vowels *o* and *a* are developed in the same general way, *con* becomes *corn* by the inclusion of *r*, and *stock* becomes *stork*; while

many words like *had*, *ham*, *lad*, *pat* illustrate the vowel change to Italian *a* when *r* follows. In like manner the cause of broad *a* may be shown to be an *l*, *u*, or *w* following by the study of these words: *sat*, *salt*; *hat*, *halt*; *pan*, *pawn*; *fan*, *fawn*; *dab*, *daub*; *mad*, *Maud*. *W* and *u* are always silent in this relation, *l* sometimes, as in *talk*; but these should not be taught as "company" letters, for the pronounced vowel is not long. The attention of the children should be called to the fact that a certain consonant follows the vowel if he attempts to give it the accustomed short sound when pronouncing these words. Knowing the effect of this consonant on the vowel sound he should easily get the correct pronunciation.

#### IMPORTANCE OF VOWEL VALUES THUS FAR DEVELOPED

It is interesting to know that the vowel values already discussed cover more than ninety per cent of the phonetic monosyllables in our primary vocabulary. If carefully taught and thoroughly drilled by the use of the phonetic tables in the Primer, the children will be able to pronounce this large percentage of the phonetic words they encounter in a reading exercise.

#### THE O DIGRAPHS AND DIPHTHONGS

The remainder of the phonetic words are grouped around the vowel *o*. With *w* or *u*, *o* may form a digraph as in *bowl*, *court*; or a diphthong as in *growl*, *bound*. With *i* or *y* other diphthongs are formed: *coin*, *toy*; while with another *o*, double *o* (*oo*) having either a long or a short sound behaves like an extra vowel except in a word or two like *floor* where the second *o* may be called a "visitor," and like *blood*, an unphonetic word.

It will require time for the children to master the correct pronunciation of *o* in these several relations, and the right sort of help should be given each time a child hesitates. For example in the words, *count*, *clown*, *toil*, *oyster* ask for the sound of the diphthong; in *mourn*, *blown*, *door* caution the child to look out for a "company" letter; while in *spool* or *coon* the sound of *oo* should be asked for. Such hints will put the child on the right thought track which will lead him to the correct result. If left unaided his efforts result in mere guess work.

#### SUMMARY OF WORK OF WINTER MONTHS

This discussion covers the vowel elements of phonetic words as planned for study during the winter months. If the vowels are correctly classified and their sounds properly developed the children will have little difficulty in giving the correct sounds in each of the four distinct classes: The short vowel in the closed syllable, the long vowel accompanied by a silent vowel, the vowel modified by *r* (also *a* modified by *l*, *w*, or *u*), and the vowel in a diphthong. As the vowel sound is the important thing in correct pronunciation emphasis is placed there. The same symbol under varying conditions has several different sounds, while most consonants have but one. Hence the former calls forth special effort and necessitates careful teaching, while the latter causes but little trouble.

Beacon Reading as above presented carries the class to about page 100 of the Primer. The reading lessons therein are planned largely for the application of phonetics by the child as he reads. They are essentially drill exercises affording the class opportunity to

put their increasing knowledge of phonetics into practice. The recitation should be conducted with this purpose in mind. But coupled with this work and equally important is the supplementary reading from other primers. These primers should provide "joy"

stories from which the children derive real pleasure and thru which they acquire the ability to understand what they read. The Beacon First Reader furnishes just such material. It will form the basis for our next article "The Last Months with Beacon."

## Something New Under the Educational Sun

By Mary Eleanor Kramer

"And he gave it for his opinion, that whoever could make two ears of corn, or two blades of grass, to grow upon a spot of ground where only one grew before, would deserve better of mankind, and do more essential service to his country, than the whole race of politicians put together."

—Jonathan Swift.

IT was an eager group of listeners we found gathered in a class-room of the State Normal School in Kirksville, Missouri, that hot August day in 1918, some forty men and women, teachers and superintendents from the rural schools of that section of the state. We had journeyed from the State A. and M. College of Oklahoma to learn of this much-talked-of new idea of Vitalized Agriculture. Our purpose was to attend this week's training school for teachers and so learn of the practicability of the plan.

The work under consideration was that of the second year in the rotation plan, that of Doing Things, which we shall explain in detail later on.

### Origin of the Pan

The plan was originated by Professor P. G. Holden, of the extension department of the International Harvester Company. Professor Holden has long been recognized as an authority on things agricultural in the United States and has for years lamented the lack of a system in our rural schools that would teach the child in terms of his own life. For many, many years the tendency has been to direct the child away from the farm rather than teaching the magnificent opportunity presented by the farm. At last we have the remedy—boys and girls trained under this new plan of Vitalized Agriculture will not seek to leave the farm but rather to grow with the farm and redeem it from the destructive forces which have hitherto been its undoing.

The plan briefly outlined is as follows: A rotation plan covering four years' work. First Year—Farm Crops; How Seeds Grow; Depth to Plant; Corn; Oats; Alfalfa; Weeds; Gardens; Canning; Drying.

Second Year—*Making Things*: Rope Knots; Splicing Ropes; Fly Traps; and Screens; Cement Tanks, Steps, and Posts; Farm Tools and Posts; Removing Stains; Sewing.

Third Year—*Live Things*: Animals; Diseases and Remedies; How to Feed; Testing Milk; Poultry; Useful Birds; Insect Pests; Preparing and Cooking Food.

Fourth Year—*Soil and Home*: Soil Fertility; Cultivation; Moisture; Sanitation; Beautifying the Home; Social and Community Work.

In the rural school the younger children learn much by absorption. They "listen in" while the

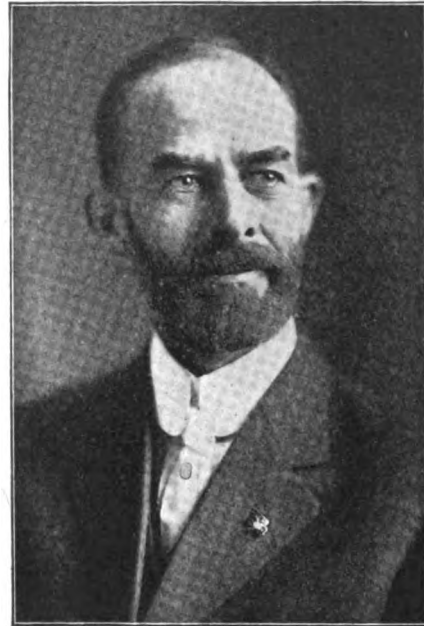
older pupils recite, and by hearing the same old lessons from the same old book, year after year, are so familiar with the work by the time they are ready to study it, that it has lost all interest.

Not so in the rotation plan. Each year the work is new, interesting, attractive. *It* is not dull textbook repetition—the children do things—it never becomes stale. At the end of the four years the children taking the course have graduated and the work begins all over again.

It did not require a week to convince us that the plan was feasible, adaptable, and altogether practical. In fact, it seemed remarkable that some one had not thought it all out years ago. Never since the day of Horace Mann has such a practical plan been evolved.

The work has been thoroughly tested in Missouri. More than 200 rural schools are now operated on the rotation, vitalized agricultural basis. Its popularity goes without saying. Here are some letters from pupils who are doing the work:

"Dear Sir: Here in Excelsior, Missouri, we are taking agricultural work. I like it fine. First we took carpenter work. We made a nail box, a tool case, and a work bench. I made a nail box of my own and helped make the other things. We are also learning how to tie rope knots. I sure like to work with rope. I would like to spend all my time on agriculture work but of course we will take



Perry G. Holden

our other studies along with it. We had a rope-tying contest to see which could tie the knots fastest—the average was one hundred and one seconds, including the whole class. We are now planning to go to Castell School to run them a race rope-tying.

"Sincerely yours,  
"Doris Irene McKee,  
"Ravenswood, Missouri."

Second letter:

"Dear Sir: I think you will be interested in our agricultural work so I am going to tell you about it.

"First, we made a notebook and in it we put a drawing of everything that we have made. We also made a school notebook and everybody in the room is supposed to make a drawing to go into it. The first thing we made in our carpenter work was a nail box. We got along all right with that except that we did not get heavy enough lumber for it. Then we made the wash bench, saw horse, dry-

ing rack. They were very easy to make and we got along fine with them.

"Now we are in the rope-tying work and last week we had a review of everything we have had in the work. We tied the square knot, granny knot, whipped the ends of a rope, and folded the paper star and drinking cup.

"We liked the Vitalized Agriculture much better than the other kind and have learned a great deal more from it.

"Yours sincerely,  
"Kathryn Dayhoff,  
"Pickering, Missouri."

Other states are following Missouri's lead in the adoption of the movement. It is but a question of time until the work shall become universal throughout the United States and with its spread agriculture will receive an impetus of which we have never dreamed.

(Our next article will tell how teachers are selected and trained for the teaching of this work.)

## Games and Seatwork Suggestions

Laura Rountree Smith

### A NUMBER BOOKLET

Draw a snowman on the blackboard. Write combinations of numbers upon him. Ask the children to copy the combinations at their seats and write the answers in Arabic and Roman numerals.

Let them make a booklet shaped like the snowman (cut double), copy their number work on the outside, and on the inside copy and illustrate the verses given below:

"In January, as you know,  
Here comes a jolly old man of snow.  
He is very gay on a chilly day,  
But the sun will melt him all away."

"A snowman stands beside our gate  
And calls in a voice so cheery,  
'Hurry to school, don't be late,  
In snowy old January.'"

### A TARGET GAME

(This game is based on Froebel's "The Target.")

Cut the face of a snowman and mount it on a stick placed in a stand or flower pot. Cut out a large mouth. The children will throw bean bags, trying to throw one into the mouth. If this game is played out of doors, they may throw snow balls.

### ACROSTIC GAME

(For Second Grade)—Draw seven spools on the blackboard. Write on each one a letter in the word January, arranged consecutively to spell the word. Below the pictures, write the following sentences for the children to copy (This is a good exercise not only for spelling, but for language drill in writing sentences, and children will enjoy writing original sentences, to form acrostics for other words):

### THE SPOOL FAMILY

Jane was the mother of the Spool family.  
Arthur was the father.  
Nan was the oldest girl.  
Ulysses was the oldest boy.

Annie was one of the twins.

Rob was the other.

Yankee Doodle was the nickname for the baby.

### COUNTING GAMES

(1) For group recognition.

(This game is based on Froebel's "Little Maidens and the Stars.")

A child holds up a card with any number of stars upon it. She says,

"Star light, star bright,  
How many stars can you count tonight?"

She may have several cards, each with a different number of stars upon it. When a child fails, the children clap him out, saying,

"Clap the hands, clap the hands,  
We will turn us round about,  
Clap the hands, clap the hands,  
We will clap him out."

(2) For counting forward and backward:

The children stand in line. One child stands before the others and holds out a number, saying,

"The number after five be quick to name,  
Or we will clap you out of the game."

When she calls for a number that occurs before the one shown, she will say,

"The number before five you will name,  
Or we will clap you out of the game."

Later, the child may hold up the number only, with the understanding that the number before or after is wanted, and the game may be played very rapidly.

(3) Combinations to make 8:

A child names some number below 8, and, standing in the center of a circle, she turns slowly around, saying,

"With four I'm knocking at the gate,  
Who will help me to make eight?"

Another child volunteers that four and four make eight, and changes places with her. The game

continues for any length of time desired, and the children all sing (tune, "Twinkle Little Star.")

"Can you tell what will make eight?

Something learn at any rate,

Four and four make eight we know,

Others name before we go."

(Children will like to make up their own original rhymes for other combinations.)

(4) Counting by 10's:

The children sing as they march in a circle—tune "Lightly Row"—

"Sing and play, sing and play,

Count by tens again today,

Numbers learn, numbers learn,

Every day in turn.

Twenty, thirty, forty say,

Numbers learn again in play.

Sing and play, sing and play,

Count by tens today."

One child inside the circle counts by tens to a number agreed upon. If he fails, he changes places with another child.

#### A MARCHING GAME

The children are in a circle. They choose a soldier boy, who marches around inside the circle and beckons to one of the children to march with him. All say,

"Soldier boy, soldier boy,  
March with us whate'er you do,  
Soldier boy, soldier boy,  
Wave the red and white and blue."

The soldier boy and the other child now change places and all march around the circle singing, to the tune of "Lightly Row,"

"March away, march away,

On a pleasant holiday,

Bright and new, bright and new,

Wave red, white and blue.

Like an army march along,

Clap the hands and sing a song.

We love you, we love you,

Red and white and blue."

#### AN ALPHABET GAME

A child holds a card with a letter upon it. He skips around the circle and asks a child to name the letter following or the letter before the one he holds. The child will answer correctly or go out of the game. To make the game harder, the child in the center may hold a number of cards with letters upon them, one card at a time. He says,

"What letter comes after 'B,'

What letter comes before?

Tell me before you forget,

If you know your alphabet."

## Short Cuts

Frances P. Parker

**S**HORT Cuts in Arithmetic are to assist in the economy of time and computation. They have no place in Primary schools. They need to be given sparingly and gradually, but those *most* valuable should be distributed throughout the course.

Short Cuts cannot be presented until all developments have been made secure. There is no basis for the short method unless the longer one has been mastered. It should then be explained in comparison with the steps of the long method in order that pupils may understand how to do it and why we are able to do it. Some of the tricks used in drill work for speed in the fundamental processes may be given to the Intermediate Grade pupils. Unless the Short Cuts are impressed by frequent drills they are not of much assistance.

In preparing the pupils for and in making them efficient in the demands of business life, our aim should properly be 100 per cent efficiency in the fundamental processes required in the ordinary pursuits of life. This has not been done in the past. There has been a lack of clear thinking in the minds of our pupils as well as inaccuracy in results and almost an entire want of any speed worth while.

Too much is attempted—haste makes waste. Too much teaching, so called, is done through the drill lesson with no development. Therefore, eliminate many of the topics that were introduced into Arithmetic teaching, due to a definite social or economic need of an earlier period, and long since have lost their usefulness. When this is done, we may say that leisure is a positive requisite in the study of Arithmetic. Give pupils time to think, to see relations, to reason.

When the process has proved itself sensible and the drill lessons have made it a habit, then the Short Cut may be introduced. When this is given too early in the intellectual growth of the pupil or too early in the teaching of a process, it leads to dire results. There is a confusion in the minds of pupils and they find no way to help themselves.

The Short Cut is a mechanical method invented to save time and energy; but none except the skilled are allowed to operate machines. All mechanics must first understand the process. To understand a thing is the best and surest way of remembering it. Thus, the Short Cut, developed in comparison with the long process and through using the method of recall is the one which will weave itself into valuable usage.

#### Suggested Short Methods

- (1) Multiplication by Aliquot Parts.
- (2) Multiplication of  $6\frac{1}{2}$  by  $6\frac{1}{2}$ , etc.
- (3) Rule for multiplication of fraction by fraction.
- (4) Use of Cancellation.
- (5) To multiply with fewer processes than the number of digits in the multiplier:
  - (a) 316 Multiply by 12; then by 500.  
x512
  - (b) 964 Multiply by 8; then take 2 times the  
x168 first partial product and write in the  
— correct place.  
Apply this principle to all such multipliers: 486,  
568, etc.
- (6) Division of Fractions: Rule for inversion of the divisor.

Many others may be found helpful in the applications of various topics.

# Becoming an American: A Play

By Mary Moreland, Teacher of English, Coleraine, Minnesota

THE late war brought home to the people of the United States that they had not made any organized effort to Americanize the foreigners. Citizens are now beginning to realize that laws are disobeyed, that men are unpatriotic, that agitators are finding fertile soil in which to work if foreigners are taught neither the English language, nor loyalty and respect for government.

This is a problem that the universities are taking up, and this is a problem that can be taken up in the high schools and grades; and it is one which, I believe, should be earnestly studied by teachers.

Realizing the value of attacking the naturalization problem, we planned an Americanization program in our high school. The exercises began with the song "America, the Beautiful"; then followed a debate, "Resolved that America has not done her Duty by the Foreigner," and ended with the dramatization of a scene in court in which a number of foreigners applied for citizenship papers. This dramatization we wrote for the occasion.

Preparation for writing the dramatization took some time. First we read in the magazines all the descriptions that we could find of foreigners' actions and remarks when applying. Then we wrote to the nearest court for the papers that they had to file, and for the types of questions which were asked them. As a result of our study, we believed that we had a fair presentation of a naturalization scene.

Since we see many foreigners in our community, we dressed the characters of the sketch as much like these people as possible, and the effect was very good. The Finn was dressed in a fur coat and cap; the Austrian, in a bright blue flannel shirt and striped trousers. We did not forget to give the Austrian a black, turned up mustache, nor to darken his face and the Italian's with brown "make-up" powder.

The returned soldier who championed the cause of the foreigners, was still wearing his khaki, and took his part with great earnestness. The Judge was rather crisp in manner.

During the Sketch, the sympathy of the audience went out to the poor foreigners who were asked such hard questions, and who were one by one rejected.

We tried to bring out in the debate and in the court room scene, that desultory night schools were not effective; that organized personal effort was necessary; that the advertisement for night schools should be as authoritative and numerous as the posters for the Liberty Loan, or at least as noticeable as posters for dances and entertainments; that a tiny notice in the papers did not amount to anything.

With the Red-Hand flourishing in our midst, let us arouse the country through our schools, to more determined efforts to educate and interest our foreigners.

## CAST OF CHARACTERS:

JOHN OLDFIELD, just back from Russia  
HERBERT, the Clerk  
JUDGE MITLER  
AUGUST LEMPI, a Finn  
TONY MARTENI, an Italian  
IRAN POLOSKY, an Austrian  
JOHN PETERSON, a Swede

(Enter Clerk, right, who arranges pages on a desk R. Then enter young man, left, in soldier's uniform, who stands smiling just inside the door.)

JOHN—Good morning, Herbert.

HERBERT—Well, well, by all that's great! John! (They shake hands) When did you get back?

JOHN—Oh, about a month ago. How are you?

HERBERT—Fine!

JOHN—Just thought I'd step in and see what's doing in ———. Big day for the Judge?

HERBERT—No—Just a few Bohunks and Swedes seeking naturalization; so few that the judge thought he'd hold his session in this upper room. Well—here's the Judge now. Judge Mitler—John Oldfield, just back from Russia.

JUDGE—(briskly) Glad to know you, sir. Just call the men in, Herbert, one at a time. Let their friends come if they like—Seat them there. Won't you have a chair? (pointing to extreme left, Judge seats himself at desk. L. C.) How are things in Russia—rather complex?

JOHN—Well—rather, judge—We hardly even knew our own policy. (Re-enter Herbert with a Finn)

HERBERT—Your Honor—This is August Lempi.

JUDGE—Has he his petition for his second papers?

HERBERT—Yes, Your Honor, here it is. (He reads) My name is August Lempi—my place of residence is ———, ——— County, Minnesota. My present occupation is farming. I was born on the 18th day 1885, Kasko, Finland. I emigrated to the United States from Petrosavodsk on or about the 25th of September, 1905, and arrived at the port of New York on the 15th day of October. I declared my intention to become a citizen of the United States in the ——— Court. I am not married. I owe allegiance to Finland. I can hardly speak the English language. I have resided continuously in the United States since 15th of October, 1905. I have never petitioned for citizenship.

(Herbert folds his paper)

JUDGE—So you can't speak English well?

FINN—My niece she read—she write for me.

JUDGE—Have you ever made any effort to learn? You speak fairly well, are a property owner, and we would like to make you a citizen, if you prove proper material. Do you believe in polygamy or anarchy?

FINN—Puly—what?

JUDGE—Polygamy.

FINN—I no understand.

JUDGE—Anarchy?

FINN—I no understand.

JUDGE—That settles the matter. You'll have to get



a book and study up. Return the third Tuesday in March. There's no use in your applying until you can understand.

(*Finn exits slowly.*)

JUDGE—Next.

(*CLERK brings in an Italian and his friend.*)

JUDGE—Have you his petition?

HERBERT—Yes, Your Honor—This applicant's name is Tony Marteni. His place of residence is ———, Minn. Occupation is member of a track-gang; is married, has five children, has never heretofore made petition for United States citizenship.

JUDGE—Perhaps you had better ask this applicant to sit down. Maybe he can think better.

(*Italian falls into chair.*)

JUDGE—Do you believe in polygamy or anarchy?

ITALIAN—(*wildly—confusedly*) Yes—Yes—Your Honor.

JUDGE—Do you mean to say you uphold polygamy and the Red-Hand?

ITALIAN (*Discovering his mistake*)—No—by the love of Heaven—No—Your Honor!

JUDGE—Well, what is the State Legislature, and how are its members elected?

ITALIAN—Electa—electa—Dey not electa—They maka—state—a—senate—Dey maka a representateef—Dey maka—

JUDGE—What do you mean? They don't elect?

ITALIAN—Yes a—yes—Dey electa—dey maka—they divide a—they electa. (*He wrings his hands.*)

JUDGE—See here—Speak plainly—Well—In general what does the Constitution provide?

ITALIAN—De Con-sti-tu-tion provida—a house—a white house—de president—

JUDGE—When did Minnesota become a State?

ITALIAN—It becoma in 1775.

JUDGE—Minnesota?

ITALIAN—No—no she didna becoma—she didna becoma—

JUDGE—Well, what did happen in 1775?

ITALIAN—Nothing did a happen—nothing, Your Honor—Your Honor.

JUDGE—Where is the capital of the United States?

ITALIAN—Sainta Paula—Your Honor, Sainta Paula.

JUDGE—This won't do. You get a book and study up—and return to the next session of Court in March.

ITALIAN (*Groaning*)—All-right-you fel—you no see me again—too hard—(*Exit*)

FRIEND—Your Honor—This man has been working fourteen hours a day. He is a good chap, but has had no chance for study.

JUDGE—If he can't study, there's no use in his applying. The next—Well—go after the fellow. See what you can do for him. The next.

(*His friend exits.*)

(*Exit Herbert returning immediately with an Austrian and two friends.*)

JUDGE—Have you his petition there, Clerk?

HERBERT—Yes, Your Honor. His name is Iran Polosky—his place of residence is ———. He emigrated to the United States from Austria. He declared his intention of becoming a citizen the 5th day of October, 1918. He speaks the English language; has resided continuously in the United States since the 12th day of November, 1900.

JUDGE—All right—Iran Polosky—What is a county?

IRAN—It's a so big—square of the state.

JUDGE—How many counties are there in Minnesota?

IRAN—Dey are tirty—and dey are eight.

JUDGE—Thirty-eight.

IRAN—Ya—tirty-eight.

JUDGE—What is Congress?

IRAN—Congress is—so big.

JUDGE—We don't measure Congress in sizes. What is it? Who compose it? What is Congress made up of?

IRAN—Congress is made up of—yas.

JUDGE—Yes!

IRAN—Ya.

JUDGE—Now see here! Why do we have Congress? What is it for?

IRAN—De Sen-a-tor.

JUDGE—You mean the senators attend. Who else?

IRAN—Ya-de sen-at-ors-ya-dey come.

JUDGE—Who else?

IRAN—Ya.

JUDGE—Why haven't you studied the thing out? You have been up here once before and failed!

FRIEND—He's rattled, Your Honor. He did better for me coming up on the train.

IRAN—No one me help. Everybody too busy—money—I get book, nobody me teach. No night school last year.

JUDGE—Well—you'll have to do something about it yourself—Study again and come back next term.

IRAN—I no come back next time. I come now. You can no send me away. I no go. I want cit-zen paper. I have deem too. You get out. (*Pushing the clerk*) I get dem—

JUDGE (*angrily*)—Show this man out of court. We don't want him for a citizen. (*He is pushed out by clerk. His friends follow.*)

JOHN O.—Is it true there was no night school?

JUDGE—I can't exactly say. I have heard that the foreigners weren't attending well, and many night schools weren't held last year—

JOHN—I remember the night schools weren't advertised well. Any dance had more public notice than the night schools. In our town they published it once or twice in the papers, and let it go at that.

(*Enter CLERK with Swede.*)

HERBERT—Here your Honor, is John Peterson who petitions for citizenship.

JUDGE—Have you his petition there?

HERBERT—It is here, sir.

JUDGE—Let me hear his petition in full.

HERBERT (*reading*)—

1. My name is John Peterson. (*Reads from paper.*)

2. My place of residence is ———.

3. My present occupation is clerk in grocery store.

4. I emigrated to the United States from Stockholm, Sweden, on or about the 10th day of July, 1902, and arrived in the United States at the port of New York on the 30th day of July on the vessel Wilhelm Meister.

5. I declared my intention No. 7654 to become a citizen of the United States on the 4th day of Novem-

ber, 1913, at ———, in the district court of ———, in the name entered above.

6. I am married. My wife's name is Christine— She was born in Stockholm, Sweden, on the 7th day of January, 1894, and now resides at ———

I have two children and the name, date and place of birth and place of residence of each of said children is as follows:

Hulda, born 8th day of July, 1916, ———, resides at ———.

Oscar, born 27th day of August, 1918, ———, resides at ———.

7. I now owe allegiance to Gustav V of Sweden.

8. I am able to speak the English Language.

9. I have resided continuously in the United States since the 30th day of July, 1902, and in the state of Minnesota since 1905.

10. I have never heretofore made petition for United States citizenship.

Oscar Cederstrom, barber; Oliver Webb, miner; George Young, miner.

Each of the above witnesses has known me at least two years.

I herewith present my intentions to become a citizen of the United States.

JUDGE—All right, John Peterson. Your papers are in order. Step up here and let me see if your knowledge is sufficient to make you a good citizen. Who makes the ordinary laws of the United States?

JOHN P.—Congress makes the laws, Your Honor.

JUDGE—Well—When did Minnesota become a state?

JOHN P.—1848.

JUDGE—1848?

JOHN P.—No—No—Your Honor—1858.

JUDGE—All right—Name a senator from this state?

JOHN P.—The Senator? Why the Senator is Mr. Kellogg.

JUDGE—What is the highest law in the United States?

JOHN P.—The Constitution, Sir.

JUDGE—Who is the president?

JOHN P.—President Wilson.

JUDGE—Do you believe in polygamy and anarchy?

JOHN P.—No Sir—No, Your Honor; it ban wrong.

JUDGE—This man is well qualified. Let him register in the book. (*He registers.*)

JUDGE—Let him take the oath.

HERBERT—Repeat after me: I hereby declare on oath—

JOHN P.—I hereby declare on oath

HERBERT—that I absolutely and entirely renounce and abjure forever.

JOHN P.—that I absolutely and entirely renounce and abjure forever

HERBERT—All allegiance and fidelity to every foreign power,

JOHN P.—All allegiance and fidelity to every foreign power,

HERBERT—prince, potentate, state or sovereignty

JOHN P.—prince, potentate, state or sovereignty

HERBERT—and particularly to Gustav V of Sweden,

JOHN P.—and particularly to Gustav V of Sweden,

HERBERT—of whom I have heretofore been a subject;

JOHN P.—of whom I have heretofore been a subject;

HERBERT—that I will support and defend the Constitution and the laws of the United States of America

JOHN P.—that I will support and defend the Constitution and the laws of the United States of America

HERBERT—against all enemies, foreign or domestic,

JOHN P.—against all enemies, foreign or domestic,

HERBERT—and that I will bear true faith and allegiance to the same.

JOHN P.—and that I will bear true faith and allegiance to the same.

HERBERT—So help me God.

JOHN P.—So help me God.

JUDGE—You are now a citizen of the United States and may get your second papers from the clerk.

(*Swede receives papers and goes out.*)

JUDGE—Well, I must be off to see about that land case.

JOHN O. (*earnestly*)—Just a minute, Judge, doesn't it strike you that this is all wrong, Sir? Do you think we've tried hard enough to *make* these men citizens?

JUDGE—I don't believe we have. But what can I do? My duty is to see whether they are prepared or not. If they're not, I can't admit them. That's the law. Well, I must be off. (*He goes.*)

JOHN O.—Herbert, why didn't you shake hands with that intelligent young Swede, and tell him you were glad that he was an American citizen? Don't you want him to be a loyal citizen?

HERBERT—Yes, of course I do. I didn't suppose it made any difference.

JOHN O.—Believe me, it makes a difference! It's up to you and to me to make these fellows glad, heart and soul that they are Americans. Since I've come back, I love the stars and stripes more than ever. When I went, I was willing to lay down my life; and now I want to live for this country, and to give the other fellows a chance to belong to it—a *big* chance. What we need, Herbert, is attractive night schools for these fellows—in a school if necessary, right among their shacks or where they live; earnest efficient teachers, not ones who have been working all day, people who know the foreign tongues if possible—And when they do become citizens let's welcome them royally—with music and cheers—with celebrations—I say—let's go find this Swede—and give him the glad hand.

(*Exit*)

EDITOR'S NOTE: This little Americanization play was written and presented before the Greenway high school, at Coleraine, as part of a literary program. The questions asked in the play were obtained from material taken direct from the court at ———, Minnesota. The data asked of a foreigner making application for citizenship papers, and the oath, also, are authentic, so that this play is of value not only as entertainment material, but as an example of how the teacher may make her class in civil government more interesting. It is, in addition, a fine example of how the teacher may build up from her daily class work a program for her entertainments.

# Projects for the Primary Grades

Lillian Rosbach

## A Sand Table

ALASKA and the Eskimos are particularly interesting topics to study during the month of January. They help the children to realize more fully some of the advantages and disadvantages of living in the far north.

Mrs. Lockwood's outline on Alaska, published in this year's October issue of *School Education*, should be kept in mind while developing the sandtable project. If a sandtable is lacking, have the handy boy make one out of a box lined with oil-cloth.

First, have a relief map of Alaska made in the sand, showing the important bays, slopes, mountains, plains and rivers. The entire sea coast may have the water represented by blue prismo (coated) paper covered with glass. The places of fishing fame may be made a slightly different shade of blue. Some of the articles used in the fishing industry might be displayed in miniature and properly located.

The snow covered portions of Alaska will be covered with cotton batting, and, if obtainable, a light sprinkling of artificial snow.

Use pieces of blue carpet warp or narrow strips of gray blue enginex paper (in imitation of the frozen rivers) to represent the course of the rivers.

Show the railroads by means of colored sticks and shoe pegs, using one color as far as possible.

Do not permit the children to retain the idea that all of Alaska is a snow waste and very cold. Have them develop the fertile southern slope where vegetables and small grains are grown. If you are developing the project to indicate the summer months, sprout some wheat in the proper parts of the map.

Dress paper dolls to show the kind of people that inhabit this slope. Show their dwellings.

Next, locate the forests, using popular and other typical twigs. If these are unobtainable, cut miniature trees out of gray brown construction paper. Twigs of evergreen will indicate the wonderful pine forests. Tiny bits of coal will designate the coal fields. Scraps of tin locate the mines for tin. The famous gold fields of the Klondike region must not be forgotten. Scraps of gilt paper will mark these sections.

After these topics have been worked out, the children will be ready for the dwellers in the Northern section, the Eskimos. The railroad and steamboat folders, the set of Eskimo pictures published by the National Geographical Magazine Society, Washington, D. C., offer many suggestions.

The igloos may be formed by mounds of sand covered with batting or of white drawing paper marked, during an arithmetic lesson, to indicate the blocks of ice. Impress the children with the fact that the cakes of ice or snow must be of the proper size and well filled or the igloo will not be warm and snug for baby Eskimos.

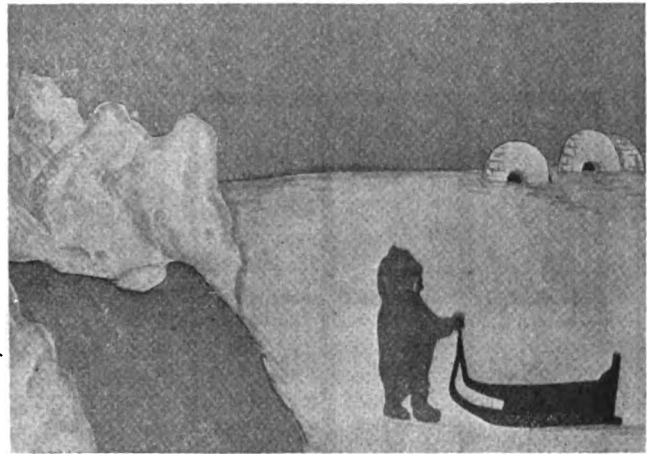
The Eskimos are cut free hand out of brown construction paper, or, if stiffer paper is desired, use brown mounting board. The brown indicates the

color of these people. As the Eskimo is dressed in fur, cover all but the face and hands with cotton.

The reindeer may be cut out of the brown paper—a darker shade if possible—the sled from dark brown construction paper, and the polar bears from white bristol board covered with cotton. The icebergs, are mounds of sand, covered with white neutral gray and gray blue prismo papers, covered with a very thin layer of cotton.

This sandtable project will not be developed in one or two days, but may take several weeks.

## An Eskimo Poster



Another way of arousing interest is to make posters showing the icebergs, igloos and people, thus illustrating not only the geography lessons, but also the reading lessons on the Eskimo.

In the poster shown in the picture, a piece of manila tag, 9x12 inches formed the foundation on which the poster was developed. The sky was made of gray construction paper; the icebergs, snow-covered land and igloos out of white drawing paper; the bit of ocean of blue enginex paper; the sled of dark-brown construction paper and Mr. Eskimo of a lighter shade of brown construction paper, covered with cotton, exposing only the face and hands.

All of the parts of the picture were cut free hand. After the parts and figures had been carefully arranged and pasted, a touch of gray water color, made by mixing black and white paints was used to indicate the shadings on the igloos, land and icebergs.

Now the question arises, where can we secure these various articles? Below are given the list and prices of the material that may be secured from the Northwestern School Supply Company of Minneapolis, Minnesota. If you do not have one of their catalogs No. 19-B for Primary supplies or the No. 20 for General supplies, write for one. These catalogs contain many new practical helps and suggestive ideas for the progressive teacher. The poster described has been a popular feature when displayed in the Educational Exhibit of the North-

western School Supply Company at institutes and conventions.

List of material needed for the above projects:  
Sand table—

No. 102 colored sticks, per box .....	\$ .40
Shoe Pegs, per box .....	.20
Paste, per pint jar .....	.45
Paste, per quart jar .....	.80
Paste, per gallon .....	\$2.25
Watercolor paint, per box of four colors and brush .....	.25
N. W. Silhouettes, Set 1 .....	.15
N. W. Silhouettes, Set 2 .....	.15

Paper Dolls, per set .....	.25
Blue Carpet Warp, per spool .....	.40
Gilt paper, per sheet .....	.07
Brown mounting board, per doz. sheets .....	.65

We do not ship less than six sheets of mounting board at a time unless the order contains bristol board or manila tag to fill up the amount.

Construction Paper—

Assorted colors, 9x12, per package of 50 sheets .....	.18
Enginex paper, assorted colors, 9x12, per pkg. of 100 sheets .....	.40
Prismo paper, price per sheet .....	.06
Drawing paper, 9x12, per package of 50 sheets .....	.10

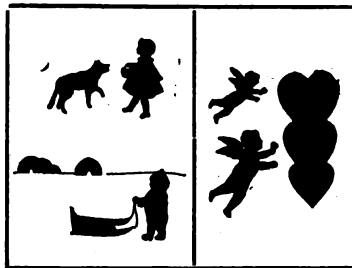
—Adv.

# Seat Work for the Winter Days

Washington, Lincoln and Longfellow.



N. W. Silhouettes. Set II.  
16 Sheets—7x10 each.  
15c Per Set.



Above are two little illustrations of the designs in N. W. Silhouettes Set No. II. The one on the left was used in making the winter geography poster described on the page before this. The one on the right can be used for valentines. The set contains 14 other designs.

N. W. Water Color Post Cards.

At the right and left are illustrations of two of the water color post card sets which the children will be able to color either with paints or crayons. These two sets of 14 each at 25c per set, will furnish a heap of fun for them,—and the cards can be mailed to their friends or relatives. Include these with your order for the winter poster material.

St. Valentine's Day.



Send for Our Primary Catalog

Full of Helpful Ideas and Suggestions

Northwestern School Supply Company

MINNEAPOLIS, MINN.

Dept. E.

## Activities In Education

### Minnesota

The Mayo Foundation for Medical Education and Research is a fund of \$1,650,347.79 given by the Mayo Brothers of Rochester to the University. Accepted by the board of regents, their gratitude is expressed in the resolution which, in part, reads:

"The gift is unique in the annals of American education. It represents the lofty purposes of the two most distinguished citizens of our commonwealth. They believe that this money has come from the people and that it should be returned to the people. It has been the sole purpose of the doctors to provide a fund which would be a permanent benefit to the state of Minnesota and to mankind as a whole."

The spirit of splendid co-operation between the Minneapolis and Rochester branches of the Mayo foundation has been emphasized by the appointment of Dr. Charles H. Mayo as professor in surgery at the university. Dr. Mayo has volunteered his services in this capacity without pay.

It has been suggested that the school of mines of the University of Minnesota be moved to Duluth. The reason given is that Duluth, by virtue of her location, could become a center for the study of mining that would be second to none in the United States. In several states the university schools of mines have already been located apart from the universities in order to have access to mines, where the students may get first hand knowledge of their subjects. Their example is being followed by other specialized departments.

Duluth has ready access to the production centers of four great minerals: the Cuyuna and Mesaba iron ranges of Minnesota, the vast peat beds of northern Minnesota and Wisconsin, the copper mines of Michigan, and the zinc mines of Wisconsin—all of which would give her school of mines a greater opportunity for the practical study of mining than that of any other college in the country. Another reason that has been advanced is that the congestion on the campus, due to the need of new buildings, would be relieved if the university regents would erect new buildings for the school of mines in Duluth, opening the building vacated

on the campus for other departments. It is thought, also, that, with a school of mines in Duluth, the United States Bureau of Mines might establish a branch there, giving aid to the university school.

Through the efforts of the Scott County Public Health Association, Shakopee recently held its first children's clinic. Thirty-three children five years of age and under, were examined and their parents advised as to the proper methods of improving the health of the defective children and of maintaining the good health of the non-defective. Cold weather prevented a number of people living in the country from attending the clinic, and a return clinic will be conducted for their benefit some time in the spring.

One hundred forty-five children were examined by the health clinic recently conducted in Nevis schools. The major defects were found to be in the teeth.

C. H. Maxon, for the past five years superintendent of the St. Cloud schools, is resigning to assume active management of the Ideal Sanitary Paper Supply Company of St. Paul, in which he has purchased a controlling interest. Mr. Maxon's administration has shown a marked advance in the construction of new buildings and in the course of study.

Virginia was awarded the silver trophy in the final game for the state high school football championship. Worthington also received a trophy.

The pupils of Nicollet schools, who publish their school news notes each week in the local newspaper, are combining these notes and other articles into a monthly publication called "School Breezes."

The Community School Building at Wheaton, Minnesota, was designated and planned by the Board of Education for both school and community purposes. It is said to be the first community school building in the United States. It is three stories high, 60x130, built of brick, costing approximately \$35,000 fully equipped.

It has an auditorium which seats 1,000 people, and which is also used for gymnasium purposes. The Auditorium has a stage of 25x40 with complete stage scenery for putting on any play or community entertain-

ment. There is also housed an up-to-date motion picture stereopticon machine used for entertainment and educational purposes.

Aside from the Auditorium and gymnasium room there are provided quarters for County Farm Bureau, the County Agent's office and Farmers' Headquarters; a commodious and well furnished Ladies' Rest Room and Library room for town and country women; Girls' and Boys' Locker and Shower Bath Rooms; well lighted, ventilated and equipped rooms for the various Industrial Departments of the school, viz: Agriculture, Home Economics, Manual Training, Commercial and Conservatory.

Community and school makes use of the building during the day and evening according to a regular schedule. A Physical Director has charge of all phases of Physical Training and Military Drill. This is a part of the school work required. Civic, Commercial and other organizations hold their meetings here and discuss and determine matters that are of vital concern to the entire community. The Community School Building has become the center of all activities.

Associated with the Community School are eighteen rural school districts in which the school work is directed by a rural school supervisor.

"The Wheaton Idea" develops the proper Community Spirit and has brought town, country and school into closer touch and co-operation than anything else for the betterment and advancement of the human family.

The Northwest Central Minnesota Educational Association will meet at Moorhead, Minnesota, February 5th and 6th. There will be three general sessions and sectional meetings for the rural schools, grades and various high school departments.

The general theme for the meeting is, Democracy in Education, with special reference to the direct contributions of the schools to training for citizenship.

The reorganization of the Minnesota Educational Association will be explained by Dr. L. D. Coffman, President of the M. E. A. The question of affiliating with the M. E. A. will be considered at the convention.

Plans are being made by B. B. Jackson, city superintendent of Minneapolis schools, for the establish-

ment of a school for crippled children. The Thanksgiving collection is to go for the fund for the establishment of the school.

Superintendent Jackson's plans are not completed for the school as it involves many problems, the one of transportation being the most difficult.

Mr. Jackson has been investigating the methods employed in eastern schools and will use the plans to work out an efficient school for Minneapolis. It is hoped to arrange for the teaching of crippled children unable to attend school, in their homes.

For the special study of Americanization work and methods employed, 50 teachers from the Minneapolis Grade Teachers' association representing 13 schools, have organized an Americanization club.

Superintendent B. B. Jackson assisted in the organization. The club will meet twice a month to consider the Americanization questions that arise in connection with the work conducted in Northeast Minneapolis.

The census cards of the students in all the colleges of the State University, except agriculture, reveal the following data regarding the financial resources of the 6,073 men and women comprising the student body:

One thousand and eighty-eight men and 265 women, or about 22 per cent, are entirely self-supporting.

One thousand, seven hundred and seventy-five men and 310 women, or about 34 per cent, do a little outside work to earn their spending money.

Six hundred and twenty-four men and 1,384 women, or 33 per cent are being sent through school by parents or relatives.

Seven hundred and thirty-one students gave no answer in regard to their financial condition.

Resignations from six of the University teachers have been accepted: George N. Northrop and G. G. Glick, Department of English; Katherine F. Ball, vocational adviser of women; Raymond Anderson, instructor of romance languages; and R. M. Washburn and F. W. Peck of the school of agriculture. Mr. Washburn and Mr. Glick will enter commercial work. The directors of the General Alumni Association have, also, accepted a resignation, that of their secretary, E. Bird Johnson, who, on July 1, will take a position with the North Western School Supply Company. Mr. Johnson has been secretary of the Association since 1905.

There are 15,000 juvenile bread makers in Minnesota.

They are the members of bread-making clubs, directed by T. A. Frickson, University Farm.

Minnesota now has more boy and girl bread makers than any other state in the Union, according to statistics compiled by the United States department of agriculture. Five years ago the Gopher state ranked fifth with regard to the number of boys and girls enrolled in these clubs.

It is THE WORLD BOOK you want.  
—Adv.

Luverne has voted bonds to the amount of \$350,000 for a new junior-senior high school building to contain study rooms for junior and senior high schools, manual training, commercial work, normal training, home economics, agriculture, and an auditorium, a gymnasium, a swimming pool, and a community room. The plan is to make it, like the Wheaton school, a combination school and community building. The vote stood 667 to 153 for the building.

The largest vote in the history of Independent School District No. 22 was polled recently when the people of Lewiston by a majority of 115 to 36 voted \$75,000 in bonds for a new building. Work will be started as soon as the weather permits in the spring.

A five-room fire-proof building will be erected at Cloverton to take the place of the school which burned to the ground last month, by fire originating from unknown origin in the basement. Only a small portion of the school equipment was saved.

The efforts of patients in the Hopewell Hospital, Minneapolis, to conduct Americanization work in this institution, where for several years they have carried it on by their own methods of teaching, has induced the Minneapolis Board of Education, co-operating with the University, to extend the work of Americanizing the city's foreign-born in the hospitals. A student in the Americanization course at the University has been engaged to organize the work in the Hopewell Hospital. English will be the major subject dealt with, as many of the patients cannot understand even the orders of the doctors and nurses. International programs of music, dancing and readings of European origin are to be given from time to time, friends and relatives of the patients participating.

## THE REVISED CONSTITUTION OF THE M. E. A.

(Concluded from last month.)

### ARTICLE IX.

#### Powers and Duties of President and Vice-President.

The President and Vice-President shall perform the usual duties of such officers and such other duties as are prescribed by this constitution or its by-laws.

### ARTICLE X.

#### Powers and Duties of Secretary.

The Secretary shall be a full-time employee of the Association. His duties shall be to keep a record of the proceedings of the Board of Directors and of the Association, to register the names of all members of the Association, to keep proper account books, to receive all membership and other fees, and moneys and to deposit the same with the Treasurer, to draw vouchers on the Treasurer, to maintain a bureau of information for the benefit of members of the Association, to collect and publish information relating to educational progress, to carry on investigations of conditions affecting the welfare of teachers and the schools, to further the interests of the Association, and after each annual meeting to prepare for publication such proceedings as may be deemed advisable by the Board of Directors and to distribute the same to the members of the Association. He shall supply each member with all the publications of the Association for the current year. He shall be editor of the official Journal. He shall also discharge such duties as pertain to this office and act as general manager of the Association under the direction of the Board of Directors.

### ARTICLE XI.

#### Powers and Duties of the Treasurer.

The Treasurer shall receive all moneys of the Association, and shall pay out the same only upon order of the Board of Directors, signed by the President and the Secretary. He shall keep his accounts in business form and shall submit them to the Board of Directors for inspection. He shall give a surety bond for the faithful handling of the funds of this Association, the amount of said bond to be fixed by the Board of Directors and to be paid for by the Association. Within four weeks after the close of the annual meeting he shall make a report to the Board of Directors of the receipts and expenditures of the year, which shall be included in the published report of the annual meeting.



**ARTICLE XII.****Powers and Duties of the Board of Directors.**

The Chairman of the Board of Directors may call a meeting of the Board whenever he deems it necessary, or four members of the Board of Directors may call a meeting in the case the President fails to do so upon the written request of four of the Directors within two weeks after such request is made. Each member of the Board shall receive written notice of meeting at least three days prior to the date set for the meeting. In case of absence of the President, the Directors present shall select their own chairman. Four Directors shall constitute a quorum for the transaction of business, provided that an affirmative vote of four members shall be necessary to carry any measure; and provided, further, that in the event of a failure of those present to agree on any measure, the Secretary shall notify the absent members at once of the nature of the question at issue. Within ten days the absent members of the Board shall send their votes in writing to the Secretary who shall record them at the next meeting of the Board.

The Directors shall have power to call special meetings of the Association by unanimous vote; to appoint and remove at pleasure all agents and employees of the Board, prescribe their duties, fix their salaries; except for directors, and require from them security for faithful service; to conduct, manage, and control the affairs of the Association; and to make rules and regulations not inconsistent with the laws of Minnesota or with the constitution or by-laws of this Association for the guidance of the officers and the management of the affairs of the Association, to incur indebtedness not to exceed five thousand dollars (\$5,000), provided, that by two-thirds vote of the members of the Association, the Directors may be authorized to incur an indebtedness not to exceed twenty-five thousand dollars (\$25,000) in amount. It shall be their duty to supervise all officers, agents, and employees and to see that their duties are properly performed, to fill all vacancies in the Board of Directors, with the exception of the President.

**ARTICLE XIII****Divisions.**

This organization shall consist of the following divisions, known respectively as the Southeastern, Southwestern, Northwestern Central, Central, Northwestern, Northeastern and one

division from each city of the first class. The boundary lines shall be determined by the Board of Directors.

New divisions may be admitted to the Association provided the paid membership of each such division shall be not less than 500 or major portion thereof.

If any division shall, for two consecutive years, fail to maintain a paid membership of 500 or major portion thereof, its membership shall be severed until it is formally re-admitted.

**ARTICLE XIV.****Fees.**

The several divisions shall elect their own officers, hold their own meetings, adopt their own rules, provided, that such rules are in harmony with the constitution and the by-laws of this Association, and agree on an annual enrollment fee of two dollars (\$2), seventy per cent of which shall go to the general coffers of this Association. Members of the divisions shall be admitted into membership of this Association, receive its publications, have free attendance at all its meetings, and those of the divisions, but such members may vote only in the meeting of this Association and in the meetings of the division in which they pay their dues. Members who pay dues directly to this Association shall have the right to attend the meetings of any of the divisions, but they shall be privileged to vote only in that division designated by them and to which the Association assigns thirty per cent of the dues.

**ARTICLE XV.****Committees.**

There shall be three standing committees of this Association; A Committee on resolutions, a Committee on Appropriations, and a Committee on Legislation. Each division of this Association shall annually elect one member to each of these committees for each one thousand members or major portion thereof who shall begin their term of service immediately upon adjournment of the state association, and continue in office until their successors are duly elected; provided that each division shall have at least one member on each committee. In case a vacancy shall occur in the membership, it shall be filled by appointment by the President or the division, or in such other manner as the rules of that division may direct. The Chairman of each of these committees shall be appointed by the President of the Minnesota Education

Association from among the members of the Committee.

The President shall appoint at the first session of each annual meeting of the Association an auditing committee of three members.

**ARTICLE XVI.****Amendments.**

These articles may be amended by two-thirds vote of those present at any regular session, provided formal notice of such contemplated action shall have been given in writing to the Secretary and read to the Association on the first general session of the annual meeting; and provided further that such amendments shall not become effective until they have been ratified by a majority of the divisions acting at their next regular meeting.

**ARTICLE XVII.****By-Laws.**

By-Laws not inconsistent with this constitution may be enacted at any regular session by a majority vote of those present. Such by-laws shall be printed in full in the proceedings following the constitution.

**BY-LAWS.****Article I.**

The Secretary of the Association shall be given the authority to call for copies of such papers and addresses given before the Association or any of its divisions, as he wishes to publish in the Proceedings or in the Official Journal.

**Article II.**

Within ten days after the annual meeting, the Secretary of each division shall furnish the Secretary of the Association with a complete record of the proceedings of his division.

**Article III.**

A uniform receipt shall be prepared by the Treasurer of the Association and supplied by him to the Treasurers of the divisions, and shall be used by them as the official receipt of membership for entrance into the annual meetings of the various divisions or of the Association during the year the receipt is in force.

**Article IV.**

Any of these by-laws may be suspended at any general meeting of the Association by a vote of two-thirds of the voting members present, or may be amended under the restrictions provided for the amendment of the Constitution.

## General

The first all-year high school in New Jersey has been opened in the Central High School, Newark. The experiment is being watched by the State Board of Education and educators all over the East and if it proves successful other high schools will take up the plan.

At a recent state convention of the Kansas High School Editorial Association, which met in Wichita, about sixty young men and women—editors and managers of high school papers of the state—were in attendance. These young people displayed an intense professional interest which is making itself manifest in the character of their newspapers in general. The Kansas Industrialist, published by the Agricultural College of Manhattan, comments very highly upon the papers, and urges that any investment in time or in money the local newspaper man and the people of the community make in helping the high school paper will return large interest in the greater understanding and appreciation of sound education and sound journalism that will eventually be awakened in the community."

The Teachers Federation of Columbus, Ohio, has adopted a resolution looking to a definite policy in the

matter of the selection of school board members which should receive the sanction of all friends of education. The federation believes that "investigation of candidates for school boards to determine whether they are fitted for the position from an educational standpoint" is one of the highlights of the policy to be adopted by the teachers' body. A board of education should know what education is, and it is certain that they don't always, or even often, know. The character of a community depends upon the character of the schools, which, in turn, depends upon the ability of the individual members of the board.

Plans for establishing a part time school in Billings for the benefit of those children between the ages of 14 and 18 who are forced to quit regular school and work to help support themselves or their families, are nearing completion.

Butte already has such a school, which has been running since October 1 and is proving a wonderful success. The superintendent and teachers are enthusiastic over the work, which they term 'reclaiming the byproducts.' The course in the Butte school includes general grade work, bookkeeping, penmanship, arithmetic, sewing and similar studies.

There are seven cities of the first class in Montana in which part-time

schools must be established, providing there are at least 15 children of school age who are compelled to work and have not completed high school. These cities are Butte, Anaconda, Helena, Missoula, Great Falls, Billings and Lewistown. There are now 18 states in which part-time schools are provided for by law.

To meet the increasing needs for teachers 20 Montana high schools are giving normal courses, according to Miss Adelaide Ayers, rural school supervisor of the state board of education, and there will be 100 graduates soon among the 250 pupils who are taking the work under special teachers.

It is THE WORLD BOOK you want—Adv.

Pierre S. Du Pont, the powder manufacturer, has created a fund of \$2,000,000 to assist in the building program of all school districts in the state of Delaware—except that of Wilmington. The fund, created by the deposit of securities, is to be held in trust, and the income to be available through a period of four years. One-fourth of the income is to be devoted to the colored schools of the state. A school district, in order to share in the benefits of the fund, must raise an equal amount of money by taxation.



The Jester. Franz Hals

## Schoolroom Decoration Months--January and February

We are going to call these two months "Schoolroom Decoration Months." Look about your schoolroom and see if it does not need some new picture.

Childhood is the most impressionable period in life. Your pupils will never forget many of the beautiful pictures on the schoolroom walls—if such pictures are there—but will carry them as a beautiful memory throughout life.

It is well worth the cost to surround childhood with beauty. It is one of the privileges and duties of the public schools.

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The Northeastern State Normal School, at Tahlequah, Oklahoma, reports an attendance twenty-five per cent greater this fall than ever before in the history of the school. Plans are on foot for strengthening the training school and this department of the normal will receive especial attention during the year. The training school will have a complete exhibit of its work at the Oklahoma Free State Fair.

The East Central State Normal School, at Ada, Oklahoma, has been working out a successful series of motion picture programs. These were begun during the summer and are going on now during the fall term with greater success as the operators and the machinery become better acquainted with each other.

It is THE WORLD BOOK you want.—Adv.

A rather unique feature of issuing materials for teachers is that recently inaugurated by the Arkansas State Board. The issuing of something like 27 project study outlines on crops, animal husbandry, orcharding, farm mechanics, and small fruits, prepared by the teachers of vocational agriculture and published by the State Board. The board, also, has recently issued a Bulletin on General Suggestions Concerning State Plans, Courses of Study, Equipment, Text Books, and Management of Agricultural departments under the Smith-Hughes and Arkansas Vocational acts.

There is a great shortage of teachers in Arkansas and many schools are being taught by young and inexperienced teachers. In order that these young teachers may have opportunity for home study, the state authorities have established a Department of Education of Extension and Correspondence study in the state normal school.

Courses of study are offered by correspondence in Agriculture, Drawing, Education, English, History, Home Economics, Latin, Mathematics and Science. Each course is given by the instructor who teaches the subject in the Normal School. The aim of the department is to extend as far and as far as possible the means and privileges of teacher training. Credit will be given for all courses completed.

Over 8,000 eighth grade and high school boys and girls of Iowa now are keeping accurate accounts of their personal expenditures for the school

year. These records are used in connection with thrift instruction in the Iowa schools and are under supervision of the home economics teachers and state home demonstration agents.

These records are expected to furnish most interesting exhibits of both the possibilities and necessity of thrift in the schools. The personal expense record blanks furnished the pupils provide space for the listing of sums spent for clothing, lunch, candy, gum, ice cream, school supplies, amusements, church and club donations, gifts, savings and miscellaneous expenses, and the records show the amount of money received from parents and the amount of money earned personally by the pupil.

The records are being made in cooperation with the thrift and savings campaign of the Savings Division of the Treasury Department.

The serious shortage of teachers in Iowa has caused the state board of examiners to lower the regulations for the certification of teachers. Two changes have been made; namely, admittance to the uniform examinations of girls who have passed their seventeenth birthdays and have completed a course in normal training; and provisional certificates to men or women who hold a first or a second grade certificate, issued prior to 1906, without examination.

It is THE WORLD BOOK you want.—Adv.

The organization of a Parent-Teacher Association in every school district in Kentucky, the Health Crusade Campaign, the establishment of organized play in the public schools and better salaries for teachers were endorsed at the first annual convention of the Kentucky Branch of the National Congress of Parent-Teacher Associations.

Other measures adopted were resolutions endorsing the Peace Treaty and League of Nations, the prohibition amendment, any legislation that will wipe out illiteracy, the raising of a minimum county tax levy of fifty cents on \$100 and a pledge to support the new state superintendent of instruction, George Colvin.

Support to the teachers' welfare league as opposed to affiliation with the American Federation of Labor, and renewed allegiance to Miss Minnie J. Nielson, state superintendent of public instruction, were pledged and adopted unanimously by the North Dakota State Teachers' Association. The

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election of A. C. Berg, of Towner, as president of the association is accepted in the state as an open indorsement of the campaign which he has led for the past eight months for the return of Miss Nielson to the powers of office of which she was dispossessed by the last state legislature.

North Dakota is consolidating its rural schools. It has recently taken decisive steps to carry through this program to improve educational facilities and lower the per capita cost of instruction. Records for the year ending June 30, 1919, show that 1,300 one room, low grade rural schools have been consolidated into 458 schools with high school facilities at a saving of \$90,000 annually. There are yet more than 4,000 one room rural schools to be organized into 1,100 consolidated schools. With the total enrollment of 280,000 school children, educators predict this state in the near future will have the finest public school facilities in the union.

Including the cities, there are now 922 standard schools in the state. Supporting this work financially are the large state educational fund, which already amounts to more than \$20,000,000, state aid, federal aid under the terms of the Smith-Hughes act, and the usual school taxes.

Consolidation of rural schools has worked tremendous advantage, by providing high school facilities, longer terms, better attendance and better teachers, at much lower cost per capita, and has materially improved the civic-social life of every community concerned.

The following are the members of the Board of Administration, having charge and general supervision of all state institutions, including the common, or public, school system of the state of North Dakota.

George A. Totten, Sr., Bismarck, President; Robert T. Muir, Bismarck; P. M. Casey, Bismarck; Minnie J. Nielson, Superintendent of Public Instruction, ex-officio; J. N. Hagan, Commissioner of Agriculture and Labor, ex-officio.

Charles Liessman is Executive Secretary of the Board, and their office is in the Capitol at Bismarck.

The Educational Commission, appointed by the Board to have charge of all the technical and professional phases of the common and high school system, is as follows:

State Superintendent Minnie J. Nielson, ex-officio; County Superintendent, L. M. Rockne, Mohall; City Superintendent, P. S. Berg, Dickinson;



Professor A. P. Hollis, Agricultural College; Professor W. J. Bell, Dickinson.

Mr. E. P. Crain is Secretary of the Commission and supervisor of the certification of teachers.

The following are the inspectors appointed, either by the state superintendent or by the Board of Administration:

General State Inspector, Neil C. Macdonald; Inspector of High Schools, A. L. Schafer; Rural School Inspectors: J. W. Riley, Mrs. Martha P. Tatem, and Edward Erickson; Inspector of Vocational Education, C. E. Cavett, Lisbon.

—It is THE WORLD BOOK you want—

The Association of Men Teachers and Principals of the City of New York, numbering 700, adopted a resolution requesting the permission of the board of education for men teachers to volunteer their services in the coal fields, without loss of pay, at a meeting in Terrace Garden during the recent strike.

Nomer Gray, president of the association, said in opening the meeting:

"I am in favor of labor union, but if organized labor is going to be used by unscrupulous revolutionist forces to destroy society and government, its privileges and prestige will be lost for a generation to come. The teachers are ready to do their bit to prevent the disruption of society and government."

University of Rochester Alumni have laid plans for the forthcoming campaign for a \$1,000,000 fund with which to increase salaries of members of the faculty.

Figures made public by Frank D. Fackenthal, secretary of Columbia University, show a total registration of 22,608 students for the year 1919. This represents a gain of 10,038 over the preceding year, of 7,691 over 1917 and of 5,135 over 1916.

A new and, what later proved, a very valuable feature of the Sully County Teachers' Institute held at Onida, South Dakota, was a Symposium on "How Can the Schools Better Serve the Community," conducted by the local business and professional men of Onida. A local minister was in charge and a very interesting discussion was carried on by a local banker, a local attorney, a local doctor, a local farmer, the Superintendent of the local schools, a local merchant and the editor of the local

# Denver Adopts Dann Music Course



Superintendent Carlos M. Cole's recommendation to the Denver Board of Education was based on the following report of the Committee appointed to investigate music books:

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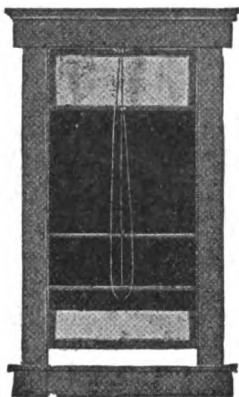
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Chicago THE PRANG COMPANY New York

paper. So practical and illuminating were these talks that a meeting was called immediately after the Symposium and plans outlined for improving the conditions of the town school. All through the institute the town of Onida showed such interest in matters educational that nearly all discussions about the schools better serving the community were promptly changed to discussion about the community better serving the schools. As one citizen put it: "We don't need to talk about the schools helping the community—it's about time we woke up and did our part in serving the schools."

Twenty per cent of the students now enrolled at the Northern Normal and Industrial School, Aberdeen, South Dakota, are young men, a record never before equalled in the history of the institution.

Elections on the subject of consolidating the country schools of South Dakota in many sections to obtain greater efficiency are expected to be called in many townships this winter.

Two additional specialists have been obtained for the extension staff of South Dakota State college. M. R. Benedict for farm management and George Winright for soils and crops. Mr. Benedict is a graduate of the University of Wisconsin and a post-graduate of the University of Illinois, specializing in farm management in both institutions. He was later a successful county agent in Blue Earth county, Minnesota. Mr. Winright, after his graduation from South Dakota State college, was instructor in the agronomy department. He is completing a successful term as county agent in McCook county.

The Brookings State college has contracted for the purchase of a \$12,000 printing plant for use in printing their bulletins, and other college work. It is possible that a school of printing will be established later. Aside from the fact that long delays in getting their printing work done forced the purchase, it has long been the aim of the college to install a printing plant and both establish a school of printing and expand their school of journalism. The plant is promised to be installed some time in February.

It is interesting to note that the power of the press to influence and mold public opinion is becoming more and more a recognized fact. Not

only are the higher institutions of learning installing plants for printing their own bulletins and other material, but they are installing them for use at a later date in schools of printing and journalism which they expect to open up later. A few high schools and other institutions of learning in every state are introducing printing courses—some as a part of the manual training course—and a number of student publications will this year be printed on its own school press.

The highest-salaried superintendent along the Pacific Coast is Frank B. Cooper, of Seattle, in recognition of his valuable services, the Board of Education of that city voluntarily increased his salary to \$10,000.

Public schools of the state of Washington which now receive an income from \$16,000,000 realized from the sale of school lands have disposed of only a fourth of the land and will eventually have a fund of \$100,000,000 as the result of the big demand for such property, according to C. V. Savidge, state land commissioner.

"Unearned increment" since the war started will amount to millions. Much of the school properties have doubled in value since the war began.

"The state has about 2,500,000 acres of school lands. About 2,000,000 acres for the aid of the public schools and 500,000 acres for the normals, college, university and other institutions," said the commissioner.

Dr. Charles E. Chadsey has resigned as superintendent of the Chicago schools and has returned to the University of Illinois as Dean of Education. Although the highest court decided that he was superintendent, conditions were not such as to appeal to Dr. Chadsey.

In her salary schedule, Springfield, Illinois, has wiped out the distinction which up to this time has been universally kept up between the salaries paid to teachers in the elementary grades and teachers in the high school. The new maximum for teachers in Illinois' capital city is now \$1,800, and this may be attained by a teacher in the first grade, or in the kindergarten, or in the grammar grades, as well as by a teacher in the high school.

The Springfield schedule crystal-

lizes into form the ideal which has long been preached by the most enlightened school men and laymen, who recognize that the important thing in the teacher's work is the teaching she does, whether of little children or high school students.

This action of the Illinois city will do more than anything which has ever happened to bring to realization the plans which the most enlightened normal school leaders and heads of teachers' colleges have long been advocating—courses of study equal in extent and thoroughness for teachers in the elementary schools and for the high schools.—The American School.

So much hard luck material relating to teachers' salaries finds its way into print these days that it is refreshing to be able to record an item of the other kind.

County Superintendent Wm. Johnston, of Clinton County, has furnished this office with a statement that Joseph F. Keefer is a teacher of a one-room school in Clinton County. He receives \$130 a month for nine months and has furnished a house with hot and cold water.

This is altogether one of the best paying rural school positions which has come to our attention.

A new alumni organization of the University of Chicago has been formed recently at Rock Island, Ill., under the name of the Tri-City University of Chicago club. It will be composed of graduates and former students living in Davenport, Rock Island and Moline. The club plans to secure free scholarships in the university for high school students of merit and to establish a citizenship association for providing public lectures by prominent members of the faculty and others on topics of general interest.

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Prof. L. B. Sipple, formerly of the faculty of the State Normal School, Kirksville, Mo., and previously the county superintendent of Adair County schools, has resigned his position in the Kearney, Nebraska, State Normal school to accept the headship of the Rural Education Department of Aberdeen, S. D., State Normal School.

Reconstruction of the educational system in Nebraska and the reorganizing of the state department of education were discussed by speakers at the last meeting of the Nebraska Schoolmasters' Club.

Superintendent J. H. Beveridge of the Omaha public schools said that a committee appointed by the executive committee of the State Teachers' Association acting in conjunction with a committee appointed by the women's educational council has gathered information which will be utilized at the next session of the legislature. They also have framed a provision which they favor being incorporated in the Nebraska constitution. It provides, he said, for a state board of education, composed of seven members appointed by the governor. A new member would be appointed each year to succeed a retiring member. It was pointed out that it would be better than an elective body, as the responsibility would rest on the various governors. All educational departments of state institutions, the speaker said, should be in the hands of the commissioner of education and the board.

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The teachers of Cheyenne, Wyoming, in organizing a local teachers' union, have rejected the proposal for affiliation with the A. F. of L.

Presidents of three great American universities have given indorsement to the \$5,000,000 endowment campaign of the Wisconsin College association. The presidents are: Dr. John G. Hibben of Princeton; Dr. A. Lawrence Lowell of Harvard and Dr. E. A. Birge of the University of Wisconsin.

Dr. E. A. Birge, since the death of Charles R. Van Hise, acting president of the University of Wisconsin, has been elected permanent president of the board of regents. He has been with the university nearly 50 years.

Eighteen northern school districts in Winnebago County, Wisconsin, are considering consolidating into one central district.

Supt. C. P. Cary of the Wisconsin State Department does not favor a state teachers' organization in which the members might bind themselves to strike on provocation.

The Milwaukee Journal has formulated a plan whereby eleven Wisconsin teachers are to tour Europe at the end of the school year. They are to be elected by vote of the people of the state.

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C. G. Pearse, president of the Milwaukee Normal school, who has recently returned from teachers' institutes in Idaho, says that there are very few teachers in that state receiving less than \$100 a month, and the result is very apparent in the quality of work done in the schools.

We quote the following from the Manual Training Magazine for October, 1919:

"One of the most significant events in the manual arts field during the summer was the action taken by the faculty of the University of Wisconsin whereby a student may graduate with the B. S. degree without the foreign language requirement which has stood in the way of so many young men. This forward step on the part of one of the strongest of the state universities is an event of much more than ordinary importance. In the first place it makes it possible for Wisconsin to attract men and women who want a college training that will enable them to meet present demands for teachers in the field of manual arts and vocational education instead of repelling them, as has been true in many cases in the past. The demands are for men with a large measure of technical preparation, considerable pedagogical training, and a degree. Superintendents and directors know that they must have teachers with extensive technical preparation or they can not teach what the practical courses demand.

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The recent ruling of the United States commissioner of internal revenue that games and entertainments given by educational institutions to which admission is charged were exempt from the luxury tax on amusements, will result in refund to the Eau Claire, Wisconsin, high school of almost \$500. When the tax first was levied in 1918, Mr. BuDahn held that schools were exempt and made no returns. Later he was notified of failure to pay \$80 and the fine on this brought the total amount to \$260. Since then the tax has been paid regularly. Mr. BuDahn expects to get it all back, including the fine.

The Wisconsin state board of education has provided \$19,000 for new teachers in the normal schools of that state.

Scholarships in vocational education have been approved by the Wis-

consin state board of education and the distribution of \$15,000 to cover them has been authorized. Fifteen scholarships of \$400 each and ninety of \$100 each will be distributed annually.

Nearly 7,000 students are enrolled in the University of Wisconsin. The increase is about 35 per cent over the former high record of 5,020 in 1916. About 4,000 students are studying French and Spanish, and 387 are studying German.

Juneau and Ketchikan have organized as normal high schools and are offering a teachers' training course to students. The course at the Juneau high school continues through two years; the course at Ketchikan as yet is only one year in length.

The National Council of Geography Teachers met in St. Louis, December 29 to 31. A program of great interest was presented which included the following numbers:

The Teaching of Regional Geography:

Geography of a Continent, W. M. Gregory, Cleveland Normal School.

Geography of a Country, E. E. Lackey, State Normal School, Wayne, Nebraska.

Geography of a Small Area, Dr. A. E. Parkins, George Peabody College for Teachers, Nashville.

The Problem Method of Teaching Geography, M. E. Branom, Harris Teachers College, St. Louis.

Report of Normal School Geography by Chairman of Committee, Sumner W. Cushing, State Normal School, Salem, Mass.

Report on Elementary and Secondary School Geography by Chairman of Committee, Dr. Albert P. Brigham, Colgate University.

Ways and Means of Increasing the Efficiency of Geography Teaching Through the State and National Councils: R. H. Whitebeck, University of Wisconsin; R. P. Green, State Normal School, Bowling Green, Ky.; Jane K. Atwood, State Normal School, Emporia, Kan.; W. M. Gregory, Cleveland Normal School.

Geography Teaching and the War, President Dr. Albert P. Brigham.

George J. Miller, teacher of Geography in the State Normal School at Mankato, Minnesota, was secretary of the Council last year.

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A conference on consolidated schools, which is to be national in its scope, has been called by P. P. Claxton, United States Commissioner of Education, to be held at Cedar Falls, Iowa, January 17, 18 and 19. This is the first conference of its kind ever held in the United States. It will be attended by governors, state superintendents, federal department workers, and directors of consolidated schools. It is expected that 1,000 to 2,000 educators will attend. Those in authority have been working on this plan for some time and believe it will give great impetus to the consolidated school movement throughout the country. One day of the conference will be known as "Governors' Day" when it is expected governors from many states will be in attendance. A special day will be given over exclusively to the interests of state superintendents and county superintendents. A third day will provide special programs for superintendents of consolidated schools and for Boards of Directors. The facilities offered by the state normal school at Cedar Falls will be utilized for the conference and the meetings will be held in the normal school buildings.

Dr. Henry Suzzallo, President of the State University of Washington, and Dr. L. D. Coffman, Dean of the College of Education, State University, Minnesota, were the principal speakers at the recent annual meeting of the New Mexico Teachers' Association.

The National Institution for moral instruction, Washington, offers \$20,000 to the state that presents the best system of moral instruction in the public schools, \$4,000 to be given to the chairman of the committee and \$2,000 to each of the other 8 members. The committees have already been appointed in 35 states.

The internal revenue office says that there is nothing to warrant the report that child labor in the United States has been reduced 40 per cent since the child labor tax went into effect.

That the number of children affected by the federal law will not approach the estimate of 40 per cent is the opinion of Owen R. Lovejoy, general secretary of the national child labor committee.

Commenting on the recent report, Mr. Lovejoy says: "The federal law prohibiting the employment of children under 14 in factories, mills, can-

neries and workshops, and children under 16 in mines and quarries, applies to only a small number of the occupations in which children are gainfully employed in the United States. By far the greatest number of child workers under 16 years of age are listed in other occupations.

"The federal census of 1910 placed the number of children 10 to 15 years of age employed in farm work at 1,419,098 and those employed in all other occupations, exclusive of mines and manufacturing establishments, at 338,420.

"Reliable reports tend to show that this number of children gainfully employed was greatly augmented during the war period, and no evidence has been found that the children who either because of economic pressure or the increased demand for labor, left school to enter industry, have returned to the schools in great numbers."

The United States Bureau of Education is an authority for the statement that out of the 650,000 teaching positions in the United States, 104,000 are now actually vacant or are being filled by temporary substitutes. At the same time, an investigation of thirty-five of our largest normal schools show an astonishing decrease in attendance. In 1916 they graduated 33,051 students; in 1920 these same schools will graduate 7,119.

The next meeting of the Department of Superintendence will be held in Cleveland, Ohio, Feb. 23 to 28, 1920.

Dr. T. Morey Hodgeman, former president of Macalester college, has severed his connection with the Clark Teachers' agency, for which he has been Northwest manager, and is planning to leave St. Paul for Spokane, Wash., late this month. Dr. Hodgeman will be in charge of the Pacific coast branch of the Hazard Teachers' agency, in which concern he has purchased an interest.

The report of the National Education Association Commission on Teachers' Salaries and Salary schedules is being mailed out to libraries and to all holding \$5 memberships. This report of 165 pages is the most complete statement on teachers' salaries and salary schedules which has been published during the present educational emergency. The price to members is \$1 a copy. The price to those who are not members is \$1.50 a copy. Every school and every library should take out a \$5 membership

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Teachers who see the educational value of the right kind of motion pictures will be glad to know that the National Board of Review of Motion Pictures, 70 Fifth Avenue, New York City, can give advice regarding the films that are really worth while and wholesome in their moral effect. With a list which this Board will send to the interested teacher, the manager of the motion picture house may be prevailed upon to give the public the best, at least, once in a while.

The Goldwyn Distributing Corporation announces the release of a new Ford Educational Weekly, "Caught," revealing the source of the immense supply of fish which has reduced the cost of living all along the western seacoast.

"Good Music is a vital element in the education of the people, but in our American schools and communities it has been most difficult to obtain. This is so true of rural schools and communities that millions of children pass through the schools, grow to manhood and womanhood, and die without hearing any of the great music of the world fitly rendered. To these children, women and men, the talking machine and the records of the best music of the world rendered by the masters mean more than any can understand, except those who know not only the educational and spiritual value of music, but also the hunger of the masses of country people for the purest and best in art. Every legitimate effort to fill this want in the lives of fifty millions of American people who live in small villages and the open country, millions of them in remote and sparsely settled districts, is to be welcomed." P. P. Claxton, United States Commissioner of Education.

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A little book has been recently published which no rural teacher can afford to be without—whether she has a talking machine in her school, or is planning to purchase one with the proceeds from a school social or has never given any thought to the purchase of a musical instrument for her school. This is "The Victrola in Rural Schools, (Information and Sug-

gestions for the Use of Music in the Rural Schools, with a Selected List of Victor Records)" and is published by the Educational Department of the Victor Talking Machine Company of Camden, New Jersey. It is exceedingly attractive and thoroughly educational. Every country teacher who will spend one evening reading the book from cover to cover, will want to invest the proceeds of her social in a talking machine.

A brief review of the contents of "The Victrola in Rural Schools" is convincing proof of their value.

There are six introductory articles, every one of them inspirational and practical in their appeal for good music for rural communities. These are followed by suggestions for the care of the victrola and records; for beginning the use of the machine in a rural school; for training in rhythm, rhythmic drill for blackboard work in the elements of music; and for teaching of rote songs, record of scales, dictation, elementary songs, and old rounds.

The lists of records given include the old familiar songs, songs for appreciation, songs from Shakespeare's "As You Like It," and from "The Lady of the Lake," old negro spirituals, selections from oratorio and grand opera, bird songs, bird imitations, whistling selections, orchestral instruments, school marches, rhythms, folk dances, singing games, stories and readings.

Not only are the words included with the song lists, but suggestions for teaching them, as well. The history of the selections, together with descriptive sketches of writers and the artists represented, and interesting illustrations from schools fortunate in having talking machines give added value to the book.

All music dealers will have this little book. We do not know if they send it to teachers free on request, but it will be very much worth writing to your music dealer for a copy.

Teachers who are planning school entertainments for the spring months, or programs for Boys and Girls Clubs or their Patriotic League conventions will find these new action songs particularly appropriate: The Cooks (for girls), The Sunbonnet Girls, The Mowers (for boys), The Fishermen (for boys), Gathering Apples (a duet), and The Senior Class (for boys and girls, or for either alone). These songs are written by Fay Foster, the celebrated composer of "The Americans Come." They are published by J. Fischer & Brother, New York.



An organization of the Minnesota school-book men, to be known as the Bookmen's Department, was effected in Minneapolis early in November. The Department, which is fraternal in its purposes, will have headquarters at 502 Globe Building, Minneapolis. Twenty names were placed on the roll at the first meeting and the following officers, who will act as an executive committee, were elected for the year: A. W. Clancy, President; W. T. DeMar, Vice-president; P. H. Vernor, Sec.-Treas.

Community Motion Picture Bureau announces its school service for 1919 and 1920.

In again devoting its resources to the production, selection, editing, distribution, supervision and presentation of instructional motion picture courses, it is but fulfilling its primary purpose, following its war work, which is still continuing on a large scale. In the past two and one-half years, Community has presented practically all the motion picture service for the American army and navy, and the bulk of that for the Allied armies and navies.

This war service, including the comprehensive program of visual instruction for the Army Educational Commission, gives Community a greater power and skill in creating instructional and recreational courses which meet the needs of public and private elementary and secondary schools, colleges and civic organizations, for which Community service was organized in 1911.

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Dr. Jeremiah W. Jenks, Chairman, Research Professor of Government and Public Administration, New York University.

Dr. Frank M. McMurry, Professor of Elementary Education, Teachers College, Columbia University.

Dr. Paul H. Hanus, Professor of History and Art of Teaching, Harvard University.

Dr. John G. Bowman, Director of American College of Surgeons.

Dr. Liberty Hyde Bailey, formerly director of the New York State College of Agriculture, at Cornell University.

Dr. Arthur C. Nelsh, Professor of

Chemistry, Queen's University, Kingston, Ontario.

This Educational Board is assisted by a staff of about one hundred professionally trained educators, editors and assistants. Frank L. Crone, formerly Director of Education for the Philippine Islands, is in charge of the School Section.

Community builds motion picture courses upon the basis of the educational needs of each institution it serves. Educators are cordially invited to make inquiry as to how its service will meet their needs.

No one can be taught American ideals so well as through the mother tongue. No one can be taught the principles of American government so thoroughly as through the English language. No one changes from a "hyphenated" American into a real American so quickly as the man who learns the English language.

One phase of the movement of particular interest is the fact, as shown in a "Guide to American Speech Week," published by the National Council of Teachers of English, that early in the work the need of a standard of pronunciation was felt. The Chicago Woman's Club, therefore, of its own initiative sent out a questionnaire to eighteen schools of high and normal grade, to seven schools of dramatic art, to twenty-two universities (including all the prominent colleges from Harvard, Yale, and Columbia in the East to Leland Stanford Junior in the West). As a result of this questionnaire, the Chairman of the Committee has published the following statement:

"The high schools have been so slow in answering that no decision can be reported from their group; the dramatic schools differ so widely that their opinion becomes suggestive rather than authoritative; the college report alone may be considered a consensus of opinion. The preference here narrows down to two—Webster's New International Dictionary, published by G. & C. Merriam Company, and Murray's New English Dictionary (unfinished) published in Oxford, England. As the advocates of Murray admit that the size and cost make it prohibitive for the ordinary individual, even they concede that the best general one-volume dictionary is Webster's New International."

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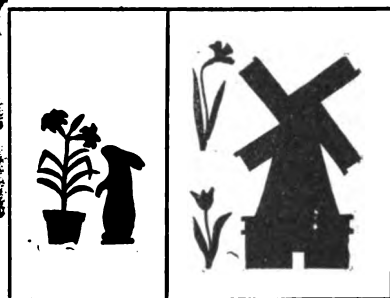
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Forthcoming Features  
OF  
SCHOOL EDUCATION

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# SCHOOL EDUCATION

**I**N this number of School Education, we publish a thoughtful and stimulating article on "Educating Public Opinion." The author of the article, Mrs. C. A. Severance, refers to the work of the public schools in rather caustic terms. She says that they are "sacrificing everything to efficiency", and that they turn out a "a grist of ignorance, misunderstanding and bewilderment". This is a severe arraignment of our public system of education, and there is some justification for Mrs. Severance's broadside attack. Our schools, however, are not altogether bad, and School Education believes that they are not "sacrificing everything to efficiency". It must be remembered, always, that the American public school system is a product of evolution under a democratic form of government, and the system must go on developing in a democratic way. No loyal citizen would have it otherwise. There are defects in our public system of education, but these limitations become most evident in activities relating to administration. The teaching profession never was stronger than it is today in its professional personnel. On the other hand, teachers in general are often hampered in their work by the activities of politicians, and by destructive criticism. Such influence may be indirect, but that kind of influence is quite as deadly in effect as that which is most direct. Public school officials too often permit themselves to be governed by prejudice in reaching official conclusions, and public welfare is thus made to suffer on account of unwarranted conditions. The recent monstrous misuse of official power in the administration of public education in Chicago is a striking illustration of the point in hand. No one can estimate the extent of the baneful influence of such a miserable experience. Similar experiences in small towns often disrupt the community. In the face of resultant influences, the faithful teacher must teach the principles of morality, obedience to law, and the benefits to be derived from co-operative activities in a community. When public education is administered as well as the ordinary teacher does her work in the public schools, we shall have a situation far more nearly ideal than it is now. The schools must teach the things that will make for soundness in a democracy, and it seems to be necessary to educate public opinion to meet the teacher half way in her attempts to turn out well trained prospective citizens.

**S**OME phases of the shortage of teachers have challenged the public to a keener inspection of education and its institutions. The result has been, in some cases, increased pay. For this teachers rejoice; that is one of the recognitions they desire. Yet teachers must look beyond such desirable things to the clearing up of the darker side of the situation. That lowering of standards that naturally followed the shortage affects not alone the innocent victims of the hastily engaged; it affects also every member of the teaching body. Every incompetent permitted—nay, begged—to teach in the common schools not only lowers the standard of the school

in which he teaches, but diminishes respect for adequate preparation. Bernard Shaw has caustically said: "He who can, does; he who can't, teaches." Bitterly it must be admitted that there is some truth in such an epigram. Especially of late has that truth been apparent, when it has seemed the sole duty of a school board to find almost any one to shut up with the children in the walls of the building already provided. The result has been that at a time when if ever the strenuous effort, dignity and worth of teaching should be established, it is well nigh impossible to do so. Under such circumstances, then, "short-sighted" would be a mild term to apply to a teacher who took any real pleasure out of the present dilemma. For it seems that a decent standard of living—if such indeed results from the shortage—will be bought only at the sacrifice of the best comrades and colleagues we have had, and at the price of standards and ideals that are basic to the future of education. Is there any escape from this morass other than through such federal aid as is incorporated in the Smith-Towner Bill now before Congress?

**J**UNIOR College work was organized in the Winona State Normal School at the beginning of the present school year. The formal introduction of college work in a Minnesota State Normal School may be regarded as an experiment, although some of the normal schools have carried certain college courses. The excellent scholastic record thus far made by the college class in the Winona school seems to insure the success of the experiment of offering the purely academic subjects in close relation with the professional subjects designed for teachers in training. President Maxwell calls attention to a bulletin issued by the Bureau of Education in which reference is made to the rapid development of this form of school organization, especially in normal schools. There are one hundred junior colleges in the country at present. The author of the bulletin suggests the following advantages:

To provide a completion school for those who can not go further.

Desire of students to secure college work near home at low cost.

To meet the entrance requirements of professional schools.

The widespread belief that the small college has many advantages over the larger institutions.

The democratic spirit of the American people.

School Education believes that the formal organization of college work in well equipped normal schools would not only enrich the curricula already offered, but such work would attract a superior class of students who might soon become interested in the teaching profession. This is especially true in regard to young men. There are very few men students in state normal schools, generally speaking, and every legitimate inducement should be held out to young men to attend training schools for

teachers. One of the most vital limitations of the teaching profession is its lack of men. Many of the higher institutions of learning are overcrowded; some of them are running away with themselves in point of numbers, and there are wide differences of opinion regarding the administration of higher education. The teaching profession is facing a crisis. The dominant issue is the question of salary. State normal schools never had a greater opportunity to become a powerful and steadying influence in maintaining standards and organizing re-adjustments than now. The power and usefulness of normal schools might be increased one hundred per cent during the next ten years.

EVERY religious person has had the experience of finding sudden beauty in a Biblical passage the meaning of which had been obscured by its constant reiteration in the same old sing-song, the same lulling intonation. Does not this experience have a meaning for those of us who have advocated the giving of the pledge of allegiance every morning at the raising of the flag? Is it not possible that custom will stale the pledge, that it will become, despite the best energies of the teacher, a mechanical routine bereft of emotion? We cannot expect even patriotism to be beyond the influence of the habits of the human mind, habits which will subdue to dullness and commonplace what should be shining and apart. Is there not, too, a contradiction in requiring the pledge every day, as if, once given, it lasted but a day or from Friday to Monday? We all remember the drunkard about to sign the total abstinence pledge, who, on being asked for how long a period he wished to take the pledge, replied, "Well, in the past I always took it for life." Can we run the risk of thus cheapening the pledge? Would it not be wiser, psychologically, to have the pledge given at longer intervals, and with more attendant ceremony? It is just possible that it would even gain in force if children up to a certain age or grade were not allowed to give it at all. Under such circumstances might not the child tend to regard the giving of the pledge as a far more significant step forward than he can ever regard it as it is given at present? The same suggestion may in part hold true of the singing of the Star Spangled Banner. If this is sung every morning will it not become occasionally no more than something to be done before the work of the day begins? Certainly we have all witnessed a cheapening of the song in recent years by indiscriminating renditions in all places and manners. The difficulty in the school room may be met by the singing of other songs. Outside conditions demand other plans and other measures. But surely there is room for thought on these points, for after all, what is wanted is not a method but a result. And that result is not a patriotism of routine, but one freshly vital, coming from the springs of the heart.

ONTARIO, Canada, has lately adopted a minimum wage for teachers of \$1,200 a year for teachers with a second grade certificate. This is looking in the right direction. Shortly our own states must come to the adoption of such laws unless some better way can soon be found; no better way seems to open before us. The minimum must be high enough to provide something better than a mere scrape-along existence. The minimum, too, for a teacher with a first grade certificate, must be enough higher to entice the holders of second grade certificates on to further study and preparation. Such

enticement, however, must be real, and its reality will be determined not alone by the higher figure. It will be real only if the lower minimum provides for a decent and hearty livelihood, and in addition enough to let the teacher take the later work without first a heart-breaking struggle of skimping and scrimping. A far-sighted policy can establish nothing less than this. Until we ourselves do something constructive Ontario's \$1,200 minimum can stand as something fairly good; in the time of present prices, and in view of all that must be done, it is by no means startling.

SCHOOL Education is in receipt of a communication relating to memorial exercises which were recently observed at the State Normal School, Winona, Minnesota, in honor of Dr. Jesse F. Millspaugh, who died, December 12, 1919, at his home in Los Angeles, California. The writer says that it was the sad privilege of the normal school to pay its tribute of respect and esteem to the memory of the man who served as its president from January, 1898, to August, 1904. Brief addresses were given by those of the teachers who were members of the faculty during Dr. Millspaugh's administration. Each called attention to some aspect of his work or to some personal quality. Mr. Gaylord made reference to certain readjustments in curriculum and management; Miss Gildemeister to the influence exerted by Dr. Millspaugh, both in the individual work of members of the faculty and of students of the school; Miss Grant expressed her appreciation of the personal influence of Dr. Millspaugh in the school; Mr. Holzinger was able from his close association with Dr. Shepard (president, 1879-1898) as well as with Dr. Millspaugh, to contrast the results upon the school of the application of two somewhat different general principles of education; Mr. Munson spoke of the scholarly ideals which were urged upon the school during the five years under review; Mrs. J. G. Hopkins, who was secretary of the school from 1891 to 1907, spoke briefly; Mr. Maxwell made reference to the closing event in Dr. Millspaugh's administration, the farewell banquet, and read portions of an address which was delivered on that occasion. Both the students who are in the school at present and members of the faculty who have more recently entered were made conscious of their debt to Dr. Millspaugh in various conditions now effective in the school, in its spirit of co-operation, and in its scholarly ideals, all of which still definitely record his contribution to education in Minnesota.

FOR many years our schools provided education only for those children who could handle ideas. As a result only a very selected group were able to complete this kind of training and to enter the colleges and universities. In these higher institutions the same type of instruction was carried on, until again, through the process of elimination, a selected group entered the world as doctors, lawyers, ministers, and teachers.

What became of the boys and girls who started life without any diploma or academic prestige? Although they were not educated in the public schools, they succeeded in spite of handicaps. They won their places empirically rather than scientifically. Because they possessed the ability to handle things, they achieved. Then educators began to realize that the failures of the schools were not necessarily failures in life. Gradually this awakening led to the great interest in practical arts and vocational education. As a result, the boy who can handle things as well as the boy who can handle ideas,



may receive an education in the public schools and universities of the country.

Is there not, however, another milestone ahead of us? Must we not provide definite opportunities for those children who have the ability to handle other children? Must not the schools graduate not only professional men and tradesmen, but also leaders of men? In a democracy there is a definite place for training in leadership. We should give the same care in providing for the exercise of leadership, and the same keen analysis to the scoring of it in students' records, as the agriculturist does in the care of his cattle or corn. When the component qualities of leadership, such as initiative, judgment, responsibility, and co-operation are made objective standards in education, then will those who have the gift of handling people come into their own educationally. Then will the public schools be truly democratic, in that they provide equal opportunity for every child, whether he can handle ideas, things, or people.

WE talk largely of Americanism, of speaking the American language—which is a little farther from English than we generally suspect—and then unanimously neglect important parts of American literature. For little can be of much more importance to our present and future frame of mind than the literature produced by American authors who are now living. We speak of American traditions, of our historical past, and then blandly teach the young idea all about Melrose Abbey, Scottish and English lakes, and other unknown, detached, remote places with which the child can have no vital connection. It will be said that we cannot neglect the English heritage, which is also ours. That is true, but neither, without a weakening of our fibre, can we neglect our own. Is it probable that we can generate the Americanism we desire by instilling in the foreign child's mind the glamour of the history of what is after all another country? It is time, for instance, that we were substituting for the *Lady of the Lake* John G. Neihardt's *Song of Hugh Glass*. This latter poem deals with our own history, for Neihardt goes for his story to the *Annals of the American Fur Trade*, part of the truly epic material that is our very own. The poem he weaves from these materials is daring, broad in scope, vivid in detail, epic in movement, heroic in character. It is laid along the Missouri River, a tale of the Northwest. Let us not forget, but let us dismiss for a while, Melrose Abbey. Though not a thing of chaste and delicate beauty the Big Muddy is also part of our heritage. The story of this poem is alive, sweeping, wholly enthralling, surely of greater moment to the youth of the land than the *Lay of the Last Minstrel*. Then there is Edwin Ford Piper's *Barbed Wire*, which treats of early pioneer days in Nebraska, not such romantic stuff as Neihardt's, but as significant to our development as any book of poems of recent years. Not a great deal of such material is available or usable. But use and the demand use creates will also create the supply. Whitman has said: "To have great poets we must have great audiences, too." As surely as the audience gathers and listens, so surely will the poets speak. The teachers' part is nobly creative here.

PRESIDENT Thomas W. Butcher of the State Normal School at Emporia, Kansas, instituted inquiry regarding attendance at state normal schools throughout the country. Dr. Butcher is President of the National Council of Normal School Presidents and he is making plans for the meeting of that Council at Cleveland in

February. His report of enrollments of the normal schools of the United States will be a topic for consideration at the Cleveland meeting. Dr. Butcher says:

Seventy-four state normal schools reported their enrollments for this year as compared with previous maximum enrollments. Of these, nine, or less than one-eighth, reported their present enrollments as being equal to or above their previous maximum enrollments. The average enrollment is seventy-eight per cent. of the previous maximum enrollment. Sixty-seven normal schools gave a comparison of the enrollments for September, 1919, with the enrollments for September, 1918. Of these, eleven, or seventeen per cent reported their enrollments for this year as being less than that of last year. The average enrollment for this year is one hundred and twenty-five per cent of last year's enrollment. Nineteen reports mention low salaries of teachers as being a cause for decreased attendance. Seven mention other state and denominational schools as having increased enrollments.

OF ALL dead things of this earth nothing is so dead as a dead library. One of the laws of a certain state provides, and with excellent wisdom, that each elementary school shall spend at least ten dollars a year on the purchase of books, this sum, or a larger up to twenty-five dollars, to be duplicated by the state. Another and later law, with what can hardly be termed wisdom, provides that when a school has at least two hundred books no more need be purchased. It is to be remembered, however, that this later law does not require the purchase of books to cease when the minimum of two hundred is attained. It will be a short sighted teacher, or a short sighted school board, that feels any year may be allowed to pass without the addition of books. The addition of one book starts the blood in all the others, and the addition of a dozen flutters into active life every page in the collection. New books lead irresistibly to old, for the old are not dead but inert—until newcomers connect them with the beating heart of the present. New books, in the sense of the recently acquired may of course be old books, but the result is the same, for the just purchased old book is as fresh to the child as entrance to a hither-to forbidden attic. And the book that is new in both senses of the word sends the child from the heroic stories of our own day to that of another, from Pershing to Lafayette. Truly, when the library dies, becoming only a nuisance in the corner, the best of the school expires with it.

#### BEAUTY

By William Kean Seymour

I sought for Beauty in forgetfulness  
Of the harsh days, the mean and bitter hours,  
The eyes wherein a shrinking spirit cowers,  
The broken hearts, the forms of drab distress;  
I sought her in strange books where legends press  
In rich profusion, in the scent of flowers,  
Bird-song and starlight, wooing the high powers  
For sense and certainty of her caress.

I found her not. Immortally diffused,  
No bloom or light or sound can prison her,  
No drug of legend make her wholly mine;  
She haunts the ruined hours, the lives abused,  
Distils her silence in the city's stir,  
And pours out sorrow as a golden wine.

—From *London New Witness*.

## A Doubtful Experiment

A DISCUSSION has developed in the city of Minneapolis which will be of interest to workers in the national field of vocational education. The suggestion was made that the board of education might transfer the work now being done in the Girls' Vocational High School to the other high schools of the city with the end in view to determine whether to close the school. It has been asserted that the results of such an experiment would be made the basis of Superintendent Jackson's recommendations regarding the future of the Girls' Vocational High School. It is said that the direct cause for this action on the part of the board of education is the need for more money. The Girls' Vocational High School has grown so rapidly that a new building will be needed in a short time, and the board of education believes that other districts in the city are much more in need of new buildings, than is the girls' school; the board of education believes, also, that it would be severely criticized, if action were taken to spend funds for trade education at the sacrifice of adequately paid teachers; moreover, proper provision must be made for the 2,500 pupils on half-day session, and for the annual increase of 2,000 additional elementary pupils. It has been rumored that the city of Minneapolis has been considering the purchase of the site of the Girls' Vocational High School for a new auditorium, and the high price that this land would command because of its centralized position would greatly reduce the large debt which has been burdening the board of education for the past three years. From an economic standpoint, then, it appears that the sale would lead to a solution of many of the present difficulties in the way of advancement of the public schools. Superintendent Jackson speaks highly of the work of the Girls' Vocational High School, but he believes that the results have not been sufficiently general to justify the maintenance of a school of this type. No such type of school has been provided for the boys, he said, except Dunwoody Institute, which is not supported from city funds, and he does not deem it the function of the city to establish types of schools of this nature. The system of education of the Minneapolis schools has always been co-educational, and he sees no reason why this arrangement should be changed. A special school is needed, for cripples, however, and Mr. Jackson has been investigating the methods employed in the eastern cities and will use them in working out plans for a school in Minneapolis. He is experimenting, also, with "opportunity rooms" for boys in a number of the schools in different parts of the city, and hopes, if the results prove to be satisfactory, to centralize the different rooms. Much of the work that is being taught in the Girls' Vocational High School, however, is being duplicated, it is said, in the other high schools in the city, and for this reason could be easily and conveniently distributed among those schools. The commercial courses are particularly adaptable to distribution. "The board's desire is to provide vocational training for girls by the most effective means possible," Mr. Jackson says, "and I feel safe in saying that the board will never abandon the Girls' Vocational High School unless something better is provided. Girls and boys that have left school, drawn or forced away by economic conditions, have as good a right to an education or training as have those who are in school. Part time and continuation work must be provided if the community does its duty by all. Plans are being made for a conference of school people and those interested in vocational education in Minneapolis, St. Paul and Duluth for the

purpose of finding the best means for providing special funds for vocational work, and the plan worked out will be submitted to the next legislature. The establishment of a separate industrial board, with power to levy for industrial education or to authorize a special levy to be used by present boards or commissioners, will be considered."

The local women's organizations oppose the closing of the girls' school and view such an experiment as proposed with alarm. A meeting was called to discuss a plan of action to be followed in case Superintendent Jackson's recommendation should prove unfavorable to the retention of the school as part of the public school system. They decided, however, to take no definite stand to oppose the action of the board until the exact reasons for the changes have been found, for it has been conceded that if the board contemplates changing its policy, adopted after a thorough industrial survey which cost the city \$10,000, and the Dunwoody Institute another \$10,000, they may have reasons that are convincing. A committee has been appointed, therefore, to investigate the reasons.

The school was established in December, 1914, in connection with Dunwoody Institute, after an industrial survey had been made for the purpose of determining an educational policy for the two-thirds of the Minneapolis school children who, at that time, did not attend school beyond the eighth grade. "Our idea," said Miss Fish, the principal, and founder of the policy, "is, partially, to have an opportunity school for girls to come to, when they have nearly finished their education, to get ready to get into a wage-earning occupation in which they will have some opportunity to advance."

From an original enrollment of 93 pupils, the school has grown to an enrollment of 500, 200 of which do part-time work. Thirty-three teachers are employed; originally there were eight. The evening school enrollment at present is 750, and it is expected that before the winter is over it will be 1,500. The school has been pronounced the second school of its type, in size, in this country, and it has received recognition as a leader. Those who defend its right to be maintained hold that decentralizing vocational education for girls would mean its death, or, at least,

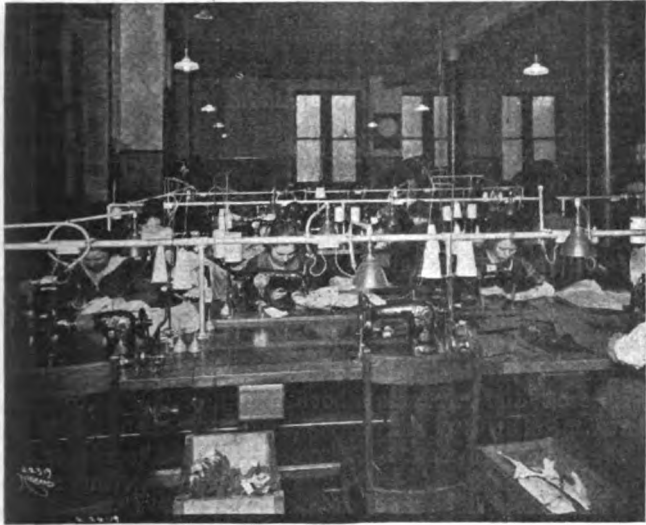


Sewing and Fitting

stagnation of the work. The very nature of the work, they say, and the type of girls who take the work, would make such a policy altogether unsuccessful.

The work which is offered in the ordinary high school is very different from that of the vocational school. The courses offered in the vocational high school are organ-

ized to prepare a girl to fill, competently, a wage-earning position; this can not be said of the general courses that are offered in the ordinary high school. While the commercial course may be carried in the ordinary high school, the majority of courses cannot be. Take the sewing courses, for example: In the vocational high school, a girl learns to do every kind of sewing, from the very



Power Machine Sewing

lowest grade power machine work of the factory to the daintiest hand-embroidered silks and chiffons, and she is competent at the end of the course to take a position at a higher wage than the minimum. This is not true of the sewing courses offered in the average high school. It is believed, also, that the ordinary high schools cannot secure the most efficient teachers of vocational subjects. It has taken five years for the vocational school to get together its present teaching staff. This staff is remarkable in that it is made up of women of strong personality who have had valuable experience both in the field of trade and teaching. It would be impossible to get together five such teaching staffs for the different high schools.

It is thought, by the opponents of decentralization, that the division of the vocational school would mean not only stagnation of the work, but that the added cost of installing machinery and the employment of additional teachers in the several schools would amount to more than the present expense of maintaining the one school. Eight per cent of the enrollment in the vocational high school is made up of girls similar in disposition to the boys who are enrolled in the opportunity rooms in the city schools. Many of them were truants, incorrigibles, or disinterested, when they attended the regular schools. The progress which this type of girl makes in the special school is remarkable. After completing their work at the school, these girls secure and hold reliable and responsible positions. The women believe that this conservation of spiritually and mentally crippled girlhood is equally as essential to the city as the conservation of similarly crippled boys and physical cripples. Decentralization is considered ill-adapted to part time work, which is one of the strong points of the special school. The part-time plan enables the stores, hospitals and factories to receive the benefits derived from the work of the teachers at the vocational high school; and it enables the school to make use of the stores, hospitals and factories as laboratories or training schools.

The stand taken by the women's organizations appears

to be equally disquieting to Superintendent Jackson, as the action of the board is disquieting to the women's organizations. Speaking of this stand, which he terms an attack, Superintendent Jackson says:

"The stir that has been created among some of the organizations of the city, over the Girls' Vocational High Schools, reminds one of the story of the boy and the wolf. Someone has been crying 'Wolf! Wolf!' and there is no wolf. All we ask is the privilege of studying and experimenting, unhampered by the attacks caused by preconceived opinions and the prejudices of organizations and individuals. Such attacks and the jumping at conclusions hinder the progress and the work, generally, of the public schools. It is difficult to believe that any of the groups or organizations, even by passing resolutions, intend to take a stand that will in effect mean opposition to the board's study of the best way to provide vocational training for girls, or are so prejudiced in favor of the present Girls' Vocational School that they would object to the board's investigating a problem that is not only their right, but their duty. It is knowledge, generally, on the part of these groups and individuals that is most needed. No group ought to be so co-operative and so constructively helpful to the public schools as the women of the city."

School Education can not approve Mr. Jackson's attitude here, nor accept the analogy which he has drawn between the boy who called "Wolf!" and the women who are taking a perfectly legitimate action in investigating what seem to be proposed changes that are of vital interest to the general public. The question which they have raised is one of serious import, and one of very general interest throughout this country. The women believe, and they are not alone in their belief, that the Girls' Vocational High School is the place in which to give vocational training to girls! and they have raised the question under discussion as a method of preparedness in case Mr. Jackson's recommendations next year, regarding the disposal of the school, should assume the form of the wolf. The women do see the wolf: the possibility of decentralization.

It is true, as Mr. Jackson says, that the women ought to be co-operative and constructively helpful, but it should not be expected that they will be blindly so. It is true, also, that it is knowledge on the part of these groups and individuals that is most needed. As we see it, that is just what the women's clubs are trying to secure, and their efforts to do so should not be construed as an attack. They are ready to concede that the school board must have good reasons for its action, and they have decided to withhold any action until they have been given a clear understanding of those reasons. Superintendent Jackson calls the arguments of the women's clubs "preconceived notions and prejudices." We believe that this is not a fair attitude. Toward all changes that are inaugurated, people hold notions and prejudices; these make up public opinion, a rightful privilege in a democracy. Public opinion is always directed toward proposed changes in civic affairs; this is particularly true when the proposed changes have vital bearing on public welfare. It is the duty as well as the right of persons who inaugurate changes to satisfy public opinion regarding the worth of the proposed new policies.

The Girls' Vocational High School in Minneapolis has been before the public eye a great deal since it was insti-

tuted, and it is considered a model type. Educators from various parts of the country, and even from Europe, have made a study of its methods, and they have pronounced those methods unusually sound and broad. In some in-



Applied Lesson in Salesmanship

stances, visitors have returned to their own cities with the intention of establishing similar schools. David Snedden speaks of the school in the highest terms. He said that it rests on sounder and broader foundations than any other similar school in the United States, not only as regards its plans and policies, but its achievements as well. He was especially impressed with the "sound philosophical and practical policy that the principal is keeping in view," and expressed the feeling that thus far it had received only the part support that such pioneer attempts usually command. With such moral support from leading educators of the country, those who favor the retention of the Girls' Vocational High School feel justified in demanding that any changes in the policy of its administration shall be organized and applied to assure the future development of the school.

**A** JOINT convention of the National Society for Vocational Education and the Vocational Association of the Middle West will be held in Chicago at the La Salle Hotel, February 19, 20, and 21. The joint nature of this convention will make it the largest and most productive vocational meeting ever held. Business men, educators, social workers, and men and women interested in the training of boys and girls in vocational education will attend this important meeting. The organizations concerned in this convention have a number of committees at work on special topics of vital interest. Some of the issues which will be given prominence at the convention are the following:

Army Training for Vocational Education; Social Education as a Solution for Labor Troubles; A Survey of the Effect of the Smith-Hughes Law on the Instruction of Agriculture, Commercial Education, Home Economics, and Industrial Education; Compulsory Part Time Education; Conditions for Successful Vocational Training in High Schools.

The following prominent men and women will take part in the program:

Brigadier General Rees, U. S. Army; Arthur E. Holder, member of the Federal Board for Vocational Education; Ruth Mary Weeks, Kansas City, Junior College of Literature, Arts and English; F. G. Nichols, Assistant Director,

Commercial Education, Federal Board for Vocational Education; David Snedden, Professor of Vocational Education, Teachers' College, Columbia University, New York City; Professor James A. James, Dean of Agriculture, University of Wisconsin.

## A Remarkable Convention

Reported for School Education by Miss Ruth Crawford

**E**SPECIALLY significant from the standpoint of post-war religion and international relations was the meeting in Des Moines, Iowa, December 31, 1919, to January 4, 1920, of 8,000 students from almost every nation in the world, to present and discuss the vital truths of Christianity.

The meeting was the eighth International Convention of the Student Volunteer Movement, the first such convention to be held since the World War. Delegates representing 800 American colleges and 39 countries were in attendance. Each institution was entitled to send two student delegates and one additional student delegate for each 100 students above the first 200, one faculty member and secretaries connected with Christian Associations, Student Pastors, etc. Nineteen special trains brought their loads of students from every section of the United States. Eastern trains carried most of the foreign delegations. On a single train out of New York, 10 per cent of the passengers were foreign. The Chinese delegation was the largest, numbering about 20. It included Mr. Lew, high honor man from Yale and Union, and his wife; Miss Ding, head of the Peking Y. W. C. A., a girl from Shanghai and one from Honolulu. Japan was represented by two college professors and other men and women working for the spread of Christianity. Russia sent a girl who had gone through the revolution and counter-revolution in Petrograd. Kevork Damlamian came from Tarsus, Armenia, with W. L. Newt, a missionary on a furlough. The son of the Belgian consul was with the delegation. Especially significant and full of promise is the union between the American and Canadian students. Every Canadian province was represented. Foreign delegates were sent from Mexico, Cuba, Porto Rico, Costa Rico, Salvador, Venezuela, Columbia, Brazil, Uruguay, Argentina, Chili, Peru, England, Scotland, France, Holland, Switzerland, Spain, Portugal, Italy, Scandinavia, Poland, Czeche, Slavokia, Greece, Bulgaria, Roumania, Armenia, Russia, Japan, Korea, Siberia, China, the Philippines, India, Ceylon, Syria, Africa, and Australia.

Arrangements made for the care and entertainment of the thousands of delegates, arriving in Des Moines within a few hours, bespeak the efficiency of the committees in charge and the kindness of the residents of the city. Boy Scouts were stationed everywhere to direct the delegates. Neither time nor energy was wasted in registering the many thousand delegates. The General Sessions of the Convention were held in the Coliseum at 9:15 a. m., and 2:30 and 8 p. m. Simultaneous meetings were conducted in churches and auditoriums throughout the city. The Coliseum was beautifully decorated with flags of the United States and Canada. The delegations were seated by states, those from far away being placed near the stage. The foreign delegations occupied the front rows. California sent the largest group. A daily bulletin issued by the Convention informed the delegates of the places of meeting, gave necessary information in regard to the technical affairs of the assembly, notices for individual groups and delegations, and many suggestions for the

comfort and convenience of the students while in Des Moines. No program of the meetings was printed. A group of notable men and women from all parts of the globe addressed the Convention at its various sessions. Among the speakers were:

John R. Mott, Presiding Officer and Chairman of the Convention.

Dr. Karl Tries, Chairman of the World's Student Federation and General Secretary of the Stockholm, Sweden, Y. M. C. A.

Monsieur Henri Henroid, former member of the Swiss Student Christian Movement, now secretary of the British Student Christian Movement.

Sherwood Eddy, for 25 years leader in development of the Near East, China and Japan.

Burton St. John, director of the Bureau of Statistics and research for the Foreign Mission Conference of North America.

Rev. Samuel M. Zwemer, for 16 years missionary in Arabia, now in interdenominational literary work in Cairo, Egypt.

Robert P. Wilder, founder of the Student Volunteer Movement.

Bishop F. J. McConnell, former president of De Pauw University, now has supervision of Mexico for the Methodist Church.

Robert E. Speer, secretary of the Board of Missions of the Presbyterian Church, U. S. A.

Belle J. Allen, M. D., educational missionary to Japan; traveling secretary of the Student Volunteers.

Una M. Sanders, general secretary of the Dominion Council of the Y. W. C. A., Canada.

Before the sessions opened student spirit and college patriotism were exhibited in college yells and songs. The keynote of the convention was struck by John R. Mott, who said:

"We have come to catch a vision that will never fade, a vision of a new world. The old world is a shaken, torn world, building on shifting sands the hopes of the people. War, serious restlessness, the opposition of class against class, have made a suffering and a sorrowing world. We are facing a confused and bewildered world. Innocent generations yet unborn must bear the burdens our generation has imposed upon them. But we may turn the sheet, thank God. We are facing, also, a humble world. All mankind is teachable. The world is more unselfish and responsible than it has ever been. We are facing an expectant world. The nations are looking to the coming days with hope. We have assembled in Des Moines not only to get a vision that will never fade, but to accept a new challenge. The Lord is doing the work of one hundred years in five. Students must bring this vision and challenge before every center of learning.

"What is God's call to the colleges and universities of this day? It may be summed up in one phrase—the call for leadership—leadership in the sense which Christ had in mind when He taught that he who would be greatest must be servant of all. There comes to the students of our day a demand for a great and unparalleled offering of lives dedicated to the service of God and man."

Robert E. Speer impressed upon the delegates the necessity for the thought of God. From Sherwood Eddy came the urge upon the Christian people of the West to move spiritually into the eastern nations before they became wholly occupied by the Mohammedans. He pictured in strong contrast the conditions in China, India and Central Asia, as compared with those of our own country.

A speaker from afar who brought home one of our own national problems was Dr. George B. Payne, who represented the colored races of Africa. He said in part:

"One-fourth of the people in America are negroes. What are we to do for them? The negro is capable of deep emotion and feeling. The Jews nationalized Christianity, the Romans systematized it, the Anglo Saxon individualized it, the colored man makes it express fellow-love. Colored people died in the late war for liberties they have only partially enjoyed. Leaders for Africa must come from America. She must give help to her negroes, that they may help those in Africa. They want education, they want protection of life and property."

Charles Edward Fisher of the Canadian Y. M. C. A., spoke of the changing spirit in Canada. "A national spirit is awakening in Canada—also a sense of national mission that is world wide."

Another speech of significance was that by Pierre Maury, general secretary of the French Student Christian Federation. The address, which was delivered in French, was on "The Losses of the French Universities During the War." A translation was placed in the hands of the delegates. M. Maury appealed to the students of America with her manhood intact, to assume the responsibilities that the depleted, desecrated schools of France are unable to carry.

The conditions of Christianity in Japan were discussed by Dr. Harada, A. C. Ostrum, Mr. Kanamory and Mr. Soper. Japan is the key to the Far East. She does not so much need education or material advancement; these she has far in advance of the other eastern countries. What she needs is Christianity.

Dr. Hart pleaded for Korea, for more workers, physicians, teachers and missionaries, for the suppression of the opium and liquor trades and the expulsion of commercialized vice.

The appeal of the workers throughout the world to the students of this generation, to the students of America, is for service and for the unselfish dedication of lives to the furtherance of God's cause in the world. Twenty-five hundred missionaries will go into foreign fields this year as the result of the activities of the Student Volunteer Movement. Since the founding of the movement, over eight thousand workers have gone abroad, and of that number more have gone in the last few years than during the first twenty years of the movement. All Student Volunteers will not go abroad. Some must remain at home, working to interest the people in the necessity for foreign missions.

#### THE OLD ROAD

By John Jerome Rooney

Give me the old road still,  
I am tired of the garish city streets,  
Where wealth and fashion and folly meet.  
Give me the old road still!

Give me the old road still,  
I have travel'd far the world's broad ways  
Since the golden dawn of my morning days.  
Give me the old road still!

Give me the old road still,  
With its zigzag fence and its chestnut trees,  
And its springtime mud to the horse's knees—  
Give me the old road still!

Give me the old road still,  
It is dusty and narrow—a country lane—  
Yet it winds me back to my youth again—  
Give me the old road still!

Give me the old road still,  
It has no secrets of fortune's lore—  
But, oh, it passes my mother's door—  
Give me the old road still!

—From The New York Sun.



# Terre Haute State Normal School

Celebrates Its Semi-centennial  
With Distinctive Exercises



William Wood Parsons, LL.D., President

**T**HE Indiana State Normal School at Terre Haute celebrated its semi-centennial in the week of January 6. It was a great home coming affair for graduates and former students. Dr. William Wood Parsons who has been President of the school since 1885, was the recipient of many expressions of esteem and remembrances of affection. In the course of his formal address, Dr. Parsons traced the development of the school from its beginning, and interpreted the principles for which it has stood. Excerpts from President Parson's address were secured for School Education by Professor Victor C. Miller, who is a member of the faculty of the Terre Haute Normal School, and they are in substance as follows:

The first definite step toward the establishment of a state normal school in Indiana was taken in 1858, when a committee was appointed by the legislature to inquire into the desirability and feasibility of establishing a school for the training of teachers for the public schools of the state. Nothing was done with the subject for several years, but at the first opportunity after the close of the war, the agitation of the subject was renewed, and in December, 1865, the General Assembly enacted the law which created this institution and under the general provisions of which the school has carried on its work for half a century. This law defined with strict accuracy the purpose of the school. It was to be established and maintained for the sole purpose of preparing teachers for teaching in the public schools of Indiana. The law required the board to establish the school in the town or city that offered the greatest inducements to secure it. The school was opened in January, 1870.

It would be difficult for any one to give an adequate picture of the condition under which the Indiana State Normal School began its work fifty

years ago. The building was a rather imposing four-story structure, in a semi-gothic or mixed style of architecture much in vogue for schools, hospitals, and other public buildings fifty or sixty years ago.

It stood on the east side of the tract of land donated by the city to the state, and the remainder of the lot was one immense pile of sand, broken stone, and debris, with two or three narrow paths leading from the street to the front door. The building was only half completed. The basement and fourth story were unplastered and wholly in the rough. The second and third stories were plastered and floored, most of the doors and windows were in place, and the usual trim—casings, baseboards, etc.—had been put in before the building fund was exhausted. There was no money left to complete the building or even to clear the ground or lay the walks to the doors. There were no lightning fixtures of any kind, and, so far as the building was heated at all, it was by means of a few large, rough cannon stoves. The halls were as cold as outdoors itself.

The school had only the most necessary furniture and absolutely no equipment with which to begin its work. It did not have the semblance of a laboratory, not a map, not a piece of apparatus of any description, and its library consisted of a Bible and one unabridged dictionary. It was a very near approach to the log with Hopkins at one end and Garfield at the other, the unfortunate difference being that neither Mark Hopkins nor James A. Garfield was on the ground.

The sixth day of January, 1870, was a cold, raw, bleak day with a "nipping, eager air," when fewer than a score of prospective students, all but two or three from Terre Haute and Vigo County, made their way up the narrow winding paths between the sand hills on either side and offered themselves as students with whom to begin the work of teacher-training in Indiana. As a matter of necessity in part, no doubt, they were all accepted and the school made its start. With the present entrance conditions, not more than three or four of these applicants could have been admitted.

It was the leadership and direction of President



Indiana State Normal School

William A. Jones, who determined the early policy of the school and stamped upon it a character somewhat unique among the normal schools of the country and which has persisted as its thought and spirit to this day. The early work of the School laid unusual stress on two things—thoroughness in teaching and logical organization of subject matter.



William A. Jones and the teachers associated with him in this early day had no patience with the slipshod, superficial teaching so common in the schools of a half century ago, and their reaction against the unscientific and purely capricious methods of school work probably carried them to an extreme of thoroughness and system in the instruction given in the normal school in its early years. But it was a healthy, wholesome reaction from the loose methods, formal instruction and slavery to text books so prevalent in the schools of that day. The State Normal School planted itself on the doctrine that there is a rational foundation for all educational procedure, that it is possible to discover these rationally determined principles and to train men and women in their conscious application in all their work as teachers. This, I believe, could fairly be considered a comprehensive and correct statement of the basic thought of the Indiana State Normal School. It was maintained and promulgated as the underlying doctrine of the school that it is possible by proper study of certain subjects to found all teaching of all subjects on scientific principles and thus reduce to a reasonable minimum the teacher's experimental period in the school room.

Perhaps I should be justified in the broad statement that the most distinctly characteristic feature of this school, particularly in its early years, was the assumption that, by a thorough study of academic subjects and a careful analysis of mental processes, methods of instruction could be determined with a great degree of scientific accuracy. An old saying current here many years ago was supposed to be the summation of this doctrine—"the fact in the subject, the law in the mind, the method as the product." Or, stated a little more fully, the theory of this normal school embraced four distinct, but, closely related doctrines as necessary to a teacher's preparation and training for the school room. These were:

1. A thorough organic knowledge of subject or subjects to be taught.
2. A knowledge of the human mind involving the mental processes by which knowledge of subject-matter is acquired, with the laws controlling these processes.
3. A systematic, orderly method of instruction derived from this knowledge of subject-matter and of the being to be taught.
4. An extended period of actual practice in teaching in a school organized for the purpose and in which these rationally derived methods of instruction could not only be tested, but become the habitual and regular procedure with the teacher.

Here was new educational doctrine in Indiana and it frequently excited much opposition, and sometimes not a little ridicule. More than once in those early days I heard the theory of scientific pedagogy ridiculed as visionary and impractical, and at the State Teachers' Association on several occasions the doctrine of orderly method, except as derived from teaching experience in the school room, was scoffed at as new-fangled and unreal. So radically and completely has public sentiment changed that it is doubtful if today any teacher in Indiana would have the temerity to stand before an assembly of teachers and deny the existence and validity of a body of educational principles that should be mastered before entering the school room as a teacher.

The history of the State Normal School for the past third century (the period of President Parson's leadership) has been largely in the nature of an effort to keep up with and adapt itself to the growing enlarging demands of the schools to serve which it is maintained. The new problem which confronted the school was to extend its courses of study, increase its teaching force, multiply and enlarge its equipment and facilities, and in every way meet growing demands.

What has the school accomplished for the state during the last century of its active existence? No human being could answer this question, but this much can in truth be said—the School has stood in season and out for sound, earnest, thorough, philosophical preparation and training for teaching in the public schools.

## Educating Public Opinion

### Child Welfare Activity One Hundred Years Late. Federal Ruling On Child Labor Law A Blow to Childhood

By Mrs. C. A. Severance

**P**UBLIC opinion is the driving force of the world. To evolve out of the muddy streams of dark rumors and idle gossip a steady current of sane and intelligent thought force is the task of the socially-minded. To educate a nation of right-thinkers was the undertaking of the creators of our constitution. If so efficient a nation as Germany could educate a whole people unanimately and collectively to think crookedly on every subject, connect-



Mrs. C. A. Severance

ed with National, International and Civic affairs, cannot our nation educate itself to think straight on great subjects which affect the whole future of its life? All reforms begin with the voice of the one crying in the wilderness; "Make straight the way of the Lord." This cry falls at first on ears stubbornly deaf. Presently there are answering voices, and, then, a mighty chorus of iteration and protest sweeps the reform into existence and focuses the attention of lawmakers and executors. The great emotion of the war swept away the debris of false standards and lack of individual responsibility, but the greatest achievement of all was the breaking down of the great conspiracy of silence under which we buried our putrid spots. Our alignment on the side of In-

ternational righteousness has led to a thorough house-cleaning at home. The whole nation demands to know the truth and right, and that actual leaders stand forth; that the people be no longer deceived by demagogues is the demand of our time. The tremendous campaigns of the war showed how public opinion could be changed over night. If we should make a campaign for social righteousness and efficiency like that of the Liberty Loan, Red Cross, or Food Conservation, we could do in a week what we are accomplishing in years. The war proved that it pays to advertise to secure the highest degree of publicity, the contagion of enthusiasm, and the momentum of co-operation. We can arouse the same passion for the re-construction of maladjustments in our country as in devastated France. The wastage of human life on the battlefields of the world have awakened our attention to the increased value of child life. We must seek to crystallize this attention in permanent form of Child Welfare in a constant effort to restore to childhood rightful heritage of love, education and joyous play. We should make it our united object to bring before the public the individual duties of each person; to educate public opinion to make it the public business to care for these helpless ones through civic organizations and legislation.

#### Child Welfare 100 Years Late

Work in the field of Child Welfare begins a hundred years too late. Progenitors should be educated to hand down a clean body, an alert mind and freedom from vicious habits. Girls and boys should be educated to be parents. We prepare them for every possible contingency except the inevitable one. Boys should be taught their physical and financial responsibility. Every school should have a course in home-making and the care of children. Cooking, dressmaking, food values, the use of a family budget are studies which would do away with discomfort and domestic wrangling and their bad results upon children's well being. Motherhood is a profession which is nearly always in the hands of amateurs. Nearly all babies are the victims of experiment. We studiously improve the breed of our cattle, grain and fruit, but the propagation and culture of the human race are carried on in haphazard manner. The young of animal and bird creation receive from its parents all of the love and instinctive care that the cumulative intelligence of generations has gathered. The human infant, beginning with a chance conception and a reluctant birth, too often enters life surrounded by indifference, ignorance and neglect. The first step toward the child's well-being is to educate our country towards joyous motherhood, to spread the gospel that the gift of a child is God's highest blessing and that the mother's part in incarnating the soul demands her best and finest. The first seven years of a child's life are the determining ones. These are in the hands of the mother. Improper feeding, bad air, insufficient clothing, insufficient sleep give a child a bad start in life which no amount of after treatment can correct. The Weighing and Measuring Campaign of the Children's year brought to the attention of indifferent and ignorant mothers many defects which are being corrected. As a result of this campaign, there are six and a half million better cared for babies in the world. As a result

of this campaign, needy children were placed in the care of a physician or district nurse, the education of mothers received attention, and most important the milk supply was improved. Each person using milk was urged to inspect the source. This most important thing in domestic life has always been the most neglected, people wilfully refusing to know anything about the milk supply. This is the source of all children's food and the most easily contaminated. If each child in addition to being well born, well nourished and loved, could be treated from the beginning as an individual and developing soul there would be less need for corrections. Each child should have its own room, its own playthings, its own garden and pets, and a time by itself with its mother. Seeds of sensitiveness and sullenness are sown by a too common life. The children of the very rich on the other hand have often the worst chance of development as they are left to servants and have before them bad language, bad manners, and constant injustice. A child should be told the truth and urged to express itself. The "seen but not heard" doctrine of the Puritan ancestors should be thrown in the discard. Each child should have its own allowance in the family budget and be instructed in the spending, saving and investment of it. Thus the temptation to steal in order to secure funds will be largely eliminated. The teaching of saving in childhood lays the foundation of success in after life. All moral qualities are implanted with this financial training. Here are honesty, industry, self-sacrifice. The child should have some domestic or garden work as its share in the fundamental democracy of the family. Moral lapses should be discussed with the child as well as the meaning and value of punishment. Many of the malign tendencies of later years begin with the sense of unjust punishment in childhood.

To the war we owe many shocks which tended to awaken the National consciousness. The examination of our boys for the Army showed that 75 per cent of them were suffering from ailments which might have been corrected in childhood; that it is safer to be a soldier in the trenches than a baby; that child delinquency increased 75 per cent during the war; and that illegitimacy increased alarmingly because of the army camps. The question of illegitimacy is one concerning which public opinion has always been notoriously wrong. The conspiracy of silence has made it especially hard to deal with that problem. The supremacy of the male has wrought a great injustice from time immemorial. Man has always been protected; the girl has been driven from home and society; and the baby, the visible symbol of the sin, has disappeared. This wrong cannot be righted unless the whole public joins in the campaign. Our new endeavor is to save the innocent victims from consequences of the wrong act and to remove the lifelong stigma; to give the mother a new chance and just treatment; and to put the blame and responsibility upon the father where it usually belongs. To secure these results, we are having certain things done:

1. All maternity hospitals must be licensed and supervised.
2. Each woman must nurse her baby three months.
3. The father must support the child as if it were legitimate.
4. If the mother is not able to care properly for it, an adopted home is secured, where the stain

of its birth is wiped out and a hopeful future secured.

5. Employment for the mother is secured with a certain amount of supervision and education.

With the free discussion of this subject, and the helpful and intelligent attention from all social workers, we hope in time to wipe out this blot on our civilization. If everyone would consider the heroism of these girls who face the most difficult thing in the world without home, money, or husband, a greater charity would be accorded to them than has ever been given. There is a question whether or not State Aid should be provided for these unmarried mothers. It has been tried in Australia with great success. If this could be provided, more of these mothers would be able to keep their babies as a steadying influence.

#### Public School System Too Efficient

Next to the home, and in many instances taking the place of home in character-building, comes the public schools. These need constant bolstering and supervising by the public. The question arises, why should not our public schools be used for educational purposes as well as places where children pass from nine to twelve years of their lives? Is there no system which can be evolved which will consider heredity, ability, and handicap. We pour our children into a hopper out of which they come a grist of ignorance, misunderstanding and bewilderment. The fast are kept back for the slow, the brilliant yoked to the dull, the mentally weak strain every muscle in a gasping race with the strong. Can there not be more vision and understanding in our public school system? We seem to be sacrificing everything to efficiency. A step forward in the Universal Campaign would be the psychological tests used in the army by which each child would be graded as to intellectual ability and these inequalities classed by themselves. Most maladjustments in the schools come from health disabilities. Seventy-five per cent of our school children have never had any dental work done. Tonsils, adenoids, bad eye-sight, defective hearing are the causes of much lagging in the schools. Many children suffer from chronic shyness or fear or have impediments in their speech. Many cannot give attention because of hunger. Thirty-three per cent of our school children are always hungry. All suffer from cramped positions, bad air, and the close proximity of other children. Much of this could be corrected if part of the work could be done in the open air at recess, and, as in Japan, the children could be given vigorous calisthenics, and supervised games.

Separate instruction should be provided for tuberculous children and those afflicted with venereal disease so that they may not spread contagion, nor grow up in ignorance. For the health protection of all children there should be in the schools for each child:

1. Frequent weighing and measuring thorough examination and prescription with tabulated results for comparison.
2. An ample diet of growth-producing food.
3. Sufficient sleep if possible in a room by itself.
4. Adequate and sufficient clothing.
5. Supervised exercise and healthful play.
6. Knowledge of sex hygiene.

7. Compulsory education to the age of sixteen.
8. Clean amusements and adequate social life.
9. Legal protection from exploitation.
10. A part of its leisure spent in work and rest at home.

#### Treatment of Defectives

Another need for public education is the care and treatment of defectives; formerly, all defectives were regarded as curses; they were hidden from public view, treated like dumb animals, and they had no hope of a future. Public opinion has forced an intelligent care for the blind and the deaf and dumb, though the latter are sometimes hidden by the family, but the mentally deficient are the most difficult for which to secure an opportunity. Shame on the part of the family and the sliding scales of imbecility make it very difficult to convince the family of the need for segregation, but they should above all people, be guarded from the temptation to which they are subject, and from the dangers of propagating their kind, a great part of the neglect and ill-treatment of children come from families where there is a defective parent. A moron mother should be supervised by a visiting housekeeper or social worker. The moron mother is the most perplexing problem of our Social Revolution. She it is that oftenest drags her family into slum conditions from which there is no hope of emergency.

The delinquent child became a dismaying problem during the war. The natural cure for delinquencies is a home so attractive that the child will not seek amusement outside of it; failing of this, a school which is so efficient that it furnishes a taste for reading as well as healthful playground activities; failing of these, there is only the juvenile court. This court today is a great improvement on the old method which penalized childhood by confining ignorant offenders with hardened criminals. The regular gradation of Reform School, County Jail, and State Prison has been broken, but however wise in understanding a judge may be, it is a question how efficacious a court appearance is. It gives a respect for the law, but a stigma is placed on every girl and boy brought before such court. Criticism and punishment arouse resentment, bitterness and revenge. I believe that such offenders should be sentenced to some understanding farmer, big sister, brother, or to a Boy Scout organization; the latter is the very best deterrent for the evil-doer, as it takes him back to nature and gives him healthful amusement, and training in manner and helpfulness. Delinquency is always the result of boredom. A boy's life should be filled so full of work and healthful amusement that there will be no time to yield to evil influences. Better than the juvenile court, it would be, if minor offenses could be heard before a committee consisting of the principal of the school, the child's teacher and one other child. These would know, better than a strange judge, the type of personality, the temporary psychological condition, the home surroundings, the strength of the temptation and the boy's former character. They would know, also, whether it was a medical or sociological question.

#### Limitations of Institution Life

In institution life, there is a lack of the heritage of childhood, spontaneous joy and affection. There is a chill and depression which persist through life.

The inmates attain to intelligent youth, but they give evidence that they have not had a childhood. It would be a step in advance if these institutions could be called boarding schools in which the inmates could be treated more as individuals, and have more or less of self-government. With these, as with the infants, a big brothers' and sisters' organization would be desirable. If each child could have its friend who should visit it and take it out, love and caress it, this lack would be supplied. In the army, the order is given every day that for fifteen minutes the soldiers shall caress their horses. Some such order should be issued to these friends. We have become grandmothers to French soldiers and adopted French orphans. Can we not turn these organizations to our own orphans and friendless ones?

#### Labor Law Blow to Childhood

The Declaration of the Unconstitutionality of the Federal Child Labor law was a blow to the protection of childhood in industry. That and the labor shortage, caused by the war, have produced an increase in the employment of children all over the United States. All day labor is injurious to children. Bodily deformity, brain fatigue and disease result from such employment. The best family life is secured where the father is the sole wage earner and the mother remains with her children. When mother and children "work out" the home becomes demoralized. The mother's pension opportunities should be widely extended so that the mother may remain with her children. Child labor, under the best conditions, is a drag on the future. Sir Arthur Newsholm said recently, "working children is harvesting your crops in the spring."

We went into the war to make the world safe for democracy, to overthrow autocracy and to secure the self-determination of small nations. With the triumph of victory shall we endanger democracy at home? Shall we pour out our lives and treasure to secure freedom and equality for the whole world and fail to secure it to those born under our constitution which posits these rights? Can we not build such a public opinion that it will demand the enlistment of our whole nation in a mighty crusade to free childhood from injustice, disease, maltreatment, and maladjustment? They are as truly victims of a tyrannical system as are the small countries of Europe. The starving children of America are as an immediate duty as the starving children of France and Belgium. He who helps a child, helps humanity with distinctness and with immediateness. It has been said that the child is the state. The Savior said: "They are the Kingdom of Heaven."

#### STARS

By W. J. Turner

When all the world stands heaped in silent hills  
About the dying Sun I hear the stars  
Start singing; as soldiers sing in far-off wars  
When each man's thought the distant homeland fills.  
I watch their breathing draw as the nightingale trills  
Into their skyey country, and the gleam  
Of their strange gaze bending o'er me that dream  
Among the trees, shines in earth's distant rills.  
There I sing faint songs among the ferns and grass  
Of some far land that has been lost to them.  
Under the somber boughs those wanderers pale,  
Imaged like flowers drooping in streams that pass,  
The dark earth's quivering rivers nightlong gem,  
Till from the world like ghosts at dawn they sail.

—From London Chapbook.

## Minnesota State High Schools

A Comprehensive and Exhaustive Report Made by the State Inspector



E. M. Phillips

School Education is in receipt of the Twenty-sixth Annual Report of the Inspector of Minnesota High Schools. The Report, prepared by Mr. E. M. Phillips, the present Inspector, is a model of its kind. We reprint herewith some of Mr. Phillips's terse and significant observations in regard to high schools.

WITH the increasing accessibility of the high school and the comparably large number of young people who take advantage of its opportunities for self-improvement, an entire change of front has come to pass as to the proper function of secondary education. It may prepare for higher education but that is purely incidental. Of thirty pupils entering the high school only one takes a college course. Of high school graduates only about one out of ten completes a college course. There is general agreement now that the high school must do much more than prepare for college. There is no sane argument to the effect that a preparation for college is as desirable for the non-college high school student as any other training he might be given. There is, on the other hand, an honest determination that all education shall be purposeful in accordance with certain fixed aims and that, so far as it is humanly possible to determine, every person shall be given that school training which will contribute most largely to his usefulness as a member of our democratic society.

**T**HERE is another significant and well recognized change of attitude toward public education. No longer than thirty years ago, the elementary school was thought to satisfy all the needs of the state in the education of its children. Now neither the state nor the local community is satisfied with this standard. Of the eighty-six counties in this state, only Cook county is now without a high school. The number varies from one to twelve in the different counties. The average is almost three per county. The local tax rate for the support of these schools in a few instances is above six cents on the dollar of valuation; the average rate is more than three cents—and this in spite of the fact that the state assists in their maintenance to the extent of more than two millions of dollars per year. No one will contend that this tremendous state and local expenditure for the support of secondary education is made for any other reason than a belief that it is vital to the welfare of the state and of the individual that high school training should be placed within the reach of every child. The high school now occupies the same place in the esteem of thinking people of this generation that the elementary school did with our American forefathers. The conviction is growing and taking strong hold upon the popular imagination that an American child has not been dealt with fairly unless he is kept in vital relation with the public school, either through full day attendance or part-time or continuation or evening classes, until he has reached the age of eighteen. Laws to this effect have already been passed in several of the states and it is a safe prophecy that Minnesota will be found in this column following the next legislative session. We are in the process of moving to a standard under which some form of secondary education will be made compulsory.

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**D**ESPITE its accessibility, popularity, inexpensiveness, social advantages, comfortable and attractive buildings, well trained teachers and generally encouraging atmosphere, the high school does not attract and hold its pupils as we have a right to expect it to do. In four hundred typical American cities in which investigations were made separately by Ayres, Thorndyke and Strayer, it was found that only eleven out of every hundred pupils enrolled in the first year of the elementary school ever reached the high school. The public high school, established by all people, maintained at the expense of all the people and within reach of all the people, is rightly intended to be used by all the people.

Its curriculum, its subject-matter, its courses of instruction and the character of the teaching within it must be judged by its ability to administer to the educational needs of every boy and girl of high school age in terms of the natural interest and capabilities of normal individuals of that age. It is idle to say that the present high school already does this. Nor can we explain the falling off in high school attendance on the grounds of economic necessity. It cannot be the pressure of want that deters eighty-nine out of every hundred of our school population from remaining in school until they have reached the age of eighteen. It is important to note

these facts for, by frankly recognizing them we shall be driven to seek remedy for the poor hold the high school now has, in the direction in which it surely lies,—such modification of the present curriculum, subject matter and methods of instruction as will place it in harmony with the natural needs and interests of pupils of the adolescent age.

There must be found, within the range of the natural interests of pupils of the adolescent age, subjects and subject matter which yield itself, in the hands of capable teachers, to increasing the civic, vocational and moral intelligence of the pupils. The question may be asked whether prevailing high school curricula are not accomplishing this very thing. The answer is that they do not. A portion of this report is devoted to a very careful and detailed study of the subjects pursued by every person graduated from a Minnesota state high school during the past school year. Among other things of interest, it shows that the only subject pursued in common to all of these graduates was English and this work covered four years of rather miscellaneous training of five forty-minute periods per week throughout the course. When this training in the use of the mother tongue has become purposeful and efficient, it certainly will be accepted by all thinking people as a desirable element in that education which should be common for all high school pupils. But is this all that should be required of all pupils completing a high school course?

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**I**N his "Meaning of Education" Butler states that "The first question to be asked of any course of study is 'Does it lead to a knowledge of our contemporary civilization?' If not, it is neither efficient nor liberal." And again, "Economic facts are bound up most closely with both our public and private life and should be represented in every secondary school curricula." If we accept these palpably sound statements of educational policy, we must, in all reason add to the present training in English a requirement for common training in history, citizenship, social problems and economics. It is gratifying to find that these fields are being provided with usable texts, written in the main, by successful high school teachers who know the capacities and interests of high school pupils and who have, therefore, chosen from the entire realm of their subject-matter such studies and practical activities as will come within the range of interest of the persons to be taught.

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**C**OMMON training in science is, also, by the logic of the situation, a reasonable requirement. It is not enough that some high school pupils should as a matter of chance choice, pursue some science subjects. No child has been dealt with fairly who, at the conclusion of twelve years of schooling, has not a fundamentally sound knowledge of the entire realm of natural science. This knowledge, elementary though it must be, should yet be sufficient to enable him to think in terms of cause and effect concerning those natural phenomena with which he must, all his life, be in daily contact.

# College Course in State Normal Schools

## Standards One President Would Maintain In State Normal Schools

**M**R. HAROLD G. Foght, who was recently installed as President of the State Normal School at Aberdeen, South Dakota, said in his inaugural address that 78 per cent of the people of that state live on farms and that most of the farms are owned by the people who till them. He believes that such people offer the best opportunity for a universal education of high standards, cultural, scientific and practical. The school of which Dr. Foght becomes President has been generously supported by these people since it was opened in the fall of 1903, with a faculty of nine members. Since that time, the school has developed rapidly. The attendance has passed the 1300 mark for a single year, and the faculty list has grown from the original nine to ninety-five. The state's investment in the school is nearly \$1,000,000. The alumni group approximates 1,000 members, and 9,000 students testify to the fact that "this school is going the whole year round." Dr. Foght refers to the effective work which Dr. Willis E. Johnson and Dr. George W. Nash did to place the school on a sound foundation and to make it a power among teacher-training schools in the northwest.

### Changing Policies

Dr. Foght says that the founders clearly had in mind to make the school at Aberdeen a school of technology. There was undeniably a time when the Northern Normal and Industrial School had ambitions to become an academic college, and to grant academic degrees in competition with other institutions of similar rank within the state. Certain it is that that time has passed, and the school has now as its purpose to develop as a great teacher-training institution. The present administration is in complete harmony with the committee of the state educational survey, when it says that "the largest and in many respects the most important function of the normal schools is to prepare an ample number of rural and other elementary teachers," and, also, "to realize the praiseworthy ambition to prepare subject supervisors and even high school teachers as soon as we have the chief function well mastered, if the state can otherwise use the service of the school to good advantage in this field."

### Lengthening of Courses

Paradoxical as it may seem, the most important factor in professionalizing the teaching occupation is to demand greater, and still greater academic and professional requirements of those who enter the profession. Children, almost, coming from indifferent elementary schools can at the present time get a permit to teach school. It is true that many other factors, such as awakening public responsibility, better salaries, permanent tenures, retirement pensions, etc., play important part in stabilizing the teaching profession. But teaching cannot become truly professionalized before real professional standards

are required of all. Without this protection we shall be unable to procure a large enough group of well-trained men and women, who have invested time and money in preparation for their life work, willing to make teaching their life calling. What, for instance, might not have happened to the American medical profession, if, by reason of the great war demands made upon it for doctors, the professional requirements of the profession had been lowered? One can imagine what would have been the result; and, yet, this very thing has come about in the teaching profession right in our own state, and elsewhere throughout the nation. The educational survey of South Dakota recommended that the normal schools should increase gradually their entrance requirements and lengthen their curriculums. In this, the Committee had the unanimous backing, I think, of all the normal schools in the state. The Northern Normal and Industrial School, for one, feels that its career of usefulness may, in time, become hampered seriously unless it is permitted to enlarge its courses gradually until, ultimately, no person may graduate from the institution's advanced courses who has not had four years of academic and professional work beyond high school graduation. Here again, I may quote from the Committee's report: "that the preparation of teachers in elementary schools, whether in rural communities or in towns or cities should be just as thorough as for high schools and that the ultimate training should include four years beyond high school graduation." The Northern Normal and Industrial School, with its fine teacher-training facilities can do its best work for the state, we believe, if permitted to increase its requirements gradually over a period of time to four years beyond high school graduation. This is in line with what is being done in Indiana, Michigan, Ohio, Illinois, Missouri, Nebraska, Iowa, Washington, and a few other states. At the present time, graduates from our normal school course, whether principals of rural consolidated schools, or teachers in these schools, or in village and town schools, must automatically surrender their positions as soon as they have succeeded in raising their own schools to full accreditation under the North-Central Association. Such is the law. The upstart of it all is, that the normal schools are running the risk of losing their mature students and becoming mere female seminaries, since it is quite natural that young men and women, who have teaching in mind as a life occupation, will go to institutions that are legalized to give them full and final preparation for their life work. The personal touch and influence of the mature, advanced students on the elementary group in the normal school can scarcely be overestimated. These statements should not be construed to mean that this normal school has ambitions to reach out beyond its rightful field of work, but that it seeks for a reasonable amount of elbow room, in order that its growth may be sound and normal, and that it may furnish the state with teachers fully prepared to go out as permanent community building educators to take the places of the peripatetic, short-life teachers now too commonly occupying the rural and village schools.

### South Dakota Needs

The future development of the normal school will naturally be influenced by the needs here in



the Northwest. Our life is almost wholly rural; therefore, our chief concern must center on the education of rural people. The ultimate aim of this education must be a larger measure of educated leadership in every rural community, with the impulse of improvement coming from within the rural group itself, rather than from the outside. As a nation we have passed through several periods of agricultural development. We can no longer be called pioneers, even in South Dakota. The middle period of exploitation in land values is also passing, and we are entering upon an era of scientific agricultural expansion—The old "shut-in" American life is at an end. American farmers will be, hereafter, in competition with the farmers of Australia and Argentina, and the peasant farmers and scientific agriculturists of Europe. The competition is sure to be keen and will call for broadly educated, carefully prepared men on the farms, able to stand on their own feet, and think out their own problems in production, co-operative organization, and distribution. It is undeniably true that we do not have as much of this kind of leadership in rural America today as is needed. This new leadership must include not only the best type of education for children of school age, but, also, the best type of education for people beyond school age, both for those adults who in the days of their youth had little opportunity to take advantage of the schools, and for those, both native and alien who have neglected to take advantage of such educational facilities as were placed at their disposal by the government. The reason for much of our difficulty lies in the fact that as a nation we have retained the pioneer type of school, while our economic and social life have gone through the transition to which reference has been made. It is undeniably true, too, that in the past our educational systems in rural communities have been largely city school systems, moved out to the open country, systems which have poorly answered the needs of an agricultural population, and which, indeed, have even weaned the rural-minded folk away from the land and have drawn them instead into the activities of the organized industrial centers. And by this, we do not mean that the agricultural population can get along with less education than can people living in towns and cities, neither should their education differ much from that of the latter, so far as the so-called fundamental and cultural elements are concerned. The chief difference must lie in application to environment and life occupation rather than anything else. The new type of education should be, first of all, more broadly cultural than it has been in the past. Without question, the American farmer is suffering today as much from lack of being broadly read and from lack of knowledge of the best in literature, history and social science as he is from the lack of a technical and practical preparation for his life work. Can anything be more to the point than this? The educational survey found that the average length of school life in rural South Dakota does not exceed four and one-quarter school years of 140 days each, or 595 days, not deducting loss due to occasional absence from school. Our democracy was founded on a corner-stone of education. Without education it would perish. The task of the future, therefore, is to extend this education to every man and woman, to the average man

instead of the selected, exceptional man. Blot out ignorance, and with it goes breeding stuff of the vicious, radical, un-American elements in our commonwealth.

#### National Emergency in Education

May we now go a step farther and emphasize that we have today, not alone a state emergency in education, but also a national emergency. The world war helped us, as a nation, to see things in a new perspective. The average layman is now able to grasp many things that were hidden to all but the specialists before. The whole bald truth of our educational needs is beginning to stare us in the face. Of the 3,208,446 men examined by the draft boards of the United States, 949,419 were declared physically unfit for general military service. Considering that these were men in the prime of life, and assuming that even the same proportion would hold for younger and older men and women, it would indicate that there are 30,000,000 persons in the United States who are to a greater or less degree physically inefficient. There are 5,500,000 persons in the United States above ten years of age who can neither read nor write. More than two-thirds of these come from rural communities. The colored illiteracy of the South is almost balanced by the ignorant aliens of the North and Northwest, and the illiteracy of the southern mountain plateau is scarcely greater than in the rural life of the Northern Appalachians. The nation now has the choice between letting this generation of illiterates continue to live and die in ignorance at a fearful cost to national life, or to organize schools to train teachers especially adapted to these people's needs, to give them the rudiments of learning; and in addition, some inspiration, to do better, some insight into the highest good in life, something to lift them out of the deadening materialism and indifference for country and their fellow-men. South Dakota has already made its choice wisely. It has enacted laws to blot out all such illiteracy, whether alien or native, and we are glad to state that both teachers and laymen have taken up the challenge and are at work with a devotion to duty that promises much for the ultimate elimination of adult illiteracy in this state. More than 4,000,000 children are taught by teachers less than 21 years of age, with little or no high school training, with no professional preparation for their work, and who are, in a great majority of cases, products of the same schools in which they teach.

#### Health and Americanization

A great educator some time ago said that of all the higher educational institutions, the American normal school is the most sensitive to popular demands and the first to heed those commands. The Aberdeen School recently completed the organization of a Department of Hygiene and Physical Education in co-operation with the Federal Government. The work is placed in charge of a group of instructors and health examiners. The purpose of the work is to teach clean living, to honor one's physical body, to keep in health through correct diet and right exercise; this work is done under the direction of experts. Then comes the matter of Americanization. This school is now developing plans to meet the great demand for teachers who will devote all, or part of their time, to night

school work, and part time work among aliens, to whom our country's history and achievements are unknown, and I might add, native illiterates, who are ignorant of true Americanism and as unresponsive to true patriotism as people born on foreign shores coming here bowed down with the enslavement and prejudices of the ages. The State Department of Education has done much to organize Americanization classes throughout the State, but trained instructors are few, and urgently needed. This school has accordingly made its plans to help meet this demand.

#### Tasks of Chief Importance

The great work of preparing teachers and leaders for the rural schools of the state as much as anything else was instrumental in attracting the writer to South Dakota. The task is just begun, the field is largely fallow. We already realize that to prepare teachers is the small part of the undertaking. To re-organize the schools themselves, to get acquainted with the farm folks and to gain their confidence are tasks of chief importance. When that work has been accomplished, the teacher's work is half done. The Rural Department of the Normal School seeks to reach every part of the northern half of the state with its literature. The Department sends out, also, its organizers and lecturers, whenever and wherever this service is requested, and the outlying schools are used for demonstration purposes in teacher training.

## Radicalism and Revolutions

### Being Observations On Present Day Unrest by a Minister of the Gospel

By Rev. Russell Henry Stafford

JESUS was a radical, but not a revolutionist. We commonly confuse these terms, and fall into many unnecessary difficulties thereby. A revolutionist is a radical who seeks to establish his opinion by force. Needless to say, a revolutionist in religion is a contradiction in terms, for there can be no coercion of conscience and faith. Mohammedan and mediaeval Christian missions have sometimes seemed to effect conversions by force among barbarians; but only because the culture they brought with them proved at length acceptable to their converts. In contact with peoples equally civilized, as for instance Mohammedanism with the Armenians, force has never prevailed. But let it not be supposed that Jesus' example is vitiated by this inevitable limitation. For the church of which He was a radical member was joined with the Roman State in control of the Palestinian Jews. He neither led nor authorized revolt against either; but the radical innovation in theory which he introduced, having stood time's test of truth, overcame and transformed them both, yet preserving an actual historical continuity between the old and the new.

In the realm of government, however, revolution is sometimes necessary, i. e., the use of force by the many to throw off domination by a few. Of this, justifiable breaking of the yoke of tyranny the great mass movements of the American, French and Russian Revolutions are instances. But it sometimes happens that, with the masses indifferent or out of touch, the overthrow of the dominant few is accomplished by another minority in its own interest; revolution by conspiracy, such as occurred when Louis Napoleon created the Second Empire, and on at least three occasions in the recent Kaleidoscopic history of China.

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Let us examine the present situation in America. First, as to radicals: we have no quarrel with them, as advocates of changes in the administration of our affairs, however fundamental, so long as they seek to bring these changes about by persuading the majority of the people to sanction them under due process of law. Radicals have done much for America in the past: the Abolitionists; the Prohibitionists; the Suffragists; Mr. Bryan's championship of the silver standard. There is no reason to suppose that their usefulness is ended. Though sometimes, like Mr. Bryan, they ardently advance theories which the sober judgment of the nation will reject, yet their very ardor serves to define more clearly the issue between truth and falsehood, wisdom and folly, and by so much promotes the sure triumph of truth and wisdom in the counsels of the Republic, as in the destinies of the Universe.

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Talk of revolution is so much in the air, however, that we must investigate its causes. And we may preface by asserting that revolution by uprising of the majority is in the nature of things unthinkable with us, for we are governed, if not by the consent, at least with the acquiescence of the people. No crisis can conceivably arise which would demand such hasty action that the people would be unwilling to wait for the next biennial election to settle it at the polls. But revolution by conspiracy is another matter and we must be on guard against it. There exists an organized revolutionary movement in the United States, made up of the Communist Party, estimated at from 30,000 to 60,000 members; the left wing of the Communist Labor Party,—not a large group; and the I. W. W. that sinister monster, the strength of which it is impossible to gauge. It is safe to say that in numbers the adherents of this movement seem a negligible minority of the population; but it must be added that every one of them is a flaming apostle of the cause, and enthusiasm sometimes outweighs numbers in influence. The program of the movement is the overthrow of orderly government in the interest of one class i. e., the dictatorship of the proletariat: it owes no obligation to other orders of society save to conquer and oppress them. It demands a clean slate and a fresh start, in defiance of the natural law that the present must be the outgrowth of the past; in other words, the movement lacks wholly the historical sense. The method by which it proposes to accomplish its purpose is that of "direct action." Direct action means, simply, force: bombs, arson, murder and rape; all of them openly advocated in speech and print by representatives of this movement; some of them actually put

into operation, not only at Centralia, but in dozens of cases less conspicuously reported. The propaganda of the revolution is carried on by a large press, chiefly in languages other than English, and supported to a great degree, to our shame be it said, by silly Americans of means, who play with petty theories of red destruction as children play with matches. Most of the active leaders of the movement, however, are unnaturalized foreigners, from Russia or Austria-Hungary. We are reminded, in palliation of their offence, that they are here because American capital has mercilessly exploited cheap foreign labor markets; that in the lands of their birth they have learned under oppression to hate all government; and that in America they have witnessed the buying and selling of the citizen's proudest resource, the ballot, so that experience here has not taught them to respect our democratic pretensions. All this may be true; but it does not make these alien revolutionists less dangerous. There is an excuse for every crime, but its author, however pitiable he may be, is a criminal, a public nuisance and menace.

This attempted palliation should lead us, however, to face frankly the encouragements to revolutionary thought and action involuntarily afforded by careless Americans of unimpeachable loyalty:

1. Prevalent disrespect for law; the President congratulated the Governor-elect of N. J. on election on a platform of resistance to the enforcement of the latest Constitutional amendment.

2. The selfishness and incompetency of many officials: delay in action of Congress to reorganize the army; rejection of the Peace Treaty by the Senate—not because it is undemocratic (a legitimate objection) but because it is too democratic for America!

3. The intrusion of the insidious fallacious doctrine of class division and inescapable strife into every discussion of public affairs.

4. The mood of panic over social and economic disturbances, a national "case of nerves" continuing the war hysteria, which gives wide currency to exaggerated rumors of revolution which must hearten would-be revolutionists, while it also incites cowardly reprisals upon them by mob violence.

There is, then, a definite, dark, dangerous propaganda of revolution—of radicalism plus direct action—at work in our country; and it draws support from a number of ill-considered actions and attitudes of good Americans. How shall we arrest its spread and resist its program? Why, first of all, by a return to common sense and courage, and the reasonable assurance that the American idea is right, that American institutions are sufficiently flexible to be adopted by lawful means to all new needs. And, second, by the prompt punishment of all advocates of "direct action" for the accomplishment of changes which they desire. If the laws do not now cover such cases, let us make laws right away that will do so. No alien should be allowed to remain in this country, and no citizen should be left at large, who is not content to proceed lawfully, submitting his proposals to the slow but sure and just decision of the public conscience; for the one intolerable opinion in a democracy is that any minority should ever under any circumstances rule by force. To this end we must bring pressure to bear for right laws and their enforcement upon our official representation, and must not neglect that

strongest of all pressures, the ballot, as it is our wont to do. Over the border in Winnipeg, at the recent municipal election, after all the troubles there, and with a clean-cut issue of order against revolution, only 25,000 of the 60,000 registered voters exercised their privilege. Good citizens must sponsor the general adoption of the Christian ideal of service as against the pagan ideal of pleasure as the measure of success. Much of the unrest, many of the strikes, are due to too much stress on "a fair day's pay" and not enough on "a fair day's work." He who works in order to earn in order to spend in his leisure will work as little as possible and loaf as much as he may, and never be satisfied, for happiness is not found by looking for it. He who works in order to invest his life in useful enterprise and seeks satisfaction only in the sense of his contribution to the public welfare, as thousands of our despised middle class do, will discover the real values of living, and he will never strike for a six-hour day and a five-day week. If we would stem the tide of the general unrest, we Americans must cut out our nonsense and get to work, as the French and the Germans have already done.

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But above all we must be Americans. We must register a protest against this flummery of the classes. That, at least, is the theory. In practice there is, alas, an unequal distribution of opportunity; there are palaces, and there are slums. But we shall never correct this practice if we be content to crystallize it into theory. We must fight it; we must accustom our minds to the truth that there is necessarily differentiation of social function under every regime, but that in the American commonwealth there must never be a corresponding gradation of classes; we must steel our wills to resist every insinuation of this anti-American idea into the national mind, and to overthrow every artificial barrier to the equality of all citizens. Changes there will be and ought to be; but we must see to it that through all changes in program and method the national spirit is preserved. There is a soul of the great American people; it must not suffer or die. As you and I have maintained a continuous identity through innumerable modifications from infancy to our present estate so we must maintain the identity of the American nation, the continuity of our national ideals, the integrity of that life which has been handed down from the fathers of the Republic as a sacred trust for each generation to pass on to the next. And that this may be done we must see to it that all Americans receive thorough sympathetic instruction in American history and government, as the basis of loyalty and the background of progress; further, and with no less firmness, we must withstand that program of classified education—cultural for the well-to-do, vocational for the children of artisans—which has recently enjoyed great vogue, and tends to the solidifying of those class distinctions which it must be our chief aim to break down. Let every American be trained to a trade, that he may be of the great brotherhood of the workers by taste if not from necessity; let every American also be initiated into the emancipated realm of letters and the arts, that he may be qualified for the higher life of the spirit. This will cost much, but, without respect for expense, it must be done. For liberal education is

the cornerstone of free government, and its bulwark against crime and revolution.

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Religion is not an abstraction but a rule for living, and it applies to politics and economics as well as to the individual. And not in mere bombastic chauvinism, but with the warm certainty of deliberate conviction, I declare that the law of human right is derived from the spirit of Christ; that the prophets of universal brotherhood whose lives are builded into our commonwealth have been spokesmen for Him who gave His life to make men free, and who has been the companion and Saviour of every martyr for liberty since His sacrifice; that, whatever the future may hold for America, its changes must be in fulfillment of this law and of these prophets rather than at the price of their destruction.

## Among the Bookmen

THE school bookmen of Minnesota have effected an organization which bids fair to become a potential influence in the school book business throughout the Northwest and in other parts of the country. The name of the organization is "Bookmen's Department." The slogan of the Department is "Friends—Competitors," and the purpose of the Department is that its members may be mutually helpful one to another in ways of common interest. The following men are the officers and executive committee of the Department:

A. W. Clancy, President.

W. T. DeMar, Vice President.

P. H. Vernor, Secretary.

The headquarters of the Department is at 502 Globe Building, Minneapolis. The Department was organized at the West Hotel, Minneapolis, November 7, 1919, and the Minnesota bookmen were the first in the United States to make a formal association for the purposes set forth in the principles of organization. The following men constitute the present membership of the Department:

Aygarn, M. H., 719 Boston Bldg., Minneapolis, American Seating Company.

Beers, W. C., Box 433, Minneapolis, University Publishing Company.

Bliss, W. E., Oshkosh, Wis., American Book Company.

Boothroyd, R. H., Hinckley, Minn., American Book Company.

Brandt, R. A., 625 Downer Ave., Milwaukee, Wis., Row, Peterson and Company.

Brooker, A. G., Vendome Hotel, Scott Foresman and Company.

Browne, C. W., 2240 Langford Ave., St. Paul, Silver, Burdett and Company.

Clancy, A. W., 502 Globe Bldg., Minneapolis, American Book Company.

DeMar, W. T., Vendome Hotel, Minneapolis, Welch Manufacturing Company.

Downing, E. C., Webb Publishing Company, St. Paul, Webb Publishing Company.

Elwood, E. H., 4709 Lyndale Ave. S., Minneapolis, Thomas Charles Company.

Gregg, F. K., 3420 First Ave. S., Minneapolis, The Laurel Book Company.

Harris, O. A., 538 Milwaukee St., Milwaukee, Wis., J. C. Winston and Company.

Jones, Clyde, Worthington, Minn., World Book Company.

Land, Fred S., Mazepa, Minn., American Book Company.

Lobstein, G. S., Webb Publishing Co., St. Paul, Webb Publishing Company.

Martin, Harry G., 2412 Dupont Ave. S., Minneapolis, Gregg Publishing Company.

Morton, W. M., Chicago, Ill., American Book Company.

Newman, Paul J., 623 S. Wabash Ave., Chicago, Ill., Little, Brown and Company.

Parsons, W. D., 200 N. Kentilworth Ave., Oak Park, Ill., Newsom and Company.

Payne, C. E., Northfield, Minn., Rand McNally and Company.

Raze, Floyd D., Anoka, Minn., American Book Company.

Reed, F. B., 1214 Fourth St. S. E., Minneapolis, Henry Holt and Company.

Roadman, Charles W., 719 Seventh St. S. E., Minneapolis, B. H. Sanborn and Company.

Rodeen, Charles, Willmar, Minn., Ginn and Company.

Schmitz, W. J., Albert Lea, Minn., D. C. Heath and Company.

Scott, Willis H., Vendome Hotel, Minneapolis, Scott, Foresman and Company.

Sheakley, S. H., Box 197, Minneapolis, Houghton Mifflin Company.

Sparks, D. H., The Macmillan Company, Chicago, Ill., The Macmillan Company.

Thorson, I. A., N. W. School Supply Company, N. W. School Supply Company.

Tormey, M. J., 504 W. Johnson St., Madison, Wis., Charles E. Merrill Company.

Tuttle, E. B., 820 University Ave. S. E., Minneapolis, Ginn and Company.

Vernor, P. H., 4656 Colfax Ave. S., Minneapolis, Allyn and Bacon.

Walters, W. B., 2745 Colfax Ave. S., Minneapolis, Ginn and Company.

Weld, Frank A., 1405 University Ave. S. E., School Education Publishing Company.

Welles, A. B., 3612 Tenth Ave. S., Minneapolis, Educational Publishing Company.

Wheeler, Virges, 1819 Lyndale Ave. S., Minneapolis, J. B. Lippincott Company.

Wilson, J. F., 1910 Kendall Ave., Madison, Wis., Chas. Scribner's Sons.

The Department met at a banquet, arranged by W. B. Walter at the Elks' Club, Saturday evening, January 3. Informal talks were made by Mr. Lobstein, Mr. Morton, Mr. Walter, Mr. Weld, and by the veteran President of the Department, Major Clancy, who has been in service as a bookman for thirty-seven years; original poems of capital sort and spirit were read by Floyd D. Raze; and familiar songs were sung under the effective leadership of C. W. Browne. A committee consisting of Mr. Walter, Mr. Lobstein, and Mr. Weld was named to act with the executive committee in the consideration of matters relating to the future welfare of the Department. The next meeting of the Department will be held on one of the last days of March, the date to be fixed by the executive committee.

### CHANGED

By Ida Judith Johnson

In distant fields they lie,  
Young lads whom you and I  
Have teased and played with sunny afternoons,  
Have kissed or flouted under gentle moons—  
In distant fields they lie,  
Beneath the blood-bought soil of Picardy,  
Their names forever set  
Among the great whom Time may not forget—  
In distant fields they lie  
So clothed upon with majesty,  
So far—so far—  
We can but view their shining as a star  
That thrones its deathless fire  
Above the puny reach of our desire—  
Or love—or grief.  
It seems beyond belief  
That we have ever known  
These lads to hero-stature grown;  
That these have ever been to us the gay  
Light-hearted comrades of a summer day.

—Contemporary Verse.

# National Council of Normal Schools

## Presidents of State Normal Schools Will Meet at Cleve- land, February 20 and 21

THE annual meeting of the National Council of Normal School Presidents will be held in Cleveland February 20 and 21. Dr. Thomas W. Butcher, President of the state normal school at Emporia, Kansas, is President of the Council and President C. H. Cooper of Mankato, Minnesota, is the Secretary. The following program for the meeting has been announced:

Report of the Committee on American Council on Education: President D. B. Johnson, Rock Hill, South Carolina.

Report of the Committee on Federal Legislation: Principal John A. H. Keith, Indiana, Pennsylvania.

Report of the Committee on Surveys and Standards: President G. E. Maxwell, Winona, Minnesota.

Education and Bolshevism: Principal F. E. Baker, Edinboro, Pennsylvania.

Discussion: President E. L. Hendricks, Warrensburg, Missouri; President N. D. Showalter, Cheney, Washington.

Unionization of Teachers: President W. A. Brandenburg, Pittsburg, Kansas; President J. G. Crabbe, Greeley, Colorado.

Advanced Credit Relations between Normal Schools and the Colleges and Universities: President C. G. Pearse, Milwaukee, Wisconsin.

Discussion: President J. Stanley Brown, De Kalb, Illinois; President John R. Kirk, Kirksville, Missouri.

The Smith-Towner Bill: Mr. Hugh S. Magill, Washington, D. C.

The Subnormal Child: Dr. H. H. Goddard, Columbus, Ohio.

The Crisis in Normal School Attendance: President W. P. Morgan, Macomb, Illinois.

A Subsidy for Teachers in Training: President James R. Riggs, Oswego, New York.

Discussion: President Chas. McKenny, Ypsilanti, Michigan; President E. L. Rouse, Peru, Nebraska; President Ernest C. Moore, Los Angeles, California; President C. E. Evans, San Marcos, Texas; President Joseph L. Jarman, Farmville, Virginia; President Chas. H. Cooper, Mankato, Minnesota; President John R. Perkins, Danbury, Connecticut; President J. B. Eskridge, Weatherford, Oklahoma.

What we are doing for the Rural School.

Discussion.

Minimum Requirements in Professional Subjects: President H. H. Seerley, Cedar Falls, Iowa.

Discussion: President L. C. Lord, Charleston, Illinois; President John G. Thompson, Fitchburg, Massachusetts.

A Professional Journal: Dr. W. G. Bagley, New York City, New York.

Discussion: Principal J. Ashbury Pitman, Salem, Massachusetts; President D. B. Waldo, Kalamazoo, Michigan.

## Books New and Old

**Infancy and Childhood.** By Walter Reeve Ramsey, M. D. E. P. Dutton & Company, New York City. Price \$1.50 net.

THIS is a book on the care of the children by a physician of large and specialized experience in the dangers and diseases of babies and children. The discussions are simple and practical. They outline in accurate detail the safe and sane way to bring up the child. The book is also full of conservative, scientific advice for the care of contagious diseases. For parents, for teachers, and for welfare workers the book is a reliable guide. So recognized by France, it has been officially adopted by the government for use in the care of French war workers.

**The Book of Home Nursing.** By Frances Campbell, R. N. E. P. Dutton & Company, New York City. Price \$1.75 net.

THIS book is a practical guide for the treatment of sickness in the home by those who, though they know absolutely nothing about nursing, must still care for the sick and afflicted. Mrs. Campbell is a graduate of the Hospital of St. Barnabas, Newark, New Jersey, and is a registered nurse. From her training and her long experience, she writes authoritatively upon all phases of treating the sick; the general care of the patient, the care of the sick room, making the patient's bed, giving baths, preparing and serving food, keeping a record for the doctor, and a dozen other points equally important to the untrained. For the welfare worker in any surroundings and for the educator who must also render social service, the book is a valuable ready reference both to use and to recommend to those in care of the sick.

**Merrill Readers: Eighth Reader. Readings in Literature. Bk. II.** By Franklin B. Dyer and Mary J. Brady. N. Y., Charles E. Merrill Company.

THE compilers of this collection set for themselves the definite aim of choosing material to serve in bridging over the transition period between the elementary and the secondary school. They have consequently chosen to embody in this text much of the same kind of literature studied in high schools, but in its simpler forms. In recognition of a very definite need in the life of young people of that age there is a generous supply of material to stimulate the imagination and construct ideals. Other groups of selections are made because of their relations to American citizenship, ethics, and humor. A careful examination of the text justifies the claim of the compilers that their choices of material have been made "with a view to the needs, tastes, and interests of boys and girls."

**Uncle Danny's Neighbors.** By F. B. Pearson. Indianapolis: Bobbs-Merrill.

A N expository paragraph of five hundred words would undoubtedly sum up very adequately the real meat of this whole book. Moreover, the meat would then prove to be nothing but much warmed-over pedagogical hash. Uncle Danny, the central character and chiefest Pollyanna, gathers his neighbors about him, one at a time, from the grade teacher through the whole gamut to the college professor, and oracularly prescribes the exact curative needed for each educational ailment. Meanwhile the advisees adoringly rolloize at his feet and straightway become chockful of wisdom and reforma-

tion in exactly one chapter apiece. That thumping chorus, which you constantly hear, is Nick, the dog, wearing out his tail in approval of each soul saved from the pedagogical morass. For variety's sake, Nick does occasionally bark and caper, but that is only when the fun grows fast and furious. The characters, who bear practically no semblance to human beings, speak a highly stilted unnatural lingo like nothing ever heard on land or sea. They would be hooted out of burlesque. There is a constant straining at verbal "cutting-up", the resultant playfulness being of such a sort as to draw tears from anyone blessed with only a modicum of the real sense of humor. Sentimentality, to the point of mushiness, is abundant throughout the book. There is no plot, but only a very feeble attempt at one which dies a-borning. Altogether the book is a much underdone attempt at writing fiction with a purpose. The result is something from which to flee, and the teacher earnestly searching for real help in solving the daily problems of the school-room, and for inspiration in her task, will find here few grains of wisdom.

**Plant Production.** By Moore and Halligan.  
Edited by Kirk Lester Hatch. 428 pages. American Book Company.

**T**HE present volume is the first of a series which is to deal with the fundamentals of agricultural science. The authors have divided the work into two parts. Part I deals with agronomy, while Part II discusses horticulture. The subject matter is well organized and arranged, and is excellently illustrated. The exercises and suggestions for home work at the close of each chapter add much to the value of the work as a text-book. The facts presented are clearly and concisely stated and much practical information given which is of interest to the lay reader as well as the student. Notably is this true of such chapters as those dealing with grain breeding, grafting, and spraying mixtures. Mechanically the book is excellent. This work comes as a distinct addition in the field of vocational education.

**Citizenship in School and Out.** By Arthur W. Dunn, specialist in civic education, U. S. Bureau of Education, and Hannah Margaret Harris, of the State Normal School, Hyannis, Massachusetts. Cloth. Illustrated. 176 pages. Price, 88 cents. D. C. Heath & Co., Chicago.

**T**HIS course in Citizenship for the first six years of school life, provides for the successful application of the recommendations of the Committee on Social Studies appointed by the National Education Association. It uses the regular school topics and interests as a means of developing the sense of social and civic responsibility. The five fields of citizenship—(1) in the home, (2) in recreation, (3) in work, (4) in social intercourse, (5) in organized community life—are appropriately developed in each of the six years. All the activities and relationships of school and home are made to contribute to laying the foundation of good citizenship in correct ideals and aims. Definite outlines of work are provided for each grade and sample lessons indicate the close connection that is made with the regular school course. The school has a large responsibility for getting the young citizen started right in his civic growth, no matter how well-planned a course of civic instruction may be awaiting him in later years. The responsibility appears even greater when we think of the large percentage of young citizens who reach the age when they may legally leave school by the time they complete their elementary course, and do so.



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# General and Special Methods

Conducted by Teachers and Supervisors in Leading Normal Schools and Colleges as a Substitute or Supplement for Normal School Training

## Planning the Special Day Program

P. F. Finner, Department of Psychology and Education, Mayville, North Dakota,  
State Normal School

The program for special occasions is an accepted part of our school life. Despite this fact, the purpose of the program and the part that it should play in the education of the child are not clearly understood by many teachers.

A program is good if it brings to the pupils the spirit of the day that is being celebrated. The less time that is taken and the less energy that is expended in creating this spirit, the better the teacher has managed her work.

Next to a holiday, the poorest way of getting into the spirit of a day is to precede it by weeks of preparation after four o'clock, at recess, and at every other conceivable period. Nor is the effort to find entertaining material for an audience an effort in the right direction. We need to look to the methods that are workable in the regular school work to give us the results we want.

It may be taken as a cardinal principle that a program should be nothing more than a magnified, a red-letter recitation on some event. For this program-recitation there may be weeks of preparation, but it should be done in school as a part of the regular school work. The idea that programs are gratuitous additions to the education of the child and therefore need to be prepared in off-hours is wrong, and needs to be displaced by the thought that the program gives an opportunity to do something for the child and the community that can be done in no other way.

This conception of a program can best be impressed by showing how certain numbers for a program may grow out of regular school work. Much of it will come from the reading and language lessons.

### CONNECTED WITH READING AND LANGUAGE WORK

A word needs to be said on a type of reading lesson that has not been as generally adopted as it should be. In place of reading every day from an assigned text, pupils should be asked to bring to class any article from their unassigned general reading that has been especially interesting to them. The pupil reads this to the class, or reports on it if the selection is too long. This feature of the recitation period not only stimulates the general reading of the child which is now so sadly neglected, but it also gives opportunity to criticise the reading material that comes into the hands of our boys and girls. Selections from local papers, agricultural magazines, railroad folders, advertisements, and many other sources are brought to class and discussed.

It is in this type of reading class that the finest special day programs are prepared. Possibly a month before the day that is to be celebrated, the teacher calls attention to the significance of the coming event, and asks the pupils to share with the class any appropriate material they may find. The fact that a program will be given need not be mentioned, for the same procedure should be followed when the work will not culminate in a program. Books, magazines, and other material that the teacher would use in preparing the program should be made accessible to the class. As selections are found they are brought to the class and discussed. Generally too many are brought; magazines, the Sunday paper, and even the local weekly contain material of more or less value. The problem for the teacher is to select suitable material and prepare it for proper presentation.

### TYPICAL CONTRIBUTIONS OF A CLASS

It is difficult to give a helpful description of a class at work in the manner indicated, but a few actual results may be mentioned. The following selections grew out of the preparation for a Lincoln program: a talk from blackboard map describing the scenes about Lincoln's birth place; selections from Lincoln's speeches; quotations from Lincoln; Lincoln stories; incidents from Lincoln's life. The usual poems with Lincoln as the central thought naturally came to light. A good biography was in the hands of the children, and constituted the source of much of the material indicated.

A Memorial Day program emphasized the difference between the old and the new South with the following selections as part of the program: Uncle Remus Stories; Dickens' description of the South; negro songs; modern negro poetry; topics from Booker T. Washington's life.

A Longfellow program by a seventh grade class contained the following after rejecting at least three times as much as was used: present-day Acadia; my favorite Longfellow poem by six boys (The Psalm of Life was not one of the favorite poems.); Scenes from Hiawatha (quoted with drawings of the scenes); songs from Longfellow.

A program on France contained the rich stories and songs that the children had learned in their geography class.

A most interesting program on the subject of health consisted entirely of the folk games, the songs, and the stories that the children had learned in class to stimulate their own healthful activities.

This list of programs might be extended in-

definitely, but it is probably of sufficient length to make the points intended: a program is to create the spirit of the day celebrated; this can best be done by planning the program as one would plan a successful recitation.

#### DRILLING AND PREPARATION

The drilling and preparation for the program proceeds like the preparation for the understanding and presentation of the usual lesson. An oral account given by some pupil may be worked over into a formal essay or it might better be left as a talk on the program; both tasks are included in the normal requirements of our language courses. The dramatization of certain scenes is a necessary part of every class in reading. As simple costumes are used in regular school work, so will they be used for the special program. A school program that depends for its success on unusual dress and stage effects fails in its purpose.

The memory work for the program needs to be planned with insight into child needs and child interests. To insure the pupil's permanent appreciation of poetry, it is essential that he memorize only those poems that appeal to him. This conception of the place of proper memory work lends itself admirably to the preparation of special programs. I have seen classes of twenty pupils in which over fifteen different selections from an author were submitted, each representing what seemed best to the pupil. Most of the selections were suitable for memorizing, at least in part. From such a mass of material it is possible to select, often with the help of the class, those contributions that are most interesting.

It should be pointed out that this method provides for interesting material as the class progresses through the grades. When the teacher selects material much will be the same year after year, and will consequently have little effect on the pupils. A standard of selection based on pupil interest automatically removes this danger, and results in programs that mean something to the pupil and arouse in them the spirit for which they are planned.

#### DIFFERENT TYPE OF PROGRAM FOR MOST DAYS

The type of program here discussed should not be worked out on a large scale more than once or twice each year by an intermediate or upper grade class; teachers find that school work cannot always be organized to advantage about a given event. For most days the presentation of one or two worth while selections is sufficient. I remember a teacher reading for nearly an hour from the private correspondence of Washington; the life story which is too often half a myth in the minds of the children, became a reality, and the day was celebrated for a purpose. A living story like "He Knew Lincoln," "Father Abraham," or "The Perfect Tribute" has placed Lincoln into the hearts of our boys and girls better than a varied program or a studied account. A program consisting of the war songs of 1860, gave an inspiring hour; variety was secured by having several grades contribute and also by dramatizing some of the songs. All of our great events have fortunately found expression in songs and stories, and it is the privilege of the teacher to bring these to the children.



# “Grandmama”

A drill which may be given in costume

By Harriette Wilbur

Six little girls, from four to eight years of age, take part in this drill. Their costumes are of gray or brown lining or flowered calico, made with tight, plain waists, little tight elbow sleeves with frills, full, gathered hoop skirts just clearing the floor, little handkerchief fichus of lace or mull, short white aprons, caps and glasses. Over her left arm each one carries a reticule containing her hand glass, 'kerchief, knitting and sewing. Hair should be done up, with little corkscrew curls, mitts on hands.

The grandpapas are six small boys. They wear long trousers and very long-tailed coats, made of black lining. They have high hats—these may be borrowed or may be made of cylindrical pasteboard boxes covered with lining. Each one has glasses and a cane.

The grandmothers stand in a line along front. They sing the following song with appropriate gestures. (The words are the same each verse, but the gestures different; if the words become monotonous, it could be varied by letting the pianist play the air to a verse and the girls hum.)

### Song

Tune: The Muffin Man

1. Once there was a grandmama,  
A grandmama, grandmama;  
Once there was a grandmama  
And this is the way she did,  
This is the way and that is the way,  
This is the way and that is the way,  
This is the way and that is the way,  
And this is the way she did.

### Gestures

First Verse: They curtsy slowly, with skirts held out to right and left, bowing to audience.

2. Bow together by twos, to right and left.
3. Shake hands by twos to right and left with hands held high and wrists bent daintily.
4. Walk a few steps to right and back, holding out skirts daintily.
5. Each grandmother adjusts her cap, glasses, fischu, apron.
6. Each one produces her hand glass and 'kerchief, pushes her glasses up on hair and wipes her face with little dabs and pats, peering into the mirror.

7. Produce knitting. Begin to knit, but miss glasses. Put knitting under arm and look in reticule and on floor.

8. Look again at floor and reticule, then at each other. Spy glasses. Settle them on noses and take knitting in both hands. Knit a few stitches.

9. Knitting away and produce sewing. White cloth, needle, thread. Adjust thimble and sew a few stitches, pulling thread high.

10. Boys enter and walk up behind girls. They glance shyly about and go on sewing.

11. Sewing away. Produce skeins of yarn. Hand these out to the boys. Boys put out hands but when the girls get the skeins slipped over their hands they pull one out, hang skein over their arm, and take grandmother's hand.

(Pianist changes to a Minuet.)

### The Minuet

Partners curtsy to each other. Boys remove hats and lay them on the floor. The children then dance the minuet as follows:

(A.) March down center in a line, partners holding hands, held high: They walk the minuet thus: **First step**—Forward on right foot, swing left foot in line and touch left toe to floor at left of right foot, then touch it to floor at right of right foot, then at left of right foot. **Second Step**—Forward on left foot, touch right one to floor as in first step. Reaching center, rear, they turn and rear couple lead the line up center to front.

(B.) Couples bow and separate at center front; boys go down left and girls down right. Meet at rear. Bow.

(C.) Couples advance up center, walking arm-in-arm. Three couples go down left side, three go down right side, after reaching center.

(D.) Advance up center as in (A).

(E.) Repeat (B).

(F.) Advance up center by couples, arm-in-arm. Bow to audience at center front, and go down sides as in (C). Exeunt at rear.

(Curtain.)

Epilog. Curtain rises and grandpapas come in singing girls' song:

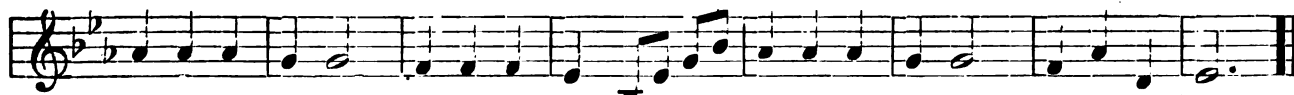
“Once there was a grandpapa” (etc.).

They put hats on heads, and walk off holding coat-tails.

(Curtain.)



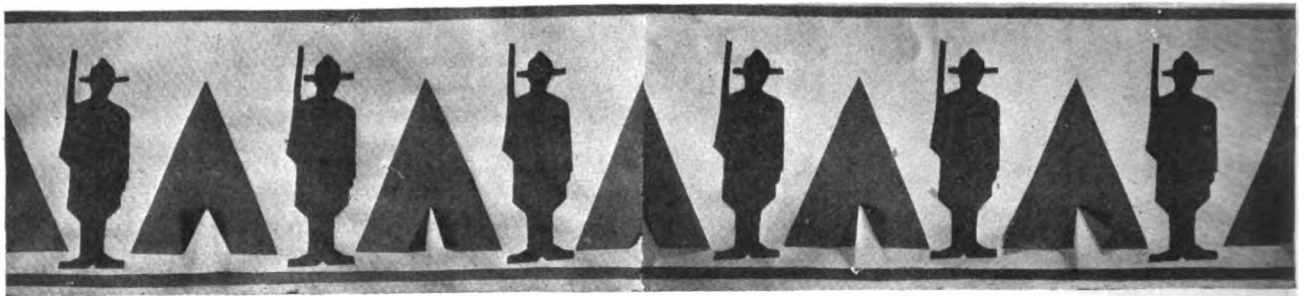
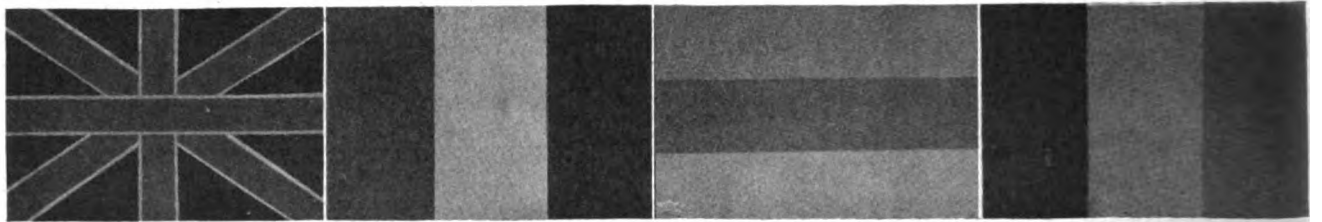
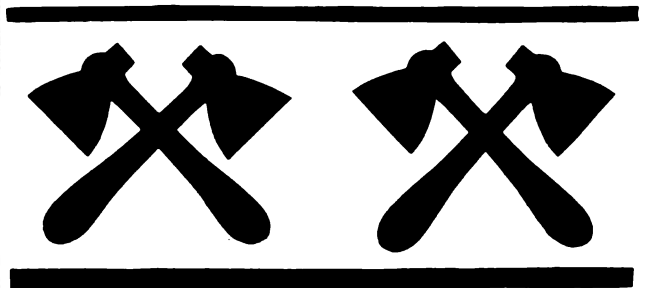
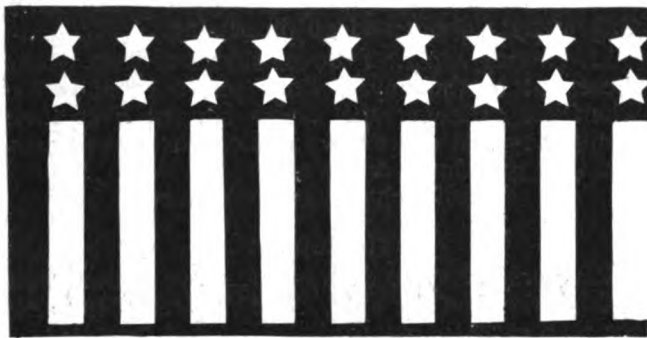
State-ly the measure and state-ly the dance Of the old time min - u - et,..... As in



pow-der and patch-es, silks and bro-ca-des, Slow they stepped to the mu-sic of the spin-ett.

# Industrial Art Patriotic Decorations

Frances Lavender and Florence E. Wright



### Patriotic Borders

It will be the problem of the industrial art class to decorate the schoolroom for the patriotic program. Attractive blackboard borders and calendars always make the best decorations. Give the blackboard border the first week in February so that the pupils may enjoy them throughout the month.

In the illustrations above, a border is planned for each grade from the first through the sixth. A grade teacher may work out the one suggested for her grade, or she may select another; the rural teacher may choose any border that she likes best. Each child should make a unit, or section, of the border, so that he may contribute his part toward the decorating of the room.

**FIRST GRADE: THE HATCHET BORDER**

The hatchet border is planned for the First Grade. Each pupil should make one unit of the border. Cut two patterns for each row, and direct the children to trace around this pattern on red paper and cut two hatchets each. The background for each unit is a sheet of white paper, 9x12 inches. The border strips are five-eighths of an inch wide, and are dark blue.

If the teacher wishes the border units to be made exactly the same, she will likely need to do the pasting herself. If she wishes to have the children do the work, she will need to give careful directions as to the placing of the hatchets and strips. For example, paste the border strips first, and fold the 9x12 paper the short way. Cross the hatchets on this fold.

**SECOND GRADE: THE CHILDREN PLAYING SOLDIER**

The Second Grade border is the children's soldier parade. This can be made an interesting series of lessons in free hand cutting. The border itself is 8 inches wide and thus the figures will be cut from paper 5½ to 6 inches high. In case the work is done free hand, the children should study the action of marching figures and some child in the marching pose, and make several cuttings for each figure.

Cut the figures from white paper and mount them on red construction paper. The margin strips of white paper are three-eighths of an inch wide.

**THIRD GRADE: THE SOLDIER-TENT BORDER**

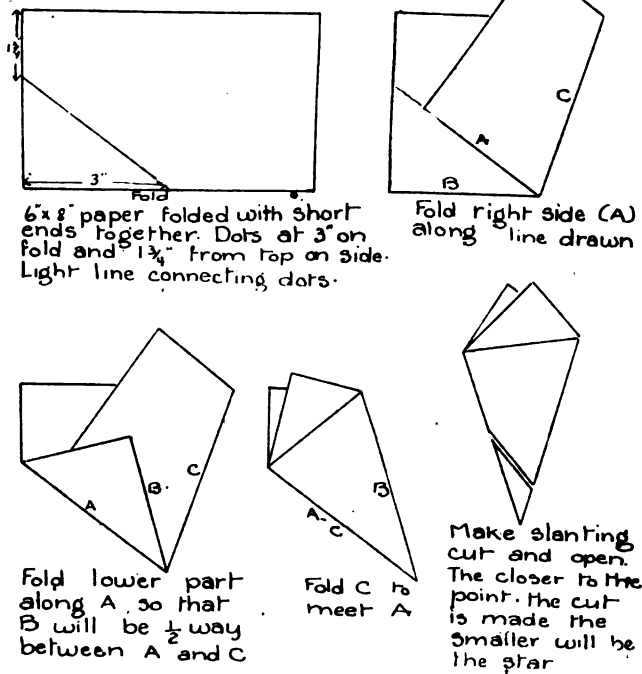
The soldier-tent border is planned for the Third Grade. Each section is mounted on a sheet of white construction paper 8¼x12. The pattern for the soldier is found on page 24 and should be cut from red construction paper. The tent is cut from a 4¾-inch square of dark blue paper. The teacher can easily cut the tent pattern for herself.

Each pupil should paste his section. Paste the ¼-inch margin strips (blue) ½-inch from the long edge. Locate the center of the section and paste the center tent ¾-inch from the bottom margin line. Lay the soldiers and half tents in place, and paste.

**FOURTH GRADE: THE FLAGS OF THE ALLIES**

The flag border is planned for the Fourth Grade. This border will require three or four days to make it, and should include a study of the different flags of our Allies in the Great War. The flags are worked out on paper 6x9 inches. The different parts should be measured, so that this border offers a practical lesson in arithmetic. The red stripes in the English flag are 1 inch wide, and should be mounted on a white stripe a trifle wider. The field is blue. The other flags are divided into thirds. Ask the children to find out what colors should be used in the other flags.

**Directions for cutting star**



**FIFTH GRADES: THE STARS AND STRIPES BORDER**

The stars and stripes border is planned for the Fifth Grade. Each section is worked out on a 9x12 sheet of white paper. Rule the white paper into inch strips. Cut six strips of red construction paper 1 inch wide and 6 inches long, and paste as seen in the border. Cut a strip of dark blue paper 3¼ inches wide and 12 inches long and paste in place as a background for the stars. Direct the free hand cutting of the five-point stars as directed in the illustration above.

**SIXTH GRADE: THE LINCOLN OR U. S. BORDER**

The Lincoln or U. S. border is planned for the Sixth Grade. The letter cutting follows up the January work in poster making. The letters and margin lines are cut from white paper and are mounted on red construction paper.

Each unit is 9 inches long and 5 inches wide. The margin and the lines of the letters are about ½ inch wide; the letter L is 8 inches long and 3¾ inches wide; the letters N, C and O are cut from 1½-inch squares, a strip being cut off to represent the space between the letters. Paste the margin lines first, lay the letters, and paste them.

In the U. S. border, cut both U and S from 2½-inch squares of white paper. The lines of the margin and letters are ½ inch wide. The background is red construction paper 9x5 inches.

**Patriotic Calendars**

The patriotic calendar should be worked out as a room problem (or, in the country school, as a school problem). The eagle calendar may be worked out in the Third and Fourth Grades, and the shield calendar (see page 29) in the Fifth and Sixth. The teacher should present the lesson to the class as a whole and then select the best letters, dates, stars, and other parts to be used in making the calendar.



THE EAGLE CALENDAR

The eagle calendar is made on a piece of pasteboard  $18\frac{1}{4} \times 28$  inches. The background of the whole calendar is dark blue paper, and the eagle is cut from dark blue paper, also. The letters, figures and stars are cut from bright red construction paper and the background for each section is white.

Develop the problem in the following manner: Cut the letters one day; take two days for the

figures, and one day for the stars and eagle. The teacher will need to paste the parts of the calendar together.

The dimensions for the white background of "February" are  $16\frac{3}{4} \times 3\frac{1}{2}$ . The dimensions for that of the eagle are  $16\frac{3}{4} \times 10\frac{3}{4}$ . The dimensions for the calendar proper are  $16\frac{3}{4} \times 11\frac{3}{4}$ .

The letters for February are cut from red construction paper  $2\frac{1}{2} \times 2$  inches. Cut each letter from half-inch construction paper 5 squares high and 4 squares wide, and use these squared letters as patterns. The three pupils cutting the best patterns can cut the letters from red paper.

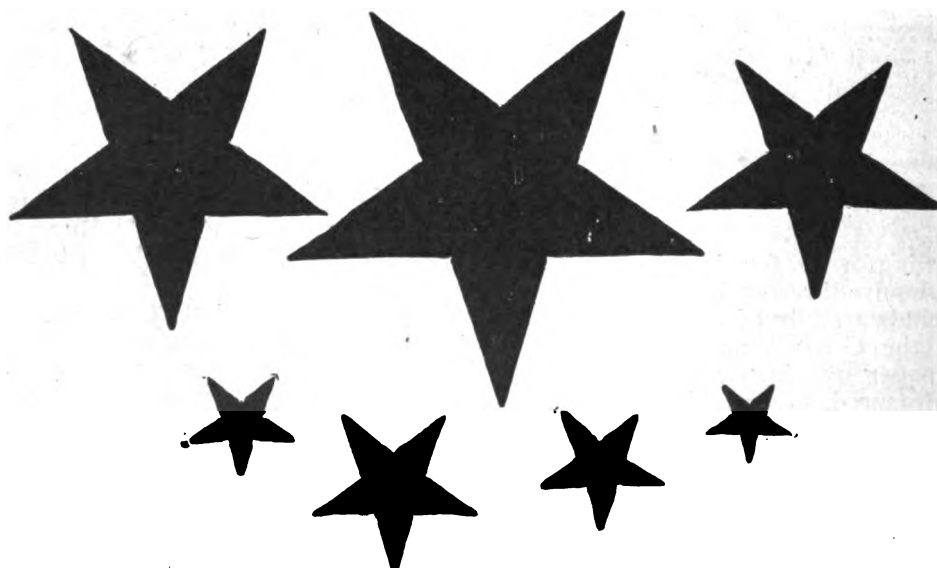
The letters for the days of the week are cut in the same manner, from  $\frac{1}{2}$ -inch squared paper, 4 squares high and three squares wide, and then cut from red construction paper. (See illustrations for letter cutting in the January number.) The white background is  $2\frac{1}{4} \times 2\frac{1}{4}$  inches.

Each pupil should cut three or four oblongs of white paper  $1\frac{3}{4} \times 2\frac{3}{4}$ . Give careful directions and make this a profitable lesson in the use of the ruler.

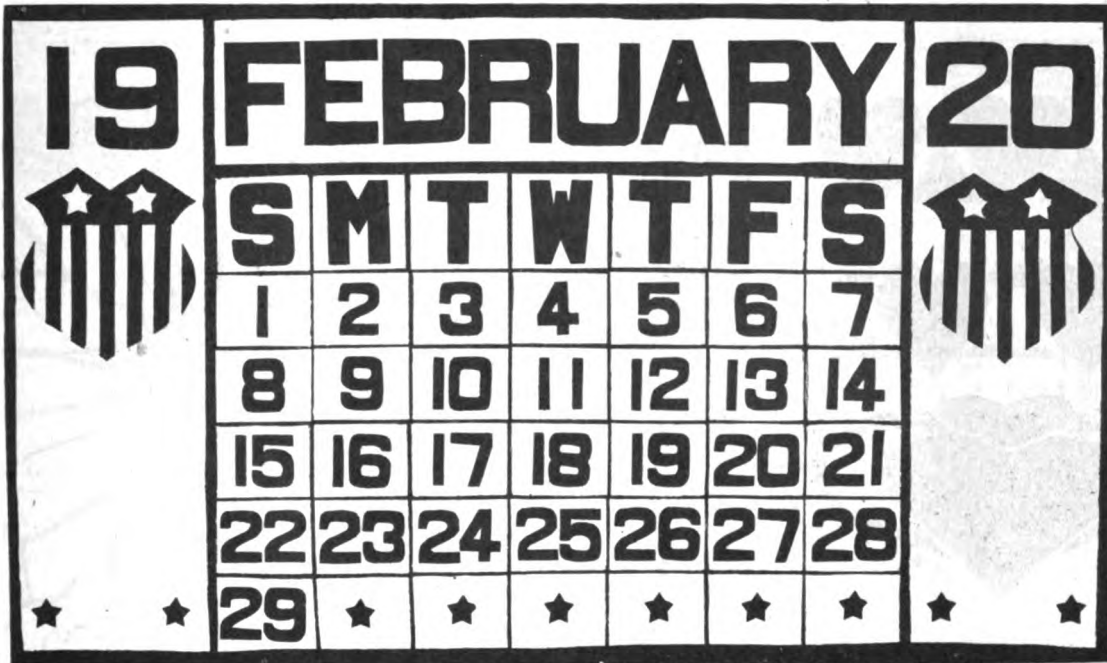
The figures are cut from  $\frac{1}{4}$ -inch squared paper. Cut the figures 1, 2, 3, 4, and 5 from squared paper. Each child should cut the figures from red construction paper, using the squared figures as patterns. Choose the best figures cut and make plates for 1, 2, 3, 4, 5; 11, 12, 13, 14, 15 and 21, 22, 23, 24, 25.

The next day, cut 6, 7, 8, 9, 0 from squared paper and then ask each one to cut the figures from red construction paper. Choose the best figures and make plates 6, 7, 8, 9, 10; 16, 17, 18, 19, 20 and 26, 27, 28 and 29.

The third day, ask the children to cut eagles, free hand, from pictures shown in books. Use cream manila paper for this. Select three or four of the best eagles and cut them from dark blue paper. Try these eagles in the space, and paste the best one in place. All the pupils can cut stars for fillers from the directions given in the illustration before mentioned.



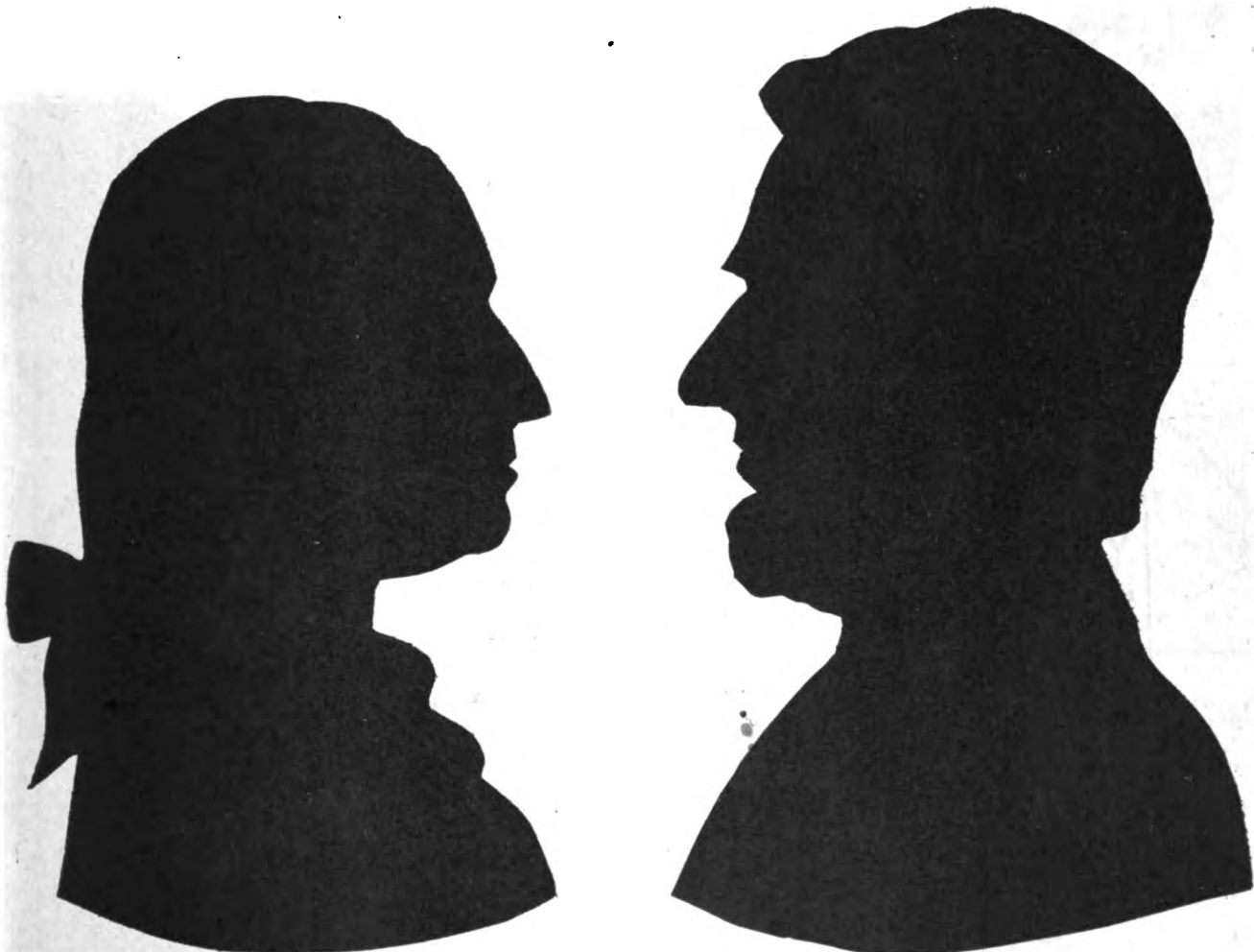




**THE SHIELD CALENDAR**

The shield calendar should be developed in exactly the same manner; only the dimensions are different. If desired the pupils may substitute the silhouettes of Lincoln and Washington, given below, cutting them from blue paper.

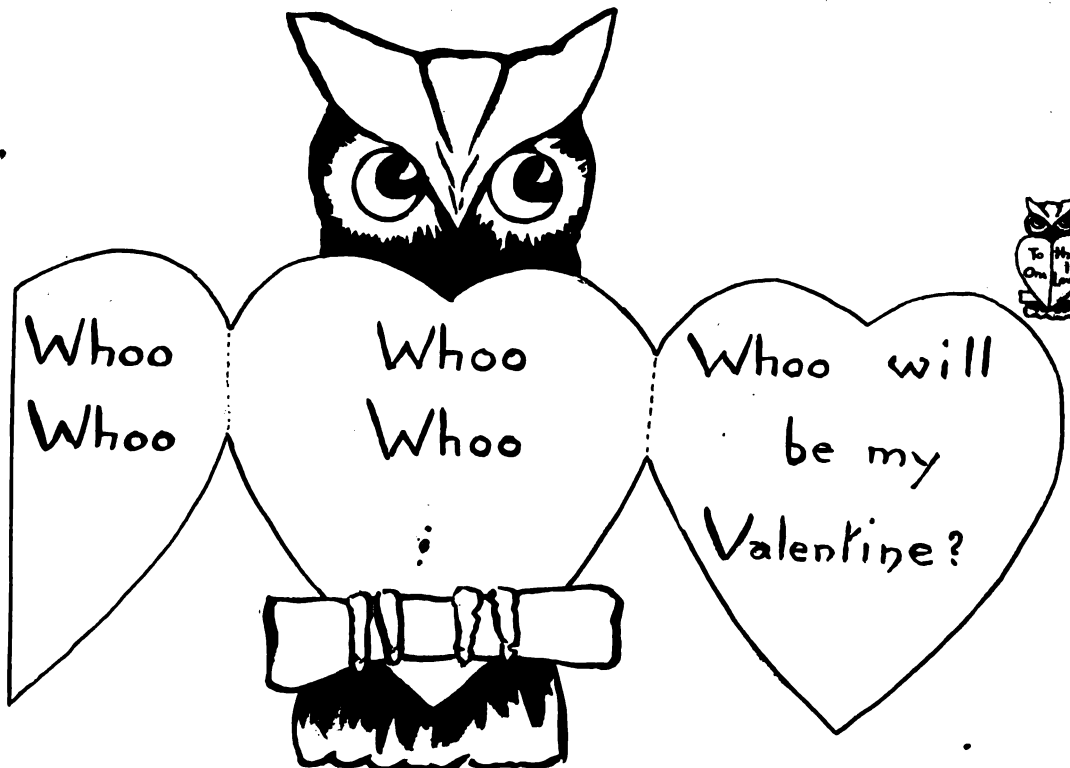
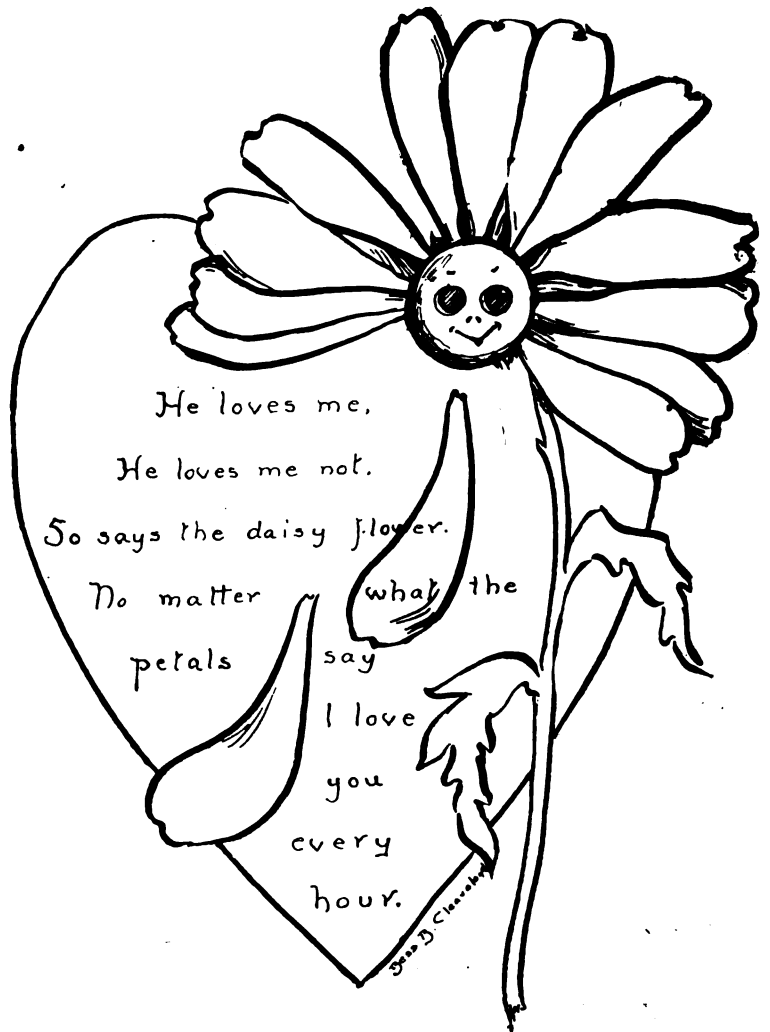
The calendar is made on card board 28x17 inches. The panels at each side are  $4\frac{1}{2} \times 15\frac{1}{4}$  inches. The background for February is  $3\frac{1}{2} \times 15\frac{3}{4}$  inches. The calendar proper is  $11\frac{1}{2} \times 15\frac{3}{4}$  inches. The oblongs for the days of the week are  $2\frac{1}{4} \times 2\frac{1}{4}$  and the oblongs for the figures are  $1\frac{3}{4} \times 2\frac{1}{4}$ . The shields are  $4\frac{1}{4} \times 4\frac{3}{4}$ .

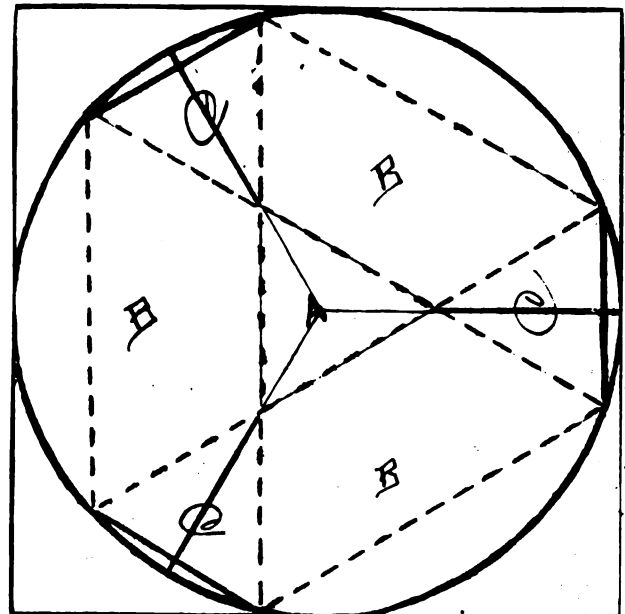
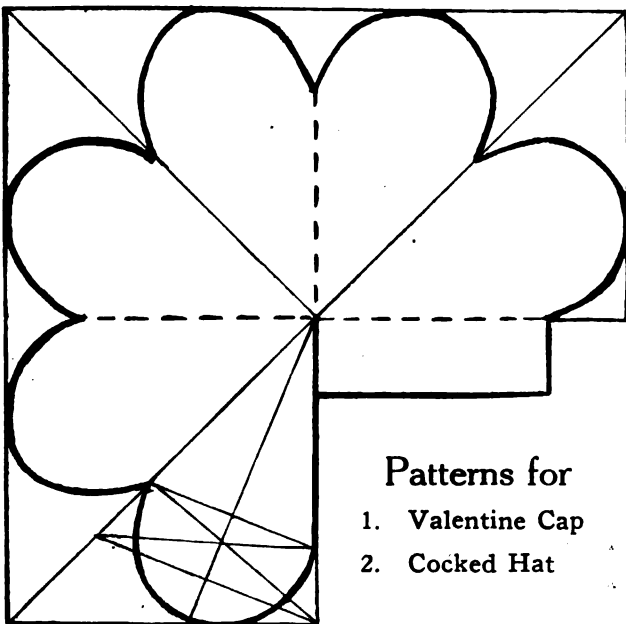
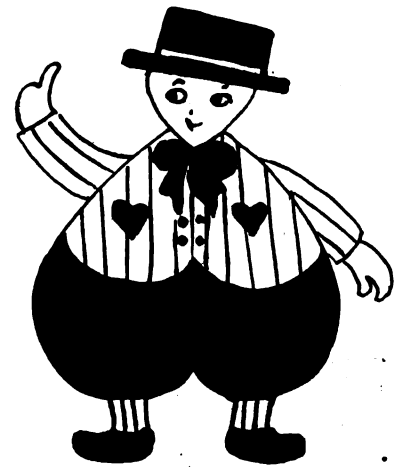
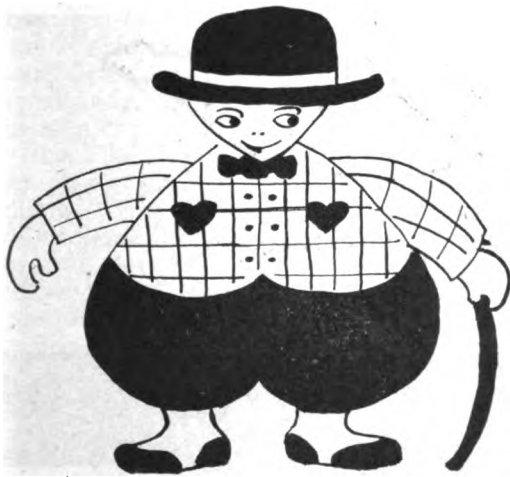
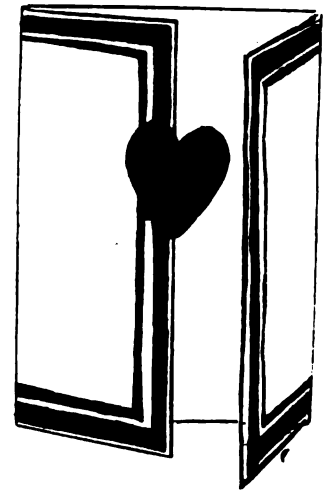
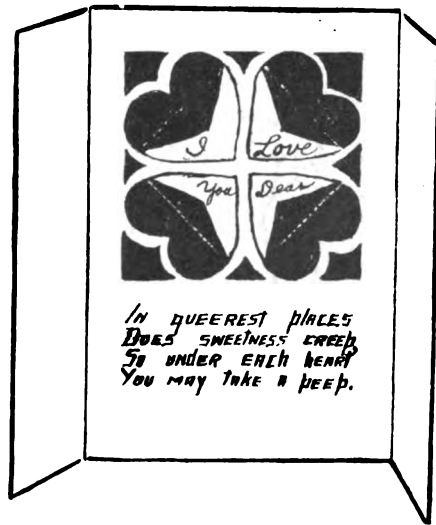
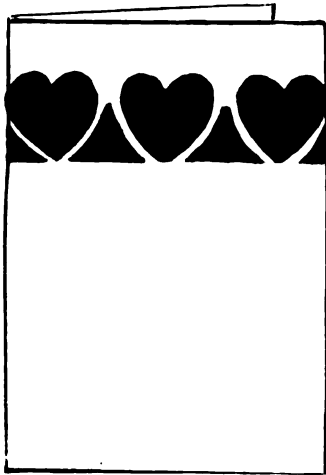


# Valentine Booklets



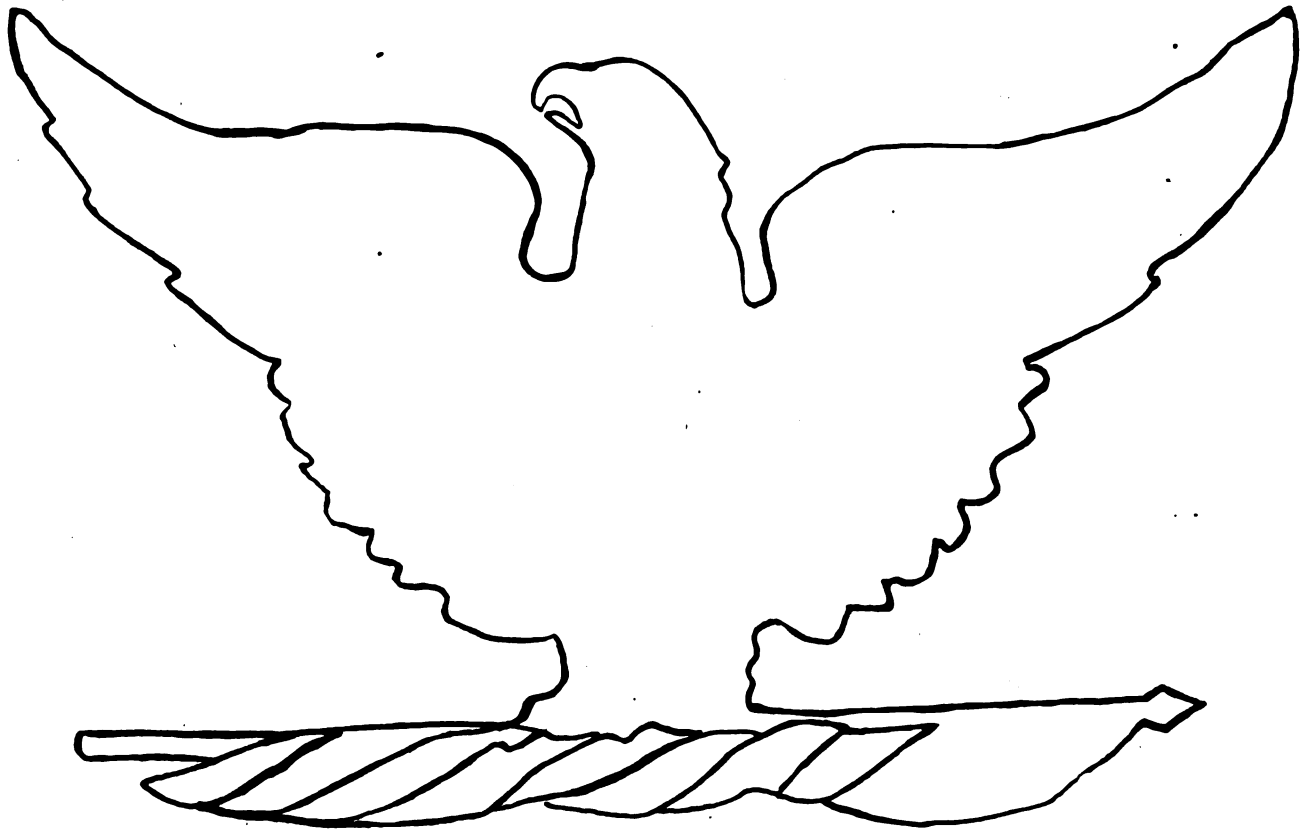
Motifs for Booklets





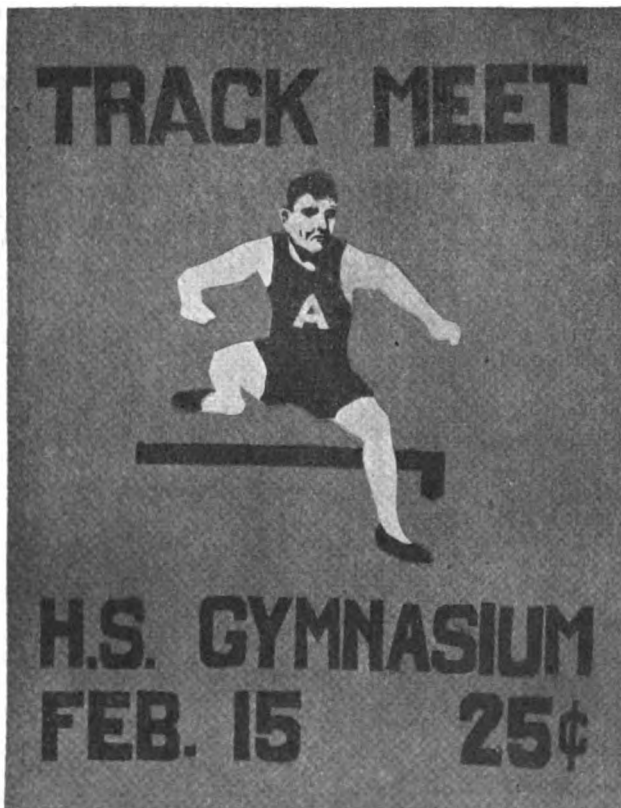
Patterns for  
1. Valentine Cap  
2. Cocked Hat

Pattern for Eagle Calendar



Poster Work for Upper Grades

Frances Lavendar and Florence E. Wright



# Motion Pictures

## Of Especial Interest to Students, Educators and Schools

THE selection is made by The National Board of Review, 70 Fifth Avenue, New York, and will be supplemented by others following current productions and releases for circulation. They may be obtained from nearby "exchange" offices on a daily rental basis or enjoyed in local theatres. The National Board offers its services in making arrangements with these rental centers and can furnish larger lists for entertainment and instruction for nominal charges.

### Scenic and Travel

- Black Feet and Flat Heads, 1 reel, Rothacker-Outdoors.
- Bad Men and Good Scenery, 1 reel, Rothacker-Outdoors.
- Outdoors, 1 reel, Rothacker-Outdoors, Mt. Tacoma scenic.
- Peaks, Pines and Parks, 1 reel, Rothacker-Outdoors
- Cannibals of the South Seas, 2 parts each 5 reels, Robertson-Cole, South Sea life and customs.
- A Maori Romance, 1 reel, Rothacker-Outdoors, South Sea Islands.
- Vacation Land, 1 reel, Rothacker-Outdoors, Western scenic.
- Hitting the Pike, 1 reel, Rothacker-Outdoors, Summer resort amusements.
- Teetotalers, Tea and Totem Poles, 1 reel, Rothacker-Outdoors, Yellowstone Park.
- Geesers and Geysers, 1 reel, Rothacker-Outdoors, Yellowstone Park.
- Bulls and Bears, 1 reel, Rothacker-Outdoors, Yellowstone Park.
- Western Stuff, 1 reel, Rothacker-Outdoors, Cattle herding.
- Doing the Dells, 1 reel, Rothacker-Outdoors, Wisconsin lakes.
- A Bit of God's Country, 1 reel, Rothacker-Outdoors, Yellowstone Park.
- Out Wyoming Way, 1 reel, Rothacker-Outdoors, Wyoming scenic.
- A Peek at Paradise, 1 reel, Rothacker-Outdoors, Estes Park, Colorado.
- Columbia, the Gem of the Highways, 1 reel, Rothacker-Outdoors, Oregon roads.
- An Eyeful of Egypt, 1 reel, Rothacker-Outdoors, Egyptian travel.
- In Pyramid Land, 1 reel, Rothacker-Outdoors, Egyptian travel.
- Amid Sahara's Sands, 1 reel, Rothacker-Outdoors,
- Glimpsing the Gondolas, 1 reel, Rothacker-Outdoors, Venice.
- A Palestine Pilgrimage, 1 reel, Rothacker-Outdoors, Scenes in Palestine.

### Educationals

- What Uncle Sam can do for Two Cents, Ford 1, Distribution of mail.
- The Truth About the Liberty Motor, Ford 1, Motor construction.
- Hang it All, Ford 1, Wallpaper manufacture.
- Mount Edith Cavell, Ford 1, Canadian travel.

- Carrying Old Glory to the Seven Seas, Ford 1, Merchant marine news.
- Where the Spirit That Won was Born, Ford 1, Philadelphia scenic.
- Rough Stuff, Ford 1, Carborundum.
- Good to Eat, Ford 1, Hotel cooking.
- The Story of Steel, Ford 1, Industrial.
- A Little Bit of Heaven, Ford 1, Yellowstone Park.
- What Uncle Sam had up his Sleeve, Ford 1, News.
- Cut it Out, Ford 1, Cut glass manufacture.
- Northern Sports Under Southern Skies, Ford 1, Winter sports in Florida.
- Four Runners of Joy, Ford 1, Making Ford Wheels Going up, Ford 1, Climbing Mt. Hood by auto.
- Good roads, Ford 1, Good roads.
- When Black is Red, Ford 1, News printing.
- Land of the Ukulele, Ford 1, Hawaii.
- From Mud to Mug, Ford 1, Pottery making.
- The Only Way, Ford 1, Safety First.
- A Wild Goose Chase, Ford 1, Wild geese.
- Pure Havana, Ford 1 reel.
- At the Cross Roads, Ford 1 reel, Prison picture.
- Fable of the Olive and the Orange, Ford 1 reel, Orange industry.
- School Days, Ford 1 reel, Development of the modern school.
- Panama Hat, Ford 1 reel, Scenic.
- The Town of Up and Down, Ford 1 reel.
- The Anglers, Ford 1 reel, Trout fishing and breeding.
- Caught, Ford 1 reel, Game trapping.
- God's Handiwork, Ford 1 reel, Mt. Robertson.
- Home Made, Ford 1 reel, Factory Built House.

## Passing It On

Mary E. Fitzgerald.

- Did you ever hear anything like this?
- The College President*  
Such rawness in a student is a shame,  
But lack of preparation is to blame.
- The High School Principal*  
Good heavens, what cruelty! The boy's a fool,  
The fault, of course, is with the grammar school.
- The Grammar Principal*  
Oh, that from such a dunce I might be spared!  
They send them up to me so unprepared.
- The Primary Principal*  
Poor kindergarten blockhead! And they call  
That preparation! Worse than none at all.
- The Kindergarten Teacher*  
Never such lack of training did I see.  
What sort of person can the mother be!
- The Mother*  
You stupid child! But then, you're not to blame,  
Your father's family are all the same.

# Paganry In Rural Communities

Flora M. Frick, Head, Dept. of Physical Education, Moorhead, Minnesota,  
State Normal School

## Part I. WRITING THE PAGEANT

### Meaning and Origin of the Pageant

#### 1. THE EARLIEST PEOPLE USED THE PAGEANT TO PERPETUATE THEIR HISTORY AND MYTHS.

Recent years have brought the word "pageantry" to our notice with rapidly increasing frequency, but there are many of us to whom the idea of pageant production has not yet come in the sense of a possibility within our own sphere of work as teachers. This is due, perhaps, to the fact that those pageants whose publicity has brought them to our notice have been generally so seemingly elaborate in detail that any attempt at similar production seems to be without the border of reason. Let us look, then, for a moment, at the real meaning and origin of the pageant.

There is in every race of people an instinct for the dramatic, a desire to relive the great events of life. The *Indian*, in recounting the story of his encounter with an enemy, pantomimes the conflict; his interested audience follows his lead, and together they relive over and over his triumph. The result is often a pantomimic dance which is a means of perpetuating the heroic events of a tribe. The ancient *Greeks* perpetuated the great events in the minds of their youths by the same type of dramatic exercise. The *Romans* retold the myths of the gods in their harvest festivals, and so helped to keep them alive. All this is pageantry in the truest and simplest form. There is no thought of elaborate staging, of lighting effects, nor of trained actors; but the simple naive, almost childlike retelling of a story in which all are interested.

#### 2. LATER, THE CHURCH DEVELOPED THE PAGEANT FOR TEACHING THE FAITH.

When the early missionaries of the Christian Church went out to teach their faith, they found a simple people, childlike in their reasoning, and understanding; and so we find the early churches filled with those things which appealed to such minds. There is an abundance of pictures and sculpture—often crude, but colorful and appealing. Every idea of the faith is symbolized, from the tiny figures of evil sliding off the Gothic arches of the doors—ever attempting an entrance, but never gaining it—to the great, wonderful altar paintings and the symbolism of

the lights, the cross and the altar ornaments. The service itself became a series of dramatizations. We know how the interest in the special dramatizations grew until it was necessary to present them on a platform in the church yard, and it is from the name of this raised platform or "pagyn" that we have our word pageantry. We know, too, how, in time, the number of incidents increased; how, more and more, Bible stories were presented, until the undertaking became too great for one set of people, and individual

incidents were taken over by various guilds, thus dividing the labor. Each guild gave one incident; and, in order to accommodate a large crowd, each episode was given on a wagon which might be moved from place to place. To this custom we owe our inclination to refer to any parade with floats as a pageant.

At no time in the history of the pageant has it been anything but a public undertaking and an amateur performance and the word amateur is used here in its truest sense, meaning "a lover."

#### 3. TODAY WE ARE USING THE PAGEANT IN OUR SCHOOLS TO TRAIN AMERICAN CITIZENS

The recent world war has taught us many great lessons, and, of these, perhaps the most important for us, as teachers, are the need for more thorough Americanization and a greater realization of the value of working together. The pageant is, by its very nature, remarkably adapted to attaining both these ends. No teacher today doubts the value of dramatization. When we have made of the great men of our country real flesh and blood heroes, and have made those principles for which they strove real and fundamental problems in the minds of our school children we have taken a long step toward that Americanization which is founded on an understanding of the real fundamentals of a democratic government. There are too many of us today to whom Washington, Lincoln, William Penn, or any of the others are merely two-dimension people in a book, made of paper and ink and not of flesh and blood. (Incidentally, we owe a debt to the moving picture which is helping to bring these heroes to life.) The boy or girl who is working to reproduce a scene of pioneer life must come upon facts of real and vital interest which bring the man or woman of pioneer days within the scope of every day interest and understanding, and which



Peace



at the same time, give an appreciation of pioneer life and problems which increase his respect for ideals set down for him and his feeling of responsibility to carry them out.

In teaching the joy of working together, the pageant lends itself better than most forms of dramatic work. Because of its very nature, there are no star roles, and there is a part for everyone. Half a dozen or more groups may work independently on separate incidents; various grades of a school, entirely separate schools of a system, or school groups and local club groups, often work independently until the dress rehearsal, and then enjoy the experience of seeing their contribution become a part of a great whole.

#### Selection of the Material

To a teacher who desires to work out such an undertaking the first problem is usually one of material. The field is so wide that an adequate discussion of possibilities would require volumes; but for school and community work, *the material falls naturally into two groups, the seasonal and the historic-patriotic material.*

#### THE SEASONAL PAGEANT: A NATURE FESTIVAL

The first group offers a wide range of possibility; but, in order that this discussion may be of real help to any who are now planning a school pageant, let us examine in some detail the possibilities connected with the spring pageant which might be suitable for the end of the school year. Perhaps the first possibility which presents itself is the nature festival.

*Greek Nature Myths.* There is no richer field open to the teacher than that of the Greek nature myths. The schools are familiar with many of them because they have been used as reading material. The story of Persephone, her capture by Pluto and her ultimate release at the urgent appeal of all the earth people makes a wonderful background for an entire spring festival. Many of the other myths, like those of nymphs and dryads, Cupid and Psyche, or the rainbow and Iris, offer ample opportunity for a festival as elaborate as one may desire to undertake. A copy of Gailey's "Classic Myths" gives the stories in simple form, so that they might be assigned for class reading, reproduction and impromptu dramatization, or may be told or read by the teacher herself.

*Indian Legends.* There is another group of nature myths—unfortunately, not so well known, but equally delightful—which are so truly American that they should appeal to us all now. I refer, of course, to the Indian legends. The field here is so wide and varied that one is almost bewildered. We may always take Hiawatha as our background, and there is no real reason for limiting ourselves to the "Childhood". The story of the corn as given in Hiawatha's Fasting makes a splendid foundation on which to build an Indian festival. Every community which has any Indian history also has some local Indian legend, and surely we have accomplished something in the way of community work if we rescue now, before they are forever lost, some of these wonderful Indian legends which may be found in our own midst.

*National Customs.* Every nation has its own customs and legends connected with planting and harvest time. For the teacher who is aiming to make geography something more than maps and boundaries, what would be more interesting than the reproduction

of some of these national customs, either in a festival of some one country, or in a festival of nations? The possibilities here again are almost boundless. Suppose that a class is studying England. The celebrations which were held in the villages on the occasions when Queen Elizabeth and her court paid their visits, form a foundation for a most beautiful pageant. Here again the whole may be as simple or as elaborate as circumstances permit. A vast array of possibilities opens up before us; a procession of the Queen and her court—(perhaps even with the incident of Sir Walter Raleigh and the mud puddle)—the welcome by the burgomaster and his wife; a may pole dance of the village maidens; a flower dance or drill by the tiny children, who may present the Queen with a nosegay; a wrestling match by the village youths; songs by village groups; the crowning of a May Queen; a puppet show, or a clown dance or drill; ending with a great procession in which all the performers escort the Queen on her way to the next village. Shakespeare might be included in the Queen's group and call upon some group for a scene from one of his plays, or the fairies from *Midsummer Night's Dream*, or his heroines, or his lovers, or groups of Shakespearean flowers. The magazines often furnish us with bits of material for such scenes, and the files for 1916—the Shakespeare tercentenary year—are rich with this old English material.

In a community where there is a foreign-born element, a reproduction of a village spring festival often proves extremely interesting. This must not be looked upon as un-American, but rather as American in the truest sense, for it encourages the foreign-born man and woman to bring into their new home some of the best and the purest ideas and feelings of the Old World. City settlement houses in foreign districts have found one of their greatest problems in the growing disrespect which the younger generation feels toward parental authority—and then toward all authority—and in the complete lack of understanding between parents and children. In one such community, largely of Sicilians, the classes produced a pageant which was called "A Spring Day in Sicily". The children were encouraged to make the scenes as nearly correct as possible, and, naturally, they called upon their parents for advice and information. Adults who had never been inside the Community house and had refused every inducement to come, came in to assist in this festival. They forgot shyness and prejudice in their interest in making the festival a real reproduction of village life. That the affair was a great success need hardly be said, and it is now repeated yearly and is one of the events of the institution.

A similar plan might be worked out successfully in any community, representing one nation or a group of nations. In the latter event it is possible to give some feeling of unity by allowing each group to present their offering as a gift which the old world sends the new, and have the gifts accepted by Columbia.

*Nature Fairy Tales.* Of the simpler forms of village festival, probably one of the most successful ones which a school group may work out is one based upon a nature fairy tale. The story of Sigfried is somewhat elaborate, but we have the same idea of the sleeping sun princess in that old classic of childhood, "The Sleeping Beauty." It has been presented by very young children.

There is just a suggestion that the King and Queen are really Nature and Mother Earth, and that the Princess is the Sun Princess, who, in the far north, sleeps all the winter through. The fairies who are present at her christening are the nature fairies who guard the birds and bring the gentle rains, the flowers, and the fruits. The wicked fairy is storm or winter. The scene of the christening with the wishes of the fairies may be worked out with song, dancing or recitation. Instead of a wall of thorns, the princess may be surrounded by a wall of snowflakes and sleep until Spring comes to call her once more.

Again, there are many opportunities for elaboration, as, for example, an interlude between the christening and the reappearance of the wicked fairy to show the growing up of the Princess. This may be represented by the four happy seasons of childhood, four groups pantomiming the sports of the seasons. Winter may have a rhythmic skating drill to appropriate music, as, for example, Jingle Bells; Spring, a drill with kites or jumping ropes or hoops; Summer a flower dance, or a circle game, or a drill with tennis rackets or baseballs; and Autumn, one of the harvest folk dances or a nutting song. On one occasion, the production was further elaborated by an interlude, after the princess has fallen asleep, which represents her dream of happy childhood. In this elaboration various play ground groups gave an exhibition of play ground activities.

#### THE HISTORIC-PATRIOTIC PAGEANT

*Local History.* The problem of the historic-patriotic pageant is similar to that of the seasonal. Certain types of scenes are equally suitable for a large number of communities. Practically every community has passed through its period of Indian days and its early settler days; has changed hands, as lands have been ceded or conquered. Practically every community has played its part in the great events of the nation's history, and each of these events furnishes material for episodes. One might make an outline for practically any pageant of this nature. In general it would devote an episode to Indian possession; one to French or Spanish days; one to English days; one to early American life; still another to Civil war activities; another, perhaps, to the Spanish-American War days; one to the period of growth and development, the coming of the railroads, the building of schools or any of the other interests which have played so large a part in our civilization. Finally, an episode may well show our World War activities and our duties and tasks during the days of reconstruction. How much or little of this we use must depend on the central idea which we are trying to develop, on the number of people available for the production, and on the part which a given community has played at these various times.

*Collecting Material.* As a school or community problem, the historic pageant will accomplish most which adheres most closely to those incidents directly connected with the locality. There are some good pageants available which permit of the interpolation of such local scenes. Wherever community history or tradition centers about the life, or even the visit, of some historical personage, such an incident will lend unusual value to the pageant. Here, again, the teacher's first problem is one of gathering material; and

one need hardly remind any teacher that material gained from library research, in reading old newspapers and magazines, and, especially, in talking with old settlers, will have an interest and a value to a class which no mere textbook material ever has. Perhaps the first rule for such gathering of material is that nothing is cast aside as valueless for our purpose until it has been carefully examined. The possibilities for work in reading, in composition, in oral English which the gathering and tabulating of this type of historic material affords will more than repay any class for the effort put upon it.

#### Composition of the Pageant

##### 1. MAKE SURE OF THE CENTRAL IDEA

Once we have our material, we are ready for the problem of composition. This is most easily accomplished if we make sure of our central idea. For example, it will be much more simple, if we care to trace the history of a community, to confine our work to one general line of development, as, for example, the growth of education, tracing the scenes of educational work. The growth of transportation lends itself well to this type; the development of some particular industry of a community makes a good central theme; or, a pageant might trace national changes, with an emphasis on that which each nationality has brought to the community. In emphasizing a purely patriotic side, the patriotic contributions of a section or community may form the groundwork for our pageant.

##### 2. SELECT THE INCIDENTS

Once the viewpoint is established, the teacher is ready to select incidents. The problem is one which demands good judgment. Often, a splendid incident must be omitted because it does not develop the central theme. Again, a class may assist materially in making decisions and individual members may be allowed to argue the case of special incidents in which they are interested.

Beside this test of *fitness to the whole*, an incident must pass the other test of being *presentable with material at hand*. Here the writer must consider the setting needed and avoid much change of scene; for, as we shall see, the typical pageant is given without the use of the curtain.

Further, the episode must *have sufficient action to be dramatically interesting*. In as much as the pageant is often given out-of-doors, it will be evident that we must depend upon pantomime much more largely than upon the spoken word for our effects. In fact, practice has convinced many who are interested in school pageantry that speaking parts should be reduced to a minimum and be given over to a few whose voices will carry. One most successful pageant given by a grade school had but one speaking part, the "Voice of History," off stage, which explained what was taking place on the stage. As the stage was large this part was taken by a man, who read the part through a megaphone. The effect was far better than could possibly have been obtained had the large audience grown restless because it was unable to catch the trend of long spoken scenes given by children's voices. Children, too, act out a part much more naturally and dramatically when they are not hampered by an effort to remember words.

## 3. DIVIDE THE SCENES INTO TWO GROUPS:

## HISTORICAL AND ALLEGORICAL

In the final writing of pageant scenes, the scenes fall into two groups, the *historical* and the *allegorical*; and good taste demands that the two shall be kept separate. For this reason, it is customary to divide the historical material into episodes, and to interpolate any allegorical material which we may care to use as interludes. Often, an interlude helps to explain the entire atmosphere of a subsequent episode. For example: before an episode which shows recruiting activities in a village, it might be appropriate to use an interlude in which dark clothed figures of Tyranny

and Evil threaten the allegorical figure of America, who might be surrounded by a group of maidens representing the States. A group of figures representing various branches of the service would appropriately defend America and ward off the evil. The allegorical prologue and epilogue give the keynote, or central idea, which the pageant is working out.

Once the material is gathered, and the episodes arranged, the time has come for a definite division of work for the production of the pageant.

(In the March number of *School Education*, Miss Frick will tell, in an attractively illustrated article, how to produce the pageant.)

## For the Patriotic Program

### In the Midst of Them

N. B.—The Americans were greatly surprised to see a number of children kneel in the street as the flag was carried by.—Cablegram from Paris on the arrival of the American troops.

(Why so patient, standing there,  
Edouard, and small Pierre,  
Georges, Yvette, and Marie-Claire?)  
"When the troops come marching by,"

(Quoth the small Pierre.)

"Mother, wilt thou lift me high,  
That we see them thou and I?"

"Mother, are they fair to see?"  
(A busy tongue—Pierre.)

"Have they little boys like me  
Left at home across the sea?"  
(Alas! Alas! Pierre.)

"Mother, we have waited long;"  
(Long, indeed, Pierre!)

"The sun has grown so hot and strong—  
Surely none has done them wrong?"  
(God forbid, Pierre!)

"Mother, who did send them here?"  
(The gift of God, Pierre.)

"But then there is no need of fear,  
And on thy cheek I see a tear—"  
(Tears of hope, Pierre.)

Down the boulevard a cry—  
A bugle note is flung on high—  
The Stars and Stripes are passing by!

"The Gift of God." Quoth small Pierre;  
His hat on breast, his curls all bare,  
He knelt upon the pavement there.  
(Five young children kneeling there,—  
Georges, Yvette, and Marie-Claire,  
Edouard, and small Pierre.)

Fairest flag of Liberty—  
Carrying hope across the sea—  
A little child has hallowed thee,  
And made of thee a prayer!

Margaret Bell Merrill.

Correct pronunciation of French names: Edouard—  
Ed-oo-ar; Pierre—Pee-air; Georges—George; Yvette—  
Ee-vet.

### De Bigges' Pile

Heah! Yo! Washin'ton Lincum Lee,  
What kin' ob boy yo' gittin' ter be?  
Stan'in thar, lik' yo's nofn ter do  
But watch 'at woodpile front ob you.  
Spec' dem logs is gwine ter say—  
"We's gwine ter split oursel's terday,  
Jus' run erlong, li'l boy, an' play?"

Oh! Yer has done a lot, but it seems as tho'  
De res' keeps pillin' mo' an' mo',  
An' yer reckon, ef dey gwine that way  
Ter ac', yo'll neber hab de time ter play.  
Sho', 'at's kase mos'ly all de while  
Yo' jus' keep watchin' de wrong heap, chile.  
Turn roun' an look at de is done pile.

Ain' ah tole yer time 'n agen  
'At when yer grows an' gits 'mong men,  
Dey ain' gwine ter car' what yo' has ter do.  
But de'll sho wan' er know what's been done by you.  
An' de mos' is dones yer has ter show,  
De mo' dey's gwine ter respec' yer so,  
An' point yer out where'er yo' go.

Fo' de man what shirks his wuk ter fret  
'Bout his job what ain' done yet,  
Jus' as sho's yer a foot high, son,  
Is de feller what neber gits nofn done.  
An' nofn done means nofn ter eat,  
An' mos'ly holes in yer trousers seat,  
An' yer rated No 'count by all yo' meet.

So—wheneber yo' has a task ter do,  
Jus' 'member what ah'm tellin' yo',  
In odah ter 'complish de 'tings yer should,  
Yo' mus' do like yo's choppin' 'at wood—  
Don' fret 'bout what ain' done, chile,  
Keep pluggin' away, an' in awhile,  
De one what's done is de bigges' pile.

—Clarence Elmer, in "Boy's Life."



# Lesson Plan for the Study of a Poem

Grace M. Davis, M. A., Leland Stanford University

## THE BATTLE HYMN OF THE REPUBLIC

Mine eyes have seen the glory of the coming of the Lord.  
He is trampling out the vintage where the grapes of  
wrath are stored,  
He hath loosed the fateful lightning of his terrible swift  
sword.

His truth is marching on.

I have seen Him in the watchfires of a hundred circling  
camps;  
They have builded Him an altar in the evening dews and  
damps.

I can read His righteous sentence in the dim and flaring  
lamps,

His day is marching on.

I have read a fiery gospel writ in burnished rows of steel  
"As ye deal with my contemners, so with you my grace  
shall deal;

Let the Hero, born of woman, crush the serpent with his  
heel

Since God is marching on."

He has sounded forth the trumpet that shall never know  
retreat;

He is sifting out the hearts of men before his judgment  
seat.

O! be swift, my soul, to answer Him! be jubilant, my  
feet!

Our God is marching on.

In the beauty of the lilies Christ was born across the sea,  
With a glory in His bosom that transfigures you and me!  
As He died to make men holy, let us die to make men  
free

While God is marching on.

—Julia Ward Howe, 1861.

### I. Subject Matter

#### A. Aims:

- To use a stirring strain to drive on through admiration for the visible, organized expression of a nation's power (the army) to a pulsing pride in the aspirations of that nation for liberty, justice and righteousness.
- To teach the lesson that "the cause of Liberty is the cause of humanity and the cause of humanity is the cause of God." (Burke.)
- To connect the spirit of the past with the spirit of the present by showing that for America "the right is more precious than peace, and we shall fight for the things which we have always carried nearest to our hearts—for democracy," etc. (Wilson.)
- To resurrect dormant brain cells by firing them with a flaming patriotic lyric; to teach vivid pictures on the imagination; to thrill the pupil into a reaction to a poem palpitating with concentrated emotion and thus make life less prosaic, less banal, less drearily commonplace.

- To encourage a greater power of verbal expression by supplying examples of colorful imagery and beautifully phrased ideas.

#### B. Organization of the Subject Matter.

The Glory of the Lord is seen in:

- the loosening of the sword.
- the assembled camps.
- the rows of steel.
- the advance of the army.
- the purpose of the war.

#### C. Preparation of the Subject Matter.

1. During the month of February (Patriot's month) emphasize the patriotic idea and prepare for the emotional reaction to the poem studied. Have the children prepare a cardboard roster with the pictures of heroes, past and present. Include portraits of Washington, Lincoln, Roosevelt, Wilson and Pershing as well as the 100 heroes of the World War as chosen by General Pershing. (Ladies Home Journal, June-October 1919.) Entitle it "The Roll Call of Marching Men."

2. Arrange other pictorial material to explain the text, to recall previously given impressions and to strengthen the new brain paths to be created by the poem. Use pictures of marching men (Ladies Home Journal, July 1918.), army camps (Ladies Home Journal, October 1918 and Red Cross Magazine for 1918), of armies in France, etc.

3. For busy work for older pupils arrange on a table speeches expressing American ideals. (Collected in "The Forum of Democracy," "Democracy Today" and in the Red, White and Blue series issued by the Government during the war.) Let the pupils underline the epigrams which show America's belief in the success of righteousness.

4. Enter into the spirit of the poem by reviewing the historical conditions of 1861, and reading the circumstances under which the poem was written. (Ladies Home Journal, May 1919.)

- Give the preliminary assignment.

(a) To arouse interest, ask: Do you remember the songs we sang during the war? What were some of the new songs? Some of the older ones? Ex-President Roosevelt once said he thought "The Battle Hymn of the Republic" ought to be our national anthem. When I finish reading it, tell me why he thought so. Why is this poem called a hymn? Can you mention any hymns that have this same idea or are about marching on to righteousness?

(b) To clarify the text, explain the imagery and new words. This poem is full of picture words. Many of them come from the Bible: "trampling out the vintage where the grapes of wrath are stored" (Rev. 14: 18-20.) "fateful lightning of his terrible swift sword" (Isaiah 66: 15, 16.); "Let the Hero,"

etc., (Genesis 3: 15); "He is sifting out the souls of men before his judgment seat" (Rev. 20). Define: circling, altar, righteous, gospel, burnished, contemners, grace, jubilant, transfigures.

- (c) To force the pupils to grapple with the thought of the poem, assign the following: What two adjectives are used to describe the sword of God? What words express sound, action, form pictures? What were men fighting for in 1861? What do you think was God's righteous sentence then? What was God's sentence against Germany? What kind of a gospel were the soldiers to give? What serpent-like ideas did God crush in the Civil War? In the World War? What cause never knows retreat? Why? What is God doing at his judgment seat? What two commands are given in stanza 4? Where was Christ born? Why did He die? Why do soldiers die? How does the refrain of each stanza differ?

#### Method

##### A. Aims.

1. To utilize the colorful incident and picturesque incident that are associated with a national holiday to re-enforce the lesson of the poem.
2. To arouse the feeling of emulation and to fire an ambition for imitation of the marching men by use of repetition of the idea.
3. To use the personal element, representative men as Washington and Lincoln, to make concrete the abstract statement of ideals.
4. To appeal to the co-operative spirit and temper by showing how the cause of liberty, humanity and God has been carried on by the united efforts of patriots.
5. To employ the elements that this poem has in common with play life,—repetition in variety, expectancy and thrills.

##### B. Preparation.

1. In order to make children personally interested give them the responsibility for results of investigations. Let the older pupils copy on the board the epigrams underlined from the speeches. Place the roster in a prominent place. Why did we put these pictures on the roll? Name some of them. Why do we call them marching men? How do we feel when we see soldiers marching? Show the illustrations of men in camps, in France, etc. Draw out the emotional response. That is the way people who wrote marching songs felt. Name some of the marching songs you have found. How do these differ from "America," "Star Spangled Banner," etc. From the songs, read the lines that explain why the men were marching. Try to obtain a generalization as to both mood and material of marching songs.

2. To apply the conclusions drawn as to spirit and subject mater of marching songs and to connect this poem with the epigrams, get the class to focus conclusions on "The Battle Hymn of the Republic." What lines in this poem are like the sentences on the board? What lines have the same ideas as in the other songs? Discuss the thought questions given in the preliminary assignment. Let

the class ask questions and make suggestions as to the meaning of the theme "Our God is marching on."

3. To be sure that the meaning is not obscured by indistinct pictures and misunderstood words, review the words explained previously. Ask the questions dealing with adjectives, verbs, etc. Have lists put on the board of sound words, picture words, action words.

##### C. Development.

1. After the class has responded to the pulse of true Americanism, as throbbing through the poem, and has recognized it as the rhythmical expression of the American aspiration for righteousness and liberty, deepen the impression into knowledge by stressing the parts that make up the whole.

- (a) "The glory of the coming of the Lord." Explain that the first coming of Christ as a baby was to save the world and that the promise had been made that he would come again to judge it (John 5:17-22.)
- (b) "Trampling out the vintage where the grapes of wrath are stored." What picture do you see? How do we feel when we trample on anything? Yesterday what did I tell you "grapes of wrath" meant? What "grapes of wrath" was God trampling on in the Civil War? In the World War? Through what agents did He trample on these evils in the Civil War? In the World War? Are there any evils left in the world that He would have us, as Americans, trample on? What verb do you think is especially well chosen? We will keep a list of these well chosen words and use them as we find we can.
- (c) "He hath loosed the fateful lightning," etc. How does "loosed" imply that God held back from punishment? The first slaves were brought here in 1619. This was in 1861. How long had God restrained the sword? What words give us the picture? What four words increase our dismay at the sight of the sword? What is the sword of God? Show a picture of Justice. What had to be cut out of our institutional life in 1861? Of the world life in 1918? What means did God use to cut out the wrong in each case? Show how the sharp, clean cut arrangement of words produces the effect of a sword thrust.
- (d) "His truth is marching on." When the men of 1861 marched, what truth did they carry on? The men of 1918? Where does the author see God's presence in stanza 1?
- (e) "Watchfires of a hundred circling camps." What is the picture? How does the word "circling" make it definite? Show pictures of camps. Why does the author use "watchfires" rather than "camp fires"?
- (f) "They have builded Him an altar in the evening dews and damps." Draw picture of an altar. Explain its purpose as a place of prayer and self dedication. To what had the men of 1861 dedicated themselves? Explain alliteration. In the two previous stanzas where has the author used it? How

does the expression "dews and damps" add to the picture of the watchfires?

- (g) "His righteous sentence in the dim and flaring lamps." What was the sentence of God against slavery? Against autocracy? Why does the author tell us the lamps were "flaring"? How does it add to the picture?
- (h) "His day is marching on." What day is Christ's Day? What is its message? Contrast it with "Der Tag" of vengeance taught by Germany. What day is our nation's day? Our own day? Then what do you think will be God's day? Where does the author see the presence of God in stanza 2?
- (i) "Fiery gospel writ in burnished rows of steel." What does "gospel" mean? To what people were the soldiers of 1861 bringing the good news? Remember President Wilson said, "The right is more precious than peace." So sometimes the message of right must come through war,—the good news of deliverance must be a fiery one. To what does steel refer? Of what word is "writ" a contraction? What other words have you noticed in the poem that are poetic words? How can a message be written in steel? What do you think "burnished" means? Why is the word well chosen? Add it to your list.
- (j) "As ye deal with my contemners," etc. Do you remember what I said "contemners" means? Grace? Who were God's contemners in the Civil War? Why (Matthew 25:45.)? In the World War?
- (k) "Let the Hero, born of woman, crush the serpent," etc. Why is "Hero" capitalized? To whom does it refer? Read again the reference in Genesis 3:15. What is the feeling we have when we think of serpents? Then what kind of ideas would be serpent ideas? What kind of ideas are Christ ideas? In each of our wars what Christ ideas has America followed and what serpent ideas has she crushed? In what way does the author see God's presence in this stanza?
- (l) "the trumpet that shall never know retreat." For what purposes is a trumpet or bugle used in the army? What are some of the calls? What cause can never know retreat? Why?
- (m) "He is sifting out the hearts of men," etc. What is in the picture here? What is usually sifted? For what purpose? Why is the word "sifting" better than "sorting"? What is God's method of sifting?
- (n) "Oh! be swift, my soul, to answer Him," etc. How does the soldier answer the call of God? Why should feet be jubilant? How in this stanza does the author feel the presence of God?
- (o) "With a glory in His bosom that transfigures you and me." What does "transfigure" mean? What did Christ die for? What did soldiers die for?

2. Tabulate the five ways in which the author sees God's presence in the army. Connect these

with the epigrams on the board and other expressions of American ideals.

3. What are the sound words? Upon what musical instrument do you think this should be played to bring out the reverberating majesty? Where do you get the beat as if of marching feet? What are words that indicate color? That show action?

4. Let members of the class vie with each other to sound forth in oral reading the sweep of the solemn strains. Explain that the poem is an American hymn of dedication and ask them to let their voices express that thought as they sing it.

#### D. Application.

1. Have the song sung frequently and reverently at the assembly.

2. Correlate drawing and handwriting by letting the children write simple sentences such as I see, This, etc, finishing with a picture of objects mentioned in the poem: camps, altar, lamps, rows of steel, serpent, trumpet, lilies, etc.

3. For the hand work of the younger pupils have paper cutting or tearing of camps. For the older ones, use silhouettes of Washington cut from kodak paper.

4. For busy work have the camps, watchfires, etc., made on sand table.

5. Combine language and dramatics. Let some of the children pantomime action phrases such as trampling out vintage, builded an altar, crushing the serpent, sounding forth the trumpet, etc. Let others write out the sentence that the child pantomimes.

6. Plan a simple pageant. Let the boys in Scout uniform march in during stanza 1, group about the altar (made of boxes and draped with bunting) in stanza 2, stand at attention in stanzas 3 and 4 and salute in the last stanza.

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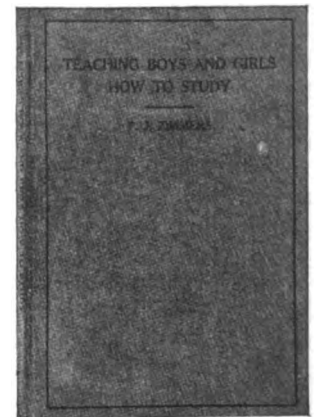
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# Suggested Methods of Teaching Arithmetic

## Fundamental Operations

### DEVELOPMENT OF SUBTRACTION

Katharine Prendergast

#### Preparation

Before we teach subtraction, the pupils should know how to read and write numbers through thousands.

They should know how to add.

#### Teacher's Preparation with Class

At the beginning of each lesson, a drill not to exceed five minutes—the drill to include:

1. The forty-five subtraction facts, those stressed to be determined by the particular needs of the class.
2. Drill in notation and numeration. The above drill in preparation for each lesson is determined by the lesson to follow.

#### First Step

*Type Example:* One Digit Example

#### PREPARATION

Drill in subtraction combinations, stressing those difficult for the class.

#### PRESENTATION

A number of sticks on each desk.

"You may take 7 sticks or units. How many units have you?"

"I have 7 units."

"Take away 4 units. How many units are left?"

"3 units are left."

"7 units less 4 units are how many units?"

"7 units less 4 units are 3 units."

"7 less 4 equals what?" Always ask this final question to teach children to answer what is required in the problem.

Follow with a number of such problems worked very rapidly.

#### Second Step

*Type Example:* Subtraction of Two Figure Examples in which units figure in the minuend is greater than the units figure in the subtrahend. 
$$\begin{array}{r} 17 \\ -4 \\ \hline \end{array}$$

#### PREPARATION

"How many units in 1 ten?"

"What is the name of the first column at the right when we are writing numbers? Of the first column to the left of the units?"

"14 units is how many tens and units?"

"21 units is how many tens and units?"

"18 units is how many tens and units?" etc.

#### PRESENTATION

"How many units in 1 ten?"

"Take 17 units. How many tens and units have you?"

"In writing a two-figure number, where do we always place our units—at the right or left?" The teacher writes 17 on the board.

"We place units at the right."

"Where do we place tens?"

"We place them at the left."

The children have learned this in preparation for addition and it should have been constantly in review through consciously planned drill ever since.

"Place your 7 units at the right on your desks. Where will you place the ten?"

"We will place it at the left of the units."

"From 17 units take 4 units. 4 units from 7 units equals how many units?"

"4 units from 7 units equals 3 units." As the children give this answer, they take 4 sticks from their pile of 7 sticks.

"No tens from 1 ten equals how many tens?"

"No tens from 1 ten equals 1 ten."

"How many units are left?"

"How many tens?"

"17 less 4 equals what?"

"17 less 4 equals 13."

Follow with a number of such examples, subtracting a number of *one digit* from a number of *two digits*, in which the units figure in the minuend is always greater than the units figure in the subtrahend.

#### Third Step

*Type Example:* Combination of abstract with concrete work. Two figures in minuend and subtrahend numbers. No "borrowing" required. 
$$\begin{array}{r} 27 \\ -14 \\ \hline \end{array}$$

#### PREPARATION

The preparation here is the same as in the Second Step and as an advance step children are sent to the board to write under each other numbers that the teacher dictates. Insist upon great accuracy in placing units under units and tens under tens.

#### PRESENTATION

"Take 27 units. Where are units placed?"

"Units are placed at the right."

"Place them there. How many units have you?"

"Where are tens placed?"

"Tens are placed at the left of the units."

"Place them. How many tens have you?"

"From 27 units take 14 units. 14 is how many tens and units? 4 units from 7 units equals how many units?"

"1 ten from 2 tens equals how many tens? 27 less 14 equals what?"

After the class has worked this example with sticks, ask, "What was the first number given?"

"27."

"What number did we take away from it?"

"14."

The teacher places 27 on the blackboard and under it the number 14, being very careful to place 4 units exactly under 7 units and 1 ten exactly under 2 tens. If, from the beginning, the children are taught constant care in this, much carelessness is prevented.

"When you worked this example with your sticks, what did you do first?"

"We took 4 units from 7 units."

"Now look at the board and work the example:

"4 units from 7 units equals how many units?"

"4 units from 7 units equals 3 units."

"Come and show us where to write the 3 units."

The child points to space under the units column and says, "Write it under the units."

"1 ten from 2 tens equals how many tens?"

"1 ten from 2 tens equals 1 ten."

"Come and show us where to write 1 ten."

The child points to space under tens column and says, "Write 1 ten under the tens."

"17 less 4 equals what?"

"17 less 4 equals 13."

Later, as the class shows sufficient strength for it, the child himself will write on the board the numbers to be subtracted, will do the subtraction aloud, and write the result. In this third step, each example, after being worked with sticks by the class, is worked with figures on the board. The teacher, through her rapid questioning, should force the children to work very rapidly when using their sticks so that the mind is not concerned with sticks but with the process they help the child to understand.

#### Fourth Step

*Type Example:* In this step, the units figure in the minuend is less than the units figure in the subtrahend.

$$\begin{array}{r} 25 \\ - 7 \\ \hline \end{array}$$

#### PREPARATION

"1 ten and 4 units equals how many units? 1 ten and 7 units are how many units? 2 tens and 5 units are how many units?" etc.

Write on the board the number 42.

"How many units here? How many tens? If we take 1 ten over to unit's place, how many units will we have?"

"We will have 12 units."

Write other numbers, asking the same questions.

#### PRESENTATION

"Take 25 units. How many tens and units is it?"

"2 tens and 5 units."

"Units are placed where?"

"At the right."

"Tens where?"

"At the left of the units."

"From 25 units take away seven units."

"Have you 7 units?"

"No, I have only 5 units."

"Then how can you take away 7 units? Is there any way of getting more units?"

Sometimes the children will say that they can take 2 units from the tens place.

"If you take 2 units from one of the tens, what remains?"

"1 ten and 8 units."

"We can have only tens in tens place. Can 8 units be left in tens place?" Some child may be quick enough to see that in order to get more units in our units place a whole ten must be taken from the tens place—or the teacher may have to tell this.

"Take a ten over to units place. How many units have you now?"

"I have 15 units."

"Why?"

"Because 1 ten and 5 units make 15 units."

"Now can you take away 7 units? Do so."

"7 units from 15 units leave how many units?"

"How many tens are left in tens place?"

"1 ten."

By questioning, cause the class to think each time how many are left in ten's place until it becomes so much of a habit that they will never forget that they have taken something away from, and so changed, a figure in the minuend.

"No tens from 1 ten leaves how many tens?"

Do not allow the children to say, "Bring down the 1," but keep them to the subtraction form, "1 ten."

"25 units less 7 units equals what?"

"We call the number from which we subtract the minuend and the one to be subtracted, the subtrahend."

After making this statement, call different ones to show the minuend and the subtrahend in the example just worked and in all examples worked after this, saying always as they point to them, "This is the minuend," or, "This is the subtrahend." Write both words on the board and leave them there until all the children are familiar with them.

Give many examples in which the units figure in the minuend is less than the units figure in the subtrahend, calling different children to work with figures on the board, and to tell as they work, the examples that have been worked out with sticks by the class.

#### SUMMARY

"What have we been doing today?"

The answer will probably be, "We have been taking away." Here the word "subtracting" is given by the teacher and written on the board to remain until it has become a familiar term.

"What is subtracting?"

"Subtracting is taking away."

"What do we call the number from which we subtract?"

"We call it the minuend."

"What do we call the number that we subtract?"

"We call it subtrahend."

"Which must always be greater—the minuend or the subtrahend?"

"The minuend must always be greater." It is important to fix this fact right at the outset and to teach children to look to see if the minuend is greater before they begin to work. Why do we so often find children who subtract larger numbers from smaller numbers without realizing that they have done so?

#### Fifth Step

*Type Example:* The minuend has 0 in the units place and the subtrahend has more than 0 in units place.

$$\begin{array}{r} 30 \\ - 8 \\ \hline \end{array}$$

#### PREPARATION

Quick, snappy drill in subtraction facts:

Write 40 on the board.

"Take one of the 4 tens over to units place. How many units will there then be?"

"How many units in units place?"

"There are no units."

"There will be 10 units."

Write other numbers with 0 in units place, asking the same questions.

## PRESENTATION

"Take 30 units. How many tens is that?"

"It is 3 tens."

"How many units?"

"No units."

"Take away 8 units. Before you take away 8 units, what must you do?"

"I must take 1 ten and put it in units place."

"Do so. How many units have you now?"

"I have 10 units."

"How many tens are left in tens place?"

"2 tens are left in tens place."

"Now take away 8 units."

"8 units from 10 units leave 2 units."

"Subtract the tens."

"No tens from 2 tens leave 2 tens."

"30 less 8 equals what?"

"30 less 8 equals 22."

The example is then put on the board, thus: 
$$\begin{array}{r} 30 \\ -8 \\ \hline \end{array}$$

Some child subtracts, saying, "I can't take 8 units from no units, so I take 1 ten and add it to the no units and then I have 10 units. 8 units from 10 units equals 2 units. No tens from 2 tens leaves 2 tens. 30 less 8 equals 22."

The instant a child shows he is puzzled, help him before he makes a mistake. Mistakes allowed when a child is learning a process are apt to make for doubt and inaccuracy in later work. Drill until the class has mastered this step.

## Sixth Step

*Type Example:* The problem of "borrowing" in both units and tens places is presented. 
$$\begin{array}{r} 524 \\ -126 \\ \hline \end{array}$$

No sticks should be used now. The teacher writes an example on the board and calls a child to subtract.

"How many units in a ten?"

"How many tens in a hundred?"

"You may subtract 126 from 524."

The child says, "I can't take 6 units from 4 units, so I bring one ten over into units place and then I have 14 units. 6 units from 14 units equals 8 units.

"I can't take 2 tens from 1 ten, so I bring 1 hundred over into tens place and then I have 11 tens. 2 tens from 11 tens leaves 9 tens. 1 hundred from 4 hundred leaves 3 hundred."

"The difference between 524 and 126 is what?"

"The difference between 524 and 126 is 398."

"What do we call the result in subtraction?"

"We call it the difference."

Write the word "difference" under the other words you have placed on the board while developing this topic—subtract, subtracting, subtraction, minuend, and subtrahend—and leave all there until the children know how to use and spell them.

## Seventh Step

*Type Example:* Teach how to subtract when there is 0 in units place in the minuend. 
$$\begin{array}{r} 420 \\ -91 \\ \hline \end{array}$$

91

## Eighth Step

*Type Example:* 0 in units and tens places in the minuend. 
$$\begin{array}{r} 400 \\ -63 \\ \hline \end{array}$$

We use no sticks now. The example is written on the board and a child is called to subtract. Begin with a repetition of the "Fifth Step":  $40 - 7$ .

$$\begin{array}{r} 40 \\ -7 \\ \hline \end{array}$$

After this give  $400 - 63$ . 
$$\begin{array}{r} 400 \\ -63 \\ \hline \end{array}$$

"We have no units and no tens in our minuend." Point to 400 in using the term "minuend." We need some units. Where can we get any?"

The class may have to be told that they must get them from the hundred's place and then the bringing over, step by step, will need to be explained.

"If you take 1 hundred from the 4 hundred and bring it over to unit's place, how many units will you have?"

"We will have 100 units."

"May we have 100 in units place?"

The children have already learned that in no place in the result may we have more than one figure, and 3 from 100 would result in a number of more than one figure.

"Take 1 hundred and put it in the ten's place and you will have how many tens?"

"We will have 10 tens."

"Now you can get 1 ten from the ten's place and put it in the unit's place. Then you will have how many units?"

Before allowing subtraction get the class to tell you how many units, tens and hundreds are now in each place of the minuend.

"There are 10 units, 9 tens and 3 hundreds."

"Subtract."

Until the children are very accurate in this step, have them name the minuend figures after "borrowing," and before subtracting. A teacher must, of course, be guided by her own judgment as to the number of examples necessary to give a clear understanding of each step, and for a long time, following this development work, examples aiding the class to master the intricacies of subtraction will need to be given.

## Ninth Step

*Type Example:* This requires "borrowing" in units place when there is 0 in ten's place in the minuend; as  $403 - 175$ .

$$\begin{array}{r} 403 \\ -175 \\ \hline \end{array}$$

## Tenth Step

*Type Example:* 0 from 1 and 1 from 1, as

$$\begin{array}{r} .1,401 \\ -1,210 \\ \hline \end{array}$$

## Eleventh Step

*Type Example:* 0 from 0;

$$\begin{array}{r} 408 \\ -203 \\ \hline \end{array}$$

## Twelfth Step

*Type Example:* Concrete problem application of

subtraction. In this, establish the fact that only like numbers can be subtracted.

Our school had 639 bankers last week and 582 this week. How many more bankers last week than this week?

It took 324 tons of coal to heat our school last year. This year it took 47 tons less. How many tons of coal did we use this year?

### Conclusion

The names subtrahend, minuend, difference, and the name of the minus sign are given gradually, and after being given should be placed in the board list of new words presented in this topic.

As the board work progresses, teach the children how to check results in subtraction. The difference plus the subtrahend should always equal the minuend. After this is taught, insist upon the checking or proving of every example, thus inculcating habits of carefulness and accuracy. In this particular check, the drill in addition is kept up. There are other checks; but this one is sufficient for the beginner. ("How to Teach Arithmetic"—Brown and Coffman, p. 57.)

The class will need drill in the different ways of stating subtraction examples, such as:

1. From 14 take 8.
2. 75 less 42.

3. 83 minus 51.

4. 74 —23.

5. Subtract 32 from 65.

6. The minuend is 125, the subtrahend is 63. The difference is what?"

Generalizations to be fixed during the development of subtraction, and what each child should be finally held for, are:

"What is subtraction?"

"Subtraction is taking one number from another."

"Tell us the name of the number from which we subtract—the larger number."

"It is called the minuend."

"Tell us the name of the number that is to be subtracted—the smaller number."

"It is called the subtrahend."

"What is the name of the result in subtraction?"

"It is called the difference."

"Which number is always larger—the minuend or the subtrahend?"

"The minuend is always larger."

"Which is always written above in subtracting—the larger number, or the smaller number?"

"The larger."

## Analysis

Frances P. Parker

### TWO PHASES TO BE DEVELOPED IN ARITHMETIC

In reality there are two phases to be developed in Arithmetic: the *mechanical*, or habit-forming, used first, and the *analytical*, or thought-producing side, second. The first includes the giving of the concept and making automatic the fundamental process in the development; the second is known as "applied" Arithmetic.

The skill gained in computation is only a part of the final result, while the development of judgment is quite as important. Frequently schools establish a reputation for the great mechanical ability of their pupils, while the pupils' training to see relations, to think and to select the proper process to be employed in solving a given problem has been neglected.

### THE IMPORTANCE OF ANALYSIS

When a pupil is given a problem to solve, he must understand first what are his premises, their relations to each other, and the process required to gain the result. It is, therefore, imperative that *analysis* receive an equal attention with the mechanical drill of computation.

The ability to analyze and to relate is one of the essentials of the clear thinker, and it is our duty, as teachers, to encourage this initiative in the Arithmetic work. In this we should allow free and original expression.

### LAYING THE FOUNDATION FOR ANALYSIS

We gain nothing in the end by forcing; the different periods in a child's life must be studied closely, and the work carefully planned and fitted to those periods. Too much attempted before the pupil has reached some maturity is entirely futile.

A considerable experience in the manipulation of numbers is necessary before any ability can be gained in problem work. In this again the thought follows from the concrete to the diagram and to the abstract.

The reasoning or thought development taught by analysis is being built up from the beginning of teaching Arithmetic, but pupils need to be led by thoughtful questions to reason correctly. In the primary grades the elemental ideas should be brought out so that the pupils may be led to make the first simple statements. Too many teachers feel that *all of a topic* is theirs to do, instead of recognizing that each year must play its part in building the whole. Each should retrace and recall work of the previous year to make preparation for the new that is to be added. John Dewey says, "The adult mind is so familiar with the notion of logically ordered facts that it does not recognize—it cannot realize—the amount of separating and reformulating which the facts of direct experience have to undergo before they can appear as a "study", or branch of learning. A principle, for the intellect, has had to be distinguished and defined; facts have had to be interpreted in relation to this principle, not as they are in themselves."

Much careful training in concrete and abstract relations is necessary to lay a well prepared foundation before there is a sufficiently mature number acquaintance to grasp the ideas involved in Analysis. Therefore, the sixth year seems a desirable place to present the real reasoning phase in our Arithmetic course.

### THE PLACE TO INTRODUCE ANALYSIS

At this time, the mechanical habits should be strong enough that, with the preparation made in

the fourth and fifth years, problems with two and three steps could be handled independently. If the work is kept simple and reasonable, the sixth year should be held accountable for a well-prepared foundation for the Grammar Grade Analysis—that is, with many of the developments completed, the second book of any series finished, the class should be able to do *well* a simple analysis according to the steps commonly used by any adult in thinking out a problem:

- Read the problem.
- Select the parts.
- Study the relations of these.
- Decide as to the process.
- Perform the operation or tell of it.
- Give the final statement.

#### THE REAL MEANING OF THE TERM "ANALYSIS"

The word "analyze", in its primary sense, means take apart. This is followed then by the thought of, What do these pieces mean in their relation to each other as given in a particular case? At first, analysis sounds quite formidable; but considered simply, clearly and reasonably, as all work should be, it is a matter only of the pupils' telling what they know.

The teacher who requires to be memorized a set form given by herself or the text and repeated for each problem is losing sight of the value of the exercise. It is ever and always a teacher's duty to guide the expression of pupils for the sake of the English. This may be given, then, as one of the issues in teaching Analysis, followed by the second, that of giving ability to think, to reason clearly.

The complaint is often heard of classes reaching the higher grades, "Their thinking is illogical and their statements inaccurate, both written and oral." This could not be true if Analysis were given the proper attention, for it requires a basis of study habits built from the beginning and kept growing by the right kind of assignments, as well as careful class work. Many teachers fail to recognize the breadth of its influence in this subject, and others as well. The causal Geography affords an avenue for great growth of skill in Analysis.

All problem assignment is of value in this development of thinking, of comparing, of weighing and balancing to form careful judgments towards a given purpose.

The projects that are being worked out in the Primary Grades today should greatly assist in training pupils from the beginning, to think definitely and to be accurate in decisions.

The teaching of Arithmetic has come to follow a definite order. All primary work is concrete and oral which leads to the abstract, forming the basis of drill for formation of habit, leading, in its turn, to the written work which is application, where the thought or reasoning begins to grow. This thinking process then recalls the meaning of the word *analysis*: take out the parts—what is their relation to each other? What process is to be employed? What judgment follows?

Thus, Analysis involves the knowledge on the pupils' part of his fundamentals, also how he is to use this knowledge, and the selection of accurate, expressive language to tell what he knows. A true teacher will accept, always, more than that—will hail with delight a pupil's own telling of a truth

in Arithmetic, Grammar, or in any subject if the sentence is a correct statement, rather than to hear a set definition from a text. She feels that the pupil will keep that knowledge, while a mere memory recitation may be forgotten in a day.

Let us consider a moment what a real Analysis is: A problem read, the pupil must first separate its statements; then comparison of these shows the number relations so the question asked requires a thorough knowledge of the topic applied in the problem. According to the formal steps commonly used in the teaching of any topic, application is the final one and the climax of all others. Naturally, we should require the greatest experience in its use. Therefore, *analysis is essentially a Grammar Grade study*. However, it is led up to by easy steps from the *Primary* work, where simple one-step problems are used and where the form of expression required is also simple.

#### THE BEGINNING OF ANALYSIS

The beginning may be largely the reading of problems from the board or the text where blanks are left for the result to be given.

McMurry says that even in the Third Grade the ability to read and interpret simple practical problems should be definitely cultivated. He suggests, as a great assistance to this, a variety of diagrams to be made by the teacher first; later, to allow the pupils to draw them to encourage clear thinking. These lines of work continue with added difficulty to the work of the succeeding years. Problems with more than two steps can well be handled in the sixth year.

(Refer to David Eugene Smith's "The Teaching of Arithmetic", Chapter 20.)

It would be well to constantly call upon pupils through the *Intermediate grades* to tell the meaning of their work. The development of the topics is given concretely and then used in abstract forms and drilled until that process has become a part of the basis of mathematical knowledge to be carried on through the years. Even in the Primary department, many places appear where guidance to the proper expression is always given, though the pupil does not recognize that he is telling a meaning. There is no time too early in the grades to teach the correct form ("How to Teach," Strayer and Norsworthy, Chapters 3 and 4).

Illustration:—In the teaching of Multiplication, a variety of simple problems would be used.

1. A pencil costs 5c; 12 of us have pencils. How much do they cost?

2. One ticket costs 15c. There are 28 of us in the room. How much must we pay for our tickets?

In the first problem, 12 is the multiplier and the analysis would be given only one way, 12 times 5c. In the second, 28 is the multiplier and the analysis would be 28 times 15c.

Like illustrations follow in Division:

2 times \$2	73 times	73 A.
\$6 ) \$12	2 ) \$4	2A.) 146 A.
		2 ) 146 A.

Pupils should be called upon again and again to give the meaning. Thus the preparation is made for the following type of problem:

- 146 A. in a field.
- 2 A. in each plot.
- ? plots to be used.

The habit begins at once in its formation, and the Primary teacher who accepts the incorrect expression is doing untold harm to the child in allowing him to establish habits of indefinite thinking.

#### THE APPLICATION OF ANALYSIS

There comes a time when this meaning story must be applied to a real problem, and what we term "Analysis" begins. Again these applications should be introduced within the pupil's own experience and in the use of familiar objects, the teacher working at the board and questioning to get from the class the important points in the problem. Analysis by steps is necessary to familiarize pupils with reasoning processes involved in solving the different types of problems. The analysis should be short, but clear and direct, which follows from strong oral work.

Finally, the text may be used where the same story perhaps is clothed in the terms of the author; then comes the test of the reasoning ability that pupils have acquired. To take out the statements now is not an easy task. Pupils do not know how to analyze problems until a wise and careful leader has taught them what to do and how to find the premises in the particular instance.

#### THE LOGICAL STEPS IN ANALYSIS

When a problem has been assigned, the class should be given a sufficient time to read it carefully; then the teacher questions as to the facts stated in it. Suppose it is Percentage-Commission:

Mr. Brown collected a bill of \$475 for Mr. Jones. For this service Mr. Brown received 4 per cent commission. How much did he pay over to Mr. Jones?

The important facts are:

- 4—the % of \$475 given for collection.
- ? money for the work?
- ? money to pay to Mr. Jones?

The teacher writes each statement as it is given her according to her own logical plan of questioning. As soon as they are written, the class can easily see the relation between the problem and the abstract for such as this: Find 4% of \$475.

It is well to keep before the pupils the following:

- Read.
- State.
- Tell the meaning.
- Give the process.
- Give the final statement.

This placed on the board occasionally helps to form the habit of thinking in good order. In application this becomes:

- Read.
- State.
- Analyze.
- Tell of the work.
- Give the final statement.

#### THE STUDY TIME FOR ANALYSIS

In the Grammar grades or in the Junior High School, where teachers have worked with classes along these lines for a day or two, the pupils can then be held to a study time for Analysis, and the recitation proves the test of the ability acquired by individual pupils. A study period devoted to this type of assignment affords the best possible opportunity

for socialization. The number parts of the problems should be sufficiently simple that the work can be done by inspection and *no pencils* should be allowed. Such lessons are planned *only* to increase the independent thinking and to gain accurate expression.

#### SOCIALIZATION OF THE WORK IN THE CLASS ROOM

Socialization of work in class rooms is a form that cannot wisely be thrust upon a class. It often becomes a cloak which covers many defects and in the end the *result, as a whole*, is not satisfactory. Some teachers have experimented with the so-called socialized recitation, having given it no thoughtful study. It has not appealed to them as an outgrowth of the primary instincts of children made use of in the selection of topics within their interests and made simple enough that they can get somewhere in the performance of their daily tasks. The spirit of socialization can come *only* from within and this determines the form of the recitation. In case the school is in the city with supervised study classes, pupils will work to great advantage in being free to converse, to discuss various relations found in their problems. Our understanding of the word citizenship is based on the idea of group. We, as individuals, form groups; and all work should be to the good of the community. The ideal school-room is organized as a typical community, the teacher sharing no more responsibility, *apparently*, than any other member of the group. (Refer to Hughes' "Community Civics".) With her knowledge of the subject, maturity of thought and earnestness of purpose, it is her definite duty to open new avenues of thought and to suggest wider views in the situations arising, through clear questions. She becomes a careful guide and holds the thinking in check by questions pertinent to the subject in hand. All school work, to allow growth, should be done in a spirit of freedom. ("How to Study", by Sandwick. Chapter on "Efficiency".)

#### A MESSAGE TO RURAL TEACHERS

A rural school teacher will at once argue that she cannot work with pupils in such a study period, due to numbers of classes, with few pupils in a class, etc. To her I would say, "Give a half hour of your day to careful, thoughtful study in combination of classes. Communicate with some of the superintendents, state and county, who are trying to establish this custom among their teachers. Give another half hour of your time to the analysis of your work in given topics and decide on the repetitions and overlaps from grade to grade."

With an efficient, economic plan along these lines, rural teachers will, I think, some day conclude that much valuable time has been wasted in the school-room with far less practical, telling results.

John Dewey says, "I believe that the school is primarily a social institution. Education being a social process, the school is simply the form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his powers for social ends. I believe that education, therefore, is a process of living, and not a preparation for future living."

G. E. Vincent writes, "The thought of social philosophy which sees in the development of society



the growth of the vast psychic organism to which individuals are intrinsically related, in which alone they find self-realization, is of the highest significance to the teacher, to whom it suggests both aim and method."

#### THE TEST OF RESULTS IN THE STUDY OF ANALYSIS

To resume the specific topic of Analysis of problems, note David Eugene Smith's thought as to estimating results in the study of problems. ("The Teaching of Arithmetic", p. 174.) This rather new practice should be taught carefully. There is too great an opportunity for guessing unless pupils have a clear understanding of the thing they are trying to do. First impressions and first responses fix themselves; therefore, it is wise to make preparation for them to be as nearly correct as possible.

Lessons devoted to problems without figures are of the greatest value in furthering this definiteness in thought and statement. S. Y. Gillan has published a text known as "Problems Without Figures". Until work of this kind has been done, no class ought to be asked to work applied problems from the text. The principle is the same as in asking for written language before oral has been given proper attention.

When the written lesson is assigned; the correction of the paper cannot drop the standard. The best habits are formed by allowing no broken links to creep into the chain.

Some board or drill lessons could well be given the class before they are asked to write a paper individually. One class might require this, when another would not. However, the majority of normal pupils must not be considered "long" in Arithmetic.

(Refer to William Smith's "All the Children of all the People".)

Written assignments are only a test—simply a means for the teacher to make sure of individual results.

#### THE TEST OF THE TEACHER

We have defined Analysis as the development of ability in correct thinking; but development of any topic, which means teaching it, does not spring from the pupil. This is the work of the teacher and she assumes the direction of this development and through her own logical thinking controls the process in the pupils' minds.

The child's mind has in it the necessary knowledge for the building of the foundation. It therefore becomes the duty of the teacher to gather together the particular parts of that knowledge that form the basis for the new which she aims to teach. The two then are to be woven together to form the new experience, which, in its turn, becomes a part of the old knowledge. This is the step known as the presentation in the lesson plan.

This problem of direction is thus the problem of selection—the selection of the related knowledge and of the proper stimuli to guide the thinking along lines of the new experience. Herein lies the skill of the instructor.

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I know the number of rods around a square field; how can I find the number of acres in the field?

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# Problem Method in Geography

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## Australia

### ARTICLE III: DEVICES FOR DRILL

#### The Making and Use of Notes

From the teachers' viewpoint, there is the need for review to fix the pertinent facts brought out in the development. By choosing them beforehand, she can emphasize them in their natural settings as the topic develops, so that many of them are well fixed with very little formal drill. However, some drill is necessary; or, however interesting the topic may be at the time, the children will not remember it very long.

#### DEVICES FOR DRILL ON POINTS BROUGHT OUT IN THE DEVELOPMENT LESSON

- I. Making and use of carefully selected notes.
  1. For building up sustained recitations.
  2. As a basis for review.
- II. Thought questions featuring important points.
- III. The picture lesson.
- IV. The individual topic.
- V. Supplementary reading.
- VI. Place geography and review lessons.
- VII. Correlated arithmetic problems.

#### MAKING AND SELECTION OF NOTES

Let each child prepare the necessary sheets of paper, about 6" by 4", for notes. Some scratch pads are just the right size. The first sheet is for the cover to the notes, and simply has the name Australia properly placed on it.

The next sheet is for the facts of location; the next, for the facts of climate, and so on, as shown below. The order of the pages is shown by the Roman numeral which appears at the left of the topic. When more than one page is needed for the necessary information under one head, a second or third sheet is made. Each sheet repeats the original heading, but is numbered 1, 2, or 3, in the upper right hand corner, according to its place.

Have the class write only on one side of the sheet and observe the proper outline indentations; that is, the big points are written further to the left than the lesser ones. It has been found a good plan to have the children draw their margin lines before copying any notes. A series of margin lines with one line one-half inch from the left edge of the paper, another one-fourth inch to the right of the first line, a third three-eighths inches further to the right, and another one-fourth inch from the right hand edge of the paper, have been found adequate for all our topics and sub-topics.

Whether you choose this material with the group, or simply present it in organized form after the development, depends on the amount of time that you can give to geography. But, at any rate, it seems best

to let the group have a definite copy to follow; then you know that the notes are uniform and you can hold the class responsible for knowing at least those facts. Merely picking out some of the important facts is a great help in itself; but to write these notes in organized form is a further aid to remembering them. Then, too, since the notes form a comparatively small and organized body of knowledge, their mastery is possible to every pupil. To make the work attainable, while still maintaining a good standard, is an end worthwhile.

After the following notes (which are suggested as covering the essential facts on Australia) are made, some ways of using them are given.

- I. Location.
  1. Most isolated of all continents.
    - a. About one-half way around the world from England.
    - b. 7,000 miles from South America and Africa.
    - c. 2,500 miles to India.
    - d. 1,000 miles to Java or New Zealand.
  2. Lies entirely in the southern hemisphere.
  3. Southeast of Asia in the Pacific Ocean.
  4. Between 10° and 40° south latitude (Tasmania excepted).
- II. Size and Population.
  1. Almost exactly the size of the United States.
  2. Three-fourths the size of Europe.
  3. The smallest continent.
  4. The most thinly populated continent.
  5. Its density of population less than that of Arizona, 1.67 to the square mile.
- III. Surface.
  1. Shape.
 

When inverted, very much like that of the United States.
  2. Outline.
    - a. Most regular of any continent.
    - b. Few good harbors except where coastline has sunk.
  3. Elevation.
    - a. Most level of any continent.
    - b. Lowest of any continent.
    - c. Average elevation that of Ohio.
    - d. Highest land in the eastern part.
  4. Mountains.
    - a. The Great Dividing Range, running parallel to the eastern coast.

- b. The Blue Mountains, in New South Wales.
5. Rivers.
- No large rivers except the Murray-Darling system in New South Wales.
  - Interior rivers, ending in salt lakes or disappearing in deserts.
- IV. Climate.
- Heat.  
Warm, because only 5 per cent (the southern part; is farther than Chattanooga, Tennessee, from the equator.
  - Rainfall.  
Very little, except along portions of the coast.
- V. Plant Life.
- General characteristics.
    - Totally unlike plant life found elsewhere, the vegetation of a past age.
    - The eucalypti dominate the plant kingdom.
  - Desert plant life.
    - Adapted to withstand drouth.
    - Porcupine grass—hard, spiny stem.
    - Eucalyptus (national tree)—stunted in the desert; holds leaves vertically instead of horizontally.
    - Wattles and other plants with thorns instead of leaves.
    - Some trees that secrete oil to prevent evaporation.
    - Plants with salty leaves.
  - Equable rainy slopes.
    - Eucalypti of giant size.
    - "Bush"—almost tropical undergrowth (tree ferns, palms, orchids).
- VI. Animal Life.
- General characteristics.
    - Very different from that of the rest of the world, because Australia has been isolated for millions of years.
    - No animals of the pig or cat family.
    - Marsupials dominate the animal kingdom.
  - Marsupials.
    - Platypus.
    - Cassowary.
    - Emu.
    - Apteryx.
    - Lyre Bird.
    - Wallaby.
    - Bower Bird.
    - Echidna.
    - Koala.
    - Rabbit (imported).
    - Snakes, lizards.
    - White Ants, insects.
    - Kangaroo (national animal).
- VII. Products and Industries.
- Agriculture.
    - General characteristics.
      - Farming limited by lack of rainfall.
      - Grazing more important.
    - Grazing.
      - Sheep raising.
        - The most important industry. Australia produces the most and the finest wool of any country in the world.
        - Raising of horses, cattle and swine important.  
Exports frozen and canned beef, mutton, hides and tallow.
      - Farming.
        - Wheat—the most important farm product. Australia's wheat brings the highest price of any in foreign markets.
        - Oats and hard grains thrive in the cooler south.
        - Corn—raised from New South Wales northward.
        - Sugar and other tropical products in Queensland.
        - Fruits—varying with climate; many vineyards in Victoria and New South Wales.
  - Mining.
    - Gold—Australia ranks third in production of gold.
    - Copper.
    - Silver.
    - Tin.
    - Iron ore—near coast of New South Wales.
    - Coal—near coast of New South Wales.
    - Limestone—near coast of New South Wales.
  - Lumbering.  
Australia's hardwoods are very valuable and in great demand.  
Soft building woods must be imported.
  - Manufacturing.
    - Chiefly for home market.
      - Leather and shoes.
      - Flour.
      - Lumber and wood products.
      - Other simple products.
    - Most of the manufactured goods used in Australia are imported from England and paid for with raw products.
- VIII. Principal Cities.
- 38.8% of Australia's population lives in the six capital cities, five of which are growing at the expense of the back country. These capitals are all on the coast and are the commercial, as well as political, centers of their respective states.
- Sydney, in New South Wales.
    - The "New York" of Australia.
    - Located on Sydney Bay, one of the finest harbors in the world.
    - Shipping—amount exceeded only by Duluth and New York.
    - May soon outclass London as the leading wool-market of the world.
    - Oldest city in Australia.

2. Melbourne, in Victoria.  
Contains nearly one-half the total population of the state. The plan by which the city was laid out provides ample room for future growth.
3. Adelaide, in South Australia.
  - a. Third city in Australia.
  - b. A very desirable place of residence; resembles southern California in climate and scenery.
  - c. Residence and business section separated by zone of 2,000 acres of park lands.
  - d. Business hours of the city provide for leisure.
4. Other Cities.
  - a. Bendigo, New South Wales.
  - b. Ballarat, New South Wales.
  - c. Kalgoorlie, West Australia.
  - d. Coolgardie, West Australia.
  - e. Boulder, West Australia.  
(The above named cities are gold mining centers. The last three are supplied with water from the coast by a pipe line 351 miles long.)
  - f. Newcastle, New South Wales—exports coal.
  - g. Brisbane, capital of Queensland.
  - h. Port Darwin, capital of Northern Territory.
  - i. Perth, capital of West Australia.
  - j. Hobart, capital of Tasmania.

#### IX. People.

1. Australia is the most exclusively English continent there is.
2. Original inhabitants.  
Blacks, the lowest in the scale of human intelligence; rapidly becoming extinct.
3. "Natives."  
Descendants of settlers from England, who, in the earlier days, were exiled criminals. The first settlers came in 1788 (about the close of the Revolution in our country).

#### X. Government.

Since 1901, Australia has been organized as the "Commonwealth of Australia." The government is like that of Canada, which has a Parliament somewhat resembling Congress. Australia is independent of England in all matters except those which affect the British Empire as a whole (as, for example, the World War).

#### WAYS OF USING THESE NOTES

##### I. As a Basis for Sustained Recitations.

One way in which these notes may be used is to let a pupil give a "sustained recitation," with the privilege of referring to them, the recitation being so termed, not in the sense of being held up or supported by the notes, but in the meaning of "sustained" as "prolonged," or lasting for several minutes. Great stress should be laid upon the matters of making the big points stand out, of fairly formal expression, and, particularly, of good paragraph connections. These necessities obviate the chance

that a pupil reciting from notes will simply read what is written on his paper. For example, the notes on Plant Life might be expanded somewhat as follows:

"Perhaps the most striking thing about the plant life of Australia is that it is totally unlike any seen elsewhere. It is the vegetation of a past age, for the study of fossil remains tell us that just such plants grew in Europe and North America ages ago. There is one kind of tree that dominates the plant kingdom in Australia. It is the eucalyptus, or gum tree, which grows in California, too. But in Australia three hundred species of this tree have already been discovered, and perhaps more will be found in other parts of the continent when they are better known. An interesting thing about this tree is that it is an evergreen tree, shedding its bark instead of its leaves. The reason why this tree has flourished so, is that it has the power of adapting itself to the many kinds of growing conditions found in Australia.

"There are two distinct types of plants, those of the desert interior section, and those of the rainy, equable eastern slopes. But the eucalyptus thrives in each. However, in the desert section, it is stunted by lack of water. One way it has of conserving the scant moisture is the habit of holding its leaves vertically instead of horizontally, as most trees do. Since trees daily evaporate tons of water through the pores of their leaves, turning the leaves on edge saves water for the tree.

"There are other desert plants in Australia which have very interesting devices for preventing loss of water through evaporation. There is a grass whose stem has grown so hard and spiny that neither man nor beast can pass through it without being wounded. It is well named 'porcupine grass.'

"Perhaps you have seen the acacia trees in California, beautiful, feathery-leaved trees with yellow blossoms. The acacia trees are native to Australia, but are commonly called 'wattles.' It is said that the smell of crushed wattles makes the Australian in another land homesick for his native soil, just as the odor of sagebrush reminds our Westerner of his own life on the dry plains of the West. The acacia can live in the desert because it has thorns instead of leaves. If it blooms in the spring, it is considered the promise of a good harvest, because it does not blossom in years of drouth.

"There are other plants, which, also, have developed thorns instead of leaves as a means to prevent evaporation of their water supply. Some trees secrete oil so that their stems and leaves are waterproof, so to speak. There are other shrubs which taste salty and are such good forage for cattle that they are being planted in dry sections of our country for this purpose.

"The plant life of the equable rainy slope is very different. Here the ever present eucalyptus grows to giant size, rivaling the 'big trees' of California. The different varieties furnish much of the world's supply of valuable hardwood timber. Since these trees grow very tall and, because of the vertical position of their leaves, do not cast a dense shade, a second forest, so to speak, of shorter trees, flourishes beneath them.

"We think of the tulip, lily, honeysuckle, and fern as garden flowers. In Australia, they are trees.

"This almost tropical undergrowth of the forest is the 'bush' of Australia. The word 'bush' is also applied to the back country anywhere away from the more settled parts of Australia."

If it is borne in mind that the notes are usually given only as the summary of a detailed study, it is evident that more of the above expansion is suggested by the notes than might at first appear. The more statements a pupil can be taught to recall through a single catchword or phrase, the better the training.

This exercise is especially valuable for certain pupils who do not lack knowledge, but rather the power of quick recall and rapid organization which enables them to be fluent speakers. With notes, such pupils can often make surprisingly good recitations. Any such success is, of course, a great help to the second requirement, a sustained recitation without notes.

It is, after all, a severe test, even for adults, to talk in an organized manner for any length of time, without the help of notes. It is an accomplishment, even with them, for the average person! We should like to venture that training in the intelligent use of notes as a means to clear oral expression in geography is far more valuable than any purely memoriter recitation of a text or lecture.

## II. As a Basis for Review.

Another way to use the notes is as follows: Give notice of a test to be based on the notes of certain topics. Then let the pupils have the choice of writing what they can recall, topic for topic, or of answering certain thought questions not directly answered by the notes. Encourage the children to regard the latter as a more praise-worthy attempt, because it involves more than mere memory to achieve it.

To illustrate, here are questions that have been used to review, in applied form, the facts given under location.

1. Why is "lonely Australia" a fitting name for this continent? Because it is the most isolated of all continents. (This question often evokes the exact facts of distance given in the notes, and its location in the Pacific Ocean.)

2. You know the Pacific Ocean is the greatest ocean. What, in round numbers, is its width in the latitude of Tasmania? About 14,000 miles, since it is approximately 7,000 miles eastward to South America and 7,000 miles westward to Africa from Sydney.

3. Name the continents bordering the Pacific Ocean, giving their directions and such distances from Australia as you know. Asia is a little north-west, with India 2,500 miles from Australia. Africa is 7,000 miles to the west, and South America the same distance to the east. North America is not so far east of Australia as South America is, but it is farther removed because of its northerly position.

4. Why, in Australia, does one speak of the "sunny north" instead of the "sunny south" as in this country? Since Australia is entirely south of the equator, the northern part corresponds to our southern in climate.

5. Why are the plants and animals of Australia so distinctly different from any others in the world? Because of Australia's isolated position,

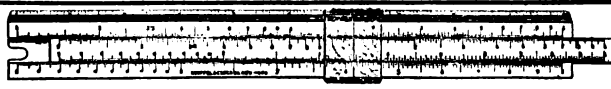
plants and animals could not migrate or be brought to it as to other continents earlier known; so, for millions of years, the Australian plants and animals have been developing along their own peculiar lines.

6. In what part of Australia should we expect to find semi-tropical products, such as coffee, sugar cane, and oranges? In well-watered parts of Queensland, because it is a northern state.

7. Why is Australia able to sell her butter and fruits to especial value in European markets? Owing to its position south of the equator, Australia's seasons are just the opposite of those of Europe. So, when the cows of Belgium and Denmark are confined to their stables, the dairy herds of New South Wales are feeding on green pasturage and producing fresh butter. Also, the Australian fruits come at the end of the winter season in Europe, when there is great demand for it.

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On page 54 of this Issue is an Application Blank  
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# Activities in Education

## In General

Believing that the first two years of college work can be done as well in "junior college" departments of public high schools, Stanford university authorities are said to be planning to eliminate freshman and sophomore work from the university curriculum.

Fifth and sixth year college work has been gradually added to many of the departments, and it is believed the "super" education will eventually supplant the elementary courses throughout the university.

Junior colleges have been established in many of the high schools of California, particularly in the southern part of the state.

Herbert Hoover has been a trustee of Stanford university for a number of years, and intimate friends declare he has been backing President Wilbur's attempt for increased specialization in the studies offered by the institution.

The American Forestry Association has prepared sets of instructions for the care of various kinds of trees which have been planted in memory of our soldiers who fell in France. It is announced that these sets will be sent to every city and village in the United States. The schools should find them particularly helpful in making their Arbor Day plans.

Commissioner of Education Finley, of Albany, New York, has published in his "Educational Bulletin" a description of a rural school, which he calls "An Ideal Central Rural School." All who are interested in the movement for better rural schools now being carried on all over the country will be interested in Dr. Finley's description.

The La Verne Noyes Foundation makes provision for the payment of tuition of deserving students who served in the World War, or who shall be blood descendents of World War veterans. Its estimated value is \$2,500,000.

Teachers considering planting of trees in the school yards should write to the Minnesota State Forest Service for suggestions as to what and where to plan.

The *Paramount Screen Educator* is a new monthly magazine dedicated to the extension of the moving picture as an educational force. It will be distributed to educators, women's clubs and others interested in the wider use of films.

The National Week of Song the week in which Washington's birthday occurs, is a week set aside for singing, to be observed by the entire nation. It was originated during the war period; but its primary purpose is to develop an interest in singing and in singing all kinds of songs of the better sort—not merely the national and patriotic songs. This week should be the objective for the year's work in school music: it might assume the form of an annual recital to give the people an opportunity to learn of the work being done in the school and to give them a part by participation in the community singing. All America should be singing.

A special committee of the National Research council, consisting of Dr. R. M. Yerkes, chairman, and Dr. M. E. Haggerty of the University of Minnesota; Dr. L. M. Terman of Stanford university; Dr. E. L. Thorndike of Teachers College, Columbia university; and Dr. G. M. Whipple of the University of Michigan, with financial support from the General Education board, have formulated a plan for using the army mental tests in schools. Such intelligence tests have been used in schools for some time on individual children, but the new plan provides for handling them in groups, even whole classrooms at a time. The committee selected about twenty tests for careful trial. This trial was made on five thousand children. As a result the committee has now been able to select from the tests two series which seem to be the most satisfactory and these will now be tried on several thousand more children in order that they may be further perfected before they are finally offered to the teachers of the country for general use. This carefully worked out program for group tests will make it possible and practicable to make wholesale surveys of schools annually, or even semi-annually, so that grade classification and individual educational treatment can be adjusted with desirable frequency. It is expected that the methods will be ready to be

published for general use early this year. The army tests on which these new group tests for children are based, and which were used with striking success and advantage during the war, were originally devised by a group of psychologists working under the auspices of the National Research Council.

Ratification by the government of Chili and the University of Chili of plans for the exchange of professors and instructors between the United States and the South American republic has been effected by official decree of the Chilean government, according to recent advices to the University of California. That an appropriation of \$12,000 for the coming year has been provided under the decree signed by President Sartuertes of Chili is announced in the communication to the university, which further states that both the president of the University of Chili and minister of instruction, Pablo Ramirez, have announced their readiness to receive as the first exchange professor from the United States Charles E. Chapman, associate professor of Hispanic-American history at the University of California.

## Florida

A suggestion made to the county commissioners by Supt. C. R. M. Sheppard, of Volusia County, that an old jail building in the heart of the city ought to be fitted up for rental purposes led to the building's being transformed instead, into a most beautiful little building in which Mr. Sheppard has his headquarters and which bears the inscription "County School Administration Building." It is used entirely for this purpose. The house is of beautiful old colonial style, done in brick, and occupies an acre of ground, beautified by palms and bay trees. There are four main rooms: the office of the county superintendent, with a supply room in connection; the office of the assistant county superintendent, with library and general supply room; the board of education room; and the office of the Farm demonstrator. Superintendent Sheppard and Volusia County are to be congratulated.

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—Adv.

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Name of School	Location	Date Began	Date Finished	Grad.?
H. S.				
Normal				Adv. Grad.?
College				Degree?
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EXPERIENCE—State briefly the positions you have held, when, where, how long. Be exact. Do not say merely "High School" or "Grades."

Grades or Subjects	Location of Position	Date Began	Date Finished	No. Teachers	Salary

Present salary?.....Salary desired?.....Least salary you will accept?..... Age?.....  
 Height?..... Weight?..... Health?.....Physical defects?..... Any deformity?.....  
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Dated.....1920                      Signed .....

## Nebraska

Sixty-one schools of Nebraska are paying salaries of \$2,000 or more to their superintendents. More than twice as many were paid that salary last year.

At the last meeting of the Nebraska State Teachers' Association, recognition was given the National Primary-Kindergarten Council, when the Primary-Kindergarten Section organized a State Primary-Kindergarten Council.

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Every eighth grader should have a copy of the 48 page book of Nebraska 8th grade questions. A complete list of all questions submitted by State Dept. of Education for past ten years. 40c 2 for 75c 3 for \$1.00 4 or more at 30c.  
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The Plymouth Bldg., Minneapolis, Minn.

## Ohio

Children in wheel chairs, on crutches, or supported by canes are a common sight in the school for crippled children, at Dayton, Ohio. This school differs from others of its type in the United States in the fact that, while the other schools are private, it is sponsored by the state, which pays \$150 for each child attending 85 per cent of the nine months, and that it is assisted by the Board of Education. Instead of being taken away from home to be educated, the crippled pupils live at home and are brought to school in buses. Though handicapped by such diseases as infantile paralysis, congenital dislocation of the hip bone, and tubercular joints, these children are doing work that compares very favorably with that of children in perfect physical health.

Members of the graduating classes of two of the state normal schools of Ohio are being given the opportunity to enter courses in the organization and direction of parent-teacher associations. Students in this course are basing much of their study upon year-books and literature furnished by the state organizations of these associations.

The 2,000 children barred from the standard schools of the city of Cleveland because of overcrowded conditions are being taken care of in sixty portable schoolhouses.

The teachers of Elyria have enrolled 100 per cent in the Northeastern Ohio Teachers' Association, the State Teachers' Association, and the National Education Association.

The judgment of the Attorney-General condemns as illegal the introduction of compulsory military drill in the high schools of Cleveland without the sanction of the legislature.

#### SPLENDID OPPORTUNITY.

Teachers know of THE WORLD BOOK—"Organized Knowledge in Story and Picture" by Dr. M. V. O'Shea, editor-in-chief, and the wonderful satisfaction it is giving as a modern educational work. THE WORLD BOOK is a proven success as a seller. We are now beginning to organize for the vacation period. Teachers will do well to write us for information. We make a very attractive guarantee and commission offer. Do not fail to investigate. Write ROACH AND FOWLER, Publishers, Kansas City, Missouri.

## South Dakota

The work of inspecting the schools applying for aid is in progress in South Dakota. Few counties in the state will not have more than 12 schools which will require state aid. Turner County will receive state aid for 21 of its schools. Standard one-room schools receive \$150, first class consolidated schools \$400, and second-class consolidated \$250.

All teachers-in-training at the Northern Normal and Industrial School who expect to teach in rural communities upon their graduation do their actual practice teaching in nearby rural schools of Brown County. An auto bus is provided for transporting the practice teachers.

The greatest summer school ever held in South Dakota is announced by President Harold W. Foght, to begin Monday, June 7, at Northern Normal and Industrial School. In addition to the full regular faculty of the school, many educators of national repute have been secured—among them, Dr. A. E. Jenks, Americanization worker at the University of Minnesota, and Mr. C. G. Sargent, state director of vocational education, Colorado.

The state land department has made the annual apportionment of the common school interest and income fund. It amounts to \$1,556,224.32. This goes directly into the school funds of the school districts, and will give to each pupil of school age \$8.36, which is \$1.64 greater than has ever been apportioned before.

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The Hurley school district, which last winter consolidated with four outlying districts, expects to have its school building ready for use in the spring. Four auto buses, with Wayne bodies, transport the children to school, twenty-five children in each bus.

Miss Glenn Carter is the new deputy county superintendent of Meade County.

The Northern Normal and Industrial School, which, on January 5, became a federalized school, has received \$6,750 aid from the United States to be used in organizing and maintaining a department of hygiene.

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- "Education is appreciated everywhere."—Geo. E. Walk, Lecturer on Education, N. Y. University.
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- "A magazine which we much enjoy."—Sister Mary Evangela, St. Xavier's Convent, Chicago, Ill.
- "As necessary to a teacher as a medical journal to a physician."—M. T. Pritchard, Master Everett Sch., Boston.
- "Of greatest value to all who are trying to formulate an educational theory."—Pres. Faunce, Brown University, R. I.

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What are you doing to advance yourself this New Year? The reliable training given by this accredited school will make your dreams of prominence and power come true. Hundreds of teachers last year availed themselves of our commercial training, and today they are earning twice their salaries of last year.

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## North Carolina

Bonds to the amount of \$800,000 have been voted by Winston-Salem for the improvement of its schools. The amount has been apportioned as follows:

\$100,000 for the colored school.

\$100,000 to each of three sections of the city.

\$400,000 to the erection of a new high school.

For each dollar expended by the public in these improvements, two citizens of the city will give a dollar. A further donation of 75 acres of playground has also been made.

## Colorado

The new salary schedule of the Denver schools is given below: Elementary teachers, minimum, \$1,000, to be increased \$100 annually; elementary principals, minimum, \$1,800, to be increased \$200; high school teachers, minimum, \$1,200, to be increased \$100; high school principals, maximum, \$4,500.

In addition to the principals, the following have received the \$200 increase: Principal of opportunity school, directors in service before December 1, assistant superintendent, chief engineer, secretary of the board, attorney, assistant to the treasurer, chief clerks, head bookkeepers, secretary in charge of supply teachers, storekeeper, coal clerk, and expressman.

## Missouri

The first complete newspaper plant to be built and equipped solely for a school of journalism will open this month at the University of Missouri. The building and its equipment will cost \$80,000 and is the gift of Ward A. Neff, of Kansas City, as a memorial to his father, the late Jay H. Neff, founder of the Corn Belt Dailies. The school of journalism of the University of Missouri is eleven years old and is said to be the oldest school of professional journalism in the world.

Twelve hundred teachers of St. Louis have organized as a Grade Teachers' Association to work for an increase in salary. Although they call themselves a union, they have not affiliated with the American Federation of Labor; their plans, instead, involve federation with other teachers' organizations in Missouri. It is believed that they will later federate with similar organizations in other states.



## Wisconsin

Miss Eleanor Weisman, supervising teacher in Dane County, and Mr. Galpin, of the Extension Division of the University of Wisconsin, are joint authors of a pamphlet on Play Days in Rural Schools.

The Publicity Committee created by the Wisconsin Teachers Association at its last annual meeting is asking each teacher in the state to contribute her share toward a fund of \$15,000 to be spent in circulating educational propaganda among all peoples of the state, from the most remote northern settlements to the largest business office in Milwaukee. This propaganda is to be spread by circular letter and through the columns of the daily press. One dollar has been set as the minimum contribution, and the assessment will include university and college professors, members of normal school faculties, and all in the teaching work, whether in private schools or public schools or colleges. President L. D. Harvey of Stout Institute is the chairman, and the supporting members of this committee are H. L. Miller, principal of University High School; A. C. Shong, West Division High School, Milwaukee; G. H. Landgraf, state vocational inspector; and Supt. Ellen B. McDonald, Oconto County. There is to be added to this committee an advisory representation of the business and professional interests of the state and a strong corps of classroom teachers.

The night schools in Fon du lac have been discontinued because of lack of funds.

Friends of Professor L. H. Clark, since 1892 head of the mathematics department of the River Falls State Normal School, will be sorry to learn that because of poor health he has been forced to give up his educational work and retire to his fruit ranch at Hanford, Washington. Mr. Clark is well known in different parts of the state, having held positions in Tomah, Horicon, Sparta, and Baraboo.

Miss Pauline Rieth, the first principal of the normal training department of the Galesville High School, is now receiving daily an income of \$45 from property in Oklahoma in which she invested two years ago. An oil well on the property gushes 150 barrels of crude oil a day.

# Denver Adopts Dann Music Course



Superintendent Carlos M. Cole's recommendation to the Denver Board of Education was based on the following report of the Committee appointed to investigate music books:

We wish to recommend the adoption of the Hollis Dann Series for these reasons:

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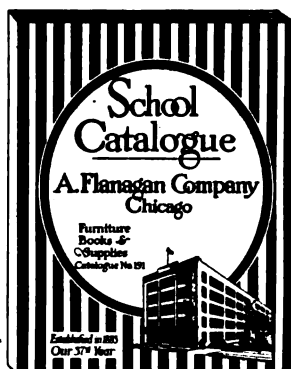
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## Idaho

The Lewiston State Normal School has established a department of educational tests and measurements with Mr. Charles L. Harian for director. Its purpose is to assist superintendents, principals and teachers. Those who wish to secure the services of a representative of the department to direct them in giving and scoring tests, and in interpreting the results may secure such service by writing to the director.

Prof. C. E. Bocock, acting president of the state normal school at Albion, has been appointed by the executive board of that institution, meeting at Pocatello, to be president of the school for the remainder of the school year.

## Montana

Lewiston is planning to secure a summer school this year. A very successful session was held in Lewiston last year. The director was Mr. F. L. Cummings, principal of Fergus County High School, and the new president of the Montana State Teachers' Association.

The schedule of debates for the Montana high schools provides for three series, to occur January 29, February 6, and February 27, respectively.

Superintendent Burger of Miles City, formerly of Staples, Minnesota, has resigned his position in Miles City to become an employee of the Northern School Supply Company, Fargo, North Dakota.

Mr. Burger's successor is John A. Anderson, of Appleton, Wis.

Mr. C. H. Cooley, formerly superintendent of city schools at Conrad has resigned there to become salesman for the Northwestern School Supply Company, Minneapolis.

## Washington

President Henry Suzzalo, of the State University, has been appointed a member of the board of trustees of the Carnegie Foundation.

According to a statement recently prepared, the total number of teachers employed in the state of Washington is 9,770. Of this number, 1,344 are men, and 8,426 are women. The salary report shows a discrimination between men and women, the average salary of the man teacher exceeding that of the woman by more than \$600.

## Minnesota

Miss Algie Evans, of Columbia, Wisconsin, is the new supervisor of normal training at Dassel. Miss Bertha Maetzold, of Litchfield, is the new principal of the Junior High.

The following persons were graduated from the Duluth State Normal School at the close of the fall term: Margaret B. Jentoft, Erna M. Rheinberger, and Gladys V. Sarff, all three of Duluth; Mary H. Prochaska, Worthington; and Jennie M. Rooning, Iron Junction.

A reunion and dinner for Graduates and former students of the Duluth State Normal School will be a feature of the annual meeting of the North-eastern Minnesota Education Association in Duluth the evening of February 12.

The State Normal School at Mankato is putting into operation a plan of following up the work of graduates for two years after graduation, with the intention of giving assistance wherever possible.

Dr. L. D. Coffman was one of the principal speakers of the Semi-Centennial Exercises of the Indiana State Normal School, January 7. Dr. Coffman was graduated from that school in 1896.

### The Cleveland Meeting, Feb. 21-29

A reduced rate of fare and a third has been granted by the United States Railroad Administration for the Cleveland meeting of the Department of Superintendence, February 21-29.

Further concessions have been secured which simplify very much the method of securing these rates. The new regulations are as follows:

1. Only round trip tickets will be sold at a rate of fare and a third, good via the same route in both directions.

2. The purchaser must present to the local ticket agent an official identification certificate signed by the Secretary of the N. E. A.

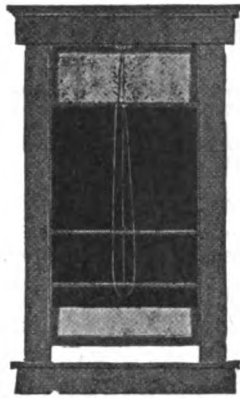
3. One identification certificate is sufficient to include dependent members of the family.

4. Tickets will be sold to February 24th. Local ticket agents can inform you of the earliest starting date.

5. Tickets must be validated at local ticket offices in Cleveland for return journey, on the day of departure, not later than March 3.

6. Members must have identification blanks properly signed to sur-

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8. These identification certificates have nothing to do with the war tax exemption. The February N. E. A. Bulletin explains in detail the exemption from war tax privilege granted to those whose expenses are being borne by governmental agencies such as boards of education, boards of regents, etc.

9. The State Director of the N. E. A. is L. D. Coffman of the University of Minnesota. He will mail identification certificates upon request to those desiring to attend the sessions of the Department of Superintendence.

A distinctive feature of the Minneapolis schools is the close correlation made between the music and English departments in the high schools, particularly in the writing of operas. The English classes plan all the parts in the opera, outline the structure, and write the words and plot; the harmony classes orchestrate it; and the school orchestra produce it. Music appreciation is a part of the regular course in school music, and classes in appreciation are conducted every two weeks, from the first grade through the high school. In the University College of Education, Mrs. Agnes Moore Fryberger has classes in appreciation in both the junior and senior years.

Ivanhoe Consolidated Schools have been considerably enlarged by the addition of Districts 14 and 30 and parts of Districts 12 and 79.

Albert Lea has purchased for public school purposes the property of Albert Lea College for girls.

A fine selection of chorus music has been received at Vernon Center. It comes from J. Fischer & Brother, a high class music house in New York.

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Miss Bengston, the county superintendent at Olivia, reports an ever increasing interest in the Boys' and Girls' Club Work and the subject of Farm Federation in her county, where a number of district meetings have been held recently and these projects presented.

Cannon Falls has organized evening classes in Commercial subjects, Gas Engine, and Auto Repair work. Forty-five persons have registered for these courses. An auto repair shop has been equipped in one of the basement rooms. The school has also installed a balopticon, new sewing room equipment, and perennial window shades. The teachers have organized a boarding club. A committee has charge of the business of the club, a house has been rented, and a housekeeper and assistant engaged.

The following persons were graduated from the Mankato State Normal School at the close of the fall term, 1919: Martha Virginia Carberry, Lyle; Mabel Anna Dietrich, Luverne; Phyllis Natalie Ellsworth, Adrian; Stina Anna Okerblad, Minneapolis; Frances Natalie Petteys, Faribault; Ruth Cordelia Wehrman, Jasper; and Elsie Shirley Riley and Lola Mae Young, both of Mankato.

Winona State Normal School: On the morning following the announcement that one of the faculty of the Winona State Normal School, Dr. O. M. Dickerson, had been honored by election by the State Normal School Board to the Moorhead presidency, a very cordial ovation was tendered him by the school at the general assembly. Several students and teachers spoke briefly, each expressing good will to the one so honored, with regret, however, that the Winona school is to lose him from its daily activities.

The contractor in charge of the dormitory construction at Winona was able before discontinuing operations during the mid-winter to carry the building up to the first floor. Practically all building material required has been delivered and it is expected that the work will be carried to rapid completion with the coming of spring. The Board of Control has transferred \$4,000 to the Normal School Board to be applied on the purchase of equipment.

The following persons were graduated at the close of the fall term:  
 Gjedrem, Anna .....Houston  
 Hansen, Bertha M. ....Rochester  
 Heimer, Estella M. ....Stewartville  
 Hills, Bernice .....Minneapolis  
 Johnson, Margaret I. ....Winona  
 Laidlaw, Marion .....Minneapolis  
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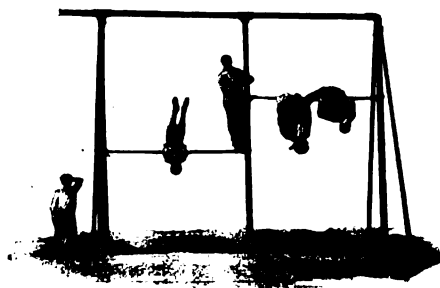
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Volume 39

March 1920

No. 7

Frank A. Weld, Editor

Constance E. Brackett, Associate Editor

Charles P. Taylor, Advertising Manager.

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The Present Crisis

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How the Mondamin Club  
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and Verse

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# SCHOOL EDUCATION

THE value of the public school was brought home to the boy in service, during the war, in the most forceful ways. Many young men discovered for the first time in their lives that they were really in school. Here the boy in khaki found out what it meant to be compelled to think, and best of all to put thinking into action. Likewise did he learn what it meant to obey, and that obedience always leads to best results. Most forcibly was the fact of importance brought home to the young man that it pays to go to school, and many a boy came home from service with fired determination to pick up the fag ends of an indifferent career in school, and "carry on" to point of accomplishment. This type of young citizen may render great service to the country in activities to strengthen the weak places in the public system of education. The young man in service found out that a high school education was worth a great deal. This fact was made painfully and decisively evident to thousands of boys who had neglected home opportunities to secure the rudiments of an education. Such facts should prick the public conscience, and stimulate activity to interest young people in high school education. New high school buildings, beautiful in design and complete in equipment, are being erected throughout the country, and, yet, reports indicate that attendance in such schools is falling off. The reasons for this condition are not far to seek. One may point to inadequate preparation for high school work which is offered in the common schools and many of the grade schools. The average child in the country has forty days less schooling each year than the average city child. Moreover not many children in rural communities are taught to couple hand work with class work. This is a very important factor in the situation, but the most important factor is the indifference of parents. The indifference is often born of inability to cope with situations. The schools of tomorrow must take these factors into account, and compulsion must play an important part in attendance. The public school system of today has in it redeeming qualities necessary to overcome the weak spots, but limitations will not be removed unless the general public insists upon more stringent administration. The child of fourteen to eighteen is not so much at fault for not attending school as the public is to blame for not seeing that he does attend school. The strength of the republic depends upon the education of the mass of its citizens, and non-attendance at public schools, and at the high school which has been termed the people's college, is a menace to public welfare about which thoughtful citizens should be concerned.

ONE of the most encouraging evidences that teachers are considering their profession from a scientific point of view is the increased use of the educational tests and measurements. The fact that one test alone has been used in seventeen hundred cities and in countries as far distant as Korea and New Zealand is in itself significant. Is there not danger, however, in the mere popularity of this comparatively new thing? Are we riding the test as a hobby; are we considering both the test and the child as playthings; or are we sincerely using the test in order that we may do better teaching and that

the child may directly and within his academic life time benefit from our scientific findings? Only this last motive justifies the use of the educational tests and measurements.

Tables of comparative medians and pages of accurately drawn graphs avail nothing if a teachers' meeting, a school board, and a filing case are the ends for which the time of teacher and pupil have been so interestingly consumed. Returns to the child must be made immediately. These returns may take the form of a reclassification of the pupils in a given subject; they may simply be a clearer recognition on the part of the teacher of objective standards; they may be a working appreciation of the individual abilities and disabilities of each pupil. In any case, the teacher or supervisor, after studying the results of the tests, must diagnose his teaching up to the time of the giving of the test and then outline a constructive program for better teaching in the future. The child must be the end of every test given, and not the medium. Only in this way, are we warranted in using the test; only with the real end in view are we the true apostles of the science of teaching.

THE modern child comes into more intimate contact with moving pictures than with any other form of art. Yet in this form of art alone he is left uninstructed. He is taught something about painting, much about music, a little about drama, and everlastingly about literature. Having been so instructed he goes neither to the theatre, the library, the art gallery, but to the moving picture show. The easy way is to dismiss the whole business as something beyond the need of serious attention. Another way, the open way, is to attempt to distinguish between the good and the bad, and develop some standards of judgment. In a way this is done with the strictly educational films. Such films have a growing and necessary place in our present life, yet up to this time they do not represent the best efforts of filmdom, and are certainly not the films for which the child spends his meager coins. The art is still in a crude state, monstrosities abound, absurdities and superficialities prevail. Yet now and then there emerges a silver strip of purest beauty, and if beauty has anything of persuasive power and grace, those qualities are of infinite worth wherever found. This beauty it is often difficult to disentangle from the perplexities of the youngest of the arts, and only one or two books of criticism are really helpful. Altogether it is probably too early for organized attempts to be made to encourage a love for the best of the art. Nevertheless, the individual teacher can by wise direction, stray suggestion, and appropriate hints, lead the child from the grotesque, the absurd, the sentimental, and the downright vulgar to seek and find an unsuspected loveliness. The possible result of this, a public eager for beauty, will be the best solution of the problems raised by the rather stupid censorship that has prevailed. Certainly ineffective isolation on the teacher's part will not eradicate the moving picture, nor help to solve its problems. On the other hand, active participation in the work of creating an intelligent public will be not only pleasant but of definite service to modern civilization.

## Oregon

**S**CHOOL Education publishes this month a distinctive article relating to one of the most progressive educational institutions on the Pacific coast. While the article deals with particular phases of educational activity, it calls one's attention in most engaging manner to educational standards set up by Oregon. Comparisons made by the author and his observations on relative values in certain aspects of education are enlightening in the extreme. The great and prosperous state of Oregon is larger than all of Minnesota plus the upper fourth of Iowa; its population, however, is only three-eighths that of Minnesota. In topography, elevation, climate, and resources it is extraordinarily varied. The state has thus peculiar problems of public education, and it is solving them with success. Without state aid as known in many states, elementary schools have been standardized in respect to buildings, equipment, courses of study, teachers' qualifications, and length of term to rank well among the schools of the country. Qualifications for teachers are similar to those in other states. The minimum school year is eight months. For a number of years \$75 monthly has been the lowest legal salary for any teacher; the teachers of the state are now, however, making organized effort to obtain legislation setting a minimum annual salary of \$1,080. Oregon has two hundred fifteen standard high schools, accredited to standard colleges and universities. The general spirit of educational enterprise in Oregon is noteworthy and impressive. School Education calls the attention of its readers to some notable aspects of educational progress in that state.

### Representative Council

The State Teachers' Association includes a representative body of considerable influence. In this Representative Council is vested the active direction of the Association. The Council is composed of delegates representing the counties, local teachers' associations, colleges and universities, etc. Counties are represented in proportion to the number of teachers in each county. It is a function of the Council to conduct investigations aiming to promote progress in education.

### Physical Education

Beginning with the present school year, state law requires that at least one hundred minutes a week exclusive of recess periods shall be devoted to instruction in physical training. The law applies to all elementary and secondary schools. The State Superintendent of Education published last summer a graded, illustrated bulletin of eighty pages for the guidance of teachers in giving this required instruction.

### Social Hygiene

It is well known that Oregon has been a leader in the field of social hygiene. The homogeneous population has aided the successful prosecution, under enlightened leadership, of a varied, resourceful program of education in social hygiene among both adults and children.

### Credit for Music Study

High school credit for music study outside of school has been authorized since 1913. Teachers giving such music instruction must be certified by the state. Pupils receive no credit for previous study in music, and must do work during the first year for which they receive credit to the extent of one high-school unit, counting their music work as a full subject. After the first year a smaller amount of work in music may be credited. There is a

standard course of study in music for the state; this or its equivalent must be followed. Pupils may be examined, or required to appear in recitals, at the discretion of the high school authorities.

### Credit for Bible Study

Credit for Bible study to the extent of one unit may be earned by high school pupils through study of the Bible pursued with churches, Sunday schools, or teachers outside the regular school day. The study is expected to be based upon a manual, "Suggested Course in Bible Study", published by the State Department of Education, and must extend over such time as the high school authorities may require. The usual requirement is that two hours a week, thirty minutes of which may be in a Sunday school class, shall be given to the work for a period of eighteen weeks. On this basis a pupil would complete one unit toward graduation in six semesters of outside study. The teacher in charge of the work makes reports to the high school, and the pupil must pass an examination for each semester during which he devotes outside time to Bible study.

**T**HE great newspapers of the country are coming to recognize the importance of the economic situation which has developed in relation to the teaching profession. Even the Financial Chronicle of New York City refers to the regrettable fact that one thousand rural communities in the state of New York have been unable to open their schools, because teachers are not available, and adds that "New Jersey has six thousand pupils who are handicapped in their preparation for the competition of later years by conspicuously poor teaching". Furthermore, it says that "the State is facing a demoralized and broken-down educational system". The great metropolitan dailies have found out that there is a shortage of more than 39,000 teachers and that upwards of 65,000 teachers now employed in this country are not fitted for the important work which they have been engaged to do. Commissioners of Education from nine states met, recently, in New York City, and the fore-going facts were made prominent in their discussions. The New York Evening Post in commenting upon the proceedings of the meeting of the State Commissioners makes the following observations:

"The reason is inadequacy of pay. Particularly distressing is the condition of rural schools. Cities show a considerable responsiveness to the campaigns undertaken for the teacher, but the country is more wedded to 'economy' and more likely to think that 'anybody can teach school.' Commissioner Kendall believes that New Jersey's principal problem lay in the rural schools, where the minimum salary is \$70 a month. New York's Deputy Commissioner remarked that the same was true of this State, where one thousand rural communities were forced to close schools last year and contract for the education of their children in other towns. The result, he added, was abandoned farms, for tenants moved to localities which furnished proper advantages. Commissioner Smith, of Massachusetts, said that the same consequences, rural degeneration, was evident in the Bay State; two thousand teachers were working there in 1918 for annual salaries of less than \$550, many at \$400, and some even at \$350. In Alabama last year the average salary for male teachers in white schools was \$470, or less than \$10 a week for the year, and for female teachers, \$312, while the average salary for teachers in negro schools was

the incredible sum of \$179.

"No wonder President Neilson burst out before Smith Alumnae that teachers had been patient till patience was sinful, and he was glad to hear of thousands of vacancies:

"I hope there will be thousands and thousands more. I hope there will not be a public school in the country next year that isn't handicapped for lack of teachers."

New York would be in far worse position today had it not been for the Lockwood Law of 1919, which added substantially to the wages paid both up-State and here. In 1915 thirteen States fixed by law the minimum pay. The number should be doubled and trebled. Maine's Commissioner declared this week that since the minimum there has been made \$900 no difficulty has been found in maintaining the schools. The admirable education bill of Massachusetts last year made it \$650, offered a premium of \$100 additional for a year's training and a fixed amount of experience, and added \$100 more for further qualifications. 'The larger and more progressive States,' said the Massachusetts Special Commission on Education, 'have tended toward a definite policy of State support by direct appropriation in addition to the local systems of taxation.'

School Education believes that State Legislation will not meet the deplorable situation with which the whole country is becoming familiar. Such legislation may help, in a measure, but federal action is demanded. The country is facing a great national calamity, and heroic measures must be taken to stem the tide of the most deadly encroachments of disastrous entanglements with which this country has ever been concerned. Ignorance is the mother of vagaries, discontent and vice. Activities in education in this country should be centered in a national department of education as provided by the Smith-Towner Bill which is now before congress. The passage of that measure would do far more to clarify the present situation than all other activities, current and proposed, combined. The arguments, made against that bill, are trivial and inconsequential compared with the stern necessities which persistently point to the demands for its passage. This is a great country, and public opinion is slow to assert itself. The duty of the hour is before the thoughtful citizen, and no person, who thinks in terms of Americanism, should fail to give his active and personal support to movements looking toward federal co-operation in matters pertaining to public education in this country.

**T**HE Governor of Ohio proclaimed the week from February 15-22 as Teachers' Week in that state, "urging that serious thought, consideration, and discussion be given to the problem of the supply of teachers". This is an unexpected and significant move in the right direction—at least it is such if the opportunity is used for constructive discussion, and not merely as an added occasion for letting off waste steam and super-heated air. For mere discussion, vacant and unattached opinion, talk aimed only east or north and not at a particular spot or measure, is somewhat worse than useless, for then it only blurs and befores the question. The situation is too painful for soothing words and the solace of good intentions. But definite discussion of ways and means is of vital help. If the country were again at actual war and soldiers were idling because of a lack of officers to instruct them—then the country would not be silent nor would we wait long for something to be done. But when the front line is the unrealized, unphotographed

one that restrains the black kingdom of illiteracy and the well nigh invincible autocracy of ignorance—then there are sighs, sad shakings of the head, murmurs about taxes, and pious hopes expressed that "something will be done". Something can be done, and beneficent things can come out of a teachers' week if it is rightly used. Support for the Smith-Towner Bill can be organized; proper state measures can be upheld, new and needed ones urged or initiated; educational campaigns about education—and the taxes necessary—can be instituted and pushed; communities can adapt the occasion to local needs. But above all such a week should not be used merely as one week in which the teacher is to be overpraised in order that for the rest of the year she may be underpaid. It must not be thought that teachers are to have piled into one week flatteries and compliments which were far better scattered through the year in the form of genuine social recognition and respect. Even in giving flowers to the living they must not all be thrown at once, lest the recipient be smothered. But for the opportunity provided for actual service to the cause of education, the Teachers' Week of Ohio is to be commended, for surely in the present crisis definite help will develop out of it. In that lies hope. In the meantime the example of Ohio's governor is recommended to other executives.

**I**N this issue of School Education, we publish excerpts from the report of the Director of Teacher Training Departments in the State High Schools of Minnesota. Director Flynn's report should be very generally read but it will not be, and that is the pity of it. Such official reports are issued at state expense, they are received by an expectant public in a perfunctory manner, read by some in full, by some in part, and by many not at all. It has always been that way and always it will be that way until people are more generally aroused to the importance which attaches to reports of this kind. We doubt whether a single newspaper in the state gave "two sticks" of attention to the very important report to which reference is here made. The report deals with the problem of rural education from the teacher training point of view, and there is no subject, now before public thought, which more vitally affects the common interests of American life than this same great problem of rural education.

"The fault, dear Brutus, is not in our stars,  
But in ourselves, that we are underlings."

And so it is with rural education. A few energetic souls have ideals, and by dint of persistent hammering they make some progress in effort to inform the people what should be done in order that children may receive proper education. The situation is lamentable. There will be fewer available teachers next school year than there have been this year. The great mass of employers of teachers have not been able, seemingly, to comprehend that teachers have aspiration to live decently and to thrive. The teaching profession is largely at fault in that it has never asserted itself in resolute fashion. Teachers have gone on generation after generation fulfilling their destiny as tradition has pointed the way. The best and most ultimate things in education have been achieved through activities which have been prompted by the spirit of philanthropy, and unfortunate results will attend departure from that ideal. The people, themselves, are forcing the situation. More and more does the economic aspect of that situation become dominant, and the danger is that materialism will find lodgment in our system of education. That will be bad for the soul of man and for the nation.

# Teacher Training in State High Schools

## Annual Report of a State Director of Teacher Training in High Schools With His Observations on Rural Edu- cation

**S**CHOOL Education gives space to excerpts from the annual report of Mr. Harry E. Flynn, the State Director of Teacher Training Departments in Minnesota state high schools. Mr. Flynn's very pertinent and searching observations will be read with deep interest far beyond the borders of the state which he represents. We call especial attention to the paragraphs printed in these columns.



Harry E. Flynn

partment and the eternal vigilance on the part of training teachers are necessary lest under the strain of limited time and the necessity for basic instruction too much stress is not placed upon acquiring subject-matter and not enough upon the professional work. Teacher training departments are functioning properly only when they are preparing teachers in the fullest sense to teach in the rural schools. The adaptations of the industrial arts, especially manual training and agriculture to rural school needs, is not so encouraging. This work has been taught by special instructors whose class room technique has been faulty and whose knowledge of the rural school and of rural needs has been negligible. The result has frequently been waste of time and effort.

### Interest in Country Life

**A** SENSITIVE problem in the preparation of the rural teacher is to develop an interest in country life and country welfare. It is a well nigh hopeless task to prepare teachers for the country life if they do not like to live there. This holds true of both town and country girls. A country girl of initiative and resourcefulness experienced in country living with a sound scholastic basis and a fair degree of teaching technique is advantaged in assuming rural community leadership so vital in the new consideration of the rural school of to-

day in which is to be centered not only rural child life but rural adult life as well.

### Rural Mindedness

**T**EACHERS of rural teachers should have not only a broad and accurate basis of knowledge, a thorough grounding in pedagogical principles, a rare ability to instruct and a specific training for preparing pupils in the rural course, but they need, also, a spirit of rural mindedness that conceives the rural school problem as the most attractive and the most important educational field. Here, too, rural environment in youth and an elementary education in rural and town schools is the best preparation for an understanding and appreciation of the rural people and rural conditions. The peripatetic teacher is a serious handicap to the efficiency of a training department which is charged with the improving of teachers in service as well as of their training. The former requires a knowledge of the needs and ideals of the community and an intimate acquaintance with and leadership of the graduates of the departments. Full service and a helpful relationship in these respects require a tenure of years.

### Better Rural Adaptation

**P**RACTICE teaching is the most important activity of the training departments. It offers an opportunity to evaluate the work of both teachers and pupils. It determines the functional value of the course offered by testing the ability of pupils to adapt, to motivate, and to connect with class room and rural conditions the instruction in subject-matter and in technique of teaching. There must be further improvements if a considerable amount of teaching is to attain the peak point of its influence; there is need of better rural adaptation, a finer adjustment between class room technique and practice teaching, a wider effort to apply, consciously, the principles underlying education to actual class room practice, and more constructive criticism by training department teachers.

### Demonstration Schools

**T**HE tendency to increase the minimum requirements of rural practice is commendable. If the work of the departments is to be intimately related to rural life, pupils must have more opportunity to put into practice, under typical rural conditions, the instruction of the class room. During the past year but 22 rural demonstration schools were maintained. It is not necessary to enumerate the advantages of these schools from the standpoint of efficiency, as laboratories for rural practice. When operated under proper conditions, they have demonstrated their effectiveness in keeping training departments in the rural groove in addition to exerting on rural communities a determining influence that needs no further justification.

### Rural Betterment

**T**HE war has been a contributing factor in awakening the national consciousness to the need for a unified system of education. Nowhere is this need more apparent than in the rural field which offers the greatest and most perplexing problem of American education. If conditions are to be better and if rural education is to become part of national and unified system with common aims and viewpoints, the post-war rural schools must no more be left to the isolation of prejudice and local ideals. The best things in education must be brought to the people. They must know the problems of rural education and the efforts being made to train rural teachers so that they will have a sympathetic appreciation of the mat-



ter. They must learn the difference between cheap and good teachers. They must be awakened to the necessity of higher salaries.

Today the rural schools are confronted by a lack of available teachers when in fact there is no greater shortage of teachers in the country at this time than there was a year ago. It has always been impossible to train as many teachers as were required. The need has always slightly outrun the supply, but there are practically as many teachers as ever. The fact is they are not available. They will not enter rural teaching because the rewards are not adequate.

This is a condition that must be squarely faced. Teachers have been and are the most immobile body in existence, but when forced by economic pressure, and the question has now become an economic one, they will gravitate to the fields which offer the greatest economic returns, advantages being equal. Rural wages have been too close to the living line and the rapid increase in the cost of living has not been followed by a commensurate increase in teachers' salaries. This has driven the teachers into other fields. When rural communities awake to the necessity of competing with industry in salaries and in attractive working conditions and in offering satisfactory living and social conditions, there will be no shortage of rural teachers. Earnest girls will appear for the work. Uninviting living conditions, lack of social life, utter loneliness and too many desolate, poorly equipped schools in bleak places with short school terms cannot be considered as inviting and beckoning young girls to enter the field. Remedies for the apparent shortage of teachers are better conditions evidenced by better salaries, better social life, and attractive and well equipped school houses and grounds.

Paradoxical too as it may seem, another remedy for a sufficient supply of teachers is more professional training. Teachers with this training will dignify the profession and hold it on a higher level. The present practice of admitting teachers by "the permit" or "special certificate" route should be discontinued as soon as possible. We have already slipped back a decade in our standards for teachers of rural children. It is indeed interesting though disquieting to note the equanimity with which people view these inventive efforts to supply the lack of professionally trained teachers by mere temporary expedients. The danger lies in the fact that while necessity has mothered these inventions, they will tend to continue after the necessity has passed.

**More State Supervision**

**T**HERE is need for a systematic campaign by all agencies engaged in rural betterment to deal directly with school officers and people. There is a crying need for the stimulation of rural supervision as much of the work of upbuilding the rural communities must be done in and through the rural school. There is need too for a correlation and co-ordination of the many agencies now engaged in attempting to solve the rural problem. There is too large an overlapping of function, too much duplication of effort, too great a loss of energy and no drawing of results to a common level. Rural conferences and associations are unrelated and wasteful. Because of inadequate organization there is little sustained effort from year to year, no constructive work and no outstanding contributions to the rural field. A closer articulation of the educational agencies would result in a practical, constructive, long term program designed to meet rural needs and to secure the co-operation of rural people to help carry it through. Teacher training departments are in

need of more state supervision if they are to do fully their share in the new conception of rural education which places upon them not only the responsibility of preparing teachers but the burden of training them in service and of helping to prepare for them an attractive rural field. To accomplish this means increased state supervision.

**Statistics for 1918-19**

Number of departments .....	104
Total enrollment .....	1,083
High school graduates enrolled .....	353
Certificates granted .....	1,022
Training teachers employed .....	109
Total salary .....	\$113,161
Average salary .....	\$1,083
Average cost per pupil .....	\$135
Average enrollment per dept. ....	10

## The Product of State Normal Schools

### The Wisconsin State Superintendent of Public Instruction Makes Observations About the Work of State Normal Schools

**T**HE Wisconsin Journal of Education publishes an article on "The Normal School Product of Wisconsin," written by Hon. C. P. Cary, State Superintendent of Public Instruction for Wisconsin. Supt. Cary made an exhaustive inquiry into the work of the Wisconsin Normal Schools, and his observations, based upon his findings, are of interest, not only to the people of Wisconsin, but throughout the country. Among other things, Superintendent Cary says that the deep, fundamental difficulty with education is that the public is not sufficiently aware of the fact that teaching is rapidly becoming an unattractive business. This condition of things tends to drive out of the teaching ranks the more ambitious and progressive, and also tends to reduce both the attendance and the esprit de corps of the student body. Another handicap to the teaching profession from the Atlantic to the Pacific, Wisconsin included, is the effort of politicians to rule the educational institutions and systems. Sometimes they seem disposed to rule or ruin. Our own normal schools are suffering primarily for want of money to pay salaries to teachers, and for want of students. Give the normal schools money and students and the problems that are not due to our ordinary human weakness will vanish like mist before the rising sun. Before this can come about there will certainly have to be a great educational campaign to get the people to understand the crisis in which we find ourselves, and there will probably have to be an uprising of the friends of education that will scare the politicians so they will not get over it for years. It can be done whenever the friends of education determine that it is necessary. At present there seems to be abundant money for everything but education. And yet the people believe in education for their children more than they believe in any other thing. When they really come to see that the politician is striking either ignorantly or intentionally at the best interests of their children, let the politicians beware. The cry of "economy" will not save him; neither will any vehement assertions that he is a friend of education.



For a good many years the Board of Regents of normal

schools has followed the practice of sending a committee around to the normal schools just prior to the graduation exercises to question members of the senior class. This was scarcely to be termed an examination. It has been conducted mainly for the purpose of giving the board some little acquaintance with the training and ability of students. This committee has never taken itself too seriously and I think that upon the whole the work that has been done in this way was sensible and discriminating. The one thing that stands out above everything else in the minds of such committee members is the weakness of students on the academic or scholarship side. While weakness was often found on the professional side, it was not so conspicuous. At any rate, questioning students on professional topics could only reveal what they knew, whereas, the most important question of all was—what could they do with what they knew? Professional knowledge and professional practice with the students might be separated by an unbridged chasm. I asked several members of the department to express their opinion, independently of each other, as to which was the greater weakness among graduates—academic matter or professional knowledge. All replied the academic side was weaker than the professional. My own opinion is that for primary grades it is methods and for intermediate and upper it is subject matter that is lacking.

\* \* \* \*

Superintendent Cary makes the following summary of the more important opinions he has formed regarding the needs of normal schools:

1. The greatest need of the normal schools today is more money, especially for teachers' salaries.
2. Helpfulness, rather than hindrance, from politicians.
3. Far greater attention than at present to the model school, including practice teaching and observation. Scarcely a graduate of our normal schools, so far as I have talked with them, fails to sense the fact that there was needed more opportunity to observe high grade teaching; opportunity to deal with an entire room full of children; opportunity to confer more with critic teachers; opportunity to exercise more initiative; opportunity to practice for a time at least, under conditions somewhat like those they will meet in their actual classrooms.
4. Theory and practice harmonized and exemplified. There can be no question in the minds of observant persons that here lies a real need. The normal schools, should, of course, be reasonably conservative. On the other hand, teachers in normal schools should be thoroughly conversant with the best modern educational practice and the most progressive educational theory. No student should be graduated who is unfamiliar with the terms in which modern writers on educational theory and practice express themselves. More than that. They should have had ample opportunity to observe and to practice intelligently and sympathetically the socialized recitation, the problem-project method, the administering of educational tests and measurements, and so on through the list of things modern.
5. Normal school teachers should avail themselves of the opportunity to attend a summer session occasionally in one of our best modern schools of education. It would be wise for the school or for the state to require this of every teacher at least once in three or four years. Why not a sabbatical year for normal school teachers? Normal school teachers should by all means be sent out from time to time to observe the best teaching that can be found, and especially should they go out from time to time to observe their own graduates with a view to assisting them, but even more for the purpose of finding out where their

own instruction has fallen short. There is a rather widespread feeling in the state that the normal schools are not keeping up with the educational procession. They ought not to be laggards, but ought to be among the leaders of the procession. They cannot be leaders so long as teachers are over-worked and poorly paid. No one can become a leader merely by saying: "Go to, now, I shall be a leader." Educational leadership can come about only through unremitting study and abundant observation, together with opportunity for conference with leaders. No normal school can pull itself up by its own boot straps. It is a great advantage to a normal school, as it is to any institution, to get into it from time to time, new blood, and by new blood, I mean highly trained, highly capable, thoroughly up-to-date people. Every time a teacher leaves a normal school, a far better teacher, if possible, should take that person's place. Broadly speaking, this has not been true of the normal schools. They have tried to get persons at a lower salary to fill the vacancies instead of searching far and near for the most promising persons and then paying them, if necessary, 50 per cent or 100 per cent more than was paid before.

6. The normal schools have always, in view of the time limitation, over-emphasized subject matter remotely related, if related at all, to the needs of the students. To illustrate, hundreds of students in the past have taken full two years of Latin in normal schools, thus occupying anywhere from a fourth to one-half of their time in a subject that could very well be omitted and ought to be omitted, under the circumstances, for those preparing to teach in elementary schools. The value of Latin in itself has little more to do with the work of the teacher than it would with the training of a mechanic. The teaching of Latin was a device to get students rather than a device for training elementary teachers.

7. Normal schools should look more carefully to the quality of persons entering and should weed out 10 or 15 per cent of their poorest and send them into some other occupation instead of graduating them. They should strive to secure enough good students desirous of teaching, to be able to eliminate everything in the way of subject matter extraneous to the training of teachers. The college preparatory classes have thus far been less detrimental to the interests of the normal schools than I had feared they would be. In fact, I am not prepared to say that the college preparatory classes have seriously injured the normal schools up to this time. I fought against the introduction of such courses to the utmost of my ability, and for several years, successfully. I believe, however, that the normal schools should build themselves up to such a degree with students planning to teach that there will be no room for anything else, and that this should be done soon.

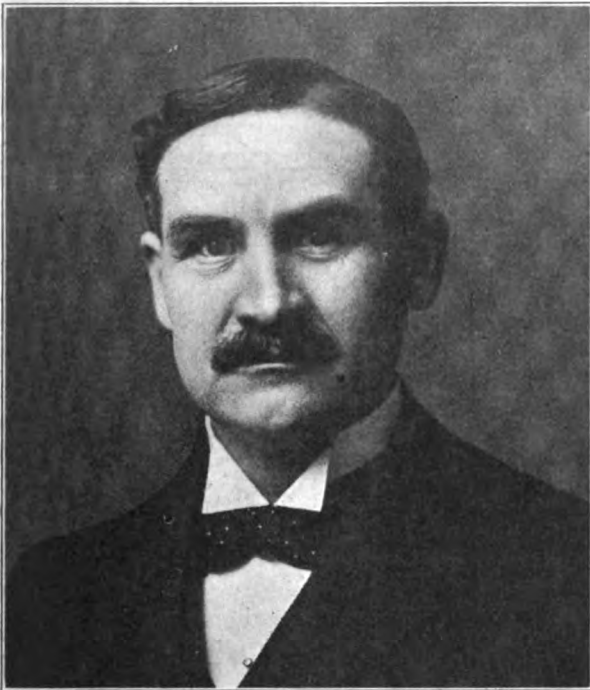
8. Last, but not least, the normal school courses ought to be lengthened to three years for grade teachers, and four years for high school teachers.

Permit me say in closing that I believe that the normal schools are indispensable to the welfare of the state; that as they are, they merit far better treatment, especially in a financial way, than they have been receiving. The graduates of these schools, with scarcely an exception, say that the teaching they received was strong. The normal schools have friends by the thousands in the state. The problems concerning the normal schools are great, but I am confident that I do not exaggerate when I say that the State of Wisconsin has faith in the normal schools, and will do anything in her power to help those schools to become what they ought to be when fully made aware of the needs of these institutions.

# The Rise Of An Agricultural College

An Illuminating Presentation  
of the Development of Industrial  
Education and the Results  
of Scientific Agriculture

By Edwin T. Reed



W. J. Kerr, President of the Oregon Agricultural College since 1907-8.

**TWENTY-EIGHT** years ago there were twice as many students in either the University of Oregon at Eugene or the Oregon Normal School at Monmouth as there were in the Oregon Agricultural College at Corvallis. This year there are as many students in the Oregon Agricultural College as there are in all the other seven institutions of higher learning in Oregon. This indicates the rise of the agricultural college in the state of Oregon. While it is a striking example of the change in the public's knowledge and appreciation of vocational training, it is typical of a development that has taken place all over the country. Otherwise this article would not have been asked for by School Education.

## A Retrospect

When I was a junior at the University of Minnesota in 1894 the enrollment in the College of Agriculture totalled exactly seven students. In the School of Agriculture, a department offering secondary instruction requiring only an eighth-grade preparation, there were 203 students. In the same year Michigan State Agricultural College, the oldest agricultural college in the country, then in its thirty-eighth year, enrolled in agricultural courses

269 students, including 33 specials and 29 six-week students in dairy husbandry. There were also 131 students in the mechanical or engineering courses, and 28 "ladies," making a total of 428, though of these less than 400 were of collegiate rank. At that time the Oregon Agricultural College enrolled 240 students, but with the exception of four graduate students none were of collegiate grade, since entrance to the freshman class required only an eighth-grade preparation. In the University of Minnesota the entire enrollment of students of collegiate grade, as summarized in the junior annual, issued in May, 1894, was 1,560. This is about one-half the present collegiate enrollment of the Oregon Agricultural College, and only about one-fifth of the present enrollment of the University of Minnesota.

At that time the student bodies of the leading institutions of the country paid very little attention to courses of study in scientific agriculture as a preparation for a life career. Law and medicine were still enlisting the more ambitious and talented youths, with engineering crowding vigorously to the front, dentistry getting its share of recruits, and liberal arts courses absorbing the larger number.

The distribution of the enrollment of students in the University of Minnesota in 1894 is illuminating. The Graduate Department enrolled 91; the College of Science, Literature and the Arts 679; Engineering 189; Agriculture (collegiate) 7; the School of Agriculture (secondary) 203; Law 310; Medicine 199; Homeopathic Medicine 17; Dentistry 43; Pharmacy 25. There was at that time no department of Forestry, Mining, Home Economics, Vocational Education, or Commerce. All these industrial departments that have since become so conspicuous a feature of Minnesota's educational resources were added at a later date.

In a word, 25 years ago Minnesota, like the leading educational institutions of the country in general, was still centering its educational fire almost exclusively upon the "learned professions," law and medicine, and upon literary studies with a leaven of science. Today its enrollment in engineering alone is almost four-fifths of the total collegiate enrollment in 1894, while the combined enrollment in engineering and agriculture greatly exceeds that total.

## Development of Industrial Training

This development is characteristic of the country at large. During recent years the public has awakened to the constructive value of industrial training, and through Congress and the state legislatures has made large and ever-increasing appropriations for its introduction and maintenance. Many of the most aggressive and resourceful youths graduating from our high schools have turned to agriculture, engineering, commerce, forestry, and mining as the largest fields of usefulness in American civilization. Women, too, have turned with enthusiasm to pursuits in commerce, pharmacy, etc., as well as to various phases of home economics. Hence they have sought these fields of higher training. As a consequence some of the state universities such as Minnesota, Wisconsin, Illinois, and California, that have included in their organization the agricultural and mechanical colleges, have enjoyed a wonderful growth and achieved a splendid



Edwin T. Reed, College Editor

solidarity. In the same way the separate agricultural and mechanical colleges have prospered, many of them showing a rate of increase greater by far than that of the combined institutions. In no instance, however, was this growth automatic. It was dependent, in either type of institution, upon a vision broad enough to anticipate future needs, and a policy vigorous enough to prepare for it.

Twenty-one of the state agricultural colleges of the country belong to combined institutions under the title of university. Twenty are separate institutions under some such designation as state college, agricultural college, or agricultural and mechanical college. Among these are the Kansas Agricultural College, Iowa State College, and the Oregon Agricultural College.

These institutions, in point of enrollment, support, and curricula, are typical of the progress of the land-grant colleges during the past decade, and stand out conspicuously for growth. Kansas Agricultural College, with degree courses in agriculture, engineering, home economics, and general science, has grown from a total enrollment of 2192 in 1908 to a high-water mark before the war of 3340 (in 1917) and a grand resident total, including vocational S. A. T. C. men, of 4227 in 1919. Iowa State College, with a graduate department, and degree courses in agriculture, engineering, home economics, industrial science, and veterinary medicine, jumped from a complete total of 2381 in 1908 to a collegiate total of 2949 and a combined total for short course and collegiate of 6104 in 1917. Oregon Agricultural College, with degree courses in agriculture, commerce, engineering, forestry, home economics, mining, pharmacy, and vocational education, climbed from a total of 1156 in 1908 to a highest total before the war of 3797, and to a grand total including all S. A. T. C. men of 4086 in 1919. The enrollment up to January 20, 1920, in collegiate courses only was 2895; including full-year vocational courses, 3320, and including summer school and short courses 4708.

#### In the Pacific Northwest

The fact that the Oregon Agricultural College has helped to pioneer the cause of vocational education

in the Pacific Northwest, is best shown, along with the present scope of its work, by noting the date when each of the different types of work was first offered, and the subsequent date when this work had grown to such proportions as to warrant its organization as a separate administrative unit called the school. Agriculture was taught in Corvallis College even before it was formally taken over by the State, in 1885, as the Oregon Agricultural College. The first courses offered in 1873 marked the beginning of scientific agriculture as a college course on the Pacific Coast. In 1908 the work was organized as a school. The agricultural courses enrolled 65 students in 1902; 80 in 1907; 303 in 1912; 576 in 1917, and 837 in January, 1920. The school occupied Agricultural Hall, the largest building on the campus, and three other buildings of brick and stone, in addition to a half-dozen frame buildings.

A four-year course in commerce was first offered in 1901-02; in 1908 the courses of instruction were organized as a school. The enrollment of students majoring in commerce in January, 1920, was 625, while an equal number from other schools also took work in this school. Engineering courses were first offered in 1889, again the first work of the kind in the Pacific Northwest. In 1908 the engineering courses were organized as a school, and in spite of a general depression in engineering courses throughout the country almost immediately following that date, the enrollment has steadily increased up to the present enrollment of 852. The school has five substantial buildings. It offers degrees in civil, electrical, mechanical, highway, and chemical engineering, and in industrial arts. A four-year course in forestry was offered in 1906-07; the school was organized in 1913, and while the present enrollment is but 86, the work has the endorsement and co-operation of the great forest interests of the Pacific Northwest, is supplying a genuine need, and is on a firm basis of growth. The Forestry Building was erected in 1915. Work in household economics was first offered in 1889, still again the first of its kind in the Pacific Northwest. It was organized as The School of Home Economics in 1908, and has maintained a consistent growth from the beginning. Its present enrollment is 538. It has been one of the first schools of the country to enjoy a separate building, to own and operate its practice house, and to conduct practical courses in dietetics and institutional management, including a tea room and cafeteria. The work in mining was correlated in a four-year course in 1902; the Mines Building was occupied in 1912; the School of Mines was organized in 1913, with three departments, and at present 90 students are majoring in this work, with many others taking courses offered by the school. Pharmacy was a flourishing department in the institution as early as 1898; a regular four-year course was published in the College Catalogue in 1907, and in 1918 the department was organized as a school. It has a present enrollment of 167 students. Vocational education, first established as a separate department in 1909, became a school in 1918, offering work for the training of teachers in agriculture, commerce, home economics, and manual arts.

#### Growth of Oregon College

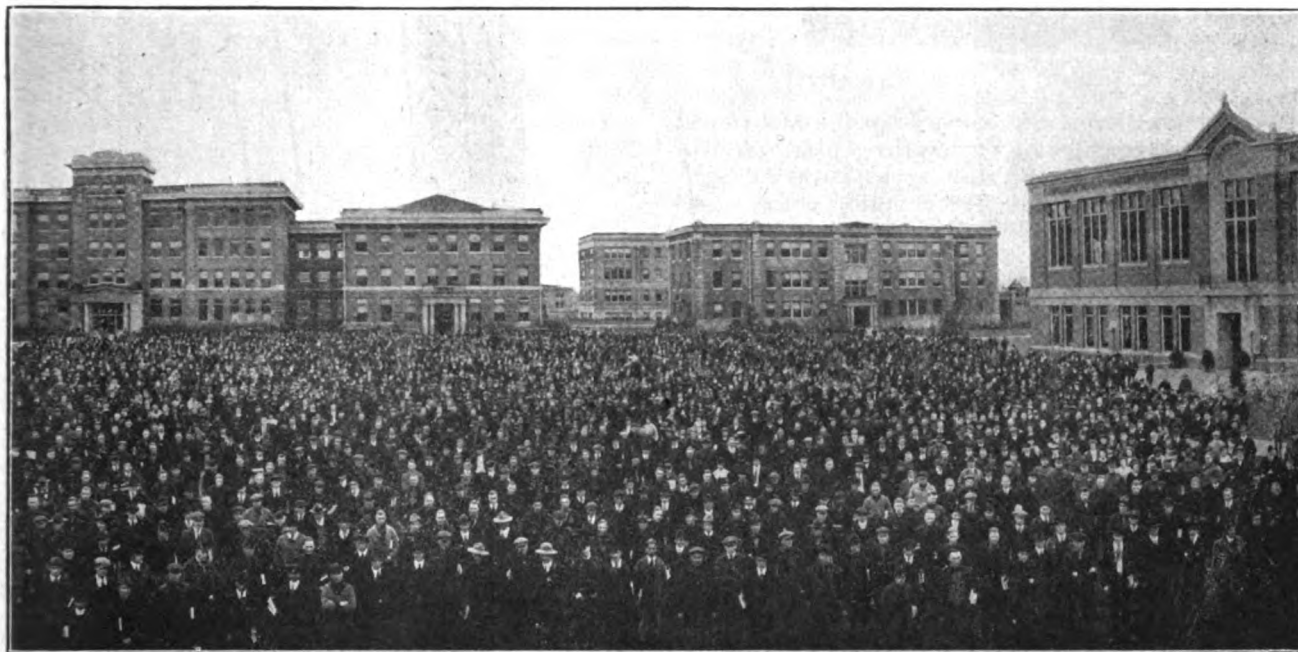
The great growth of the Oregon Agricultural College as an institution of higher technical train-

ing really begins with the administration of President W. J. Kerr, in 1908. Taking advantage of the wave of public interest in scientific agriculture, he began the reorganization and enlargement that in ten years lifted the College from comparative obscurity to a recognized position among the leading land-grant colleges. Standards for graduation have been advanced. Entrance requirements were raised, until in 1915 the full four years of high-school preparation was required. Yet student enrollment has been quadrupled. The courses of study offered have been increased over tenfold. More technical work is offered today in some of the single departments that make up the fifteen in the School of Agriculture than the entire institution offered prior to 1908. The military work has been steadily strengthened until in 1916 the College was listed among the "distinguished institutions", and since the war has been

College only one student out of every 1,152 of her population; Indiana, to hers, one out of every 1,353 and Michigan, to hers, only one out of every 2,010. The College, in short, has the most liberal representation of its constituency of any similar institution in the country.

#### Illiteracy Kept Down

One could go into detail at this point to show how this large representation of Oregon's population at her State College has helped to keep down illiteracy until the State stands second only to Iowa among the states of the Union; has given her better homes and a socialized rural spirit, with consequent better health and a lower death rate; has promoted 50 irrigation districts with a million acres of land under irrigation and another million acres



Students in the Quadrangle of the College

given four units of training in the R. O. T. C. The College buildings have doubled in number and more than doubled in capacity, a dozen buildings of brick and stone, comprising the largest and most substantial structures on the campus, having been built from funds secured during President Kerr's administration. In 1908 the faculty and regular employees totaled less than 50; ten years later they numbered 280 for work centered at Corvallis and 311 for all work in the State including the eight branch experiment stations and the Extension Service. The number has increased since 1918, with the greatly increased enrollment.

That the College serves its constituency, is evidenced by a comparison of its enrollment in proportion to the population of the State with the same data for institutions in other states. Taking statistics for the most recent year for which complete compilations are at hand, we find that in 1916 the State of Oregon sent to the Oregon Agricultural College one student out of every 426 of her population. In the same year Iowa sent to her State

in process of being irrigated; has helped to organize 40 drainage districts with 200,000 acres now actually drained and three million acres included in projects for drainage; has stimulated and safeguarded the use of the vast mineral and forest resources of a new commonwealth, and has provided youthful leaders in rural organizations, marketing, business, engineering, and citizenship who have helped keep Oregon steady and prosperous, maintain a local standard of progressive democracy, and meet every obligation of national patriotism

#### Results of Scientific Agriculture

But what of the rise of the agricultural college, you ask, in its effect upon crop production throughout the area of its influence? The effect in Oregon has been shown to be so beneficial that, even in instances of some particular crop, the gains have already been so great as to amount to more than the State's total expenditures on the Experiment Station since it was established. But statistics for





W. A. Jensen, Executive Secretary

the country at large are available in the last report of the U. S. Secretary of Agriculture, and these will answer the question for the agricultural colleges as a whole. They refute the common charge that crop production is declining, and prove that education in scientific agriculture is beginning to secure positive and cumulative gains in crop returns.

According to Secretary Houston the average rate of crop increase per acre in the past twenty-five years—the period coincident with the development of the agricultural college—has been about one-half of one per cent a year. The same authority shows that while the average yield of wheat per acre in the decade of the eighties was but 11.84 bushels, the average yield for the decade preceding 1918 was 14.87 bushels, an increase of 25 per cent. The yield of corn increased in the same period from 23.43 to 25.81 bushels, or 10 per cent; the yield of oats from 25.92 to 32.17 bushels, or 24 per cent; of potatoes from 72.97 to 96.84 bushels, or nearly 1-3; and of hay from 1.193 to 1.432 tons, or 20 per cent. The average increase per acre of all crops was about 16 per cent. These increases are not confined to particular areas; they are general throughout the United States.

While yields per acre in the United States are not so high as in Europe, yields per man are greater. In Belgium, where intensive farming reaches its height, each person engaged in agriculture cultivates only about 5.3 acres of land; in the United States the corresponding figure is 27 acres. Both acreage and yield per acre being considered, the average American farmer produces  $2\frac{1}{2}$  times as much per acre as the average Belgian; 2.3 times as much per acre as the average Englishman; 3.2 times as much as the average Italian.

Crop increases such as these are not negligible. Even if in the aggregate they amount to no more in future years than they have in the past twenty-five years—one-half of one per cent a year—they mean a gain of 50 per cent in a century. But scientific agriculture is only at the beginning of its practical application on the farm. When its application becomes general, results in crop production will be greatly increased, and agricultural education will be recognized as never before.

## River Falls State Normal School

A School With Well Defined Purpose Develops Rapidly. Features Educational Agriculture and Has Many Men Students



J. H. Ames, President

**T**HE River Falls Normal School is located at River Falls, Wisconsin, a small city about thirty miles southeast of St. Paul, in a fertile agricultural section of the state. The history and development of the school has been to a considerable degree determined by its location. The school has experienced a rapid growth and development during the past seven years, although somewhat retarded during the war period. The total enrollment for the school year 1911-1912 was 319 students. The number of graduates from diploma courses was 59. The number of teachers on the faculty was 24. In the next five years the enrollment more than doubled, reaching 663 in 1916 with 173 graduates. The influence of the war is shown in the smaller enrollment for the year 1918-1919, the number being 555. The enrollment for the current year will approximate 600 students. The enrollment figures given above are exclusive of summer school and of the training school department.

### Early History

The River Falls Normal School was one of the pioneer normal schools in the state of Wisconsin. It was first opened to students in the year 1875. In its early history the school passed through the usual experience of normal schools. It was a school of the conventional type with its functions largely determined by existing conditions in the educational field. Its purpose was to train teachers of a stand-



ard type for the schools in the part of the state in which it was located. For the first twenty years of its history, graduates from the River Falls Normal School went very largely into village and country schools. An elementary course of two years, a little later two and one-half years, was the popular course. Up until about 1900 the graduating classes from the "advanced course" were very small, the number for 1901 being only 18. The so-called advanced course during these years was a four year course to which students were admitted by examination. High school graduates were admitted to the third year of this course and were required to do two years of work in order to complete the course. Throughout these early years the school was well known for earnest effort and sound scholarship. Its professional spirit was high. Men and women of splendid character and of high ideals devoted the best energies of their lives to the work of training teachers, and the school sent out into the state teachers of high quality. The first president of the school was W. D. Parker. He was its leader from 1875 to 1889 and from 1895 to 1899. The school and the community to this day bears the impress of President Parker's strong personality. In the history and traditions of the school his place is that of patriarch.

#### The Department of Rural Education

There came a time in the development of the school when the need was felt for greater specialization in the training of teachers. The rural schools of Western Wisconsin have always depended upon the River Falls Normal School for trained teachers. To meet this growing demand a department for the training of rural teachers was established in 1910. A rural demonstration school is operated in connection with the department. This school is located about two miles from the normal school in a typical rural community. The school is housed in a modern school building. The teacher is an experienced normal school graduate. The students in the department have full use of this school for observation and practice. The normal school operates an auto-bus for the convenience of the students using the rural demonstration school. The Rural Department now enrolls about one hundred students, and graduates each year about forty teachers. The courses offered are: A one year course for high school graduates, a two year course for high school graduates, and also, at present, a one year course for students with two years of high school preparation.

#### The Department of Educational Agriculture

The introduction of agriculture into the course of study for the common schools and for the state graded schools, and particularly the establishment of courses of study in agriculture in the high schools of the state, called attention to the need for trained teachers of agriculture. Accordingly in 1912, J. W. Crabtree, then president of the school, had established the Department of Educational Agriculture. This course was at once popular and young men from the various parts of the state enrolled in the course. During its brief history of about seven years 253 men and one woman have completed this course nearly all of whom have engaged in teaching in the state. Since 1915 over 50 per cent of

the special teachers of Agriculture in the state have been graduates of the River Falls Normal School. During the war period the work of the department was practically suspended, as only seven men and two women enrolled at the opening of the 1918-1919 school year. With the close of the war, however, interest immediately revived. Men who had been in the unit of the Students Army Training Corps which had been stationed at the school, and men who had been in other lines of military service resumed their regular courses at the school, among them a large proportion of men in the agriculture course. A class of 21 men was graduated from this course in 1919. The enrollment for the current year reached 87 students during the first semester. About 35 teachers will be graduated in 1920. The course of study in the agriculture department is a three year course, requiring graduation from high school for admission. The dominant purpose of the course is to train teachers of agriculture. Students enroll in the course for this purpose and all the work centers on the preparation of men to take charge of agricultural departments in high schools and to act as principals of graded schools in which special attention is given to the teaching of agriculture. The course of study emphasizes the fundamental sciences of agriculture



State Normal School, River Falls

and the school accordingly has developed its science departments. Special attention is also given to the professional training of the students of this department. Courses in psychology, pedagogy and school management are required, this work being given by instructors with large experience in public school teaching and supervision. Special facilities are provided for practice teaching. In addition to the opportunities afforded in the training school department of the normal school, arrangements have been made whereby students secure teaching experience under actual school conditions. The River Falls High School conducts a course in agriculture. All of the instruction in this course is given by students of the Agriculture Department in the normal school under the supervision of one of the regular instructors of the department. Realizing that much of the instruction given in high schools must be given under field conditions, large emphasis is laid upon this phase of the work. The school has a large truck and two touring cars which are used in carrying on this field work. The pure-bred herds of many splendid farms are thus available for the instruction of the students in this course. Op-

portunity is given for practice in live stock judging and for observation of farm management and field practice under actual farm conditions.

#### School Owns and Operates Farm

The Normal School owns and operates a farm of 110 acres which lies adjacent to the school campus. The school owns a herd of 18 pure-bred Guernsey and Holstein cows. An expert herdsman is in charge of the herd which is used for practical instruction in dairying. Pure-bred herds of pigs and poultry are also maintained. The farm is well equipped with modern machinery. A set of modern farm buildings is under construction, a model dairy barn having been built during the past season. A dairy house, poultry houses and machine sheds have also been built recently. These buildings together with others contemplated in the building plans of the school, will give the institution a set of model farm buildings. A special feature of the agriculture course is the work in agricultural engineering. This department of the work is housed in a two story building, 36 ft. by 140 ft., located adjacent to the farm buildings. Here instruction is given in the operation and repair of



Agricultural—Science Building

farm machinery, the operation of gas engines and tractors. Carpenter and blacksmith shops are fully equipped, the course requiring instruction and practice in these lines of shop work. The course includes also concrete construction and mechanical and architectural drawing. This work in agricultural mechanics has largely absorbed the old type of manual training work as given in the school. The agriculture department arranges each winter a grain and poultry show in connection with a farmers' institute. Each summer a live stock show is held on the normal school stock show grounds. The students of the department have a large part in making arrangements for these shows and in preparing the animals from the normal school farm and from other farms for exhibit. This is considered an important part of the training of students in preparing them to conduct similar activities in communities in which they may work as teachers of agriculture.

#### Graduates Teach in High Schools

The practical work given in this department has enabled the young men graduating from the course to render a real service in the high schools to which they have gone. The school has not been able to supply the demand made upon it for teachers of

agriculture and requires increased facilities to carry on the work more extensively and more efficiently.

#### Special Departments

Pursuing still further the policy of specialization in the training of teachers, the Board of Regents in 1914 established special departments for the training of primary teachers, teachers for grammar grades and teachers for high schools. A little later a department for the training of principals for graded schools and supervisors of rural school work, was organized. Each of these departments is in charge of a director who organizes the course of study and administers the same under the direction of the president of the school. In all professional subjects students are organized in classes as determined by the special department in which they are enrolled. This permits the work to be specialized in the interest of the grade of work for which the student is preparing.

#### Teachers for Graded and High Schools

In Wisconsin the normal schools have always been called upon to supply high school teachers, many of the smaller high schools relying almost wholly upon normal school graduates in the belief that the professional spirit and specific preparation of these teachers offset their lack of academic preparation. Realizing the inadequacy of the preparation afforded, the policy of extending the course of study for the preparation of high school teachers has been adopted. The course of study in the River Falls Normal School is a three year course. Its purpose is to prepare teachers for the standard high school courses exclusive of certain more or less highly specialized lines of work. The large number of graded schools in Wisconsin with their special needs, attracted the attention of the River Falls Normal School, which accordingly in 1916 organized a course for the training of teachers, particularly principals, for this class of schools. From twenty to thirty principals, both men and women, are being supplied annually to these schools. The department aims to prepare teachers for the particular needs of these schools, including training in the organization and conduct of community activities. As these schools are situated in rural communities, the need exists for teachers with special preparation in agriculture. The presence of the agriculture course in the River Falls Normal School gives the school an especially favorable opportunity to give this training. Many of the young women who have completed the course for high school teachers find attractive positions in these schools, the upper departments of which extend through the tenth grade and are organized on the departmental plan.

#### Departments Well Balanced

Effort is made to maintain a proper balance among the several special departments into which the work of the school is organized. The number of graduates indicates, roughly, the relative place each department occupies in the work of the school. A typical year is 1916-1917 as shown below:

Graduates from Rural Department.....	34
Agriculture Department .....	51
Dept. for H. S. Teachers .....	23
Dept. for Primary Teachers .....	45
Dept. for Grammar Grade Teachers....	38
Dept. for Principals and Supervisors	21

Estimates for the present year, although not a normal year, reveal about the same proportion:

Rural Department .....	41
Agriculture Department .....	36
High School Department .....	25
Primary Department .....	32
Grammar Department .....	40
Principal and Supervisor .....	15

**Wisconsin Policy of Specialization**

The River Falls Normal School in the course of its development has specialized its teacher training work. It has sought to keep constantly in view the growing and changing needs of the schools which come to it for teachers. Several lines of teacher training are not attempted at all at River Falls and several other lines in no extensive way, it having been the policy of the Normal School Board of Regents not only to specialize within each school, but also to specialize among the schools making up the Wisconsin system of normal schools.

The results of this policy of specialization seem to be good in every respect. The young teacher regards herself, for some time prior to graduation, as a primary teacher or a grammar grade teacher as the case may be. It is thought that a keener professional spirit is fostered. It is believed that the growth of the school has in some measure resulted from this policy.

**The Americanizing Teacher**

The child of an immigrant is a child of hope, if only he can be brought close to the warm bosom of the real America. The American plan is that he may be so received, and speedily, too. Put an immigrant child of six years into the care of a real American school teacher, and the chances are that in a short term of years you have roused in him an undying love for America. No ordinary child can resist the power of love. It is the American idea that all public school teachers shall be lovers of children.

A few years ago there died in a Western mining city, a teacher notably successful as a superintendent of primary grades. Though she worked continually among miners' children, most of them almost raw immigrants, and many of them dirty, she took great pains to dress prettily and with more than ordinary neatness. When asked why she dressed so carefully for such unclean work, she replied:

"I do it for the children. They like to see me with clean, new and pretty things. If I have a pretty shoe, sometimes the tiny ones will stoop and pat it. Often little girls in passing me brush against my dress half affectionately; and oh! I love it. I love it!"

If all children of the strangers within our gates could touch "the healing dress" of teachers of this spirit, we should have little trouble in assimilating immigrants. They would melt into model Americans in our primary schools.—From The Minneapolis Journal.

**Re-Education Of Disabled Civilians**

**Minnesota Takes Advanced Position to Provide Re-Education for Disabled Civilians. Forceful Article by State Director**

By Oscar M. Sullivan



Oscar M. Sullivan

MINNESOTA has an educational activity which at present is unique in the United States, but which will probably not long remain so. This is the division for the re-education and placement of crippled and impaired persons which was established by an act of the 1919 legislature. Other states have taken action looking toward the rehabilitation of handicapped persons but ours is the first state to recognize the dominant educational aspect

of the problem and provide a public agency and public funds for dealing with it. In 1918, Massachusetts gave the industrial accident commission authority to retrain and place industrial cripples but, because of the smallness of the appropriation, this work has been limited to placement. Minnesota recognizes the work as an educational one by placing it under the state board of education although providing for very close co-operation with the department of labor and industries which has supervision over the administration of the workmen's compensation law. In addition, it broadened the scope of the work by including all crippled and impaired persons, not merely those crippled in industry. Other states which took action at the same time or later, either made the social service or the labor aspect of the matter the dominant one and approached it by such different methods that they have for the most part not yet begun their activities. As in so many other fields, the war had a great deal to do with the recognition of this problem. For years, industrial accident boards and labor departments have realized that the state's responsibility truly extended to restoration of the injured employe to industry not merely with assuring compensation. All efforts to awaken the public were in vain, however. Now, with the demonstration of what can be done for the disabled soldiers, with inspiring stories of rehabilitation of military cripples becoming a frequent thing, the public has been quick to recognize that the same transformation can be secured with industrial cripples and with the handi-

capped who have been impaired by other public and private accidents and by disease.

#### The Minnesota System.

Minnesota approached the subject by giving it a careful study. A commission was appointed by the governor in September, 1918. That commission reported a complete program and every portion of the program was enacted into law by the legislature in the spring of 1919. Other states may have better laws on one feature or another, but no state has adopted a broader program or even covered as much as we have.

The cornerstone of the Minnesota system is the division of re-education and placement of injured persons created by chapter 365, laws of 1919. This, as mentioned before, is a part of the state department of education, the board of education having full charge of it in its capacity of state board for vocational education. To insure, however, that the new work will articulate with all that the state has hitherto been doing for injured persons, the law provides that a plan of co-operation must be arranged between the board of education and the state department of labor and industries. As a further safeguard, the plan of co-operation must have the approval of the governor. The division has been in operation since July first, 1919. As a part of the co-operation, the two departments have made the executive of the compensation division also the executive of the re-educational division. The agreement provides further for exchange of information, collection of statistics desired by either department, and assistance in investigations. Although the needs of industrial cripples were what originally prompted the legislation, it is to be noted that the activities of the division are not limited to this class but that it is created, in the language of the act: "for the training and instruction of persons whose capacity to earn a living has in any way been destroyed or impaired through industrial accident, or otherwise." It, therefore, includes in its benefits not only all persons injured in compensation industries, but in addition, all who are injured in railroad accidents, farm accidents, street accidents, or in any other way. It is not even necessary that the impairment shall have been the result of an injury; it may have been congenital or caused by disease. As the act has been interpreted, there are only two limitations, first, that the disabled person shall have attained wage-earning years; second, that, at the time when the disability was incurred, he was a resident or citizen of the state of Minnesota. In regard to the second qualification, the attorney general has held that the word "citizen" here was superfluous and that to satisfy the term "resident" one must simply have a fixed abode within the state, or a character indicating permanency, at least for an indefinite period of time. The same liberality of scope appears in other provisions of the act. The division's duty is further described in the following broad terms: "The division shall aid persons who are incapacitated as described in section one in obtaining such education, training and employment as will tend to restore their capacity to earn a livelihood." The division is given power to establish and maintain courses of its own account or to assist local boards of education in establishing or maintaining courses. The general provision is inserted that the division may otherwise act in such manner as it may deem

necessary to accomplish the purposes of the act. Surely as an enabling act it could not be couched in more liberal terms.

#### Supervision Not Matter of Expediency.

The assignment of the work to the department of education was not a matter of chance nor of expediency. In any state, there are usually two other departments which might be thought of as proper agencies to conduct it. These are the department of public welfare or charities and the department which has to do with the compensation law and other industrial matters. To give it to the former, means that the state looks upon the activity as something done out of sympathy in order to reduce poverty and distress. Assigning it to the latter would not be open to the same objection, but it would be giving to another part of the government something which is chiefly a matter of education and vocational guidance. The theory of the commission in viewing this as an educational matter was that when a person suffers an injury which prevents him from following his former occupation, he again takes up the status that he had when in youth he was first preparing for life, and that he should again have an opportunity to get suitable training even though in his new condition the problem of training may be a more complicated and expensive one.

The case work method is followed by the division throughout its work. It is clear that individual treatment is necessary for each case. The first problem before the division was that of getting in touch with those whom it was established to serve. The chief source from which the division learns of its cases is the department of labor and industries with which arrangements have been made for a prompt notice when an accident report is filed describing a major impairment. To supplement these reports and insure that all cases will be reached, the co-operation of the casualty insurance companies has been requested and in a large measure has already been secured. A further excellent source of information as to eligible cases is the hospitals of the state. A circular letter has been sent to each of these and a number of them have already responded by giving notice of cases. It has been sought also to interest the various labor organizations and, as a final check in securing information, the services of a clipping bureau have been secured. As soon as the division learns of a case which seems to come under the provisions of the act, an attempt is made to get in touch with the injured man with a view to encouraging him as much as possible. It is felt that the very knowledge of the existence of this work and the assurances that the division's representative can give him of a successful rehabilitation in other cases will tend to put the injured man in a frame of mind which will make much more practicable his later return to industry. Then, too, a study of his personality can be made and early plans laid for his restoration to an occupation. When the occupation has been selected that the man has a preference for and the division believes he is suited for, the effort is made to find a teacher or institution to give the desired course. As yet no special effort has been made to stimulate the public schools to start

courses for injured persons. The reason for this is that the needs will vary so much in different sections that it is difficult to recommend the establishment of any one particular type of course in any particular section. Further, the school districts are already spending so much on the normal requirements of education that it would probably prove to be a difficult thing to get them to offer such highly specialized courses as this work calls for.

### Finding Employment

In addition to the furnishing of re-education courses, it should be noted that the division has another function, that of finding employment. The work would certainly be incomplete if it were to be dropped when the man has learned a new occupation. It is the duty of the division actually to restore him to industry and keep in touch with him until he is getting along in a fairly normal way. But it is not the intention of the division to limit its employment work merely to those who have been re-educated. In many cases re-education will not be necessary at all but merely suitable replacement. In such instances, the existence of a well-organized state activity in making a specialty of knowing what kind of work the various types of handicapped persons can do and what employers are ready to take them on will prove of immediate value and obviate any intermediate period of training. In other instances where an applicant for re-education has no means of support, it will, of course, be the proper thing for the division to find work of a temporary character for him and finally, there is the additional consideration for construing broadly the employment side of the work that the best results in dealing with the problem can be met by centralizing the work in one agency. That the division employment work may be closely correlated with other employment work and keep in touch with general opportunities of this character, another piece of co-operation has been arranged in that the division has been enabled to fix the headquarters of its placement officer at the joint offices of the federal employment service and the state free employment service, 343 Minnesota Street, Saint Paul.

### The Types of Cases

Although the division has been in existence less than a year, the types of cases that have been presented thus far represent the widest variety. There are cases which have arisen purely in compensation industries, other which are straightout railroad accidents, some which are private accidents, such as injuries due to being struck by automobiles, injuries arising out of the armistice celebration a year ago, injuries while hunting, others which are congenital, still others which are the result of disease. Conspicuous in this last mentioned group are the arrested tubercular cases. The variety of cases is just as great if a classification is made according to the member affected. Already there are examples of loss of one foot or both feet, loss of one hand and almost total loss of the other, loss of eyesight, impaired control of all members and general physical impairment. The proper individual solution must be found for each of these types. Thus far, they have not proved to be especially difficult, except for cases where both hands are practically gone. Even for such cases there are some very effective solutions. The question has sometimes been asked the division whether it is em-

powered to supply maintenance while the injured person is being rehabilitated. The division has answered such inquiries by stating that even though the act was broad enough to permit them to do so, they would not feel that such was its intention and would not spend the funds of the division in such a manner. It was not the idea of the legislature to establish a new form of public outdoor relief but merely to take that characteristically American action of providing opportunity for all. The same question arises in connection with medical treatment, with the providing of occupational therapy and with the providing of artificial members. It is not felt that any of these are a function of the division. The great variety in the source of the cases which must be handled, makes such a position necessary. To begin with, injured persons under the compensation act are entitled to the benefits of the division. According to the compensation act, they are in receipt of a sufficient amount of money periodically to maintain them as compensation for their injuries. They are entitled to medical treatment at the expense of their employer and such medical treatment could well be considered to include occupational therapy when necessary. They are further entitled to artificial members at the expense of their employers. Formerly, compensation cripples were limited to \$200 medical expenses and this precluded the possibility of anything like occupational therapy or artificial members. The last session of the legislature, however, removed the limitation and expressly included artificial members as part of the medical expenses. Hence, for this type of case, all that needs to be done by the state is to provide the retaining course and fit the employe into a suitable position. A considerable portion of injured railroad employes are equally well taken care of, if not better. On the other hand, those who are injured in private accidents often have no indemnity and those who are impaired by disease likewise have nothing to offset their affliction. It would not be feasible for the state to provide medical treatment, occupational therapy and artificial members in one type of case and in another type of case say that the employer must do so. The practical administration of such a law would be beset with the utmost difficulty. It is, therefore, the purpose of the division of re-education to limit its expenditures to tuition for re-education courses, to occasional furnishing of necessary supplies therefor and to the expenses incidental to successful case work in rehabilitating and placing the crippled. For all cases where there is any lack as regards maintenance or artificial members or medical treatment, the co-operation of private agencies is sought and the procedure is the same as in other high grade case work.

### Re-Education to be Rewarded

Co-operation has been promised by the central councils of social agencies in Minneapolis and Saint Paul and by the social service agencies in Duluth and there is every probability that many of the home service sections of the Red Cross which are going on a peacetime basis will do likewise. Our workmen's compensation act is fortunately one which fits in well with a rehabilitation policy. The amounts of compensation for permanent disabilities are a definite and fixed thing. No man will be penalized for rehabilitating himself. If he has lost one arm, he will get his two hundred weeks compensation just as well if he learns a new occupation within a few months and begins

earning money again as if he idles away the full two hundred weeks. A slight change, however, would make even a better law in this respect. A man should not be penalized for taking re-education. He should be rewarded. The man who has to learn a new occupation has suffered a greater disability than the one who has the same injury but who can go on with his previous work. There should, therefore, be a definite award based on the taking of re-education. Such a change will no doubt be considered if the act is revised at the next session. No doubt, too, methods will eventually be worked out by which, without resort to public charity, the problem of maintenance during re-education will be satisfactorily solved for those not covered by the compensation act. A great many of the workers of Minnesota are now under voluntary plans of sickness and accident benefits and the inclusion in these of re-education awards following permanent impairments may perhaps be only a matter of time once it is suggested.

With such supplementary legislation as seems necessary from time to time, and with the wise use of the accumulated experience, Minnesota should easily retain the pre-eminence in meeting one of the long-standing ills of the social order with a scientific solution.

## Books New and Old

**Face of the World.** By Johan Bojer. N. Y., Mofat, Yard. \$1.75.

THE soul of a great dreamer, loving light and gladness, but constantly turning from them, either in painful introspection of his own relation to the woes of the world, or insistently urged on to attempts at alleviation of these sorrows, is presented in this tale of the Norwegian doctor, Harold Mark. The real soul of the man suffers apart in the aching loneliness which often besets the spirits of the great, keeping "at a distance with a kind of gaiety" even those few who loved him well, but who could not understand the sorrow of his soul.

And "Alas! for the rarity  
Of Christian charity."

towards Ivar Holth whom the doctor befriends in his despairing struggle with an overmastering and ever-thwarted love. Tortured by the cold expectation of certain failure in the eyes of his fellow townsmen, it is little wonder they at last push him over the brink to disaster and crime. The scenic bits in the book are done with vivid charm. The characters are living, loving, hating, suffering men and women. Some meed of happiness is suggested at last through an understanding love. If the book is intended to convey a message, it is found, perhaps, in this bit of the doctor's philosophy:

"We've got to make the best we can of the world, such as it is, either with wine or women, or—or with a belief—hm!—or with a rope, or by putting all one's dreams on the other side of the Styx."

The book is illuminating and encouraging to all who suffer from the torture of the eternal why.

**Every Step in Canning.** By Grace Viall Gray. Chicago, Forbes and Company. 253 pages.

EITHER as a reader in food science or as a reference for supplementary use in the cooking class, this book is equally valuable. It is in keeping with the latest and best-approved methods of the cold-pack method in canning. As the title suggests, the author discusses

at great length the canning and preserving of fruits and vegetables with the kindred subjects of jellies, jams, preserves, marmalades, fruit juices and sirups, meat, fish—by drying, smoking, brining and storing. Special attention is given to why canned goods spoil. This chapter should prove to be a real guide to inexperienced canners who are beginning to place their trust in the newer and far more scientific methods of canning. A comprehensive section on "How to Market Home Canned Produce" adds to the value of the book. This book will prove to be of direct help to teachers, social workers and home-keepers, because theory and technical terms are omitted. Directions are given in a clear, definite way.

**Essentials of Arithmetic.** By Samuel Hamilton, American Book Co., two books. pp. 368 and 432.

THE "Essentials of Arithmetic" consists of two books covering the arithmetical work from the second through the eighth year. The author has kept in mind the two important aims in the teaching of Arithmetic, namely—to give the pupil such a mastery of number facts and processes that he may perform with accuracy and speed all ordinary numerical computations, and to train him in the skillful application of these processes to the problems he is likely to meet in daily life—and has endeavored to furnish abundant material to further each of these two aims. Plenty of abstract number work, frequent drills, time tests and the use of checks help to develop speed and accuracy. The problems have been carefully chosen to fit the pupils' interests, and are "true to life," that is, they are related to the common experience of the present days. The pupils' ability to solve problems is further developed by an occasional page of problems without numbers and by practice in making problems connected with his personal experiences. Emphasis is placed on clear interpretation of problems and on the choice of the best method of solution. The material for the seventh and eighth years introduces the graph and the use of the simple equation, and applies arithmetical principles to broader social and business fields.

**The Builders.** By Ellen Glasgow. Doubleday, Page & Co., pp. 379.

ELLEN Glasgow's latest novel, "The Builders", although a story of war-time America is pre-eminently a character novel. The individuals portrayed are very real and very much alive, from the pretty, shallow little gossip, Daisy Colfax, to the shrewd Mrs. Timberlake, with her bits of dry philosophy. But Angelica, Mrs. Blackburn, is the dominating force. Miss Glasgow's extraordinary skill is shown in the study of this lovely, designing woman who manages to appear always right while causing her husband to appear always in the wrong. Opposed to the selfish Angelica is Caroline Meade, a strong, fine young woman whose philosophy of life is courage, partially expressed in one of her sayings: "People can't hurt you unless you let them."

Though the plot is simple and soon evident, it is handled with so great skill and ingenuity that the interest never weakens. There are exquisite bits of description such as one of a golden October afternoon. The message of the book is the indomitable force of a courageous spirit, and a strong appeal to individual responsibility for the future of America.

"Our Democracy is in the making. The responsibility is yours and mine. It belongs to the individual American and cannot be laid on the peace table or turned over to the President."



# General and Special Methods

## Lesson Plan for the Study of a Poem

Grace M. Davis, M. A.

### AMERICA

(From the National Ode, July 4, 1876)

Foreseen in the vision of sages,  
Foretold when martyrs bled,  
She was born of the longing of ages,  
By the truth of the noble dead  
And the faith of the living fed!  
No blood in her lightest veins  
Frets at remembered chains,  
Nor shame of bondage has bowed her head.  
In her form and features still  
The unblenching Puritan will,  
Cavalier honor, Huguenot grace,  
The Quaker truth and sweetness,  
And the strength of the danger-girdled race  
Of Holland, blend in proud completeness.  
From the homes of all where her being began,  
She took what she gave to Man;  
Justice, that knows no station;  
Belief, as soul decreed,  
Free air for aspiration,  
Free force for independent deed!  
She takes, but to give again,  
As the sea returns the rivers in rain;  
And gathers the chosen of her seed  
From the hunted of every crown and creed.  
Her Germany dwells by a gentler Rhine;  
Her Ireland sees the old sunburst shine;  
Her France pursues some dream divine;  
Her Norway keeps his mountain pine;  
Her Italy waits by the western brine;  
And broad-based under all  
Is planted England's oaken-hearted mood,  
As rich in fortitude  
As e'er went worldward from the island-wall!  
Fused in her candid light,  
To one strong race all races here unite;  
Tongues melt in hers, hereditary foemen  
Forget their sword and slogan, kith and clan.  
'Twas glory, once to be a Roman;  
She makes it glory, now to be a man!

Bayard Taylor.

### Subject Matter

#### AIMS

1. To revitalize the historical information that America fuses "the hunted of every crown and creed" into "one strong race."
2. To create a tolerance for and a sympathy with our alien population now in the process of assimilation by pointing out their gifts to the American spirit (Americanization).
3. To startle the emotional life to feel like patriotic devotion to American principles.
4. To show the vitality of the American principles during the first one hundred years, a stock-taking time.
5. To develop a feeling for the fineness of the verse form by arousing a reaction to the buoyant eagerness, the rich tumult of the pictures and the sonorous resonance of the verse.

#### ORGANIZATION OF SUBJECT MATTER

The Destiny of America:

The Conserver of Liberty,

The Heritage of America:

Puritan will.

Cavalier honor.

Huguenot grace.

Quaker truth and sweetness.

Holland's strength.

The Ideals of America:

Justice.

Freedom of faith.

Free air for aspiration.

Free force for independent deed.

The Citizenry of America:

German.

Irish.

French.

Norwegian.

Italian.

English.

The Task of America:

The fusion of all races into one.

#### PREPARATION OF SUBJECT MATTER

1. Saturate the mind with the Americanization problem; its causes, its development and its suggested remedies. ("America, the Great Enterprise of the Human Spirit," National School Service, Sept. 1, 1918 and Sept. 15, 1918; "Prize Contest in Cleveland," School Life, Dec. 1, 1918.)

2. Assign the children the task of preparing a clipping box, using materials from magazines and Sunday supplements for suggestions as to Americanization work, and mounting the best on posters.

3. Collect pictures to make the graphic appeal; e. g., "Signing of the Declaration of Independence," 1776 (National School Service, Dec. 1, 1918). Gather photographs of citizens of foreign ancestry who have conspicuously aided America: Dutch—Roosevelt; Norwegian—Ole Hanson (World's Work, Dec., 1910); Scotch Irish—President Wilson. Gather, also, pictures of war heroes of foreign extraction: Dutch—Gronhite; German—Kirch; Irish—Nolan.

4. Visualize the immigration problem during the one hundred years. Prepare graphs, portrayed by colored lines, of the various races in America. Take the expansion of the United States by decades and have the class prepare different sized flags to represent the proportional increase. Use squares to indicate the total population of the United States, colored squares indicating the foreign inhabitants. Use circles with segments to indicate immigration statistics in 1776, 1812, 1850, 1860, 1876.

5. To connect the lesson with the present, show the Americanization map in National School Service, March 1, 1919. Study the Americanization articles in The Literary Digest for 1918-1919 to contrast the type of immigration since 1876 with that of earlier date as suggested in the poem.

6. Give the preliminary assignment.

- (a) *To gain concentrated attention*, announce: "Today, I am going to read a poem in which a man who traveled all over Europe tried to tell us what makes America different. As I read it, watch for the lines that explain the difference. Then I

shall see how many of you agree with him."

- (b) *To make clear any possible misconstruction of the thought, reconstruct the twisted sentences. What is the subject in the first four lines? in lines 9-12? in lines 14-15? in lines 30-31? in lines 33-34? Make a list of prepositional phrases. Where do these phrases come before the subject? Where do they directly follow the verb? Put the first four lines in prose order. Do the same with lines 15-20. Give the direct objects of "She took" in line 16. What word is omitted in line 5? in line 17? What word should be repeated in lines 17, 18, 19, 20? Which of these unusual arrangements were used for the sake of rhyme? for emphasis? for variety?*
- (c) *To train a feeling for fitness of words, assign the following for word study: Foretold, foreseen, aspiration, fortitude, candid. Define: unblenching, blend, decreed, creed, divine, brine, fused, slogan, kith, clan. Make a list of image-making words: "Frets at remembered chains"; "Shame of bondage has bowed her head"; "danger-girdled"; "sunburst shine"; "mountain pine"; "western brine"; "broad-based under all"; "island-wall"; "candid light"; "sword and slogan."*
- (d) *To train a sense of tone and color value in words, ask: What verbs express an idea compactly? In which ones does sound suggest sense? Which are full of music?*
- (e) *To lead the mind past the expression of the thought to the thought itself, ask: To what is America compared all through this poem? Name five reasons why America has a peculiar reason for existence as a nation. Let us review our history. Who were the Puritans? Cavaliers? Huguenots? Quakers? Dutch? Where did each settle? What did each give to America? Make a list of the qualities that America gives back. From what nations does the poet suggest that our citizens came? Which nation gave us the largest percentage? Why do immigrants come to America?*

### Method

#### AIMS

1. To motivate word study, grammar, history and geography by showing the necessity of each as a tool with which to comprehend literature.
2. To lead pupils into an active participation in the lesson by allowing them to work out for themselves the truths through drawing conclusions from accumulated facts.
3. To start with a point of contact within their own experience, but, also, to leave them with a point of contact with the experience of society.
4. To release the class from self-centeredness by a vision of the larger unit of which they are a part.
5. To obtain an answer to the challenge of Americanism through the power of buoyant verse that sings its way into their emotional life.

### PREPARATION

To enable the mind to readjust itself to the lesson in literature, ask a series of questions that will require active participation.

What is an anniversary? What day do we celebrate as such every year? What events do we celebrate on those days? Can you remember any historical events which we celebrated by expositions? (Chicago, 1892. What event? Jamestown, 1907. What event? San Francisco, 1915. What event?)

This poem was written in 1876. What did it celebrate? Tell the story of the occasion of the poem. The end of one hundred years is a good time to take stock. Let us take a brief inventory of the country's progress. Show the picture of the "Signing of the Declaration of Independence." What contrasts would we have now? Show maps of 1776 and 1876. To indicate relative growth, show flag graphs as prepared. Get the class to suggest various inventions or improvements, such as railways. How has our citizenry and population changed? Show immigration charts. Now let us see if America has changed in her ideals. What were the qualities as emphasized by Hail Columbia, Star-Spangled Banner, Monterey, Battle Hymn of the Republic? Write a list of these on the board. These poets have told us what Americanism is. The poem we are about to study will tell us about America's destiny, her heritage, her sources of life, her gifts to the world, and her task. After we have studied it we will see just where America stood in 1876.

Review the grammatical exercises suggested in the preparation of subject matter to be sure there is no ambiguity caused by misconstruction of the thought. Save the discussion of the word study, the image making and tonal word until after the development. Allow pupils to discuss freely the questions under (e) of the preliminary assignment. Explain briefly the type of immigrants now coming in as compared with that mentioned in the poem. Encourage volunteer information as to the alien problem, our attitude toward foreigners, and their part in our government.

### DEVELOPMENT

*First.* After having communicated the purpose of the poem and after having fitted the poem into its proper niche as a revelation of American history, strive to enrich the imagination and emotions until the children react to the fullness of the vivid pictures and aptly chosen expressions.

"Foreseen in the vision of sages." What is a vision? Explain that it comes from the Latin word "to see." How is a vision different from a dream? An air castle? (Quote Joel 2, 28.) A sage is a wise man. Long before the Christian era, men wrote of a famous land of equality and democracy. (Plato.) Later a man in England wrote of Utopia.

"Foretold when the martyrs bled." Give a brief summary of men in England who died for liberty. Stress the period of the growth of the representative system and the period of the religious persecutions.

"Born of the longing of ages." This longing for freedom goes back to 1215. It was again expressed in the establishment of the House of Commons in 1265, and in the struggles for religious freedom in the reign of the Tudors. Vitalize these facts by personal stories of heroes of English history. What shade of meaning is there in the word "longing" that is not in "hope," "desire," "wish"?

"The truth of the noble dead, and the faith of the

living fed." How can a longing be fed by faith and truth? Why did the poet not say "aided?" What two traits kept alive the longing of ages until a free land should come?

"No blood in her lightest veins frets at remembered chains." By what two words does the poet indicate America's freedom from chains? What verb is well-chosen? What is the picture? Why can a race which remembers its chains not be a leader of the new humanity?

"Nor shame of bondage has bowed her head." Why does shame bow the head? Why is bondage a shame? Let one child pose as a nation bowed down with shame. Then let another pose as free America.

"The unblenching Puritan will." What is meant by "unblenching?" When did the Puritans come to America? Why? What is will power? What is its place in a nation's life? Show that it was this Puritan will which made us enter the war. "Right is more precious than peace." (Wilson.) How did the Puritans prove this by coming to America?

"Cavalier honor." From a history book, show contrasted pictures of Cavaliers and Puritans. Tell the origin of the name during the Civil War in England. Where did the Cavaliers settle? Their motto was *Noblesse oblige*, "Honor demands." How would this trait modify Puritan will?

"Huguenot grace." From what country do we expect the refined, artistic things of life to come? Why did the Huguenots come? Where did they settle?

"Quaker truth and sweetness." Why did the Quakers come to America? Where did they settle? Can you remember any of their actions that lead the poet to call them true and sweet? Herbert Hoover (Show his picture) is a descendant of Quakers. Compare the qualities of the Quakers with other qualities.

"Strength of the danger-girdled race of Holland." Show a map of Europe. Why is Holland girdled with danger? Why didn't the poet say surrounded? Why does the poet choose strength as Holland's gift? What makes men and nations strong? Where did the Dutch settle? Which president was a descendant of the Dutch? Why did America need the qualities of the Dutch as well as will, honor, grace, sweetness and truth?

"Justice, that knows no station." Quote the preamble of the Constitution. To what extent are all men free and equal in America?

"Belief, as soul decreed." Why did the Puritans come to America? The Catholics of Maryland? The Huguenots? The Quakers? Who decides in America what church we shall attend? Read the first amendment of the Constitution.

"Free air for aspiration." What is the derivation of the word "aspiration?" How does despotism check aspiration? Compare with the difficulty of free breathing in foul air.

"Free force for independent deed." How does despotism check independence of action? What is the difference between free aspiration and independent deed? Who decides our course of action in America?

"From the hunted of every crown and creed." Discuss the immigrant situation in your community. From what country have these people come? Why? How were the Russians mistreated in their own country? The Armenians? The Jews? Why do these people seek America rather than other lands? What creeds are represented in America? From what crowns have these hunted come?

"Her Germany dwells by a gentler Rhine." What is the Rhine? Explain the repressive measures of 1848. Why, then, does poet infer that the Rhine is not gentle?

"Her Ireland sees the old sunburst shines." Explain the hunger riots which drove immigrants to America. Why is Ireland called the Sunny Isle? What is the usual expression for sunburst? Why do you prefer this?

"Her France pursues some dream divine." France has been called a land of visions. Discuss the vision that France held through the war. Explain how she gave to the world the divine dream of "Liberty, Fraternity, Equality."

"Her Norway keeps his mountain pine." What is the pine a symbol of? Why is it that the native of Norway feels at home in such a far country?

"Her Italy waits by the western brine." What is brine? Why does the poet place the Italians near the western brine?

"Is planted England's oaken-hearted mood." What quality has the poet chosen as typical of England? What is the chief quality of the oak tree? How does it differ from the pine? Why do we need both? Why is oaken-hearted fortitude a good base for the other qualities given? Let one pupil go to the board and, with directions from the others, draw a building of blocks, labeling each with the qualities enumerated and surmounted by a tower of independence.

"As e'er went worldward from the island wall." Suggest the places where England has colonized. The sun never sets on English soil. Why is the island condition of England compared to a wall? Mention the good feeling now existing between the two Anglo-Saxon nations.

"Fused in her candid light." What other words are used in the poem for "unite?" Compare "blend," "fused" and "melt," bringing out their differences in shades of meaning. What does "candid" mean?

"Tongues melt in hers." Explain that the Americanization problem is based on inability to speak English. Show pictures of schools for foreigners.

"Hereditary foemen forget their sword and slogan." What races that used to fight in Europe have become friends here? Explain how German-Americans, English-Americans, and the other hyphenated Americans worked together for our Liberty Loans, fought together, and died together. Show, in the World's Work, the illustrations of young Americans of foreign extraction. What is a slogan? Name some that we used during war times. What do you think would best represent our national attitude?

"'Twas glory once to be a Roman." Read Acts 22, 25-30 to show the value of Roman citizenship.

"She makes it glory, now, to be a man." What principles as upheld by America make it an honor to be a man? How is this idea an advance on the Roman? We entered the war "to make the world safe for democracy," not only to make it safe for Americans.

*Second:* To clinch the ideas of the poem, allow four pupils to recite on the main divisions: America's Heritage, America's Citizenry, America's Gifts and America's Task.

*Third:* Let the best readers in the class read the poem, with the others organized as a jury to render decisions as to whether the voice expressed the same buoyant melody as a band would give.

## APPLICATION

1. Use the words found in the poem for drill in word study and word derivation.
2. Ask the members of the class to apply the lesson to their treatment of foreign children; impress upon them the idea that these children with their queer manners are to make the America of tomorrow.
3. Arrange the clippings on posters. Have the class letter them according to directions given in the Industrial Art Department in School Education. Use them in an exhibit to be held on a visiting day.
4. Have the class write compositions on "What

America Meant to the World During the War" and "What America Means to the World Now." Have the best two worked up as four minute or two minute speeches and used in a program.

5. Arrange the poem as a series of moving pictures. Let Columbia enter and stand with head upright at line 8. Let the Puritan, Cavalier, Huguenot, Dutch form a circle about her while she towers above them. Let the later immigrants, German, Irish, French, Norwegian, Italian and English enter one by one, receive the hand of welcome and join the circle of the earlier comers. Let all, looking up at Columbia, recite the last two lines.

## Rural and Semi-Graded School Exhibits

### Booklets for Minnesota State Fair, 1920

#### Class B Language

##### Division A

Booklets on the following topics:

1. Potatoes.
2. Corn.
3. Poultry.
4. Injurious insects.
5. Dairy cattle.
6. Patriotism.
7. Horses.
8. Hogs.
9. Weeds.
10. Bread-making.
11. Our Boys' and Girls' Clubs.
12. Good Roads.
13. Minnesota Birds.
14. Minnesota.
15. Why I like to live on the farm.
16. Silos.
17. Alfalfa.
18. How to save steps in doing housework.
19. Washington.
20. Lincoln.
21. Hospital Story Book—7 in. by 11 in.

##### Division B

Booklets on following club projects must include financial records and story of project. These reports must be on 1919 projects.

1. Potatoes.
2. Corn.
3. Poultry.
4. Bread-making.
5. Baby Beef.
6. Hogs.
7. Canning.
8. Dairy Calf.
9. Gardening.

Each county may select six subjects from each division (A. and B.) upon which pupils may write, and submit six booklets on each subject. Booklets shall contain not less than 500 or more than 1,200 words.

#### Class C Penmanship

All booklets will be judged according to movement, form, neatness, and general appearance.

The penmanship exhibit shall consist of three classes of exhibits. Class No. 1 will include the seventh and eighth grades; Class No. 2 will include the fourth, fifth and sixth grades; Class No. 3 will include the first, second and third grades.

The exhibits are open to all pupils in the rural and semi-graded schools of the state, with the exception of counties having special supervisors for penmanship. Each contestant must submit one penmanship booklet written by himself. This booklet shall consist of twenty pages of written work, full letter size. The first ten pages in the booklet must be of the following:

Two pages of capital letters, the alphabet.

Two pages of small letters, the alphabet.

Two pages of figures.

Two pages of sentences.

Two pages, each containing a short business letter.

The remaining ten pages may consist of movement drills, designs, or whatever the pupils wish to write.

Class No. 3 may omit the two pages each consisting of a short business letter. Every booklet must have on the outside of the cover the number of the class it belongs to, and on the inside it should have the name of the pupil, the grade, and the district to which the pupil belongs.

#### AFTER WAR

By Nina Murdoch

I can not bear these first spring days!  
 The dreaming wonder of the air;  
 The green mist dropping on the grass;  
 The golden-dappled shadow there  
 That with the branches shifts and sways;  
 The madrigals of birds that pass!

For then I hear the small white gate  
 Flung wide and creaking as of old.  
 His step swings down the garden ways  
 To whistled tune or carol trolled.  
 A silence falls. I sit and wait.

I can not bear these first spring days!  
 —From The Sydney Bulletin.

# Pageantry In Rural Communities

Flora M. Frick

## Part II. Producing the Pageant\*

### Division of Work

#### THE DIRECTOR

ONCE the material is gathered and the episodes are arranged, the time has come for a definite division of work for the production of the pageant. It must be said here that every pageant requires a director. It is as hopeless to attempt to put on a pageant with several directors as it would be to give an orchestra number with three or four people directing. The problem is much the same: each episode will be worked out by an



Flora M. Frick

individual group, just as each group of orchestral instruments will be able to play its part independently of the others; but if there is to be any harmony, any finer sense of fitness and proportion, it is necessary that a director put the whole together. The *qualifications for pageant directing* are, of course, first of all, a knowledge and feeling for the material to be presented; but, above all, patience and tact. The director must be able to listen to all sides of a question and still keep his perspective. He must keep the central idea in mind and not allow himself to be swayed by the interests of a moment. If a teacher has superintended the preparation of pageant material, she should be well fitted to direct its production. Community enterprises usually employ a professional director for the final working out of a pageant largely because no one member of the community wishes to take the responsibility, and because it is true that we all take directions more easily from a stranger and trust the judgment of a hired professional more readily than that of one of our own number.

#### ASSIGNMENT OF EPISODES TO GROUP LEADERS

Let us suppose that the pageant is to be produced by the various rooms in a given school. (The problem will be the same in case we wish to combine the efforts of several rural schools or of one or more schools and some local clubs or organizations.) The director will find that the work progresses most smoothly if there is a meeting of all the teachers or leaders who

are to take part in the enterprise. At this time she will read the pageant, and the committee will decide just which episodes shall be given over to each group. Such decision must depend on many circumstances: the number, age and ability of those required, and any possible correlation with school work. In some instances, the episode will be given over to a class who are to work it out in detail. The director may, for example, merely suggest that a given group work out one of the Lincoln-Douglas debates, making the scene occupy not more than six minutes. As a school problem, historic material so handled is of the greatest good to the most pupils. Details as to the preparation and furnishing of costumes, of advertising, of time and place of production may be in the hands of this committee. Ordinarily it is as well to divide the burden of labor and appoint regular committees, of whose work we shall speak presently.

### Rehearsing the Pageant

#### GROUP REHEARSALS

Once the group leader has his material in hand, it is possible for him to begin work with his own group. As a rule, the director will make it a point to be present at a group rehearsal of each group early in the work, in order that necessary changes may be made early. Here, again, it must be recalled that changes must be left to the judgment of the director. She is the only one who sees all the incidents. As soon as the place for production has been selected the director plans all entrances and exits. She will find it best to write out a working plan, preferably on cards which she may easily handle. This plan should show the entrance of each group, the business of the scene, the exit, and make some note of music, special properties or material needed on the stage at the time. The group director will need a duplicate list for her episode. As soon as possible the entire committee of group leaders may meet upon the site chosen for the pageant and walk through the entire production, each leader learning the exact position for her group for every time they are to appear. It is as well at this time to decide definitely where each group is to remain before the entrance and to what place it is to retire afterward. If each group leader is absolutely sure of these details and impresses them repeatedly on his own group, it is possible to handle a dress rehearsal—and a pageant, for that matter—absolutely without confusion and without undue nervous strain. The disciplinary value of participation in a big pageant which is well organized is no small part of the gain to any school.

Where it is possible to do so, each group should have at least one practice upon the site chosen for the pageant before the dress rehearsal. At this time the director should be present, and it is essential that the group assemble at the place directed and go through its part exactly on schedule. Unnecessary changing of directions and lack of definite organization not only confuse a group but gain their distrust and, often,

\*In the February issue we published Part I. WRITING THE PAGEANT.



An Indian Woman

Fire

Spirit of the Woods

even resentment. This is particularly true where adult groups are helping in the production.

#### THE DRESS REHEARSAL

The dress rehearsal should offer no difficulties and should be as nearly a duplicate of the final performance as possible. If time permits, it is well to explain that the rehearsal will be given twice. Let the groups assemble as directed, then explain that, in order that all may see the performance, they may take places in the grandstand or seats provided for the audience, each group with its leader, and in the order in which they are to appear. Then run through the rehearsal, allowing each group to be audience so long as they are not actually needed on the stage. If the director will then explain that, of course, it will spoil the performance for the audience if individual participants are seen off stage at the performance, she will readily impress upon the children—or adults, either—the need for rules concerning proper order in groups. Then if she will immediately repeat the rehearsal, exactly as the pageant is to be given, she will feel sure that each individual understands exactly what he is to do.

Certain special problems of pageantry production we may consider under the heads of committees to whose lot their solution will fall.

#### Special Problems of Pageantry Production

##### THE MATERIAL COMMITTEE

Of the work of the first, the history or material committee, we have spoken in some detail. The history teacher, if there be one, will usually serve upon this committee. If the production be a community as well as a school project, it is well to include in this group the librarian and perhaps some member of such organizations as the D. A. R., the G. A. R., the American Legion and others. Much material is obtainable from various sources, but it may be well to call attention to The American Pageant Association, The Carnegie Institute, The Drama League of America, The American Playground Association and the library and the extension departments of the state universities, all of whom answer questions which might be of interest to this committee.

##### THE CAST COMMITTEE

The cast committee has the task of assigning parts. It will select the speakers and also assign group parts. It is well to include on this committee at least one person from each group, whether school or local, which is to participate in the pageant.

##### THE GROUNDS COMMITTEE

The grounds committee selects a site for the production. As has been said, at its best, the pageant is produced out-of-doors. There are several considerations in the matter of choosing a suitable location. Two sets of people must be considered, players and audience. The audience must have a place to sit where it can be at least comparatively comfortable, where the view will not be obstructed by trees or people, and where the sunlight will not shine uncomfortably upon them. If an audience is comfortable and can see and hear well, the committee has achieved a great step toward the success of the pageant. The ground chosen, too, must be accessible, either by street car or on foot, and to the ground committee falls the task not only of seating the audience and providing adequate parking space for its automobiles, but also the task of so policing and roping off the stage that neither the performance nor the effects of entrances and exits will be lost by reason of a crowd in the way. Where possible, entrances should be so arranged that groups seem to come from long distances. The artistic and scenic value of a small stream or a hill or a group of trees must not be overlooked, but dancing groups must have a level space if they are to do well.

From the standpoint of the participants, the committee must look out, also, for their comfort; supply transportation, if necessary; provide dressing room facilities where they are needed; and arrange for places to seat the groups when they are not on the stage. Where large groups of children are to be handled, any teacher will realize the necessity of an adequate supply of pure, fresh drinking water. The task of this committee is not a difficult one, but a little foresight on their part means much to the real success of a pageant.



### THE COSTUME COMMITTEE

To the costume committee falls the task of costuming all groups appropriately, and also of caring for the costumes before and after both the dress rehearsal and the pageant itself. The question of costume is one of great interest to the participants. It must be borne in mind that for a production out-of-doors our problem is vastly different from that which we meet in ordinary amateur theatricals. In the pageant it is mass effect for which we are striving. A village scene depends not so much upon the individual costume as upon the mass of color and the movement.

*Preparing the Costume.* Very effective costumes for French peasants were produced at small expense of effort by having each girl wear a skirt belonging to some older child. This was put on over her own white or light dress. With this she wore a bright strip of cloth about her waist, tied as a sash,—or shaped and laced as a bodice,—and a little bright colored cap.

English peasant groups are effective in smocks and hats with garlands of flowers.

For the Indians, Campfire costumes are ideal; and for the braves, a few yards of red cheese cloth or calico—or even crepe paper—may be cut into enough fringe to transform many pairs of khaki trousers or overalls into real Indian trousers. Blankets and carriage robes, old red table cloths and other gay-colored squares lend themselves remarkably well to use as blankets, and one is delighted and amazed to see how splendid an effect may be obtained at a short distance. Where it is necessary to economize, and where costumes need be used only once, brown paper serves admirably for Indian skirts. Feather headdresses cause no difficulty in a rural community. The headband for the women contains but the one feather; but the one for the braves is easily made after the fashion of a cloth pencil case, with a small pocket for each feather.

Pioneer costumes may usually be borrowed, and sometimes great interest attaches to the fact that a loaned costume was actually worn at the original of the episode to be portrayed.

*Care of the Costumes.* One need hardly stress the importance of proper care of all borrowed costumes and other material. In large productions it is very helpful to mark each piece with a tape on which the lender's name is written. A small card catalog of such material relieves the committee of much work and worry. Costumes should be fitted and ready for at least one group rehearsal before the dress rehearsal. At this time it is well to instruct the group as to just where costumes are to be obtained and what the wearer is expected to do with them. One professional director who handles large groups has the name of the wearer pinned on each costume and the costumes tied up in group bundles. One person is responsible for giving out material to each group. The people in the group fasten the name-slip on the costume to whatever clothing of their own they remove, or pin it upon the wall of the dressing room and put their clothing under it. When the costume is taken off, the name is again pinned on it and a group can be checked in a few moments.

### Exercise of Good Taste in Costuming

Allegorical groups may usually wear their own white dresses with some little symbolic head dress; or, where more elaborate effect is possible, the simple

Greek costume of cheese cloth is most effective. All the responsibility for the proper appearance of a group rests upon the committee, and the chairman may well be the court of final instance concerning length of costume or other matters of dispute. One cannot emphasize too strongly the desirability of never offending good taste in costuming. Especially in school production it is as well to be conservative. Certain types of costume, like certain types of dancing, have a distinct place, but the teacher who is doing festival work in a school will find that she has done the greatest possible good for the community if she is careful to avoid criticism for lack of modesty in costumes.

### THE PROPERTY COMMITTEE

To the property committee falls the work of supplying whatever material is needed, as flags, guns, shields, furniture and all such articles. As soon as possible, each group leader must supply the chairman with a list of things needed, and this must be carefully checked with the director. What has been said concerning the borrowing and returning of costumes applies equally here.

### THE MUSIC COMMITTEE

Probably no one element in a festival is of greater importance than the music. The general rule is to use the best that is obtainable. Where a pageant permits some community singing in which the audience may join, the music committee will provide for a director who is ready to lead. Chorus music is always effective out-of-doors if proper precaution is taken to insure the best possible acoustics. For dances or drills it is absolutely essential that the group have the same music for rehearsals that is to be used for the production. While a band is fine, it is better to depend upon a piano to which the group is accustomed rather than to risk confusing them with new music by a band. In general, we should endeavor always to use the best music possible. Rag-time doubtless has its place, but the tone of a pageant is not raised by its use unless it be employed to gain a definite effect.

### THE PUBLICITY COMMITTEE

Finally, there is the work of publicity. If a pageant is worth producing, it is worth advertising. Good press notices sent to local papers are usually given due consideration. Posters, made by the school, if possible, are a fine method of advertising. Four minute speeches prepared by the pupils as a class exercise and given before various organizations often serve to arouse interest. The advertising should be in keeping with the nature of the pageant; and here, again, it is well to avoid any possible offence to good taste.

### Factors in Successful Pageantry

Successful pageantry depends first and foremost on working well together. It unites many interests in a common cause. Its success or failure from this standpoint depends largely on the ability of the director. If she is sincere and never gets discouraged, if she is enthusiastic and sure of herself, but ready to listen to others with respect; if she is businesslike, but not too busy to be helpful and to listen to others' troubles; if her foot is always on the steering gear and her hand on the wheel, but working with, not for, her group; if she thinks of the work and the project, and not of personal laurels—then no organization really wishing to do something need be afraid to attempt a pageant nor fear for its success.

To those who have given their "Best Beloved and Dearest" in defense of the Flag

# "Are You For Me, Or Against Me?"

## The Question Of The Flag

M. L. Hammel  
(by permission)

FAY FOSTER  
Composer of "The Americans Come!"

With great dignity *Not too fast*

1. "Are you for me, or a-against me?" asked the flag as it went by: "We are  
 2. "Are you for us, or a-against us?" came the ques-tion of the Stars: "By the  
 3. "Are you for us, or a-against us?" called the White Stripes and the Red; "By the  
 \*4. "I shall take your hearts' de-sire, — And your wealth of gold and land! I shall

for you! We are for you!" said the peo-ple in re-ply! "We will fol-low where you  
 war clouds dark a-bove us, by our old wounds and our scars, We are for you! Now and  
 great hearts of our he-ros, by the blood that they have shed, We are for you! Doubt it  
 take your souls' am-bi-tion, And your work of head and hand! I shall take a-way your

lead us, 'We are read-y when you need us; We have pledged our hearts' de-vo-tion!" said the  
 ev-er! Bonds of love no foe can sev-er Hold us fast and bind us to you!" said the  
 nev-er! We are for you now and ev-er! And our gold and strength and ser-vice all are  
 nearest, — Your best be-loved and dearest! Are you for me or a-against me?" asked the

peo-ple in re-ply, "We have pledged our hearts' de-vo-tion!" said the peo-ple in re-ply  
 peo-ple to the Stars; "Hold us fast and bind us to you!" said the peo-ple to the Stars  
 yours!" the peo-ple said, "And our gold and strength and service all are yours" the peo-ple said.  
 flag as it went by, "God be with us We are for you!" Said the peo-ple in re-ply

\*Note: The 4th verse is to be sung with solemnity and great feeling.

\*(The small notes for 4th verse only)

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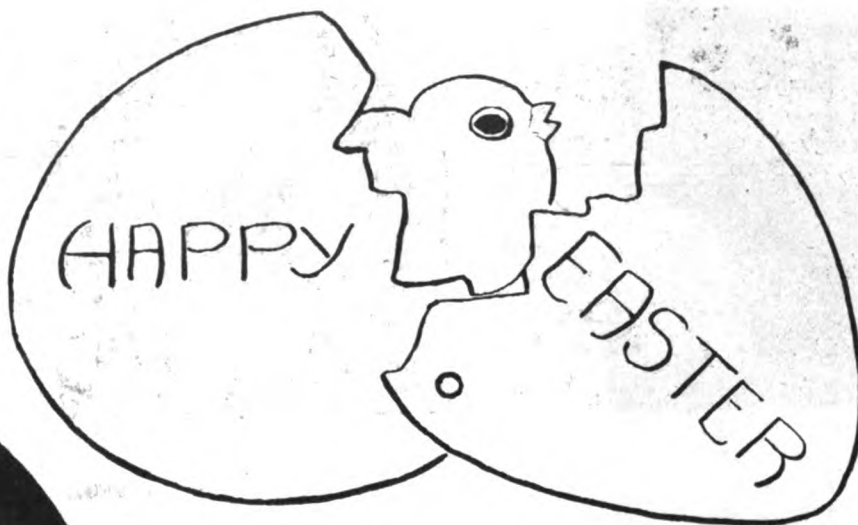
J. F. & B. 4789-1

When programming  
this number mention  
name of composer,  
FAY FOSTER, in full.

### An Easter Egg-Plant

**T**HIS handwork is designed to correlate with the Garden Studies which appear in this number of the magazine, and with the little play, "A Spring Flower Garden". It may be used, also, for review of the primary colors, the egg pots being red, yellow and blue. (If the older children wish to help the making of this window garden, let the intermediate classes work with normals, tints and shades and the grammar grades with complementary colors.)

Give the children patterns of the egg, the stem, and one of the flower units. Let them trace the pot on construction paper of the primary color chosen, the stem from green construction paper, the flowers from white drawing paper, and the centers from yellow-ingenex. In the same way other plants and the daffodil design on the next page may be worked out. Paste a standard to the back of the plant, so that it will stand upright in the window.



### An Easter Secret

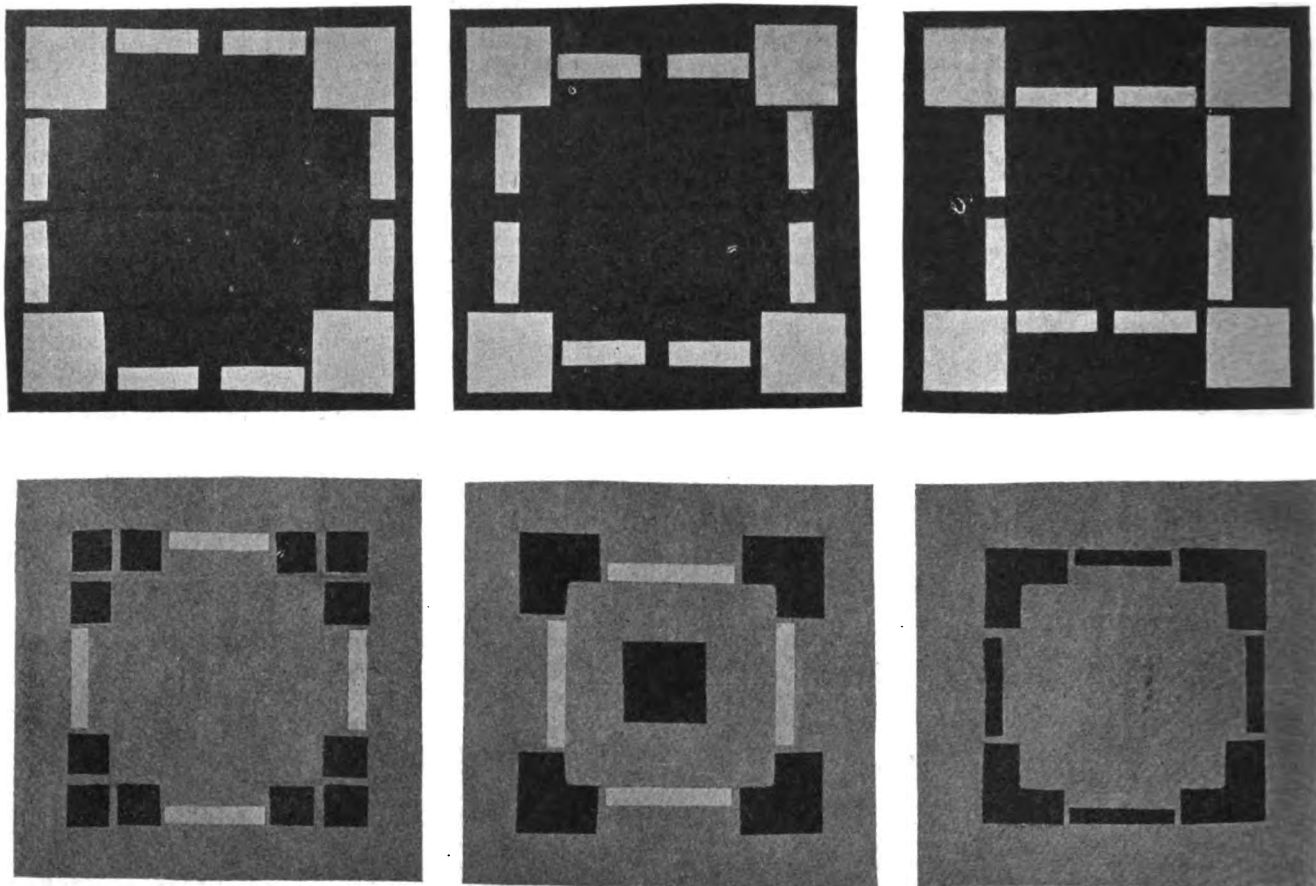
**T**HE materials required for this study are colored construction paper, manila paper, and a Dennison fastener. The whole egg should be cut in duplicate. One of the eggs should then be cut apart as indicated in the illustration and the fragment containing the chick mounted on the whole egg that forms the background. The other fragment is loose, being fastened to the rest of the egg by a Dennison fastener. The mounted fragment should be pasted along the edges only, so that the whole chick may be slipped into the pocket so formed. When this little greeting is sent to a friend, the egg should be entirely closed, so that the friend may discover for herself the secret locked up in the egg.

Gay colors should be used for all Easter eggs; but they should not be used promiscuously. Let the first grade children use the primary colors for the shells, manila paper for the chick (with orange bills and black eye) and black for the lettering and lines.

# Industrial Art

## Designs and Color Combinations for Grades I and II

Frances Lavender and Florence E. Wright



Attractive Designs for Covers for a Handkerchief Box

**S**OME teachers often wonder how other teachers work out interesting designs and color combinations with their pupils; how the design problem is presented so that the children work out a variety of designs; how the color problem is presented so that the children work out a variety of color combinations.

The following lessons are planned for the first and second grades and will require about a week, five lessons of twenty or twenty-five minutes each.

The problem is to work out an interesting border for a cutting booklet or a box.

In September, the pupils in the first and second grades studied normal colors. By normal colors we mean the purest, strongest colors that can be made. Normal red is the purest, strongest red that can be used; normal green is the purest, strongest green; and normal blue is the purest, strongest blue. (For a fuller discussion of normal colors, see *School Education* for November.)

Normal colors should not be used together. For instance, normal red and normal yellow should not be used together, for they are both strong, and both

want our attention. But any normal color may be used with white, black or gray.

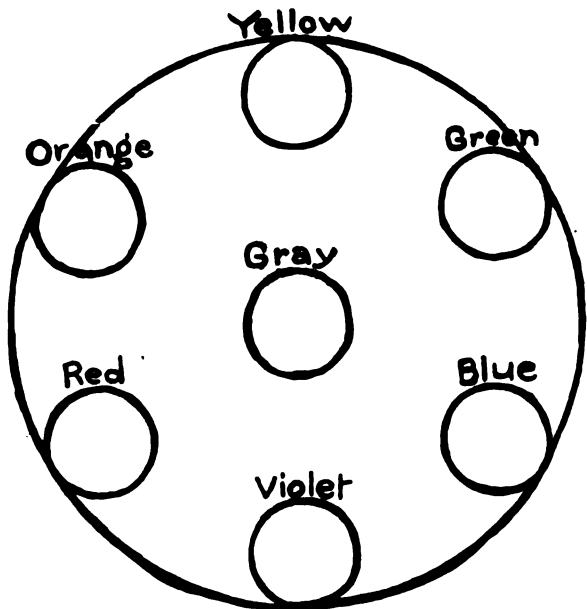
Thus, the color problem for first and second grade pupils is the use of normal red, orange, yellow, green, blue and violet with white, black and gray. Many interesting color combinations can be worked out by the children, for black, white and gray can be used with normal red, with normal blue, or with any other normal color.

### LESSON I. Choose Colors and Cut Into Inch Squares.

The normal colors can best be found in the coated papers. Engine papers and construction papers are often nearly normal in intensity and should be used in working out this lesson.

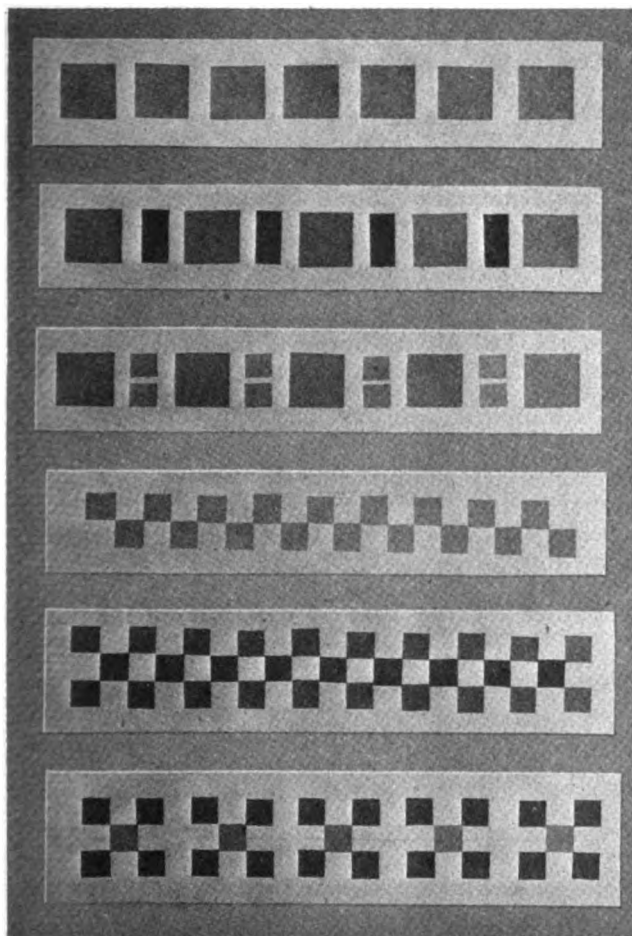
First, place the four-inch squares of normal red, orange, yellow, green, blue and violet in the chalk tray in the front of the room. Allow the pupils to pass, one row at a time, to the chalk tray and select any three of the six colors.

Second, the border designs will be made in squares, or parts of squares. Direct the children to fold each of their squares into sixteen squares and cut them up into inch squares.



**LESSON II. Simple border designs, using squares and half squares on cream manila paper.**

The children should first study the normals on a cream background. Give each child two pieces of 3x9 cream manila paper, a four-inch square of black, and a four-inch square of gray. Fold the squares into sixteen squares, and cut it into inch squares. The pupils now have inch squares in normals, black and gray.



Now, fold each 3x9 cream manila sheet in three parts, the long way of the paper. With the cream paper as a guide, lay inch squares of the normal—red, or blue, or green—in a row, to form a border (first row). See that each child is particular to place his squares at equal distances apart. Paste the squares in place.

Second, cut the black or gray inch squares in half. Lay a normal square on the cream manila paper, then the half square of black or gray; and the pupil has another border (second row). Paste the squares and oblongs in place.

At the end of this lesson, the class should have worked out borders in all six normal colors with black and gray.

After the borders are finished, place them in the chalk tray and discuss them with the class. Ask the children which combination they like best, red and black, or red and gray; yellow and black, or yellow and gray; and so on.

**LESSON III. Designs using quarter squares on gray paper.**

Children will enjoy using quarter-inch squares in their designs. Use gray paper for the lesson. Give each pupil three pieces of 3x9 gray paper. Fold it in three parts the long way.

Direct the children to make a border using inch squares in a normal color, and quarter squares in white or black (third). Cut inch squares of normal colors into quarters and make such borders as the fourth, fifth and sixth rows.

After the borders have been completed, place them on the chalk tray and discuss them. Do the pupils like the normals on the gray background best with white or with black? Do they like the gray or the white background best?

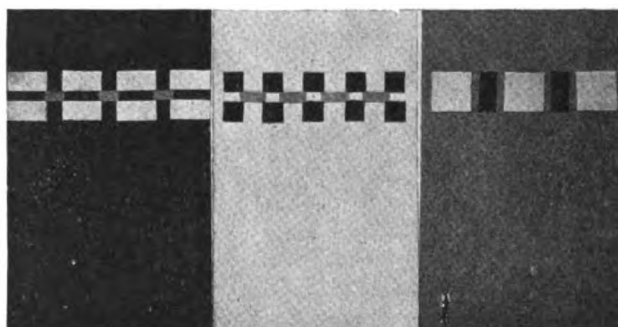
**LESSON IV. Further design study.**

Both teacher and pupils will enjoy another lesson in which they try the normal colors on a black background. Conduct this lesson in the same manner as Lesson III.

**LESSON V. The booklet.**

The children will enjoy making a booklet in which they may keep their paper cuttings (or spelling and number work). Discuss the different backgrounds and designs, and decide whether they wish a cream, gray or black booklet.

Place sheets of paper 9x12 in cream, gray or black in the chalk tray and allow the pupils to pass, one row at a time, and choose the color they wish for their booklet.





The next step is the selection of the color and design they wish for their booklet.

Place the design on the booklet. The design should be placed at least  $1\frac{1}{2}$  inches from the top, so that the space above the design will be wider than the design.

The results of this series of lessons should be very interesting and profitable to both teacher and pupils. Each pupil should have worked out six or eight designs of his own—all different in design and color combination. The booklets, also, should vary in design and color combination.

#### Lesson VI: The Box

Ask each pupil to take out all of his designs, lay them before him on his desk, and select the one he wishes to use for his box.

The teacher will place in the chalk tray at the front of the room squares of paper in black, gray and cream. Squares for the box should be  $7'' \times 7''$ ; those for the cover  $7\frac{3}{4}'' \times 7\frac{3}{4}''$ . Allow the children to pass one row at a time and take the squares he has selected.

The making of the box affords a good lesson in the use of the ruler. The cover is  $5\frac{1}{4}''$  square by  $1\frac{1}{4}''$  deep, the box is cut in the same way,  $5''$  and  $1''$ .

The pupils should have enough colored squares left in their envelopes to make the design for their box. Have them lay their entire design on the box, with equal margins on all sides and paste. Require that the pasting be done neatly and that all daubs of paint are washed off with a damp rag.

## Complementary Color Combinations

### For Grammar Grades

THE sixth, seventh and eighth grade boys and girls will enjoy the study of complementary colors. During the year, each design should be worked out in complementary colors so as to fix the combinations firmly in mind.

If the pupils have never made a study of tints and shades, it would be profitable for the teacher to give the same experiments as were outlined last November for fourth and fifth grades before the new work is taken up.

The teacher should hold the color chart before the class. Notice that gray is found in the center. Gray is the combination of all colors. If red, blue and yellow are mixed together, gray is the result. Equal amounts of red, blue and yellow solution should be mixed before the class to show that these three colors make gray.

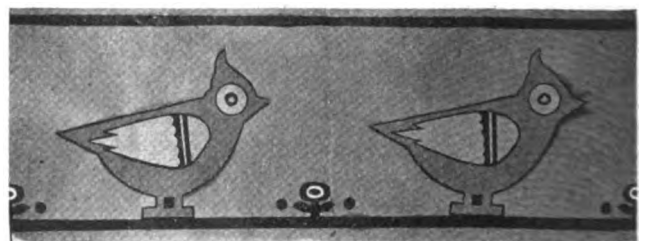
If yellow and violet are mixed together, we have all colors. If orange and blue are mixed together we have all colors, and if red and green are mixed together we have all colors. Yellow and violet are complementary colors; orange and blue are complementary colors and green and red are complementary colors. Notice that yellow faces violet across the center of the color wheel; orange faces blue, and green faces red.

Make lists of complementary color combination on the board. A rose and its green leaves, an apple and its green leaves, etc., etc. form complementary color combinations. Purple asters with yellow centers and yellow pansies with purple centers, etc., etc. form complementary color combinations.

#### Complementary Colors in Advertisements

Both teacher and children should gather colored magazine covers and advertisements to illustrate complementary colors. The wrapper of Toasted Corn Flakes is made in green and red. The wrapper of the Del Monte brand is made in green and red also. Many advertisements use strong blue as a background and orange for the lettering. Each pupil should cut out and mount three advertisements to illustrate the three pairs of complementary colors. Pin the advertisements on the burlap at the back or side of the room so that the pupils may see these color combinations many times a day.

#### A Border for the Black Board Complementary Colors







Pupils often hear the talks on complementary color combinations, find examples in nature and advertisements and yet forget the pairs of complementary colors. In order to more firmly fix in mind these complementary pairs, we will make a border for the room. The bird border as seen above makes a fine border for complementary colors.

Give each row of pupils a pattern for the bird and a pattern for the eye and wings. See pattern shown above. Each pupil should make a section of the border. The colors should be apportioned by the teacher so that there is an equal number of yellow, orange, red, violet, blue and green birds. Each bird should have the eye and wing cut from its complementary color. Mount each bird on a background of black paper and again on gray construction paper, 9x12. The border lines should be cut from black construction paper and all should be placed three-fourths of an inch from the edge.

After the sections have been completed, the teacher should place them around the room as a border for the blackboard. Arrange the sections in the order of the color wheel; red, orange, yellow, green, blue and violet.

Keep this border on the board for several weeks. Many times a day the children will see the pairs of complementary colors. Whenever any doubt arises as to complementary pairs, look at the border and decide whether or not the combination is complementary.

## Suggested Records For the Spring Months

(Taken from "The Victrola in Rural Schools")

### Bird Songs and Imitations

- \$1.50 Songs of Our Native Birds 1 and 2.
- .85 Songs of Our Native Birds 3 and 4.
- 1.00 (1) Song of a Nightingale—(2) Song of a Thrush.
- 1.00 Bird Imitations: (1) Narcissus—(2) Serenade.

### Whistling

- \$0.85 The Mocking Bird.
- .85 (1) Spring Song—(2) Robin's Return (Bird Calls).

### Instrumental

- \$1.00 (1) The Swan—(2) Melody in F.
- 1.00 (1) The Bee—(2) Minute Waltz.

N. B.—The list of records that are appropriate for bird study might well be given a page in the bird booklets.

## An Easter Rabbit



Rabbit—White.

Tongue and Spots in eyes—Pink.

Dress—Pink.

Cap and Hat—Darker pink.

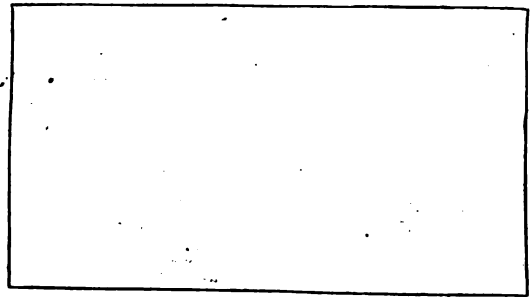
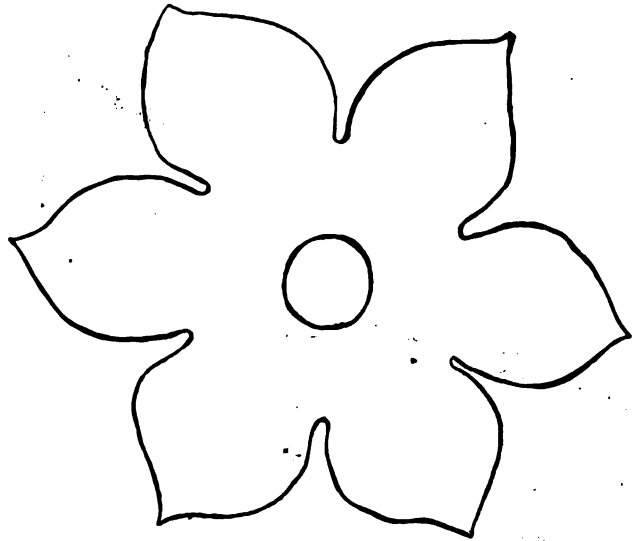
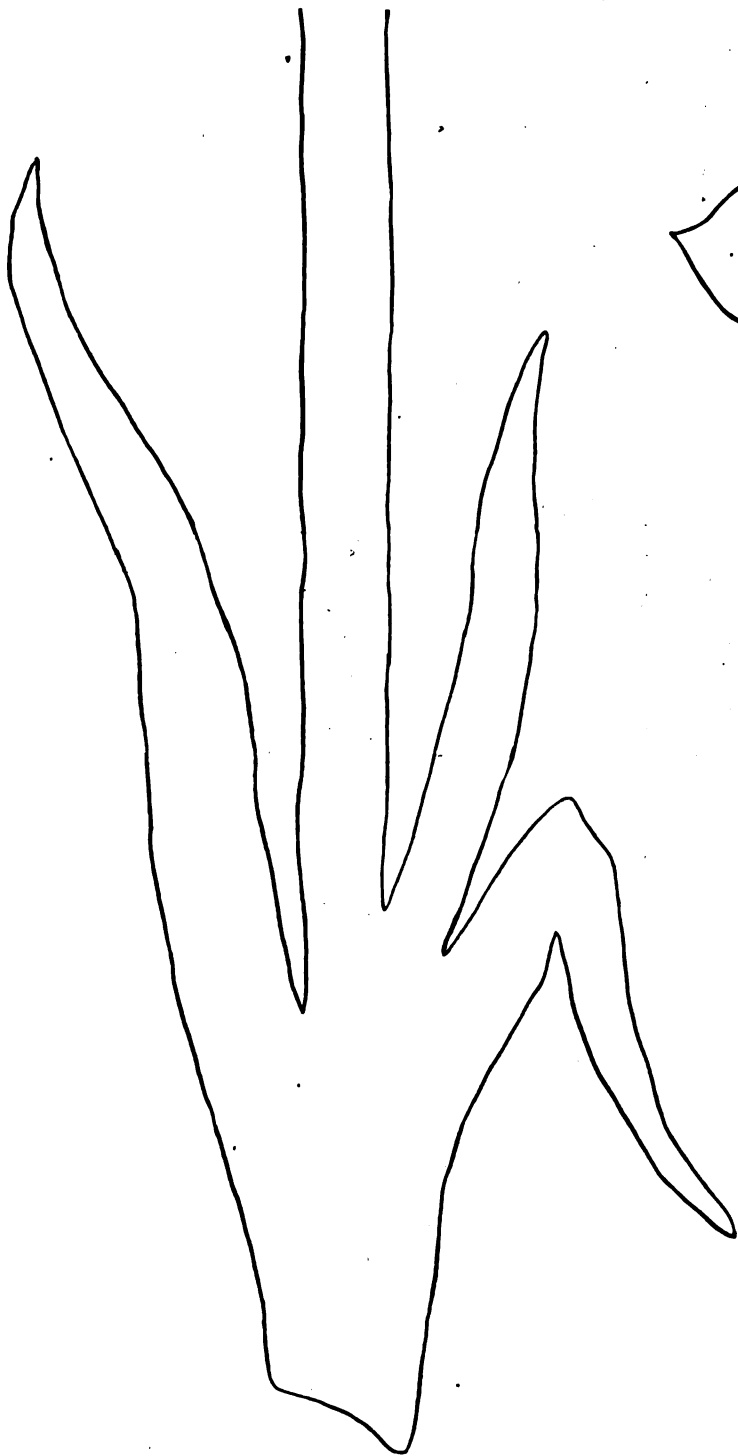
Basket—Brown.

Eggs—Bright colors.

Slippers—Black.

Outline all parts with black paper fastener at nose and at cape button.

### A Daffodil Design



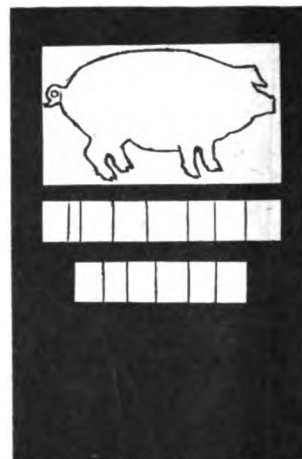
**T**HIS design may be used for a border for the blackboard, a poster for a flower sale, a flower calendar or a flower pot for the window (see page 50).

The materials used are green, yellow, and black (or dark brown or green construction paper), and yellow-orange crepe paper.

Cut the petals from the yellow construction paper and the stem from the green. Cut the rectangle of

the yellow-orange crepe paper for the tube of the flower. Overlap the short ends of the rectangle and put the tube through the hole in the center of the petals. Paste to the back of the petals. With the thumb and first finger, gently stretch the free end of the tube to make it fluted. Paste the stem back of the hole. For a blackboard border, mount the flowers on the black, dark green, or brown construction paper.

### Booklets for the State Fair



#### THE SUBJECT

**I**N preparing a booklet, the children should first decide definitely upon the subject and title. If they belong to a Garden Club, a Corn Club, or a Pig Club, they will be required to keep a record of their project. The title is important, and they should think out an attractive one. An illustration of the title worked out in good color combinations and design will add greatly to the appearance of the booklet. It should bear out clearly the idea expressed in the title. The pupils will find magazines and books helpful in furnishing ideas. Pupils planning a Corn Club booklet may have an attractive picture of an ear of good seed corn, for instance; those planning a Poultry Club booklet, a hen of some particular breed.

#### THE COLORS

The colors for the cover should be so selected that those for the letters and illustrations will stand out sharply against their background. The illustrations should be worked out in flat tones. Do not attempt to show details, but treat in a decorative manner.

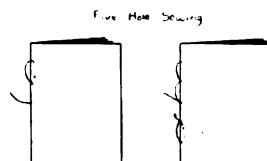
Use bright, interesting colors which are in strong contrast to the background. Black is a good color for a background and intensifies any other colors used, because it forms the greatest contrast. Dark gray-blue, dark brown, dark purple and dark gray-red are also good colors for backgrounds. White is the greatest contrast to black, but colors are more interesting. Orange, yellow and green are the three nearest colors to white and in full intensity make a splendid contrast on black or on dark brown, dark red, dark purple or dark blue. Pupils who have studied complementary colors (see page 30) and tints and shades may work out their cover in complementary colors, tints and shades. The illustrations should not be pasted on the cover until its color is well worked out.

#### ARRANGEMENT

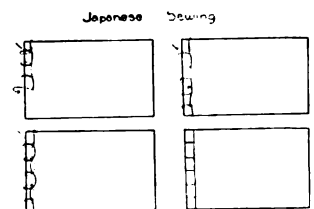
The margin is highly important. Neither the letters nor the picture should come out to the edge of the cover. Children are apt to forget the margin and need to be carefully watched in this matter. After the title, illustrations and colors have been decided



Three Hole Sewing  
Three hole sewing is the most common method of binding booklets. It is simple and quick to do. The pages are punched with three holes and are sewed together with a single thread.



Five Hole Sewing  
Five hole sewing is a more decorative method of binding booklets. It is more time-consuming than three hole sewing, but it provides a more attractive appearance.



Japanese Sewing  
Japanese sewing is a traditional method of binding booklets. It is highly decorative and provides a unique appearance.

upon, the cover should be planned in oblongs. The lines of the illustrations and letters should be in harmony with the general shape of the cover. (See illustration showing the planning of the "Pig" booklet.) Both the illustration and the title should be so planned. In the "Pig" booklet lay a strip of cream manila paper on the background, allowing a good margin on the top and the left side. Cut the paper, allowing for the right margin. Decide how large the pig is to be before cutting off the lower part of the oblong. The cutting of the pig should fill the space allowed by the oblong. The words "Pigs Are"

were both cut from one oblong, and the word "Trumps" from another. Lightly sketch the two oblongs into the same number of oblongs as the title has letters and cut a letter from each. Do not place too much printing on a booklet cover, for it confuses the eye and the mind. State the thought of the booklet cover in short, snappy words.

Children should try their cuttings over and over until a good shape and color is secured. If the colors in the first illustration are not attractive, try other combinations. Work for a good, attractive illustration, and then paste it in place.

## Problem Method in Geography

Myra Banks

AUSTRALIA

### Article IV: Devices for Drill

#### Aim of Article IV.

**L**AST month we listed seven devices for fixing the essential facts or important points brought out in the development lesson, in order that the pupils may permanently add to their stock of information, with the study of each topic that is taken up with them. These seven devices are: (1) The making and use of well-selected notes. (2) Thought questions. (3) The picture lesson. (4) The individual topic. (5) Supplementary reading. (6) Place geography and review lessons. (7) Correlated arithmetic problems. The first device (the making and use of well-selected notes) was taken up in last month's article. This article will consider (2) Thought questions.

#### Thought Questions

##### QUESTIONS TO EMPHASIZE GEOGRAPHIC PRINCIPLES

In connection with the suggestions made for the use of notes, there were given a number of "thought questions". Aside from such as are calculated to review facts, there are thought questions whose purpose is to emphasize geographic principles and to bring out a re-organization of subject matter. To apply to this case, what are some of the geographic principles which Australia aptly illustrates?

- I. There are "heat belts" and "belts of winds" south of the equator corresponding to those north of it.
  1. Boundaries of heat belts.
    - a. Torrid zone—extending from the Tropic of Capricorn,  $23\frac{1}{2}$  south of the Equator, to the Tropic of Cancer,  $23\frac{1}{2}$  degrees north of it.
    - b. North and South Temperate zones—reaching from the tropics of Cancer and Capricorn to the Arctic and Antarctic circles respectively. The parts of the wide temperate zones nearest the tropics have a semi-tropical climate. Those parts nearest the polar circles more nearly resemble the Frigid zones.

- c. North and South Frigid zones—within the Arctic and Antarctic circles, respectively.

[NOTE: (1) There is no rigid boundary between the zones; they merge into one another. (2) The gradations from tropical to frigid zone are found in the ascent of mountains more than 11,000 feet high in the Torrid Zone, and from temperate to frigid in the ascent of those rising more than 9,000 feet in the Temperate Zone. (3) Tropical conditions are sometimes duplicated in the temperate belt; as, for example, in southern France, the region of Italy lying south of the Apennines, and in Trans-Caucasia—the valley between the Black and the Caspian Seas.]

2. Belts of winds.
  - a. For a short distance on either side of the Equator, there is the belt of Calms, which moves north or south with the heat equator.
  - b. The Northeast Trades and the Southeast Trades, north and south of the Equator, respectively.
  - c. The Horse Latitudes.
  - d. The Westerlies and the North Westerlies, north and south of the equator, respectively. These are the prevailing winds of most of the temperate zones.
  - e. The polar winds.

[NOTE: The whole system of winds shifts north in our summer and south in our winter, with the heat equator.]

- II. Seasons south of the Equator occur just opposite to those north.
  1. Torrid Zone—rainy and dry; no winter in our sense of the word; day and night practically equal all the year round.
  2. Temperate Zone.

- a. Spring: from March 20 to June 21. March 20 has a twelve hour day and night all over the world. From this date the day lengthens to June 21, the longest day in the year. (The nearer the polar circles we approach, the longer the longest day becomes.)
  - b. Summer: from June 21 to September 22, when the day has shortened to twelve hours all over the world.
  - c. Autumn: from September 22 to December 21, the shortest day of the year. (The nearer we approach to the polar circles, the shorter the day becomes.)
  - d. Winter: from December 21 to March 20, when the day has again lengthened to twelve hours.
- III. Climate belts of plant life exist.
1. Plants of the Torrid, or semi-tropical Zone:  
Cocoanuts, rubber, tea, cocoa, cotton, hemp, silk, rice, sugar, olives, tobacco, coffee.  
Grains like corn and wheat.  
Fruits, such as bananas, lemons, oranges, grapes, pineapples, figs and dates.  
Vegetables, all sorts.  
Dense forests of mahogany, ebony and eucalyptus, where there is heavy rainfall.
  2. Plants of the Temperate Zone:  
Cereals, all sorts, such as corn, wheat, rye, barley and oats; wheat having the widest range.  
Hardy vegetables, sugar beets and potatoes being of especial importance.  
Flax.  
Such fruit as grapes, peaches, prunes, plums (where winter conditions permit) and apples, having a wider range.  
Forests of pine, spruce, oak, birch and maple where soil and rainfall are right.
- IV. While one half of the world is having day, the other half is having night. The difference in time is one hour for every fifteen degrees of longitude.
- V. There are certain principles governing the precipitation of moisture.
1. Air which is becoming warmed is constantly increasing its capacity to hold moisture, and so has a drying effect.
  2. Air which is being cooled is constantly decreasing its capacity to hold moisture and, so, must give up what it holds either as rain or snow.
  3. Winds blowing off a large body of water temper the climate of the land; that is, they make it more equable by making it warmer in winter and cooler in summer than it would otherwise be.
- VI. There are certain principles regarding temperature.
1. Other conditions being equal, the nearer a region is to the equator, the warmer it is. This factor is the effect of latitude on climate.
  2. The higher a region is, the cooler it is. The rate of decrease in temperature is 16 degrees for each mile of ascent. This factor is the effect of altitude on climate.
- QUESTIONS TO BRING OUT A RE-ORGANIZATION OF SUBJECT MATTER
- Here is an assignment which calls attention to much of the first five principles and brings out in a new arrangement certain facts regarding Australia and England: "Write a paper entitled, 'Australia, the Land of Opposites'. You might begin, 'Australia is the reverse of its mother country, England, in the following respects', and then list all the ways in which you notice that it is the opposite of England." A seventh grade found this a most interesting problem for several study periods. The composite result of their individual efforts follows:
- Australia, the Land of Opposites.
- Australia is the reverse of its mother country, England, in the following respects:
- I. England lies entirely in the northern hemisphere, and Australia is the only continent entirely in the southern. Because of this difference in position, England and Australia are unlike in these ways:
    1. When England is having winter, Australia is having summer. This makes it difficult for Australia to celebrate Christmas after the good old English manner.
    2. June 21 is the longest day of the year for England, and the shortest for Australia. December 21 is the shortest for England, and the longest for Australia.
    3. In England, one sees the sun in the southern half of the sky; in Australia, in the northern.
    4. In England, one speaks of the "sunny south"; in Australia, of the "sunny north".
    5. In England, the prevailing westerlies blow from the southwest; where they cross Australia, they blow from the northwest.
  - II. Practically all of England lies between 50 degrees and 55 degrees from the Equator, while the continent of Australia lies between 10 degrees and 40 degrees. There are the following contrasts due to this difference in position:
    1. England lies entirely in the belt of the prevailing westerly winds. This fact, taken in connection with other factors, gives England a damp, equable climate. Only the southwestern tip of Australia comes within the belt of the prevailing westerlies. The greater part lies within the southeast trade wind belt, the horse latitudes, the north coast being visited by the monsoons in season. This location, in connection with other factors, accounts for Australia's extremes of drouth and rainfall.



2. Because of its northerly position, there is a great difference in the length of day and night from winter to summer in England. A little less than the northern half of Australia falls within the slightly varying 12-hour day and night of the tropics, while the difference between length of day and night from season to season is very much less than in England.
  3. In England, it is not possible to raise products like sugar, coffee, rubber, cotton, rice, fruits, corn, etc. These are all raised in Australia.
- III. Longitude is measured east or west from Greenwich, a suburb of London. Australia lies approximately between 115 degrees and 150 degrees east of Greenwich, or nearly half way around the world from London; therefore,
1. Australia's time is eight to ten hours ahead of that of England, or, generally speaking, when England has day, Australia has night, and vice versa.
  2. England is near the great markets of the world, and is also located on the Atlantic, the ocean of commerce; Australia's position, even in these days of steamboats, is far from the centers of trade.
- IV. England (taken with Wales) is second only to Belgium in the density of its population; Australia is not only the most thinly settled continent in the world, but only the south-

eastern section of it seems capable of supporting a dense population.

- V. England (Great Britain) is second only to the United States as a manufacturing region; in Australia, manufacturing is just having its start.
- VI. England imports many raw products and pays for them in manufactured goods; Australia imports manufactured goods and pays for them in raw products.
- VII. England has a very irregular coastline with many good harbors; Australia's outline is very irregular, with relatively few good harbors.
- VIII. England is well supplied with rivers; Australia has comparatively few.
- IX. England is the oldest nation of Europe today; Australia is the youngest continent politically.
- X. England has rich mines of black coal; in Australia there is white coal.

Although the class taken as a group, will mention most of these points, unassisted, none will like to classify them so carefully as above. The children are apt to list the points as of the same importance, in most cases not even placing the related facts consecutively. The re-arrangement of these points certainly "affords an avenue for great growth of skill in analysis" as Miss Frances P. Parker writes in her February article, "Analysis", in *School Education*. Such an assignment as this, together with all thought questions, is also a second phase of the problem method.

(Next Month: The Picture Lesson.)

## Supervised Play

Anna D. Cordts



A Beautiful Natural Playground



A Playground That Man's Hand Created

**T**HERE was a time when the child's school life was looked upon as a period of preparation for complete living sometime in the future. Today, we believe that school is life; that only by living completely in the present can pupil and teacher make adequate preparation for days of real service in the future.

Two factors are absolutely essential for such living—work and play. Nor does the supervised study period in the class room make a more valuable contribution than the supervised play period on the play ground. And yet many teachers have never realized that they owe anything to the growing child beyond the four walls of the school room.

That teacher who believes that her obligations end here, is really the pupil's class room instructor, rather than his teacher; for the latter has a share in fashioning the whole life of the child, while the former administers chiefly to one phase of it.

But to this end, a most sympathetic understanding and hearty co-operation between teacher and pupil are necessary. And nowhere can this be more successfully accomplished, than where both come together in friendly relationship on the play ground. Here, away from the formality and restrictions of the school room during the recess and noon in-play, gives expression to his true nature and the teacher sees him as he really is. However, let us not forget that this rule works both ways and that little children are no less keen in their perception than adults. But when once a feeling of genuine good fellowship is established the child will open up his life to the teacher as naturally as a flower unfolds its petals to the warm sun, and will as unconsciously bid her to enter in and share its joys and hopes with him. From that time on, the teacher's daily life will take on a new meaning and will become richer, and fuller as she happily continues in her work.

Surely, then, no teacher can afford to remain in the school room during the recess and noon intermissions, but should rather consider these periods among the most valuable on the daily program. With what renewed vigor, both teacher and pupils attack their work after having engaged in whole hearted, enthusiastic, free play! In what perfect harmony they work together because the spirit of co-operation and fair play on the play ground have been carried over into the school room and all work in unison for each other's happiness and well being! How different where the teacher remains indoors while the pupils pass out to quarrel, plot against her, or worse still, get out of her sight in the outbuildings and engage in all manner of indecent conversation! No wonder, that in such cases teachers give up their work, or, at best, stay by it until their health breaks down; for by their failure to recognize the value of play, they meet with only the most serious difficulties of their positions and experience none of the joy and the satisfaction that might so easily be theirs.

Then why do not more teachers play with their pupils? Among those who appreciate its importance, there are many conscientious teachers who have been alarmed by the old proverb: "Familiarity breeds contempt," and thus they fear that in their earnest efforts to establish a friendly relationship between themselves and their pupils, they will foster, instead, an intimacy that would finally be detrimental to the success of the school. It might be asked if these teachers have ever known mothers who gave a part of their precious time to the play activities of their children. Compare them with that number who have lost the art of playing or perhaps have never possessed it. And which of these is not only happier today, but will live longer in the happy memory of her children? And would a mother ever be heard saying that she was afraid to play with her children lest she might become too familiar with them and thus lose her place of respect? To be sure, the successful play-teacher must possess the noblest qualities of womanhood, but

without these she can truly succeed no better in the schoolroom, than on the playground, the only difference being in the length of time for discovery of her real nature by her pupils.

No, the true teacher grows more beautiful in character each day in the estimation of her boys and girls as they become better acquainted with her. Nor does she have any fear of losing her dignity, for she neither assumes nor pretends, but the children find her always the same, whether in school or outside on the playground. And to them, she is no less graceful and dignified when she runs to a goal than when she conducts a recitation. Nor should any teacher ever feel justified in excusing herself from play because of her age. As a teacher of children she should never grow too old to play; and if the young woman at twenty has outgrown the spirit of play, she is already too old to teach, for no one can live the daily life of the child with him, unless she is first of all in sympathy with that life.



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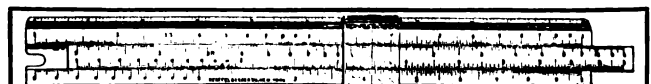
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# St. Anthony and the Christ Child

1617-1682

Alice Florer, Author of "Picture Studies"



## The Story of the Picture

**S**T. ANTHONY was a Franciscan friar in the twelfth century. He was born in Portugal.

Early in life he resolved to become a missionary to Africa, but his health proved to be too delicate for this work, and he journeyed on foot to Italy, where he became a university lecturer. After many years, he devoted his entire time to preaching to the people in the great out-of-doors. His chief desire was to help the poor, and he pleaded their cause daily.

St. Anthony was tender hearted and kind, and his people loved him dearly. One day the Christ Child appeared to him in a vision, attended by myriads of angels. He stooped to lift the Christ Child to his breast, when he saw that the angels were all round about him and they were oh, so happy. One held a lily, another a book, and many others entered into the spirit of the occasion with delight. They seemed to say, "We love you, good St. Anthony, and we have come to make you happy like ourselves. See our pathway? It leads to the skies, whither we shall go in a little while. You are so good and so kind to those who have been unfortunate and we want you to know that even the angels rejoice over your good works."

By this time, St. Anthony was on his knees, holding the plump little child, while tears of joy were streaming down his cheeks. All this happened just after the people who had come to listen to one of his scholarly sermons in the open air had dispersed and he was alone in the presence of Him who was to be the Savior of men. It was thought that the vision was sent to St. Anthony as a blessing for his purity and faithfulness.

## The Story of the Artist

**HIS EARLY TRAINING.** Murillo, a Spanish artist, was commissioned to tell this story with his brush according to his own imagination after reading or hearing the story. Murillo was born in Seville, Spain. His parents were very poor and before he was eleven years of age they died, leaving him to the guardianship of his uncle by marriage, who very soon apprenticed him to Murillo's own uncle, Juan de Castillo—one of the masters of art

at that time—because Murillo had given evidence of his ability to draw. From early childhood he insisted upon covering books, papers, walls and other things, both at school and in the home, with pictures of objects that appealed to him. Now, when he was taught and encouraged by his uncle Castillo, he improved every opportunity to excel in his favorite activity and it was not long until he painted as well as his master.

**HIS EARLY WORKS.** After awhile, Castillo went to Cadiz to live and work, leaving Murillo to shape his own destiny. The climate and beauty of Seville had lured many artists to establish their homes there, and Murillo met with keen competition when he offered to sell his pictures. Having no influential friends, and being absolutely without fame, he was forced to paint pictures that would appeal to the general public that frequented the Feria, a weekly market held in front of the Church of All Saints. It was here that he studied the habits and character of the beggar children who swarmed in the streets of Seville, as children do today on the streets of the East Side in New York City. The flower girls and begger-boys came here hoping to find something to eat, and Murillo would stop and speak to them. He felt so sorry for them, and they seemed to feel his sympathy for them. They were glad to crouch by a wall or lean against some old doorway so that Murillo might paint them.

**HIS LATER STUDY.** His pictures were so lifelike that they sold rapidly. But this did not satisfy Murillo. He longed to visit the old galleries and study the works of the great masters, and after making arrangements for the care of his sister, for whom he was responsible, he journeyed on foot to Madrid. There, he became a favorite of Velasquez, who was then at the zenith of his power. Through the influence of Velasquez, he obtained permission to visit the Escorial, Buenretiro, and all of the royal galleries of King Philip. There he studied the works of Rubens, VanDyck, and other great artists.

This opened up a new world of art to him and he was wild with delight when he was permitted to copy all that he most admired.

**HIS LATER WORKS.** But after three years of this delightful experience, he longed for "Old Seville," of which all Spaniards boasted as "The Pearl of their Cities."

The climate was even all the year round; luxuriant vegetation abounded; splendid cathedrals and the royal palace—each with its treasures of art—were there. And there Murillo won his fame.

The Franciscan friars wanted a series of life-size figures for their convent. The paltry sum which they had to offer was not attractive to the masters of Seville, but it was an opportunity for Murillo at any price, and proved to be a great triumph for Murillo. In the series, he combined the strength and beauty of Ribera, VanDyck, and

Velasquez, whose pictures he had studied for three years in Madrid. Thru this study he had developed a style of his own.

He had blazed a new trail in art when he departed from the formal, set rules strictly adhered to by the masters of his day, and put real life into his pictures, which were so true to life that birds pecked at his flowers and men attempted to stroke the hair of his beggar boys.

After this series for the Franciscan convent was finished, Murillo began a new era. He was called upon constantly to decorate churches and he and his works were worshipped by everyone.

Soon Murillo was commissioned to paint our picture, St. Anthony and the Christ Child, and he entered into the work with the most joyful spirit, for it so happened that he loved the story and had long wished for the opportunity to tell it with his brush and colors. We see the results of his forceful imagination in this picture. It hangs in the Museum in Berlin.

Murillo has painted many other beautiful pictures, his most important being:

Jesus and John, the Baptist  
Immaculate Conception  
Annunciation  
The Divine Shepherd  
The Conversion of Paul

—Museum of the Prado, Madrid.

Virgin of the Rosary  
Virgin and Child

—Pitti Gallery.

Virgin and Child—Dresden Gallery.  
Immaculate Conception  
Holy Family  
Angel's Kitchen  
Beggar Boy  
Christ on the Mount of Olives

—Louvre, Paris.

Holy Family—National Gallery, London.  
Melon Eaters  
Boys Playing Dice  
Boy and Girl Counting Money

—Old Pinacathek, Munich.

The Flight into Egypt—Buda Pesth Gallery.  
The Adoration of the Shepherds

—Hermitage, St. Petersburg.

#### Questions.

1. What is the name of this picture? Who painted it? Where is it today?
2. Who was St. Anthony? Give a sketch of his life.
3. Look carefully at the picture and describe it. Can you see the path over which the angels came?
4. How many angels did St. Anthony see? (Myriads) What are the angels in the picture doing?
5. How did all this affect St. Anthony?
6. Can you tell what some of the angels hold in their hands? What is a friar?
7. How do you think these angels came? Where does the pathway seem to lead?
8. Give a sketch of the life of Murillo.
9. Why did so many artists make their homes in Seville?

10. What kind of pictures did Murillo love best to paint? What kind did he first paint? Why? Was this experience helpful to him? How?
11. How did Murillo's pictures differ from those of other artists of his day?
12. Name other pictures painted by Murillo.

#### Exercises.

1. Locate Lisbon, Seville, Madrid, Cadiz, Padua, Portugal, Italy, London, Buda Pesth, Paris, St. Petersburg, Spain.
2. Define: determination, hardships, apprenticed, vision, ability, missionary, resolved.
3. Define: guardianship, uncle by marriage, evidence, myriads.
4. Pronounce: Bartelome, Esteban, Murillo (moo-rel'-yo), Madrid, Velasquez, Cadiz.

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# Reading for Intermediate and Grammar Grades

By Ora K. Smith

## No. 2. SILENT READING IN THE INTERMEDIATE GRADES

### The Aims of Silent Reading

THE years of the Intermediate Grades are formative ones mentally, as well as physically. Mental habits are being formed which affect the child's entire future student life. It is in these grades that scattered, superficial thinking and wandering, involuntary attention give way to definite, active, focused mental energy. It is here, too, that right habits of study—thotful, silent reading—are developed.

Habits acquired in reading, like those in any other activity, tend to persist thruout life. The habit of getting desired information in a brief time, of looking thru words to the thot beyond, of gathering that thot clearly, of understanding and holding it, and of being able to report it to a listening audience in an intelligent, orderly, accurate, complete manner is a vital asset in life anywhere. This invaluable habit has its foundation in concise, intelligent, purposeful silent reading in the grades of the public schools.

Silent reading under pressure of limited time brings results of far-reaching and permanent value: (1) It makes reading a process of thinking; (2) it concentrates the mind on the solution of definite problems; (3) it demands that the pupil look for the important, the large thot in what he reads, and that he master it independently and quickly; (4) it calls for the formation of judgments and reasonable conclusions from the material read; (5) it trains the child to use books intelligently.

Training in thotful silent reading is of pre-eminent importance in developing the desirable type of reading lesson in school. Since thot-getting is the vital element in reading, more and more emphasis must be placed on exercises which develop skill in this line. Every child should become a rapid silent reader. This is not only the key to knowledge, but it is the only means by which the child may continue his advancement. One needs only to think of the part that silent reading plays in history, geography, grammar, arithmetic—in short, every school subject—to realize the transcendent importance of this study. It is by silent reading of magazines and newspapers that one keeps pace with his fellowman in the progress of civilization. By oral reading, one can give pleasure to another; but it is only by silent reading that one can possess it for himself.

### How Skill in Silent Reading is Developed

The skill in silent reading—thot-getting—is acquired only thru persistent, intelligent, well-directed practice. It is appalling how much of the material read in school—not alone in the reading class, but in other subjects as well,—is not read with intelligence by a vast number of pupils. This is due to several causes, chief among which is the

failure of the teacher, first of all, to give the pupil something definite to look for in his reading; second, to train him to look for the thot in what he reads, and, third, to require of him the formation of a judgment, no matter how immature.

To accomplish purposeful thinking and to awaken and hold the pupil's intellectual interest, there must be put into the reading assignment a definite purpose, a problem which shall require the same thotful study as does a problem in arithmetic. The prime importance of purposeful reading has been established by an eminent scholar, who says, "In reading, we do well to propose to ourselves definite ends and purposes. The distinct consciousness of some object at present before us imparts a manifold greater interest to the contents of any volume. One is conscious of this when he reads a story with the design of telling it to a friend; an essay, with a view to using facts or arguments in debate; or a poem, for the purpose of reciting its finest passages. The history of self-made men attests that they selected books with a distinct reference to the purposes for which they used them. The reason why self-made men so often surpass men trained by others is that they know for what they read and study, and have definite aims and wishes in all their dealings with books."

When the teacher gives directions which set the class hurrying to read the paragraph or chapter for the purpose of getting from it certain definite information—first, the essentials of the paragraph, then the details—she is giving a most valuable exercise in thotful, purposeful, reading. But the exercise must not stop with the getting of the thot—there must be, as a final exercise, a summary or synopsis. The chief steps or thots should be reported in an orderly, intelligent, complete manner. This is the test of the real excellence of the silent reading. While this is difficult work, it can be developed—even in the Intermediate Grades—by getting ideas and relations from smaller units and gradually going from these to paragraphs, pages, and even chapters.

The teacher must have a definite, particular and satisfactory reason for assigning the lesson. The answer to the question, "What are the pupils to read this lesson for?" will suggest definite directions for the preparation of the lesson. The reason for the assignment must be based on a knowledge of the needs and interests of the pupils. Always the central aim, of course, is to get the thot. For Intermediate pupils, especially when developing with them for the first time this kind of reading, this end—getting the thot—must be made clear by concrete questions. In preparing her lesson, the teacher should formulate a series of questions, the answers to which necessitate the pupils' getting the thot. These questions, placed on the blackboard and used by pupils during the study period, are so

constructed that they cannot be answered in the words of the book.

Such questions as the following based on the story, "How a Thistle Saved Scotland," may be suggested:

Read the story through.

How were the Scots different from the Northmen?

What, in the first paragraph, tells why they were different?

Why did the Northmen try to rob and plunder the country?

What do you think is the meaning of "plunder", of "invaders"?

Why is the thistle the national flower of Scotland?

Do you recall a story in which a city was said to have been saved in an unusual way?

Which paragraph is most important in the story? Why do you think so?

Or, the one problem "Why is the thistle the national flower of Scotland?" may be set as a thot exercise in the assignment.

Assignments of what to read for must be clear, definite and simple. Details of the story are supplied in class discussion. Here, also, difficulties of pronunciation, and strange and unfamiliar expressions may be explained. The value of an assignment is shown in the interest which the class shows during the study period. A good assignment will put the child in a mood to work on the lesson; it will stimulate him to attack and solve problems; it should make an appeal to his judgment. The interest and enthusiasm of the teacher in the reading lesson is a vital factor; it is contagious and, if real, will carry over to the pupils and arouse their interest. The assignment may take the form suggested in a former article:

Read the story thru.

Make a list of new words.

Make a list of words hard to pronounce.

Make a list of places mentioned in the story.

Make a list of the characters in the story.

Tell how many incidents the story contains.

Compare this story with another story. Which do you consider the better? Why?

In what paragraphs is the most important incident? Why do you think this is the most important paragraph or incident?

From the story, what is the meaning of the following words?

If we dramatized the story, how many acts would you make? Why? Name each.

Not all these questions would be used in any one lesson, but they are suggestive of the trend, or type, of questions to be given the pupils in training them in right habits of study, in awakening in them the maximum of mental effort in their seat-work as well as in the recitation. The ideal worth striving for is that each assignment be so skilfully planned and given to the pupils that they are caught up by the enthusiasm of investigation and become real students in their attack on the lesson. The teacher's value is measured by her power in helping forward the thinking process.

Reading lessons of this character will have such definite and varied purposes that in a short time

pupils will be able to read selections; or even books, with the view to asking questions or stating problems of their own making.

Giving the setting of the selection to be read is often an aid in its mastery. A writer on school management has illustrated this in the case of a Sixth Grade, in which Lincoln's Gettysburg Address was to be read. The ordinary, indefinite, unilluminated assignment had been given: "Take your readers; turn to page 65, and study the lesson." Naturally, the recitation exercise proved a dismal failure. The teacher then told the story of Gettysburg, of the strained relations between the North and South, the importance of the battle, and the significance of the Union victory. This recital was necessary in order to show why Lincoln was giving the address. Following the recital, the teacher went thru the text, explaining allusions and difficult passages and pointing out unusual phrases or expressions. The next recitation period found a well-prepared, intelligent, interested class which read the stirring words of the address with an appreciation utterly impossible and unthot of the previous day.

For upper grade pupils reading the same selection, the problem could have been set for them: "Why did Lincoln deliver the Gettysburg Address?" Then, by the aid of definite, specific references as sources of information, they themselves may find the setting for the selection. Train pupils to use books intelligently, to seek out information for themselves, and to acquire knowledge that is permanent.

#### Recitation Exercise

In the Intermediate Grades, the reading recitation may open with a talk about the story as a whole. What is it about? Who is it about? How do the characters look? What makes you think so? How does the story tell you? Meaning of words in relation to the context may be developed at the same time. Spirited questioning which does not go too much into detail will bring out the salient points and show how much of a grasp on the selection as a whole the child has secured from his silent reading.

Then, setting a time limit in each case, the pupils may be asked to read rapidly and silently one paragraph at a time. When the time limit is reached, books should be closed, and children report the result of their silent reading. The following may be used:

Read the first paragraph and see what it tells you.

There is a paragraph which tells how the Northmen looked. See how quickly you can find out.

If a pupil leaves out anything essential he fails no matter how rapidly he went over his lines. Insist on accurate as well as rapid reading.

Later, a problem may be set for an entire page: Read until you find out why the mother lark knew it was time for her birdies and herself to leave the farmer's field. Who will find it first?

Such work can be developed until children are able to go from paragraph to pages and in due course of time to the entire story, seeking in each case the essential thot. The paragraph, page or unit should be read as rapidly as the abilities of the



children permit. Close the lesson with a concise summary, or synopsis, of the chief steps in their proper order.

A class exercise of this kind develops speed and accuracy and prevents "dawdling" over a book. Such an exercise prevents careless and slovenly reading, for there is consistent effort toward the

realization of a definite purpose. Reading is by no means the conscientious inspection of every word on the page; neither is it looking at the word instead of thru it to the thot beyond. (Copyright, 1919, Ora K. Smith.)

(Next Month: "A Type Lesson in Silent and Oral Reading.")

## Common Fractions

Jennie E. Fair

### ANTIQUITY OF FRACTIONS

**I**N the history of development of arithmetic we have evidence that fractions were in use long before the time of Christ. The Hindus used generally the common fraction, but the Arabs were the first people to use the separating line as we now have it.

### WHY FRACTIONS HAVE BEEN PERPLEXING

The topic of fractions has long been considered a difficult one in the scheme of arithmetic. This has doubtless been due to these causes: *First*; it was slowly understood because the most mechanical methods were used. The work was done altogether by "learning a rule" and following its dictates. Any attempt at explaining the *why*, or the processes of multiplication or division, was so obscured in the multiplicity of words that it failed to give clear ideas. *Second*; because fractions became such a "juggling of symbols" to teachers they only passed on the difficulties—or possibly increased them—by constantly suggesting how very hard the work was to do. *Third*; much of the work in fractions has been done with large numbers, so that any attempt at rational processes would be a failure. Even since these processes have been recognized and the operations performed with smaller numbers, the lack of time for developing work is offered as an excuse. Experience proves that there is always the time to do work properly, and in the safe way, to assure quality rather than quantity.

### THE FRACTIONAL UNIT

The first thing to realize is that there may be a fractional unit as well as an integral unit. These units, though smaller, we may separate or unite to obtain parts of them or new wholes.

### AN OBJECTIVE BASIS

In early work in number, children obtain their initial training in handling and using objects. In like manner should the foundation for fractions be given. First, the idea of varying fractions must be objectively taught through use of objects and drawings; then, the association of the rather complicated written form with the concrete idea follows; last, the manipulation of this symbol in the fundamental operations and its relation to varied phases of life should be the experience in study of fractions.

While children are gaining a knowledge of whole numbers through contact with things, they acquire notions of fractions. In a crude way they know one-half, one-fourth, or, possibly, one-third before coming to school. If the divisions into these parts were accurately made in early experiences, the ideas gained

corresponded. In school life the ideas of these fractions were made more definite. In the work of the lower grades, while the ability to work with the fundamental operations was being acquired, the knowledge of fractions increased.

A working basis is built up through the objective and illustrative work before fractions as a topic is presented. We wisely give the work in such divisions as the fundamental operations suggest, aiming at the desired completeness.

### PLACE IN THE COURSE OF STUDY

After the fundamental processes with whole numbers are fairly well understood, it seems wise in a course of study to give definite attention to and do much work with common fractions. Doubtless this would be done in the fifth year of school activity.

### RESPONSIBILITY OF FIFTH AND SIXTH YEAR TEACHERS

A teacher in this part of school work assumes a great responsibility. She is not only to teach this subject that has long been considered difficult and is still mechanically taught in some particulars, but she should give the requisite drill on fundamentals in the best way and keep the interest alive. The children are about eleven or twelve years old and the fifth grade teacher should not allow them to be handicapped for future work. They should be able to perform the fundamental operations with facility and a fairly high degree of accuracy. In the fifth and sixth years, too, these operations must be applied to somewhat larger numbers. Multipliers of more than two figures and divisors of at least three figures must be used in acquiring some considerable degree of skill. At this stage children may begin to "check up" their work for themselves.

### DEFINITIONS

Before this time, a decided acquaintance with fractions has been made and simple mental operations have been done. Now, the work is to be consciously and, in a sense, abstractly done. This is not wisely done by beginning with a definition of a fraction or learning the definitions about the terms; the definitions are here not only unimportant, but the first step toward the mechanical. "Numerator," "denominator" we wish to use, to have become a part of intelligent oral vocabulary.

### THE TERMS OF FRACTIONS

1. *Denominator*: We may use one of the drawings of the earlier work cut into various familiar parts; when cut into three parts, what is the name of one part? where written? five parts? eight parts?

Then, the number below the line shows into how many parts the whole is cut, or names the size of the parts.

Write other fractions: Into how many parts is the whole cut?

Give the name "denominator"; write it; syllabicate it. Write it below a line and leave it on the board. Give the idea that the denominator is the namer.

2. *Numerator*: Use a drawing again, possibly a circle. Cut into parts; name one; what is the denominator? what does it tell? Color some number of the parts. (Either the teacher or a child may do this.) How many are red? Name the fraction that the red part shows. Write it. Tell the denominator. We have another number. It tells how many are red. We say it is the "numerator." It numbers how many parts that we have colored? With another color, tint other parts of the circle. Write the fraction indicated by the new color. Question about its name; number of parts. Write "numerator" above the line you had used previously. Leave it on the board. Test with various fractions to be read.

#### EXERCISES FOR DRILL

Dictate for writing by children (board and paper):

(a) Write a fraction having 8 for its denominator. Read; into how many parts is the whole cut? How many eighths in the whole? How many have you taken?

(b) Write a fraction having 3 for its numerator. Name the numerator; the denominator. Into how many parts is the whole cut? How many were taken?

(c) Name or write fraction where the whole is cut into 7 parts. Question as seems best.

(d) Write or name a fraction in which 3 parts are taken. Again question.

(e) Write a fraction having 2 and 5 for its terms. Name the parts; number taken.

Is not the connection of the old with the new made definite? Should not "numerator" and "denominator" (big abstract sounding words and strangely similar to children) mean something definite after their meaning has been given in development? Application in writing helps to clinch. The more abstract idea of terms—how many—what does it tell—sentence to express meaning—follow in later periods. It would be easy to place these words in the spelling list at another time.

#### COMMON DENOMINATOR

The next step is to teach consciously "common" denominator. Common denominator is termed "common unit" by some teachers. As a preparation for this, it is wise to give fractions and ask the class to change them to their equivalents with given or other denominators.

Children have learned the equivalents of many fractions through the concrete representations of the lower grades. There the series of related groups, such as

- (1) wholes, halves, fourths,
- (2) wholes, halves, fourths, eighths,
- (3) wholes, thirds, sixths, twelfths,

were followed in sequence in presentation.

(a) The teacher may have on the board before class period a group of fractions of like name, as

$$\frac{3}{7}; \frac{5}{7}; \frac{2}{7}; \frac{4}{7}$$

(It is easier for children to write and work with fractions when a horizontal instead of a slant line is used to separate numerator and denominator.) Review terms. Get a statement about the denominators. When each of several fractions have the same name, we say they have a common denominator.

(b) The class may name groups of fractions having a common denominator and write groups as given.

(c) Children in earlier grades have changed fractions to their equivalents, or common denominator, in effect. It was done, in a measure, in an unconscious way. Recall these equivalents and make evident what is being done.

(d) Now give new experiences. In order to have fractions that may be easily and correctly handled, the teacher gives groups to change to like size, or common denominator. Thirds and eighths (*one*, the numerator) may be chosen. We can cut thirds into eight pieces; how many in the whole? We can cut eighths into three parts; how many in the whole? In one of the eighths? What is the common denominator? (Do not give the mechanical rule for common denominator.) Use other groups of fractions: fifths and sixths; thirds and sevenths. Increase the number of fractions in the group to three; test ability.

(e) Continue practice in changing to a common denominator using three or four fractions in groups and with other numerators than one.

Get all common denominators by inspection; that is, mentally determine into how many parts each fraction must be cut to give like denominators. When one has decided, upon looking and mentally considering, a denominator for the group is named. Apply the test. Can parts be cut into pieces to make the new size given? Very, very little in fractional work is of practical value where the common denominator cannot be found by inspection. Experience aids in determining the common denominator of groups of fractions. In the fifth year, a very great amount of work may be done with denominators—60 and less.

The elementary ideas take time to give in order that children may grasp them clearly. To learn to find the common denominator in a mechanical way is to begin the "guessing and juggling system."

What shall we say about the "least" common denominator? Instead of being the least it is the largest size into which we may cut fractions of groups. The experience and judgment of the class, and the insistence of teacher that the class find another denominator, giving larger size to the parts, are the only aids at this stage.

#### ADDITION

We teach in order that class may gain power to use. As soon as the idea of common denominator is gained, practice may follow in the process of adding fractions. Why stop to add only fractions? They are usually in combinations with wholes; so use mixed numbers in addition.

Oral mental work in adding easy groups of fractions may precede written work. Children know that we add only numerators. Why?

There must first come the thought of how we can add fractions of unlike denominators. We learned in our fundamental operations that we can only add,

subtract, and divide like quantities. Apply it now. So, we must make our fractions of the same kind, change to common denominator.

In addition it is more of a test of ability, and better practice, to unite as many as three or five numbers rather than two.

FORM OF WRITTEN WORK

Keep the form of the work accurate. See that it is not too difficult.

$$\begin{array}{r} 376 \frac{1}{2} = 376 \frac{9}{18} \\ 29 \frac{1}{6} = 29 \frac{3}{18} \\ + 347 \frac{2}{9} = 347 \frac{4}{18} \end{array}$$

(If the whole number is not written in the second group the work is inaccurate.) The sum is written only under the second group.

Give the first work so that the fraction in the sum is less than a whole. Later, proceed to the more difficult step when the fraction in the sum is more than a whole. Before the latter is given there must be some work to prepare for the ability to do. Oral mental work is sufficient preparation:  $5/4 = ?$  wholes? When the sum of the fractions is greater than one whole, change it to whole, write the fraction remaining in its place and add the whole to the units. Carry forward the habit of adding the unit, just as in adding of whole numbers. Fix early the habit you wish to carry forward: do not have the improper fraction appear in any sum.

It is difficult for some children to have more than one whole in the sum of the fractions. Make them able to do correct work by including it in their class experience, the teaching period. Make children fitted to do work alone through your recitation periods.

After the teaching in class, there follows the assignment of examples to test the pupil's individual power. Later comes the problem work, where the application to life is evident.

TYPICAL PROBLEMS

Many arithmetics do not give a sufficient number of practical problems. It is then necessary for a teacher to supplement the text. Suggestive problems related to varied experiences of life may be given, such as:

A skirt, when finished, is to be  $37\frac{1}{2}$  in. long;  $4\frac{1}{3}$  in. are allowed for tucks;  $3\frac{1}{4}$  in. are allowed for a hem. how long must the cloth be cut?

In one car there were  $43\frac{1}{2}$  tons of coal; in another car  $38\frac{1}{3}$  tons; in another,  $45\frac{5}{6}$  tons; in another,  $49\frac{3}{4}$  tons. How many tons in the four cars?

One piece of wire is  $127\frac{3}{5}$  ft. long; another piece is  $98\frac{3}{4}$  ft. long; and a third is  $267\frac{1}{2}$  ft. long. How many feet of wire in all?

A farmer had  $253\frac{2}{3}$  acres of wheat;  $178\frac{1}{6}$  acres of oats;  $59\frac{3}{4}$  acres of corn;  $48\frac{1}{8}$  acres of barley; and  $29\frac{1}{2}$  acres of flax. How many acres had he under cultivation?

For window curtains I allow  $22\frac{7}{8}$  yd.; for the hems at the bottom,  $1\frac{1}{6}$  yd.; and for the top hems,  $\frac{3}{4}$  yd. How many yards of cloth should I buy?

SUBTRACTION

The class is now ready to begin work in subtraction of fractions and mixed numbers. In written form there is little value in spending time in subtracting pairs of fractions. Do much mental work with the

fractions apart from whole numbers; then take a fraction from one whole; from two or more wholes. The common denominator is not so absolutely known but that much more practice is necessary. Greater effort may be made toward the best denominator—so-called "least." It is the most desirable because the fractions are larger.

In subtraction, follow the order of increasing difficulty, as in addition. Arrange the written work as to equivalents in the same way as for addition. Write the remainder under the second group. An order of difficulties is suggested in the following:

(1)	(2)	(3)	(4)	(5)
$345 \frac{1}{2}$	$395 \frac{3}{5}$	798	$365 \frac{1}{3}$	$950 \frac{1}{4}$
$-216 \frac{4}{9}$	$-248$	$-239 \frac{7}{8}$	$-58 \frac{8}{9}$	$-382 \frac{5}{8}$

(2) and (3) may have been given in the fourth year. Many pupils may remember how to do it, but review them now. It is a waste of time to rewrite either form for the operation.

In (4) and (5) there is a slight difference, the more difficult being (5) where the whole to be changed to eighths must be "taken back" from tens to units, and then one unit changed to eighths. In re-writing (4) and (5) for the operation, the fractions only should be changed. Do not indicate any change in the number of tens or units. The same habits are formed in the fundamental operations to be carried forward. In (4) and (5), children often consider *ten* the numerator of the fraction when the unit is changed. Anticipate this by your oral, mental and class experiences; also, give drill on the number of parts in each whole; as: 1 equals how many twelfths? etc.; or,  $1\frac{1}{3}$  equals how many thirds? Be sure that the perplexities are prepared for before the assignments for seat work are given. It is sometimes worth while to use a class period to observe pupils at work with the assigned examples. There is much practice to follow in examples to be given; the process is learned only to be put into application in problems that are as far as possible related to the pupil's experiences in life.

Power in addition and subtraction may be gained through practice in study periods. It is now the purpose of the watchful teacher to have children do these operations accurately and with facility before she gives another process. In the meantime there are some facts to learn about fractions and their changes of form.

SUGGESTIVE PROBLEMS

To supplement the text, one must often give problems on the board to test the ability of the individual child. If they are within the realm of every day affairs they have an increased value.

For lace to trim my curtains I need  $32\frac{1}{2}$  yards. I have  $25\frac{1}{2}$  yards. How many more yards must I buy?

The cost of rugs for a house was  $\$89\frac{3}{4}$ ; the cost of chairs was  $\$92\frac{1}{2}$ . How much more than the cost of the rug was the cost of the chairs?

A flag staff was  $126\frac{1}{4}$  feet high. It was broken off  $97\frac{5}{6}$  feet from the ground. How long was the piece that was broken off?

The oral mental work in addition and subtraction, if continued, aids in efficiency.

(To be continued)

# A Garden for Every Child--Every Child in a Garden

## Outlines for Garden Studies

### FIRST GRADE

1. Discuss in general terms the kinds of plants grown in the garden, their uses, etc.
2. What things helped the plants to grow?
3. Who took care of them?
4. Suggest that the children save a few seeds for their own garden next year.

### SECOND GRADE

1. Name different plants growing in the garden.
2. When was the seed planted?
3. What care has the garden received during the summer?
4. Mention any vegetables in the garden that have gone to seed, as radishes, lettuce, peas, corn, beans, etc.
5. Gather some seed and save for planting in the garden in the spring.
6. Study in detail the radish or lettuce plant gone to seed, noting root, stem, blossom, seed pods and seeds; any vine crops in the garden.
7. During the winter months, arouse the children's interest for the spring garden work.
8. Children help to make the window garden in the schoolroom.
9. Talk over the kind of box to hold the soil, the best kind of soil to put into the box, and the best seed to plant with a view to transplanting at home.
10. Encourage the idea of the "school-home" garden with the possibility of the school exhibit of things grown at home.
11. The "eggshell" garden especially appeals to the children of the first two grades. (Instead of planting seeds in cans, plant in eggshells on the sand table or in the window box.)
12. Discuss things that may be planted during the rainy season.
13. When the rainy season is over or winter has passed away, discuss: when soil is dry enough, how to prepare the seed bed for sowing seeds or transplanting them from window or eggshell gardens.
14. Why transplant? Show how this should be done.
15. Do not try to grow too many different kinds. Emphasize one flower and one vegetable to be grown by young children at home, the products of which, either fruit or blossom, may be exhibited at school the next fall. Suggestion of tomato or potato for the vegetable and aster or cosmos for the flower.
16. Have a good seed catalogue, well illustrated, in the schoolroom and examine the pictures of garden vegetables and flowers.
17. Children of this grade may plant seeds of gourds or some other vines to cover the fence or screen the outbuildings.

The February Woman's Home Companion gives a beautiful story of a little French war bride who came to live on a farm in America, and was so distressed by the extravagance of her soldier husband's people that while she was waiting for him to return from Russia she took a little cottage of her own, and won everyone's admiration because of her thrift in her own little garden and other farm enterprises. It can be adapted to story form for the children.

### THIRD GRADE

1. Each child make a list of all vegetables grown in the home garden.
2. When were the seeds planted?
3. Who helped in the summer garden?
4. What is the fall appearance of the home or school garden?
5. Name vegetables that have been used or that are now ready for use.
6. Do the same with flowers.
7. What parts of vegetables are used for food?
8. What ones are being stored for future use? Where and how?
9. What seeds are collected for spring planting?
10. What vegetables remain in the garden during the winter or rainy season?
11. Discuss preparations for the garden work in the spring.
12. If it is not possible to have a little plot on the school grounds, encourage the home garden. In either case, have a window garden in the school-room.
13. Plant a few quick growing vegetables in the window box, as radishes, beans and peas, to observe germination and growth.
14. Have a flower box with geranium slips and nasturtium seed for a beginning.
15. Plan for a school exhibit next year.

### FOURTH GRADE

1. Review studies of the previous grades and get a new point of view on some more or less familiar phases of garden interests.
2. How does the garden compare with previous years?
3. What things are of special interest this year?
4. Discuss plans for school and home gardens.
5. Study seed catalogs.
6. Study the mistakes made last year and measures to avoid them this year.
7. Grow several varieties of radish and lettuce to determine the most desirable.
8. Make out a list of vegetables to be planted for the school exhibit.

### FIFTH GRADE

1. Report on conditions of home gardens.
2. What garden crops have been harvested?
3. What are soon to be ready for harvesting?
4. Discuss special topics in connection with vacation work in the gardens.
5. Talk over preliminary report on proposed agricultural exhibit in the school.
6. Talk over the work of various committees.

### SIXTH GRADE

1. Plan for home vegetable and flower garden.
2. Study seed catalogs.
3. Discuss what to plant in the way of annuals and biennials.

## Joliet and Marquette in Wisconsin

W. M. Wemett

A FEW years after Radisson and his brother visited the Huron Indians on Prairie Island, a Catholic mission was opened on the northern shore of the Straits of Mackinac.

This chapel was called the mission of St. Ignace. It was founded by Father Marquette, a noble priest in middle life, who had been preaching to the Indians near there for the past few years. Father Marquette was a very devout man. It was his custom to pray three times daily, and he spent nearly all of his time baptizing and preaching to the Ottawa Indians, whose village of bark lodges stood near the chapel. He often asked them about the people who lived on the great river which Radisson had seen, and he prayed that he might be allowed to go and preach to them.

We may imagine Marquette's joy when a young soldier came to the mission with permission for Marquette and himself to explore the Mississippi River. Marquette liked the newcomer well. He was a strong young man, used to life in the forest. He had already discovered copper mines along Lake Superior, and it was he who had gathered the tribes of the north to see the great pageant at the Sioux two years before. His well known skill in dealing with the Indians would make the voyage quite safe, and his happy way would make it pleasant.

After talking many times with the Indians, the two men drew a rude map of the country through which they meant to go, and found five Frenchmen who would go with them.

It was the seventeenth of May when the two canoes were packed with smoked meat and corn and the little party "joyfully plied their paddles" along the north shore of Lake Michigan.

It was a beautiful journey. The trees along the shore were turning green and the birds were making merry in the branches. Each night they drew their canoes up on the shore and made a roaring fire. The fresh trout, which they caught in the streams along the way, when broiled over the flames or baked in the ashes, made a delicious supper. On the dead seaweed, which had been banked up along the shore by the waves, they lay down in their blankets and slept until sunrise.

On the north side of Green Bay the travellers came to the village of the Wild Rice Indians, who were so called from the masses of wild rice which choked the streams nearby. These people urged Joliet and Marquette to go no further on their journey and tried to frighten them with stories of monstrous and savage tribes on the rivers to the south. "They told me that I should meet nations who never showed mercy to strangers, but break their heads without any cause," Marquette tells us in his notes. "They also said that the great river was very dangerous, when one does not know the difficult places; that it was full of horrible monsters which devoured men and canoes together."

Father Marquette also tells us in his notes how those Indians prepared the wild rice, (which he

calls wild oats) for food. "In the month of September, which is the suitable time for the harvest, they go in canoes through these fields of wild oats. They shake its ears into the canoe on both sides as they pass through. The grain falls out easily if it be ripe, and they obtain their supply in a short time. But, in order to clean it from the straw, and to remove it from a husk in which it is enclosed, they dry it in the smoke, upon a wooden grating, under which they maintain a slow fire for some days. When the oats are thoroughly dry, they put them into a skin made into a bag, thrust it into a hole dug into the ground for this purpose, and tread it with their feet. After this, they pound it to reduce it to flour or boil it in water, and season it with fat."

Marquette thanked the Indians for their advice and went on his way. The bay narrowed into a swampy river which smelled bad. The stream was so choked with wild rice that it was hard to keep on the main channel. Ducks and swamp fowl of all kinds flew from the dense patches of rice as the travellers came upon them. It was not hard to shoot plenty of the ducks for food.

The stream, which we call the Fox River, kept growing narrower and swifter, until the canoes had to be dragged over stones in many places. There were no more woods, but low prairie land stretched away on every side. Clumps of small trees were scattered here and there along the streams. The air was sultry, and the voyagers perspired freely as they paddled along.

Presently they came upon a knoll which was covered by a village of the Miami Indians. The lodges were not made of bark, as among the tribes to the north, but of mats of wild rice, and were so made that they could be taken down, rolled up and easily moved. In the center of the village there was a large cross which had been erected by some French missionary. It was "adorned with many white skins, red belts and bows and arrows, which these good people had offered to the great Manitou, the name which they gave to God."

On the top of the knoll, from where one could see for miles across the rolling plains, a council was held to learn the errand of the white visitors. In the center of the great circle, Joliet stood up and addressed the natives.

"I was sent to you, my brothers, from the great father of the French," he said. "He sends you word that he loves you and wants to be kind to you. But you must be kind to the French traders and stop fighting with your neighbors. This man beside me has been sent to you from the great Manitou of the white men, to illumine your hearts with truth. The great Manitou of the white men wants you to know him, and he will protect you if you will do as he tells you. This holy man here is not afraid to go on the long and dangerous journey because the spirit of the Manitou is with him and protects him."

"Brothers," he continued, "we are going on a long journey to the great river to tell them about the

Manitou of the white men and the great father of the French. We bring you these presents and ask that you send two guides to show us the way."

The Indians were much pleased with Joliet's speech and with the presents which he gave them. The knives seemed to please them most. They began at once to try them on sticks and to stab them into the ground. They gladly furnished guides, and, in a few words, gave Joliet and Marquette a mat to sleep on.

As the seven Frenchmen left the village and went back to their boats, they were followed by a crowd of the Miamis, open-mouthed in wonder that only seven men should dare to make such a dangerous voyage.

The two guides went with the travellers to the source of the Fox River and helped them across the portage to the head waters of the Wisconsin. There they said farewell and returned to their village.

As Joliet and Marquette were left alone with their five companions in that vast and silent country, the danger and enormity of their undertaking fell heavily upon their minds. They were resolved to go on, but they could not help but feel how helpless they were in the heart of that wild country, hundreds of miles from friends. But, in spite of their fears, the trip down the Wisconsin River was a delightful one. The days were beautiful. The broad river wound among banks which were covered with rich foliage and tangled with grape-vines. The songs of the wild birds never ceased from morning till night.

"What a perfect country!" exclaimed Joliet, "Think of it; we are adding all of this land, an empire in itself, to the realm of His Majesty, King Louis. I hope he will realize what a work we are doing."

"It is what I have prayed for all of my life, that I might live to baptize the natives who live on the great river," replied Marquette. "May the Holy Virgin spare my life till it is done, and a mission located among them. Then I will die in peace."

It was the middle of June when the two canoes floated out of the Wisconsin upon the broad waters of the Mississippi. It was near this point that Radisson, eighteen years before, had stopped to make canoes. With a prayer of thanks, Marquette turned his canoes down the smooth stream. He was elated with success, but not without doubts and fears for the future.

There appeared to be no Indian tribes in this locality, but many strange creatures were seen in the water. A huge fish dashed against one of the canoes and nearly upset it. Ahead of them in the river they saw "a monster with the head of a tiger, a sharp nose like that of a wild-cat, with whiskers and straight erect ears." This is probably Marquette's way of describing a wild-cat.

There is not space in this story to tell all that happened on the way down the Mississippi. The voyagers went as far as the Arkansas River, where hostile tribes and fear of the Spaniards caused them to turn back. It was tiresome work to paddle, through the long, hot days, against the swift current of the great river, back where they had come from.

Instead of returning by the Wisconsin River, the party turned their canoes up the Illinois River, pass-

ing by many tribes of friendly Indians, to whom Marquette always preached. These people showed them how to portage to the Chicago River and guided them to Lake Michigan. The rigors of this trip were too much for Marquette, who became so weak from sickness that he was unable to do his share of the work. It was a long, hard journey for him along the shore of Lake Michigan. His broken health compelled him to stop at the mission at Green Bay, which they reached in September.

A great work had been done. They had followed the Mississippi far enough to know that it flowed into the Gulf of Mexico. Many Indian tribes along the way had heard the gospel, and were now friendly to the French. A vast area had been added to the realm of the French king, and a great future for the fur trade had been opened.

Joliet and his five companions returned to St. Ignace and went on to Montreal to tell Governor Frontenac of their great journey. This trip was made without event until they were nearly to Montreal. At the La Chine Rapids a grave accident occurred. Joliet's canoe upset, drowning three of the men, and Joliet barely escaped with his life. The notes and maps which he had made of the journey were lost. Yet, with a thankful heart that his life had been spared, he reported to the governor, who was glad indeed to hear of the successful voyage.

Marquette, as he spent the winter at Green Bay, was not well, but he could not feel that his work was done. He longed to go back to the Indians of Illinois and locate a mission among them, for they had begged him to do so.

In October, 1674, the resolute missionary started out with two companions for the country of the Illinois. They portaged from Sturgeon Bay across to Lake Michigan and made their way southward along the shore. The weather was very bad. There was rain and snow and wind nearly every day, causing much delay and danger in canoeing on such a large body of water. Hard work brought on Marquette's sickness again, and he was obliged to spend the winter in a cabin on the Chicago River. The next spring, in spite of his sickness, Marquette reached the villages of the Illinois Indians, where he was received with great joy and feasting. Day after day he went among their wigwams preaching to them and baptizing their children. Sometimes he preached to several hundred at a time. The dream of his life was realized when at last he opened a mission among these people.

As his disease became worse, Marquette saw that he must start back if he would reach St. Ignace alive. The grateful Indians went with him and his two companions to Lake Michigan. From there the three paddled along the eastern shore toward home. They did not get far, for Marquette became very ill. He was so weak that he could not move himself. He had to be carried to and from the canoe. At last, the brave missionary, cheerful even in his suffering, asked his companions to stop and build a little hut where he might die. With many tears they did as they were asked.

On a little hill, at the mouth of what we call the Pere Marquette river, where the city of Ludington, Michigan, is now located, the two Frenchmen built a rude hut of bark and made their chief as comfortable as possible. Marquette spoke freely



of his death and made careful plans for his burial. "He spoke of all these things with so great tranquility and presence of mind that one might have supposed that he was concerned with the death and funeral of some other person." At last the end came, and the hero of the Mississippi passed to his reward "as gently that it might have been regarded as a pleasant sleep."

Over his grave the two Frenchmen erected a large

cross, which could be seen far out on the lake, and then went on their way to St. Ignace. The next winter a party of Ottawa Indians, who loved Marquette for the work he had done among them, took up the bones of their teacher and bore them in a solemn procession of thirty canoes, singing as they went, to St. Ignace. There the remains of Marquette were buried beneath the floor of the mission which he had opened five years before.

## How to Use the Story of Joliet and Marquette

In presenting Mr. Wemett's story of Joliet and Marquette to a history class, use the problem method so generally in use today in the study of geography, emphasizing the purpose and results (to civilization) of exploration.

Discuss the meaning of the word "explore." It means, literally, "to visit or travel over in order to note the features, conditions or state of." Going back to pre-historic man who explored new regions to find the bare necessities of life, trace the development of exploration up to the present time, when commissions of scientists, government officials and financiers are visiting all parts of the world exploring the vast fields of science, culture, trade, etc. Show that America's wealth at the time of Joliet's and Marquette's exploration consisted solely of materials in the raw; her present wealth in the finished products of a highly civilized nation. Contrast the early explorers with those of today; the political condition of America under the Indians with our government. What negotiations would a French commission coming to this country have to make with us? How did Joliet and Marquette negotiate with the Indians? What did Joliet give as the purpose of the French in exploring the country? What did he tell the Indians? Did he give them the true reason? Why was it customary for France to send a priest with her explorers? Was it really to tell the Indians of the great Manitou of the whites that Joliet and Marquette wanted to take this long journey? What do you think the Indians would have done to Marquette and Joliet had they heard them say that they were "adding all this land, an empire in itself, to the realm of His Majesty, King Louis"? Discuss the ethics of the French method of treating with the Indians.

Right here is a good opportunity for dramatization. Take the party in camp along the river. Show Joliet at work upon his maps and reports for the governor at Montreal, Marquette with his Bible, the five Frenchmen and two Indian guides getting supper and making down beds. The men and

Indians may talk about the scenery, the wild game, and stories of the Mississippi River. Joliet and Marquette may look ahead into the future and prophesy the future greatness of the Mississippi Valley. In this connection attractive posters may be worked out. The scenery along the river lends itself to work in picture composition, as discussed in *School Education* for December, the costumes of the French, the priest and the Indians will give interest to the class in costume designing; the animal life will suggest models for free hand cutting of animals.

How long were Joliet and Marquette in making their journey? Draw a map showing the routes they took. Locate the Great Lakes region, and the Mississippi Valley; Straits of Mackinac, mission of St. Ignace and Green Bay; the villages of the Ottawa, the Wild Rice Indians, and Miamis; Sturgeon Bay; the Fox, Wisconsin, Illinois and Chicago rivers. Contrast the journey of Joliet and Marquette with that which a French commission today would take in going over the same route: the canoes and their loads of provisions, with the trains and big boats carrying their dining-rooms and sleeping accommodations; the wild life and scenery of the virgin America with the cultivated farm lands and the populous cities of today.

Contrast the simple lives of the Indians first with each other, and then with the complex lives that we are living today: the home life, form of government, and occupations. Why this great difference between the Indians and the whites?

For language work, let the children write to other children living in the region explored by Marquette and Joliet to learn more of the local history and geography of those places. Have them write compositions about Marquette's work with the Indians, and give oral reports from assigned topics, such as the origin and history of the early French missionary movement and the explanation of who the saints were, and why their names were used so frequently by the French.



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But the talk did no good, for the little tot went on repeating her offense. Then the teacher quietly took her handkerchief and, wrapping it around the offending member, said: "Suppose we cover up this little hand, and not let it be seen until it can remember not to pinch."

After a few minutes the child came over to the teacher to say that the hand could take care of itself now. Smilingly the teacher unwrapped it and said: "I am so glad!"

A mother, for a similar offense, was seen to slap her child's hand and jerk his arm. Which do you think the better method to follow?

In a kindergarten room of forty children, the story hour was in progress. The room was small, hence the attention of all was a necessity. Two boys, half listening, half playing, were continually rocking their chairs. The teacher's efforts to gain their complete attention proved fruitless. She stopped long enough to say: "Those who cannot sit quietly on their chairs must sit on the floor." One of the boys immediately gave perfect attention but the other continued his noise. When the teacher reached over to take his chair, he resisted, then went off by himself in a distant corner.

Knowing the disposition of the boy, the teacher let the matter pass until the next day when he asked for some work which he specially liked to do. Then she replied: "I will be glad to let you have it, John, after you have obeyed about sitting on the floor."

For three days the boy rebelled, and for three days this teacher of forty children did not forget the individual problem, refusing all of John's requests for the things he desired—always, however, in a pleasant manner.

The fourth day a dramatized story was on the program and the boy longed to be "the old troll." "May I be?" in his enthusiasm he asked. "I am sure you would make a fine troll if you would first obey your teacher." He looked at her, smiled and slid down onto the floor.

Too much attention devoted to such a simple act? Not when a child learns thereby that disobedience is not worth the price of forfeited companionship, and that to be an active and desired member of the school group he must comply with its necessary laws.

In some cases a child may be talked with and his sense of honor and dependableness aroused, while another child for the same offense must be dealt with more severely to awaken him to better action.

Study the nature of the child with whom you have to deal, and although it may take many months of patient study, and perhaps much experimenting, work out the best approach for a permanent lesson with him.

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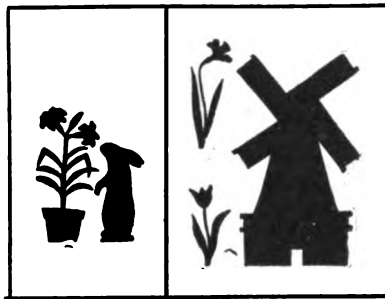
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## Activities in Education

### North Dakota

The school buildings of Dickinson were surveyed by Mr. S. A. Challman, state inspector of school buildings and sanitation for Minnesota, and the recommendations made that a grade building be erected in the eastern part of the city to provide for 200 children and another in the southern part to provide for 150 children.

Through school entertainments, four rural school teachers of Steele county have raised an average sum of \$75 to be spent in improved school equipment. Two of these schools are in Westfield township and the other two at Beaver Creek and Broadlawn.

A basket social held in the Pleasant Valley school district near Carington, netted \$152.25. The successful teachers responsible for the social were Miss Guse and Miss Pinter.

The North Central Association of Colleges and Secondary schools is making an investigation this year of the activities of schools looking to the development of real Americanism among the pupils.

One of the topics investigated is the number of pupils enrolled in the Boy Scouts and the Camp Fire Girls and similar organizations. Towner has more than forty Camp Fire Girls and over forty Bluebirds, thirty boys in the Boy Scout organization and over twenty in the Junior Scout movement. This makes a total of one hundred and thirty boys and girls in these organizations which are recognized for their great value in Americanization. This is well over fifty per cent of the entire enrollment of the school.

Approximately 560 persons are directly affected by salary increases recently decided upon by the state board of administration for the institutions of higher learning in North Dakota. It is estimated about one-fourth of that number are manual employes at the schools. More than 200 receive increased pay at the Agricultural college in Fargo, while 137 are recipients at the University of North Dakota at Grand Forks. Among the larger total items of the raise, in approximate figures, are \$38,000 to the collegiate and regulatory

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staffs and employes at the agricultural school, \$8,800 to the experiment station, and \$6,000 for those engaged in extension work. Under the plans adopted, each normal school will receive in the neighborhood of \$3,000 to \$5,000 a year for payrolls.

Professor E. C. Stauffer, for two years faculty athletic director of Fargo, and member of the English department staff, resigned to accept a position with the Wisconsin school of engineering in Milwaukee.

G. V. Newcomer, who has been the principal of the Minot high school since the fall of 1918, has resigned his position to go into business with C. H. Withers & Co.

Hoople is to erect a \$30,000 addition to the present school building this spring. It will be modern in every way, a large auditorium, gymnasium, science rooms, shower, etc., and will be rated as a first class high school. Several more teachers will be employed.

The district basketball tournaments of the High School league are to be held on March 5 and 6 at the following places: Wahpeton, Ellendale, Jamestown, Mandan, University, Devils Lake, Minot and Bowbells. Following are schools that have joined the league:

Anamoose, Aneta, Ashley, Beach, Bellfield, Bismarck, Bottineau, Bowman, Bowbells, Carrington, Cavalier, Cooperstown, Courteney, Crosby, Daneybrook, Churches Ferry, Devils Lake, Dickinson, Drake, Egeland, Ellendale, Finley, Fargo, Fessenden, Flaxton, Grafton, Grand Forks, Granville, Harvey, Hatton, Hillsboro, Hope, Jamestown, Kenmare, Langdon, Lakota, Larimore, Leeds, Lisbon, Lidgerwood, Mandan, Mayville, McVillie, Michigan, Minnewaukan, Minot, Mohall, Oakes, Park River, Petersburg, Pembina, Portal, Rolla, Rugby, Stanley, Steele, Sykeston, Towner, Valley City, Wahpeton, Williston and Wimbledon.

Oscar M. Mehus, formerly Superintendent of the Fessenden City Schools, who is now doing graduate work at the North Dakota University where he received a scholarship, has been offered the position of head of the Educational Department at Augsburg College, Minneapolis, Minnesota.

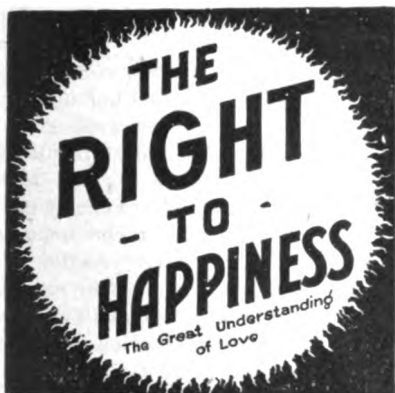
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- The Drum Dancers of Java.
- The Salmon Fisheries of the Columbia.
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- The Indian Fisherman.
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- How Mr. Noodle Went to a Masked Ball.
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## Nebraska

To revive interest in better spelling, State Superintendent Clemmons has inaugurated spelling "bees" throughout the state, to be followed by a state contest in Lincoln next April. The contest in Lincoln in April. The N. Clark, rural school inspector, and will be held in the thirteen "spelling" districts into which the state has been divided.

An inter-state contest between Nebraska, Iowa, South Dakota and Minnesota will take place in Wayne, in October.

Dr. R. M. Shreves of the Department of Education, of the Kearney State Normal School, recently made a survey of the Scottsbluff schools. Standard tests were applied to the pupils and the final results were scored and graphed by the advance students in his department at the normal school. Certain recommendations, based upon the interpretation of the results, will be made to the city superintendent, who will take steps to effect the changes needed and to establish a regular bureau of measurements and standards.

The salary committee, appointed by the Nebraska State Teachers' Association to gather data and to formulate some guiding principles in the matter of teachers' salaries, has completed its investigations and the report is now in the hands of superintendents and school boards.

The State University will set aside a certain day for commemorating the university men who served in the Great War.

For the leader of its normal school band, Wayne State Normal School, has secured Mr. W. C. Hunter, who, for the past year, was trainer and leader of the band on board the U. S. S. George Washington. It is expected that all the competent young men in the normal school will enlist in the organization.

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LINCOLN'S PAPERS AND ADDRESSES, by Albert Bushnell Hart.

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## Montana

Mr. P. M. Silloway, formerly superintendent of schools at Lewiston, is this year superintendent at Ekalaka. It is proposed to erect a large school building to provide for both grades and high school, and to convert the present frame building and the old courthouse into dormitories for high school and upper grade pupils not provided with schools near their own homes. Ekalaka has the only high school in Carter County.

The cost of room and board to the teachers of Baker has been reduced to approximately \$37.50 by the co-operative method of renting a few cottages.

The minimum yearly salary of Billings teachers has been raised from \$1,000 to \$1,200, the limit of available funds. Last spring the board raised the salaries of all teachers an average of \$125 and later added a \$500 increase to this.

It has been reported that conditions under which teachers in Montana are now living are not always the best by any means, and that many rural teachers have met with the unpleasant experience of having their board bills advanced from \$30 to \$45 when their salaries were increased from \$85 to \$100.

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The new director of the school extension service of the Montana State Normal College at Dillon is Mrs. Margaret Craig Curran, formerly director of the rural educational department of the Oregon State Normal School.

Mr. A. C. Carlson, for the past eleven years superintendent of schools at Red Lodge, has retired from the teaching profession to his fruit ranch near Weiser, Idaho.

New high school buildings were completed last summer and ready for occupancy in the fall at Shelby, Hardin, and Harlem. Browning and Plentywood are erecting new high school buildings, and a county high school is being built at Choteau, Teton County.

The annual basketball tournament for high schools will be held at the State College this year, March 10 to 14, and will include on its program the essay contest and extemporaneous speaking contest.

## Michigan

Speakers at the annual mid-year conference of the Michigan State Normal College included President Henry Churchill King of Oberlin College; Dr. Goddard, Director of the Bureau of Juvenile Research, Columbus, Ohio; Lotus D. Coffman, Dean of the College of Education, University of Minnesota; Miss Lydia Roberts, Assistant, Children's Bureau, Department of Labor, Washington, D. C.; Dr. George E. Meyers, State Director of Vocational Education in Trades and Industries; Mr. R. A. Turner, State Club Leader for Boys' and Girls' Clubs; and Dr. Berry and Dr. Whipple, both of the State University. Dr. King, who was a member of the commission sent by the government to investigate conditions in Syria, spoke on the subject of the Near East. Dr. Goddard spoke on "Present Day Problems", particularly those revealed by the army tests; Dean Coffman discussed the "New Practical Uses of Mental Testing" stressing their use in the near future in solving many of the greatest problems confronting education; and Dr. Berry discussed practical applications of mental measurements, such as the grading of children by mental fitness, rather than by age. Miss Roberts' subject was "Malnutrition in School Children and the Relation of Home Economics Teachers to the Problem."

Miss Alberta Bowman of Alma, and Mr. Thomas Dasef, members of the freshman class of Alma College, will represent Alma at the intercollegiate contest to be held this month. Miss Pearl Bigge, Manistee county, was the winner in the women's oratorical contest at Ypsilanti.

## Virginia

Graduates at the close of the Fall Term at Farmville State Normal, February 1, were: Margaret Esther Dickerson, of Drakes Branch; Eleanor Meek Edmunson, of Bristol; Ruth Elfreth Friend, of Drakes Branch; Agnes Redgrave Lash, of Portsmouth; Julia Blount Mahood, of Lynchburg; Rose Marie Moore, of Chase City; Eva Rutrough, of Roanoke and Linda St. Clair, of Bona-sack.

Admission of women to the graduate and professional schools of the State University was approved by the Board of Visitors recently and instruction of women in these departments will commence September, 1920.

### Washington

The Appointment Service of the Ellensburg Normal is still receiving more requests for teachers than it has candidates to send into these positions. At the end of the first 9 weeks of school, last quarter, 6 students went into teaching and found positions at once. At the end of the quarter, of the 16 graduates, 14, who desired to teach, went immediately into teaching the first of January, and 2 students who left with Normal School certificates also secured teaching positions. Yet it is true that in some sections of the state the urgent demand for teachers is lessening, for many former teachers are returning to the profession from business positions.

### Tennessee

At Nashville recently was organized the Physical Education Society of Tennessee, with John R. Bender as president, Guy T. Denton, Mrs. Lyde R. Caldwell and Miss Irma P. Schuh as vice-president; Miss Katherine E. Morrison, treasurer, and Miss Jeanette M. King, secretary.

This society is for the purpose of promoting physical education in Tennessee, and it is hoped will connect up its organization immediately with the school forces of the state.

—It is THE WORLD BOOK you want—

Mr. F. B. Reed, graduate of the State University of Minnesota and a former school man of the state and for the past eight years representative in this section for Henry Holt & Company, is now Manager of the Rocky Mt. Teachers' Agency, 327 14th Ave. S. E., Minneapolis, Minnesota.

During his many years service with Henry Holt & Co., Mr. Reed traveled extensively through Minnesota and the neighboring states, and has become personally acquainted with hundreds of teachers and superintendents. Mr. Reed's education, his experience in school work and his many years of business relations with both teachers and employers of teachers, will especially enable him to render valuable service in his line of present endeavor.

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## Wisconsin

A number of Wisconsin schoolmen have been honored with membership in the International Rotary Club. Among the men so honored are Superintendents M. N. MacIver, Oshkosh; J. E. Roberts, Fond du Lac; Milton G. Potter, Milwaukee; P. J. Zimmers, Manitowoc; F. M. Longanecker, Racine; E. J. Doudna, Grand Rapids; B. E. McCormick, La Crosse; H. W. Kircher, Merrill; S. B. Tobey, Wausau and J. G. Moore, Superior.

The Rotary membership is made up of one representative from each profession or line of business, and weekly meetings are held to discuss matters pertaining to the welfare of all people. Leaders in the International Rotary include President Suzalo of the State University of Washington, and President Brannon, Beloit College.

The boys' and girls' clubs of Wisconsin did nearly a half million dollars worth of business in 1919, according to T. L. Bewick, state club leader, who recently compiled a list of the club activities and the profits. The net profit from all the club projects was \$269,840.73, the total value of the products was \$486,214.67. The potato clubs did by far the biggest business—\$175,707.65, and their net profit was \$113,493.53. The club enrollment was third largest, poultry clubs and garden clubs passing them in enrollment. The garden clubs and the litter of pigs clubs were the next highest in total profits, but dairy calf clubs were also high. The individual club member who chose to raise a litter of pigs as his piece of club work had the most profitable business of all, the average amount returned to each club member being \$107.86. Of the total enrollment of 442 members 343 reported, and their net profit was \$36,006.50. Total enrollment in the 1,252 clubs of the state was 17,831. Of this number 8,853 members.

Superintendent G. H. Landgraf, formerly superintendent of the schools of Marinette has been appointed to the State Board of Education, in the capacity of official inspector in the training of soldiers under the Nye Act.

Superintendent P. F. Neverman, for three years at Monroe, was elected to fill the vacancy left by Mr. Landgraf. Mr. C. R. Creutz, for six years superintendent of Beaver Dam Schools and for the past three years professor of history at the Eau Claire State Normal School, takes Mr. Neverman's place at Monroe.

## The Stout Institute

SUMMER SESSION,  
July 26-August 27, 1920.

REGULAR ANNUAL SESSION,  
September 13, 1920—June 3, 1921.

A special feature of the summer session will be the courses for directors and teachers of vocational schools receiving state and federal aid. It offers in:

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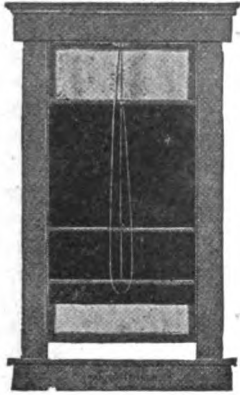
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In the five years since the young people's reading circle was introduced into the schools of Wisconsin, its growth has become most rapid.

The number of readers under the auspices of the young people's reading circle in 1915-16, 5,319; in 1916-17, 24,802; in 1917-18, 40,552; in 1918-19, 61,645. The 75,000 mark will very likely be passed during the present year.

All but two counties of the state last year participated in the work. Oconto county led with a total of 2,635 readers; Eau Claire county, second, reported 1,825; and Sheboygan, third, 1,732. Eighteen counties reported a total of 1,000 or more readers each.

About 51,000 of the approximately 62,000 readers were reported by schools under the supervision of county superintendents. The number of cities participating is increasing. Thirty-three of the eighty-two city superintendencies of the state reported in the aggregate 10,458 readers last year. Manitowoc led with 1,176; Janesville was second with 729; and Stoughton third, with 704.

About 3,500 teachers were enrolled last year in the teachers' reading circle work, and a large increase is expected this year because of a certificate law passed by the legislature providing that credit be given. Fifteen counties last year began a school patron's reading circle. The pioneer counties in this field were: Ashland, Brown, Chippewa, Columbia, Fond du Lac, Iron, Lincoln, Marquette, Oconto, Richland, Rock, Taylor, Washington, Winnebago, Wood.

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The work of Miss Violet Stone as teacher of Americanization is receiving recognition, not only in her own Czecho-Slovak school district near Ffield, Price County, but in other parts of the state. The "Wisconsin Journal of Education" says:

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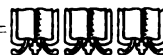
Superintendent Carlos M. Cole's recommendation to the Denver Board of Education was based on the following report of the Committee appointed to investigate music books:

We wish to recommend the adoption of the Hollis Dann Series for these reasons:

- 1 The selection of material is unusually fine; the songs are simple and melodious; and the text of very high grade. The whole course seems designed to encourage pleasure in music and appreciation of its best forms.
- 2 The exercises are logical and given only where they are needed in teaching the songs.
- 3 Eye and ear training are definitely related and clearly presented.
- 4 The manual for teachers is a real inspiration, designed to interest even mediocre teachers in the subject. It very clearly maps out the work by months.
- 5 The collections of songs and games for kindergartens and first grades, and the Junior Song Book for the adolescent voices are ideal examples of beautiful song books as well as being adapted to the special needs.

There is no waste matter in the course. In fact it seems to us the best related collection of interesting, singable material accompanied by concise teaching methods yet published.

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## South Dakota

R. B. Newman, principal of the high school in Watertown, S. W. Johnson of Brookings and T. C. Olson of Iroquois have been named as members of the committees in charge of the basketball district tournament for District No. 2. The Basketball Tournament for the second district of South Dakota will be held in the State College Armory at Brookings, about March 5 and 6, under the auspices of the Students' Association of the College. There are eight districts in South Dakota. The winner of each district will attend the State Tournament to be held in Huron, on March 18 and 19. The winner of first and second place at the State Tournament will represent South Dakota at Madison, Wis., March 26 and 27, for the central High School championship of the United States. The states represented will be Illinois, Iowa, Minnesota, Ohio, Michigan, Indiana, Wisconsin, Missouri, Kansas, Nebraska, and South Dakota. Winners of first place in this tournament will receive gold basketball fobs.

Plans are now being made for an inter-class track and field meet, in which both young men and young women will participate, at the Northern Normal and Industrial School in the spring. A young women's inter-class basketball tournament is now being held in which the senior class team leads.

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## Utah

Utah is among the states that have recently entered the movement for the enlightenment of its citizens in matters pertaining to its educational program. Its educational objectives are particularly those of physical well-being, thrift and service, and vitalized and moral civic education. Through the activities of a strongly organized committee represented by business and civic interests, the message of Utah's educational program will be carried into all corners of the commonwealth.

Mr. J. Fred Anderson, principal of the Lafayette School, Salt Lake City, is the new president of the Utah Educational Association. He served the Association as executive secretary from 1912 to 1917.

## Minnesota

### AN EMERGENCY IN EDUCATIONAL SITUATION

Mr. J. M. McConnell, Commissioner of Education for Minnesota, announces that the State Board of Education has called a conference of all the school boards in Minnesota to consider what the commissioner calls an emergency in the educational situation. The meeting will be held in the auditorium of the Agricultural College, Saturday morning at ten o'clock, April 3. So far as School Education is informed, this is the first meeting of the kind that has been called by any state, and the significance of the meeting should attract nation-wide attention. In the call for the conference, the Commissioner of Education makes the following statement:

An inquiry made some two months ago by the Department of Education showed more than 300 school rooms or departments closed because no teachers could be obtained. It also showed more than 1,800 teachers employed in positions for which they do not possess full qualification, according to standards set up before the war. It showed further that while the year 1916-17, the State Normal Schools graduated more than 750 students and the High School Training Departments almost 1,450, the same institutions will this year graduate less than 600 and 1,000 respectively. Nor is the showing for high school teachers much better. While colleges and universities are overflowing with students, the schools which train teachers have not regained their pre-war enrollment. This means that young men and women are not now preparing to teach. Furthermore, besides those who left the work during the war, relatively few of whom have returned, we are steadily losing to other more attractive fields our best superintendents and teachers. The conviction is widespread and well founded, not only that teaching does not pay, but that it does not furnish a living. The problem presented is one that cannot be avoided by those who are burdened with the responsibility for administering our schools. The education of the children of the state is at stake at a time when the need of education was never more apparent. It is our business to see that the best minds and the best personalities teach the children of Minnesota. The question seems to be mainly one of salary, and that we may know exactly what the situation is, and so far as it is possible determine the best

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solution of the problem, the State Board of Education suggests a conference of all the school boards in Minnesota to consider definitely the question of teachers' salaries. It is hoped that the boards throughout the state in all grades of schools will realize the seriousness of the situation and will see that they are represented at this conference.

### NOTICE TO SCHOOL BOARDS.

The following resolution was adopted by the State Board of Education at a meeting held January 26, 1920:

That school boards and superintendents throughout the state be notified that it will be the policy of the Department of Education for the school year 1920-21 to adhere to the requirements for teacher certification and standards set forth in the printed rules of the State Board of Education: that renewals of permits now in force to persons not fully qualified will be granted only on evidence of satisfactory teaching and continued professional progress by attendance at summer sessions of the State Normal Schools or Colleges of Education: that such permits will not be granted to new applicants except on request of school boards who are able to show to the satisfaction of the Department of Education that they have made every effort to secure fully qualified teachers and have offered reasonable salaries for the same, and when the Department finds that qualified teachers are not available for such positions.

### NEW MEMBERS OF STATE BOARD OF EDUCATION

Governor Burnquist has appointed J. W. Hunt, a practicing attorney at Duluth, as a member of the state board of education. Mr. Hunt succeeds George B. Aiton whose term expired January 1. This appointment indicates that the personnel of the state board of education will be maintained at the high standard set at the time of the original appointments. Mr. Hunt was educated in the public schools of Ohio, at Wilmington College, Johns Hopkins University, and the Harvard Law School.

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- No. 26. American Crow.
- No. 27. Flicker.
- No. 29. Meadowlark.
- No. 30. Great Horned Owl.
- No. 31. Rose Breasted Grosbeak.
- No. 41. Screech Owl.
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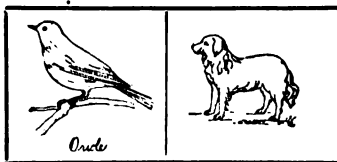
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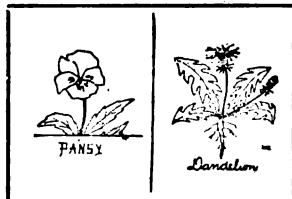
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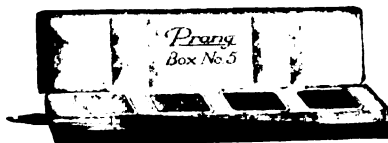
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# SCHOOL EDUCATION

Volume 39

April 1920

No. 8

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OF  
SCHOOL EDUCATION

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# SCHOOL EDUCATION

**B**IG business is beginning to give some attention to the shortage of teachers, and not anything could happen of greater importance to the teaching profession than to receive the active and sympathetic support of leaders and master minds in that same big business in this time of stress and uncertainty. One of the great commercial and finance magazines of this country refers in no measured terms to the futility of economizing on school teachers. The magazine points out that while salary increases are reported from some sections, still, in the main, legislatures, boards of aldermen, city councils, mayors, county commissioners, boards of education, fiddle while the flames lick the foundations of the state. The teachers of New York City have told the State Legislature that schools must close if they can not be paid a living wage. Resignations are at the rate of 2,000 a year. In the fifteen school days from January 28, to February 17, 25,000 children were dismissed to play in the streets of New York City because there were no teachers. The enrollments in teachers training schools have dropped alarmingly. New York State has voted salary increases, but they do not take effect until 1922. Philadelphia reports that 5,000 children are dismissed daily, or receive only part time instruction. One-fourth of Missouri's teachers have resigned. California's rural schools are closing. And so the situation is developing throughout the country. It is useless to blame any element in civic affairs for the situation which threatens the basic position in our whole life. Civilization and progress are endangered. In the face of the great crisis, the members of the teaching profession become more and more clannish. They divide themselves into partisan groups, each declaring that its fundamental purpose is to develop a true democracy in the teaching profession. New leaders spring up, new movements are projected, new organizations are proposed. There will be one set of leaders this year, and next year will see the leadership pass into other hands. There is no steady influence in the teaching profession, and there is no class of individuals, essential to the well being of society, that needs such an influence as much as the teaching profession does. Economic stress may develop such an influence and power. School Education believes that so-called big business can render greater service to the country in the present crisis than any other agency. If the master minds of commerce with their organizing abilities, their foresight, and their power of initiative could be brought to bear upon this great economic problem, results of far-reaching importance would be speedily achieved. While professional standards are involved, and many leaders are chasing after them unduly, it should not be forgotten that the country has one of the greatest economic problems in its history to solve. Theorizing as to what alignment teachers shall or shall not make will not solve the problem. Precious time is being wasted over arguments pro and con regarding the teacher's status. Splendid opportunity is afforded the ready talker to exploit his views, but all the time that this is going on children are being turned into the streets for want of schools. School Education believes that strong and powerful influences outside of teachers' organizations must be brought to bear upon the solution of America's present great economic problem.

**T**HE greater part of the population of the country is rural, but education is urban, of the city and for the city. Mere addition of slipshod "courses" in agriculture does not, as is apparently believed in many quarters, transform the curriculum into one suited to the country. Frosting bread does not make cake; the nature of the baking is determined when the flour is mixed. We need then, neither insertion of this course nor addition of that, for mere insertion or addition are wholly inadequate. What is needed is thoroughgoing reconstruction, not one proceeding under the eyes of re-vision only, but under the eyes of an altogether new vision. As long as the appeal and lure of agriculture are confined to definite rooms or hours, with that appeal and that lure fostered only by the simplest operations, no special dignity is given to agriculture, and except in rare instances no permanent enthusiasms are started. For the pupil leaves the room or passes to another hour to engage himself in a history that is thoroughly city-minded, to a reader that is intellectually archaic, and English rather than American. And if matter of the country is included it is an English hunting song or celebration of some custom which has not, and never will have, anything but the most remote significance to the American child. Sometime, perhaps, we shall have an education for the rural child that will do more than teach him to test seed-corn, an education that will give him his bearings in a world where his adult perplexities will be economic, political ones, and scientific, too. Fitting the child for the world of now, in which he is presumably to live, will mean a thorough permeation of his studies, of his experimental activities, by the breath of his present life. Too much now when glamour and glitter come they spill their lustre over the city, and we have as partial result that disastrous city-ward drift that is frustrating the heartiness and vital good of the country. And when the lure of the cities has not been implicit in the curriculum, the studies in great part have been devitalized by distance and unconcern with the country child's background. Too long we have piped from the city the stale air of musty facts for the ventilation of our schools. The fields are at hand, broad and green and fertile. Open the windows!

**I**N connection with the peace program of the American Red Cross, it is announced that that organization will develop a broad educational program by means of the motion picture. According to a statement from Washington Headquarters the Red Cross will furnish not only pictures depicting its own work but will expand its film activities to include subjects pertaining to governmental, industrial, scenic and such other pictures as may properly be made parts of a broad program for a healthier and happier America. The Red Cross states that in entering the educational film field its work is based on a definite demand for pictures of this character which are not provided in sufficient quantities by commercial concerns. Distribution will be made through the thirteen Red Cross Divisions and 3,700 chapters throughout the country. Catalogues describing available films, suitable for churches and schools, will be sent to such institutions as send their addresses to National Headquarters, American Red Cross, Washington, D. C.

**R**IGHT or wrong, affiliation of teachers with organized labor is progressing and sentiment in support of such affiliation seems to be developing throughout the country. When the teachers in the high schools of a great American city unionize and identify themselves with labor, the act takes on nation-wide significance. School Education regrets for some reasons that it seems necessary for teachers to align themselves with the labor movement, but it is useless for a public journal to ignore the facts in any movement of general interest. Prominent educators and citizens whose professional opinions are wont to carry weight become partisan in this movement with determined purpose and evident sincerity. At a recent meeting of the Public Education Association of New York City, Dr. Overstreet of the college of the city of New York said that the traditional unwillingness of teachers to align themselves with so-called partisan labor has actually delivered them into the hands of partisan interests, and he made the following observations:

"Affiliation with labor connects teachers with one group that is consistently fighting for a real democracy—that is for industrial democracy. The great need of teachers today is for democracy in their working conditions—security of tenure, freedom of thought and speech, the right of a voice in the organization of their work. Affiliation with labor subjects teachers to the danger of incurring the enmity of the forces of autocracy and Junkerism in education. This should be enough to bring out heroic response from the teachers to save themselves and American education from the fomentation of petty oligarchies that are un-American both in their outlook and their methods."

**I**N a recent Literary Digest there was an interesting discussion of children's literature, significant of the trend in late years toward serious consideration of this field. Time was when "juveniles" were written, published, and bought without the selection and critical sieving through which other literature was passed. But a new age brings into play new standards, and it is high time. Too long the publishers have been drowning the markets with things "written down" to the level of children by people who, Kate Douglas Wiggin says in the article referred to, "could never possibly write up to their level". Surely there is a fundamental derangement of intellect that allows to pass such atrocities as Rip van Winkle simplified and written down for the child mind. Dickens, also, has had his stories "simplified"—and drained dry of what most people go to Dickens for, the inimitable Dickens flavor. Now it is true that the youngest children cannot follow or understand some of these stories. Need they? Cannot their minds be allowed to mature until they can understand? For years children of varying ages have gone to Dickens, remained with Dickens, and later returned to him. Even after the Tales from Shakespeare of Charles and Mary Lamb there may be placed a hesitating question mark. True, we get something of Lamb, and for that may be grateful. But what do we get of Shakespeare? Only the plots, which Shakespeare himself thought so little of that he did not take the trouble to originate a single one. Is it with mere plots that we

would fill the child's mind? Is plot itself of such saving power that we must early inject it into the mind as with a mild hypodermic? For extracts more is to be said: extracts give tantalizing glimpses of scenes in which the reader wishes to wander at his leisure. Even a revision of Malory's *Morte d'Arthur*—provided it be done by the hand of a Sidney Lanier—may be acceptable. But first, even after allowing for the archaic unfamiliar language of Malory, let us be sure of the Lanier. A trust in the child's own exploring instincts were perhaps a wiser course to follow. Granted the opportunity, the child, long before he has put away childish things, will find and love Irving, Dickens, and others. And ignorance of the plot, of the way "things turn out", may take children through many a book which, if they knew the outcome, they might never finish, thus losing a liking that might have led them on from one book to another. Let us take care, then, lest in our haste to inject the plot hypodermically, we find that all we have done is to inoculate the child against the real literature when he is "exposed". We should not try to avert an epidemic of reading, but to cause one. We want every child to "catch".

**A**NOTHER fact to remember in connection with juveniles is the fact that we do not yet know their ultimate effects. They have yet fully to prove their worth. That worth consists in two things: first, the satisfaction of the interest of the child; second, and later, an established love, even a hankering, for the best of adult literature. The first purpose is undoubtedly served by a large proportion of present day juveniles. But we are not yet able to measure accurately the extent to which the second purpose is served. Evidence is to be had only by the testimony of the later years of those people who as children subsisted on juveniles. By its nature such testimony can be gathered only slowly and uncertainly. We do know that the authors of today recall as good influences chiefly those adult books that by their simple nature suited the taste of children, books such as those of Dickens, Stevenson, and Scott are to the children of today. What will the authors of 1940 have to say of Frank Baum, Ralph Barbour, Gelett Burgess, and others of their kind? Will they tell of Barbour's whetting their taste for George Elliot, Arnold Bennett, H. G. Wells, Bernard Shaw? Perhaps the story will be a different one. Perhaps it is possible that already we are reaping the first harvest of the modern broadcast sowing of juveniles, reaping it in a general taste for the harolddbellwrights and georgebarrmccutcheons of the time. All this is not to deny a legitimate place to juveniles. The child cannot forever be led forward "on stepping stones of his dead selves to higher things". Often he must have chances for excursions that have no other justification than the sunny pleasantness of the day. Nevertheless, we can take thought for the morrow.

**T**HE Carnegie Corporation of New York has announced its purpose to give \$5,000,000 for the use of the National Academy of Sciences and the National Research Council. It is understood that a portion of the money will be used to erect in Washington a home of suitable architectural dignity for the two beneficiary organizations. The remainder will be placed in the hands of the Academy, which enjoys a federal charter, to be used as a permanent endowment for the National Research Council. This impressive gift is a fitting supplement to Mr. Carnegie's great contributions to science and industry. The

Council is a democratic organization based upon some forty of the great scientific and engineering societies of the country, which elect delegates to its constituent Divisions. It is not supported or controlled by the government, differing in this respect from other similar organizations established since the beginning of the war in England, Italy, Japan, Canada, and Australia. It intends, if possible, to achieve in a democracy and by democratic methods the great scientific results which the Germans achieved by autocratic methods in an autocracy while avoiding the obnoxious features of the autocratic regime. The Council was organized in 1916 as a measure of national preparedness and its efforts during the war were mostly confined to assisting the government in the solution of pressing war-time problems involving scientific investigation. Reorganized since the war on a peace-time footing, it is now attempting to stimulate and promote scientific research in agriculture, medicine, and industry, and in every field of pure science. The war afforded a convincing demonstration of the dependence of modern nations upon scientific achievement, and nothing is more certain than that the United States will ultimately fall behind in its competition with the other great peoples of the world unless there be persistent and energetic effort expended to foster scientific discovery.

**I**N PRESENTING the arguments for and against unionization of teachers and the affiliation of such unions with the American Federation of Labor, SCHOOL EDUCATION seeks to be of use in the solution of a most perplexing question. Many of the conditions which brought about the formation of the early labor unions are undoubtedly at work among the teachers today. Unsatisfactory working conditions, inadequate pay, and a distressing worrying struggle to live the year through, make many a teacher look with favor on such enterprises as collective bargaining. Without prejudice either way, however, the teacher, before he takes action, will seek to be what every teacher supposedly is—informed. It is to aid the teacher in this effort that SCHOOL EDUCATION proposes to give the arguments of both sides as the only fair way of handling the problem. To meet the conditions which have produced this problem some definite programs have been adopted, programs which will be noted from time to time in this magazine. But unless something more drastic is done the problem will demand other methods of solution. Assuredly, the teachers are going to adopt some method of their own, but before the adoption of any method comes the necessity of organization. The form and character of the organization, then, is the problem, and not the mere fact of organization. That this form be decided on only after unremittingly careful thought will surely be the least that can be expected of those whose very business it is to know both sides of a question, and to give to every problem its proper investigation.

**T**OWNS considering the building of a new schoolhouse will do well to stop, look, and think. Granted the building is finished and stands in its clean brick and trimmings of white stone, with all the latest improvements, all the finest apparatus in the laboratories, a spacious gymnasium and all that goes with it,—even then the essential purpose of education is not attained. For what is the use of brick and stone and metal without alert trained minds to direct the activities of students who enter the building for something not to be obtained from metal or stone? This is not meant to discourage

the building of new schools. The war has left congested buildings in which only pitifully inadequate teaching may be done. But it is meant that mere buildings alone will not solve any educational problem worth solving. Too often a community considers its part done when the building is erected and furnished with a crew of teachers obtained by paying simply what the market demands—not for a certain grade of teacher, but for any kind of teacher, trained or untrained it matters little. It is of course true that in this present day many a school has difficulty in getting even the unprepared teachers. But that, again, is partly due to a wrong emphasis in the past, when the building represented the only apparent goal of too many communities. The building has certainly been an admissible part of that goal; it has been something tangible and a visible monument of the community's enterprise; hence it has been too often more easily obtained than the invisible but more important things such as efficiency, training, and culture in the teaching force. Podunk would pride itself on a schoolhouse \$10,000 more expensive than that of Grassville's late ambition. But how often has Podunk made the retort to Grassville by spending even \$2,000 more on teachers. Yet Mark Hopkins on one end of a log or Socrates in an olive grove were better schools than any \$100,000 educational palace with in it only those people who could temporarily be persuaded to teach. Just now conditions are forcing consideration of both problems. In this consideration that town will be wise which meets both elements of the problem—teacher and building, but gets the trained corps of teachers first.

**T**HE question now raised of the organization of teachers for their own betterment is a sign of health, no matter how pointed the arguments grow or which way the decisions fall. At least it means this: that in the great body of teachers there are many who are going to remain in the work for which they have fitted themselves if by any possible decent means they can secure the social and monetary recognition which is their due. Sad would be the case if after all these years most of the teachers actively wanted to leave their occupation to hitch their wagons—not to a star of service for others but to any "tin lizzie" that seemed headed more directly toward a larger bank roll. The desire for organization proves that there are in the profession many who belong there, who are there because they wish to be, whose hearts will not permit them to be anywhere else and be comfortable. SCHOOL EDUCATION has before this expressed its belief that the very best teachers are not leaving the service of education, even though many of the best are going. It can be left to those who remain, surely, once they have the facts in mind, to decide what form of organization is most acceptable. And in the meantime we can be glad that there are those who have enough interest in their work to be carefully engaged with the problem of finding satisfaction during this troubled time before teachers can come into their own, as surely they will.

Any man who tries to excite class hatred, sectional hate, hate of creed, any kind of hatred in our community, though he may affect to do it in the interest of the class he is addressing, is in the long run with absolute certainty that class's own worst enemy. In the long run, and as a whole, we are going to go up or go down together.—Theodore Roosevelt.

## The First National Consolidated Rural School Conference

**S**CHOOL Education was represented at one of the most significant educational meetings of the year, when the first national consolidated rural school conference ever held in the United States was called February 17-19, by the United States Bureau of Education co-operating with the Iowa State Department of Education and the State Teachers' College at Cedar Falls. The dates were so arranged as to permit delegates from all parts of the west to attend enroute to the meeting of the Department of Superintendence of the N. E. A., at Cleveland. The prevalence of influenza the country over, however, reduced the rank of speakers and delegates very considerably, so that there were possibly not more than three hundred present. Mr. J. L. McBrien, Director of Rural Extension, United States Bureau of Education, and executive secretary of the conference, was among the "flu" victims who was not able to appear. Mr. A. C. Neal, Specialist in Rural Education, of the national Bureau of Education, acted for him.

### The Conference to Exert a Wide Influence

Many of the delegates were school board members and others from districts considering the advisability of combining several schools in their districts. But although the program was abbreviated, the entire time was taken up with addresses and discussions of vital interest to everyone present, and those who came devoted their entire attention to getting all the information they could to take home. And, as Governor Harding of Iowa said, "The entire United States will reap the beneficial results of this first national conference of consolidated rural schools. The conference should be followed by others like it from year to year."

### The Conference Topic and Plan of Attack

The conference topic was: "What our rural schools must be and do to meet after-war conditions and the call of the new day." Speaking as Mr. McBrien's proxy, Mr. Neal opened the conference by stating the three purposes of the meeting: First, to learn what had been done and what has been the matter with the consolidated rural schools of America; second, to ascertain what can be done; and, third, to inspire the delegates to go home and do it. The selection of Iowa as the meeting place for such a convention was a happy one, for this state is probably doing more than any other in the way of consolidating her schools and so could give her visitors an unusual opportunity to see what had actually been done in one state and could be done in others.

The plan of attack was, in the main, the committee plan, and involved a number of problems:

1. The advantages and disadvantages of the various units of taxation and administration as related to rural school consolidation. Members of the committee considering this problem included Will C. Wood, State Commissioner of Education, California, and M. P. Shawkey, State Superintendent of Free Schools, West Virginia.

2. The problem of transportation and good roads as related to rural school consolidation. Committee members: Lee L. Driver, Director, Bureau of Rural Education, Pennsylvania, and J. S. Barry, President, School Coach Company, Marshalltown, Iowa.

3. What the course of study should be and do for consolidated schools. Committee members: H. W. Fought, President, State Teachers' College, South Dakota; Jessie L. Burrall, Chief, School Service Division, National Geographic Magazine, Washington, D. C.;

John Sims, President, Stevens Point State Normal School, Wisconsin; and C. A. Fullerton, Director of Music, Iowa State Teachers' College.

4. The preparation of teachers for consolidated rural schools. Committee members: C. P. Colgrove, President, Upper Iowa University and R. W. Eaton, Editor, Middle West School Review, Omaha, Nebraska.

5. Teachers' salaries in consolidated rural schools. Committee members: John R. Kirke, President, State Teachers' College, Kirksville, Missouri, and Charles F. Pye, Secretary, Iowa State Teachers' Association.

6. The need of more money in the consolidation of rural schools. Committee members: Mrs. Mary C. Bradford, State Superintendent of Public Instruction, Colorado.

### Reports on Rural School Consolidation From the States

The first part of the session was devoted to the hearing of the reports of delegates as to the progress of consolidation in their own states. These reports were given in answer to roll call. As expected, the states reporting the greatest advancement in the movement were those with the largest agricultural population. However, according to Mr. Driver, the industrial states are beginning to realize the necessity of better education for their rural school children and are "coming strong and hoping soon to be among the best."

### Obstacles in the Way of Consolidation

The obstacles generally agreed upon as the greatest were those of transportation, the need for more money, and the reluctance of some of the people to break away from the old-fashioned rural school. The arguments and the possible and probable solutions presented at the conference were, however, such as to give weight to the opinion of all that within the next ten years these obstacles would all be removed. From the motor bus driven by teachers in Colorado and the motor boat used on a southern tributary of the Mississippi River, to the airship smilingly suggested by a border delegate, the transportation prospects loomed bright. It is believed that Iowa has already solved her problem by her definite programs for hard roads.

The money question, it was thought, would be answered by the educating of the public as to the benefits of consolidation. The startling fact was pointed out that during the first year we were at war with Germany, we spent more money in war and preparing for war than the entire country has spent in education since 1787, and there was the feeling throughout the entire meeting, whenever the money question was broached, that

"Were half the power that holds the world  
in terror,

Were half the wealth bestowed on camps  
and courts,

Given to relieve the human mind from error,  
There were no need of arsenals and forts."

The prejudice of the people in favor of the old-fashioned one-room rural school would, too, be removed by educating the people as to the possibilities of the rural consolidated school to bring about the higher educational development of farm dwellers, community betterment, and support of the Christian religion. Moving pictures of the Sargent Consolidated School in Colorado, slides showing the ten years' progress in rural consolidation in Randolph County, Indiana, and exhibits on display from consolidated schools in many parts of the United States bore silent witness that the rural population may have social gatherings equally as attractive as those of the city, and that boys and girls in a fine rural consolidated school can produce results that will not be surpassed in the best city school systems. The exhibition of moving

pictures, slides and school work at the conference resulted in a resolution to the effect that the N. E. A. be asked to establish a motion picture bureau to provide and distribute educational films for use in promotion of consolidation, particularly in those districts where the people were reluctant to part with their one room schools.

#### Reports of the Committee on Course of Study

That it would take a long time to map out a course of study and that this must be done in a rural school laboratory resembling the agricultural experiment stations, was the advice of Dr. Foght, chairman of the committee, who said that he believed the course of study should embrace what the American farmer ought to know—physically, economically, culturally and ethically. Having worked for several years on this subject while in the United States Bureau of Education, Dr. Foght's authoritative statements were received with deep interest.

#### Resolutions Adopted

Toward the close of the session, resolutions were returned by the committee to the effect

1. That the Smith-Towner Bill be passed.
2. That the people of the nation do everything in their power to establish consolidated rural schools wherever feasible.
3. That, where not feasible to establish consolidated rural schools, the one-room schools be standardized.
4. That the election of all teachers be by the calendar year.
5. That the all-year school should be organized to keep the children in school nine months and at work on home projects under the direction of the teacher the rest of the time.
6. That the school year begin January 1, to make it possible for the same teacher to be in school during the growing season of the year.
7. That homes be erected for the teachers at public expense.
8. That the new farm community schools, whether in open country or rural-minded villages, be near an abundance of land to be used for experimental purposes.
9. That the course of study be re-organized to meet the needs of a forward-looking rural people.
10. That physical education be given a definite place in the school curriculum and that school boards be urged to provide adequate playground and gymnasium equipment.
11. That all maximum limits and restrictions on the amount of tax for school purposes be removed and left to the local school authorities to determine.
12. That the N. E. A. be asked to establish a motion picture bureau to provide and distribute films.
13. Finally, that teachers' salaries be advanced sufficiently to attract to the teaching service strong men and women whom the service needs at the present time.

#### The Big Thought of the Conference

The big, inspiring thought that delegates to the first national rural school consolidation conference took home with them was that "the future of the American democracy will be limited in its greatness only by the degree to which we succeed in organizing and keeping on the land a permanent and rural population of high ideals."

## The Big Factor In Rural Education

By C. C. Swain

ONE of the most significant rural life conferences, called by the United States Bureau of Education, was held at the State Teachers' College at Cedar Falls, Iowa, February 17-19. This meeting, attended by rural

school workers from many states, will be a potent factor in rural education, not because it brought out new arguments in favor of larger schools, but for the fact that forces were set in motion to build up the consolidated school from within. Those who attended the meeting should have left with a feeling that the promotion of consolidation is child's play in comparison with the task of taking the new and larger educational opportunities and ideals, and carrying them out into a living reality. This building up process requires patience, intensive study and application, and above all keen insight into the real needs of country life. From my observation, there was more earnestness and less show at this conference than at any other rural life gathering that it has been my privilege to attend, unless it should be the meeting of the National Department of Rural Education at Cleveland last week. The Cedar Falls meeting developed the fact that many people are at work with real consolidated schools as laboratories, trying to solve the many problems that this movement presents. From this effort, we will finally establish the real consolidated school as the rule and not the exception, and demonstrate that the farmer who voted to abandon the pioneer rural school, as he has outgrown other pioneer things, builded better than he knew.

Leading educators everywhere are taking for granted that consolidation is, today, one of the big factors in rural education and urge upon the people to build these schools of real rural community type wherever feasible. This recognizes the fact that the one-teacher school must not be neglected. One sure way to promote consolidation is to make the one-teacher school in a community function in a large way. In other words, give the people a taste of what a good school can do.

The following specific problems, growing out of consolidation, were set up and discussed at the conference: First, advantages and disadvantages of the various units of taxation and administration; second, transportation; third, the course of study; fourth, the preparation of teachers.

Consolidation seeks to equalize educational opportunities. To do this, there must be a reasonable degree of equality in school support. Authorities in this field also agree that a unit larger than the district or even than the township is desirable. A larger unit, both for taxation and administration will make it easier to work out a state-wide scheme for consolidation in a more satisfactory and practical manner. One of the pressing problems in states where a large number of consolidated schools have been established is to work out a permanent program, and redistrict the whole state for consolidation. Wise leaders and sane counsel on this point will ward off misfits in the future. It seems to me that states can afford to make haste slowly in order to build a system that will have permanency.

Transportation—The thousands of consolidated schools over the land are gradually answering the stock objections to consolidation because of transportation. The progress now being made in good road building and the coming of the auto van or truck will hasten the day when the hauling of children becomes a negligible consideration—except for those who use this objection because they are ashamed to say that the new school will cost more than they are willing to pay. It is my conviction that both transportation equipment and service should be standardized by means of state regulations, direction and subsidy. It is for this reason that transportation is now a success and not a serious problem, in Minnesota. We can now say, that where the hauling of children is not

satisfactory, the reason is found in poor management or unavoidable local but temporary conditions.

The big problem in all our schools, and especially the consolidated school, is to know what to teach and how to teach. In this field we have many lofty ideals and wonderful promises, but comparatively little achievement. We seem to be so easily satisfied. If the children do better, and learn more, then people think that they have better schools. So few stop to analyse, and try to answer the question, what knowledge is of most worth? To solve this problem we must begin with the child. What is his environment? What are his problems? Will his activities lead to others? Will his training be such that life will not run out? Will our hopes and ideals for him as a citizen and member of a larger social group be realized?

Around the country child let us build up a school curriculum. We will then be able to train, properly, superintendents and teachers, and provide the necessary school plant. Country children ask no special training, vocational or otherwise. They are just common folk and do not wish to be selected and set apart as a peculiar lot. If we wish no special classes in citizenship, we must begin by doing away with class distinction in education. Teach agriculture, farm projects, etc., certainly, not for the purpose of making farmers, but because the best and most lasting training comes when we teach in terms of the child's environment. The beauty of it all is that this conception, when fully realized, is the surest way to get our share of the best boys and girls to remain on the farm. They will be the leaders who will build a lasting civilization in the open country, and make farm life as desirable as any. What we particularly need now is not more schools or all schools kept open, but better schools. This applies to all, but particularly to consolidated schools. To this end we must have properly trained principals and teachers. Just now we need our best minds in the teacher training field. Will our ablest men and women come for this training? America's answer will be that they must come. The war trained our national imagination and steeled our determination. The profession of teaching will be exalted and the required funds be forthcoming.

Consolidation is going to come by leaps and bounds. The nation will promote it as a matter of national defense. The farmers, themselves, are beginning to ask for better schools, and asking some rather embarrassing questions of those who are expected to lead the way. The thinking farmer wants a better education for his children, because it is plain that in these critical times there are some mighty lean years in store for those who are not properly trained. In the next place, the farmer has a profound respect for the eternal fitness of things. Nature has taught him that. He blushes when told that he buys six-cylinder autos, but one-cylinder schools. Finally, he is going to invest some of his hard-earned money in gilt-edged security; build for his best crop, the boys and girls. The most hopeful and promising institution in rural education today is the union of a number of small, weak and inherently inefficient schools into a larger unit.

If one set of our fellow citizens is degraded, you can be absolutely certain that the degradation will spread to all of us. This government is founded on the theory that "all men up" is a safer motto than "some men down." We must make it good.—Theodore Roosevelt.

## Teachers Associations and Labor Affiliations

A Brilliant and Forceful Discussion On Teachers Affiliation With The American Federation Of Labor.

By Dr. Lotus D. Coffman



Dr. L. D. Coffman

**T**O WHAT kind of an association shall teachers belong? Shall they join the American Federation of Teachers, which is affiliated with the American Federation of Labor, or shall they maintain an independent organization of their own? This is the question which thousands of teachers are being called on to answer. All matters of a temporary or expedient character should be swept aside in an attempt to arrive at a final and sensible answer to the question. The American Federation of Teachers bases its appeal upon the assumption that teachers are merely employees, hired men and women, not members of a profession; that they are the objects of economic and intellectual exploitation and oppression; that affiliation with union labor will exalt and dignify them as they have no dignity to lose, that they are a helpless, hopeless, disorganized aggregation of units, without business or collective sense; that their servility, due to autocratic and Prussian methods of administration, is notorious.

The force of the appeal of such facts comes at a most fortunate time for the American Federation of Teachers. Conditions throughout the country are unsettled. The cost of living is still rising. Labor has raised its wage scales enormously through the influence of the unions. Teachers, on the other hand, are finding it increasingly more difficult, if not impossible, to maintain their former standards of living. Many are leaving teaching, attracted by



more remunerative opportunities in other fields, and their places are being taken by the untrained and unqualified. The public expresses an interest in the situation, but remains too inactive. Labor extends a welcoming hand, saying, "Join us, we have the power and the votes to bring you quick relief." It points to its record of achievement, it shows how it has bettered its own condition; it shows how it has actually helped teachers in certain localities.

Moreover, this argument apparently has the sanction of some of the most distinguished educators of this country, the most distinguished of whom perhaps is Professor John Dewey. Professor Dewey tells us that "teachers have not had sufficient intelligence to be courageous," and suggests that the intelligence necessary to be courageous, can be acquired by joining with labor. Furthermore, he curiously and naively suggests that affiliation with labor will give teachers "faith in their calling, faith in one another, and the recognition that they are the servants of the community." In other words, if teachers are to have faith in their work, faith in their co-workers, and respect and recognition for the idealisms, the social obligations and forms of social service, they are expected to discharge as members of the community, they must join with some organization which differs in purpose, in nature and in membership from the usual teachers' organization. The proposals of the American Federation of Teachers are deserving of the most serious consideration, because it is deliberately at work setting up an organization within our ranks. Its delegates appear at our State Associations and visit our cities, seeking the establishment of local unions. I shall discuss only a few of the objections which may be raised to its activities. Among these I would mention:

1. Teachers are not laborers merely. If they are, then so are the doctors, lawyers, nurses, ministers, the followers of every profession. Truly they all work, but they do more than that. They recognize their social servanthships and ethical obligations. They consider the opportunities for service and the by-product of their work of more importance than the economic returns they receive. When the professions are acceptable to the unions, then all the people of this country will be joined in one great union, and that union will be the United States of America.

2. The purposes, methods and problems of organized labor are essentially and fundamentally different from those of the teaching profession. "They aim at different objects; they handle different materials; they deal with different problems; they work in a different atmosphere; they develop different attitudes." Labor works with inert materials; teachers with impressionable human nature. Labor seeks a standardized product; teachers, the development of initiative and originality. The methods of labor are static; those of the teacher, dynamic. The laborer is an artisan, the teacher an artist. So long as these differences prevail they cannot covenant together without loss to both. An alliance between them is an unnatural alliance.

3. Labor believes in equal pay for equal work. It has made its hardest fight for the acceptance of the principle that men doing the same kind of work shall be paid the same wage, regardless of efficiency or output. Transferred to the field of education, this means equal pay for equal positions, and by equal positions is meant teaching the same grade, the same subject, or the same number of hours. To institute a union wage plan for payment of teachers means that the merest tyro will receive as much salary as the most competent teacher. It means that in-

efficiency and incompetency are protected and perpetuated. In this connection it should be remembered that the interests of the teachers and the interests of the school are identical. Whatever interferes with one will interfere with the other. Every plan, policy or redress of grievances to correct economic wrongs of teachers must be considered in relation to its influence and effect upon the schools. Schools are not social agencies created and set apart for the special benefit of teachers; quite the contrary, teachers are made for schools. For these reasons present benefits must be considered in terms of their ultimate results. An immediate gain for the teacher that results in permanent harm to the school will, in the long run, leave the teacher worse off than he was before. This being true, the slogan of the professionally minded teachers will not be equal pay for equal work, but equal pay for equal work of equal worth.

4. The weapon of the union is the strike. But recognizing that it would be contrary to public policy for teachers to strike—the American Federation of Labor has guaranteed local autonomy in this matter to local federations of teachers. Disregarding entirely the reflection which this guarantee implies, there is something which these teachers cannot escape. They cannot escape having their psychological processes, biases and attitudes colored and influenced by those with whom they are associated. It will be more and more difficult for them to maintain that freedom of thought and unprejudiced judicial mindedness so necessary for fair discussion and just decision when the strike is the subject of consideration. Moreover, the public is gradually crystallizing its views on the strike problems. It holds that a strike of public servants is a strike against the government itself. This issue was clearly settled in the Boston police strike. The overwhelming vote given Governor Coolidge at the time of his election was an emphatic expression of public opinion that those who hold positions of public trust and honor cannot violate them. However, even though the American Federation of Labor guarantees autonomy to local teachers' unions and even though State Teachers' Associations frown upon strikes, they are actually occurring. The public cannot acquit itself easily of the enormous folly of permitting teachers to become discontented. Prudence, good sense, and a high conception of public welfare should have induced the public long ago to have remedied conditions. It did not do so. Consequently thinking people are forced to debate some of the remedial measures advocated by certain groups of teachers. It is a serious thing to deny any body of free men the right to strike, but we must do so in the case of policemen, soldiers, and teachers. When policemen may decide for themselves when and in what manner they will enforce the law, a dangerous form of militarism has been created. When teachers may decide for themselves when and in what manner the schools shall be kept open, the foundations of government at once become insecure. Democracy can never be attained by the surrender of any phase, or any part of its force, or its standards of public service to a special interest. Neither the state nor the public can become the instrument of a special class. This tradition is not a fiction, it is an ideal of social policy which cannot be abandoned. Perhaps the greatest single political achievement of all time is the subordination of the individual to the state in the interest of the common good. It is this ideal as much, and perhaps more than any other, that the school seeks to safeguard. Its preservation is our sole assurance for social progress. I have said that teachers' unions affiliated with labor must inevitably become sympathetic with the methods of those from whom they

receive support. At any rate, if they do not do so, it is not likely to be the fault of labor. A story is told which illustrates the point I have in mind. A miner was on a strike. He became ill and sent for the doctor. The doctor came puffing in almost exhausted, claiming that he had been working from fourteen to twenty hours a day. The miner, looking up, said, "Why don't you strike for shorter hours?" The doctor said, "Well, suppose the doctors did strike, who would be here to minister to you when you are sick?" "That's so," said the miner, scratching his head, "who would?" Then he had a bright thought. Looking up at the doctor, he said, "Why don't the doctors organize a union and affiliate with the miners' union? Then we could strike for you."

5. The fifth objection that I have to the affiliation of teachers and labor unions is that it will intensify class spirit and class antagonism. The American Federation of Teachers, unless it has recently changed its constitution, does not permit those persons on the public school staff who are presumed to be in disciplinary relations to teachers to be members of it. Such an arrangement must result in arraigning a part of the group against the rest of the group. A schism in the ranks of teachers at any time is unfortunate, and it is doubly so when it is forced by semi-secret organizations and caucuses of teachers. Class-consciousness may be an unmitigated good, or an unmitigated evil, according to whether it expresses itself in a social consciousness, or degenerates into class-mindedness. Certainly our recent experiences in dealing with it in this country justify us in saying that it is the most insidious virus in American life today. To indoctrinate the teaching force with this idea so that it is arrayed against the supervising and administrative force will jeopardize the standing and influence of the public schools. It is unfortunate from another point of view. It will result, if indeed it has not already done so, in an attempt to discredit administrative and supervisory positions. A representative of the American Federation of Teachers recently said to a body of teachers,

Superintendents are creatures of capitalistic boards of education. Talent and ability are not found in such positions; only mediocrity will be found there. Real intelligence is found among the teachers.

A grosser misrepresentation of the facts could scarcely be uttered. The truth is that neither talent, nor stupidity belong to either class. They are found in both. Everywhere we hear pleas for more opportunities, wider privileges and better salaries for teachers. Who is making similar pleas for superintendents? Almost no one, and yet such pleas are needed quite as much for superintendents as for teachers. The shortage of competent superintendents is growing more serious every day, due partly to the discontent and unrest among teachers. Between teachers and superintendents, there should be co-operation, not division; union of effort not separation; collective not divided responsibility. This has actually been achieved in many places, but it must be an accomplished fact in more, before the future of the schools is secure. The difficulty which arises when groups begin to think in terms of their interests or grievances is that they will emphasize their rights to the neglect of their duties, their privileges to the neglect of their obligations, their wishes to the neglect of their responsibilities. The ultimate goal is obscured by the thing near at hand. The truth is democracy has been on trial too long to be lost in any sudden burst of enthusiasm for human freedom. All human freedom is limited by its capacity for stable and efficient self-control. Democratic nations have died

only by self slaughter. Our nation faces the task of re-interpreting its ideals and of readjusting its life. In the future, there will be less talk of rights, and more insistence upon duties. If we, as individuals, or as classes or special groups, do not volunteer for new life, we shall be drafted. President Eliot recently declared that democracy is now on trial, that unless we effect a highly efficient organization with national unity as its goal, we must fail. If education is not used to promote the resources of the nation as a whole, but to divert these resources into individual or class channels, it becomes a source of weakness instead of strength.

6. A sixth reason for objecting to the affiliation of teachers' organizations and labor unions lies in the failure to make a proper distinction between private work and public service. The teacher is the social servant and the employee of all classes. He cannot favor one against the other. He has accepted a position of trust and honor, which he is privileged to relinquish, but which he is obligated to fill, while in office, with fidelity and impartiality. And herein lies one of the inherent weaknesses of organized labor in continuing to invite and urge such affiliation. We have taken great pains in this country to safeguard and protect the freedom of the schools. We have excluded politics and ecclesiastical control; we have consistently refused to permit the schools to become fertile soil for any propaganda, except that of a patriotic character. Public opinion is particularly sensitive to any departure from this policy, and for organized labor to seek to absorb into its membership the teachers, is to arouse apprehension and protest immediately, and to provoke prejudice against the source from which the proposition comes. In other words, organized labor cannot afford to solicit the affiliation of the public school teachers, or of any other public employees; it sacrifices thereby too much of the confidence and good will of the public. Not only will there be an alienation of public support for organized labor, but an alienation of public support for public school teachers as well. Teachers must not at any time forget that they are public servants deriving their support from the public and answerable in loyalty and devotion to the whole public, not to a class. The schools must remain the unbiased and unprejudiced sources of information and instruction for the establishment of wholesome public opinion; to make them partisan, is a deadly stroke at the very foundation of democracy itself.

7. There is danger that affiliation with organized labor will result inevitably in a lowering of professional standards among teachers. These are now much too low. Perhaps not more than twenty-five per cent of the teachers of this country can be regarded as adequately trained for the positions they hold. To admit recruits, known to be poorly trained, and to insist that they be paid as much as the trained and the competent, will mean a return to the intolerable conditions that existed twenty or more years ago, when there were practically no trained teachers. Two of the main arguments advanced by the American Federation of Teachers are based upon the desire for more power and more money. These are natural cravings. The American Federation of Teachers insists that teachers should have more of a voice in the determination of school affairs. No one denies this as a general proposition. Indeed they have already a co-operative arrangement with this end in view in many places, and hundreds of other places are at work at the problem. And the interesting fact is that these things have come about naturally, logically, without the assistance or advice of outside delegates. The number of communities and states throughout the country that have taken steps to improve

the salary situation without relying entirely upon the assistance of organized labor is striking. Virginia increased its appropriation for teachers' salaries by \$800,000 to aid rural school teachers and to lengthen the term. Texas appropriated \$2,000,000 in 1919-20 and an equal amount for 1920-21 for the same purpose. South Carolina raised the salaries of high school teachers 36 per cent; Indiana from 25 to 30 per cent. New York passed the most important salary law in its history with many agencies backing it. Kentucky, Massachusetts, Georgia, Connecticut, have established new schedules, or have them pending. The very remarkable advance salary legislation in Iowa was due to the effective work of the State Teachers' Association. Exceptionally effective work is being done by the State Teachers' Associations of Ohio, Michigan and Minnesota. There are only a few of the cases that could be cited. Now the important question is, who initiated the movements which resulted in these advances, and who supported them. If I am correctly informed, they were started by some professional organization of teachers and eventually received the support of all classes—organized labor included. This is as it should be. In presenting this list, I should not omit New Mexico, where one of the most interesting tests is being made. The teachers of that state at their state meeting passed a resolution taxing themselves on a pro rata salary basis for the raising of \$15,000 to secure legislation for better salaries. They established the minimum salary at \$1,200, but the chief paper of the state in a ringing editorial showed that the minimum should be \$1,800 and urged that that be fixed as the standard. A volume could be written describing other important types of work these associations are doing. Everywhere where teachers have sought to maintain the unity of the profession, they have found it easy to cooperate with all other social agencies, rather than to compete with them for public favor. Affiliation with organized labor may help in developing a feeling of solidarity and may secure some economic gains, but it will not secure solidarity and economic gains commensurate with those secured where teachers are organized on a professional basis. More than that, the breadth of view of the service of teachers as citizens will be narrowed rather than broadened by the latter relation. One can scarcely serve two masters and profit equally from both. Referring to the kind of freedom which a teacher should possess, Mr. C. E. Myers, in a recent issue of *School and Society*, declares that if teachers recognizing their weakness, seek protection under the arms of "labor" that they will be losers in freedom of spirit and particularly in that freedom which carries over in teaching and makes for democracy in education. The issue is clear cut. Mr. Myers' argument may be summarized as follows:

Shall teachers with the economic and moral support of one class organization, attempt to dictate the terms of their own labor, and the education which all classes must receive? If democracy is to be safe, the teachers of our future citizens must be able to remain free from class prejudice as professional public servants, must see the justice of the claims peculiar to any class, and labor to dispel the ignorance and cultivate the unselfishness which makes makes class disputes possible.

To be sure, teachers must exercise their responsibilities and rights to promote better citizenship. The type of democracy which they should advocate within the school should be one which enables them to co-operate with each other and with the representatives of all the people,

all classes and all organizations, to the end that all classes, and all individuals will be given an equal opportunity to live happy and useful lives. Now I return to the question with which I began:

To what kind of an association shall teachers belong? To one where they are subservient to a strong class organization, or to one dominated by professional purposes, aspirations and ideals when they continue to be a professional group of free public servants?

It is my opinion that the resolution recently adopted by the Educational Council of the State Teachers' Association of Colorado, outlines the correct program in the last paragraph which reads thus:

"The teachers of America should be associated in a national association with the state association as units of the national association, with local associations throughout the various states members of the state association; that each of these units should keep itself free, unincumbered and unattached, in order that, by the independence of its position, it may lay its program for the benefit of public education before any and all organizations which ought to join with it in improving educational conditions."

This would give us a strong cohesive self-conscious organization, actuated by a desire of worthy service, worthily rendered the state, and in which the feelings of professional spirit and pride would be augmented by the consciousness of numbers and influence.

Footnote.

Since this paper was written the writer has been led to believe that there are those who regard it as an attack upon organized labor,—upon the right of labor to organize. Nothing could be farther from my thought. The right of labor to organize, in my judgment, is inviolable and necessary.

Others have seemed to feel that the paper is a subtle attack upon the educational program of organized labor. While I do not see how such an interpretation can be given to any sentence or paragraph in the paper, I am pleased to have this opportunity of paying my respects and of acknowledging my indebtedness to organized labor for the comprehensive and progressive educational program which it has formulated.

In the preparation of this paper the writer had possession of and was granted the privilege of using certain statements from an unpublished paper by Mr. R. R. Price of the Extension Department of the University of Minnesota.

#### DISTRACTION

By Bernice Lesbia Kenyon

Oh, that you ever wakened me from sleep!  
I would go back to dreaming as before,  
When my closed eyes saw not how beauty wore  
Yourself for her own semblance. I would keep  
My own calm thoughts, that lived and brooded deep  
On undiscovered wonders—all the lore  
Of darkest wisdom. But to-day no more!  
Now you alone can make me laugh or weep.  
To-day you are fleet joy, to lead astray  
My thoughts that can not follow you in flight;  
To-morrow I shall find you different,—  
Demure—remote—such is your changing way.  
But always you are beauty, whose clear sight  
Makes me pursue you in my discontent.  
—From The Sonnet.

# Training Departments In State Normal Schools

By the Committee on Surveys  
and Standards, National Council  
of Presidents of Normal  
Schools, Cleveland.

The following report was prepared and presented to the Council by the chairman of the committee, President G. E. Maxwell, of Winona, Minnesota:

The training department of the normal school is the most important phase of the teacher preparation maintained in the institution. Whatever the laboratory is to the young chemist, or the hospital to the beginning surgeon, that the practice school is to the teacher in training. It is the culminating and most significant aspect of his professional preparation. Normal schools everywhere should, therefore, stress this phase of their work as an indispensable factor. Through the insight and experiment of the directors and training teachers, and through the stress of circumstances, these departments are beginning to take on certain approved type forms. It is the purpose of this report to recommend certain standards which our observation, inquiry and a priori judgment seem to show to be basic and of general application.

## Organization of the Training Department

1. Each normal school should maintain its own elementary school as a part, at least, of its training department, preferably in a separate, well appointed, well equipped elementary school building. Such independent housing in a separate place or building affords the school an identity of its own and an esprit de corps. The conditions of general management of a school so housed become more typical of public school activity and so afford a better training for prospective teachers. While the department should be separately housed, it should be easily accessible both to the students and the faculty of the normal school department.

2. Supplementing this campus training school which is connected organically with the institution, each normal school should affiliate itself with the public schools of its own community or neighborhood, so as to provide that each student before graduation and as his final practice, shall have the opportunity for a period of supervised teaching within these public schools. Such practice, if even for a brief period, should include the care of an entire room of children. Supervisors in such cases should if possible be under the control of the normal school.

3. The training department should be the correlating center for the work of the entire normal school. To this end the so-called academic courses and the professional courses in theory should be taught in terms of the needs and conditions to be found within the training department. The Committee recognizes a variety of effective forms of inter-relation between these departments. We, therefore, at this time lay principal emphasis upon the necessity for such co-operation rather than upon its

form of organization. Your Committee, however, recommend that the supervision of student teaching should rest primarily with teachers employed specifically for that purpose rather than with teachers of academic or professional courses. The training teacher should be the final authority in the organization of subject matter, in the management of her own room, in the immediate oversight of student teachers, and in the grades which are awarded. While theoretically attractive, it is practically very difficult for teachers of the normal department directly to supervise student teachers.

4. The training department should cover the same years or grades of school work as the years and grades of the public schools into which the graduates of the normal school are expected or licensed to begin their independent teaching. The number of pupils annually enrolled in the training department should be not less than four times the annual number of graduates from the normal school.

5. Again, the program of studies and the textbooks for the children of the training department should be largely identical with the program and texts for the state or section into whose public schools the graduates of the normal school are received as teachers. That is, fundamentally, the training school should be typical rather than model. This does not mean, however, that the training school shall not be responsible for exhibiting attainable ideals and standards for the public schools to follow, or that it shall not supplement program, textbooks, and equipment, in such manner as greatly to enrich its own work and thus lead the way to better work in all schools.

6. The best interests of the children of any training school demand that at least one-third of the actual instruction of the children shall be given by skilled teachers, either supervisors, paid assistants, teachers of special subjects, or department heads. Under this condition the education afforded in training departments will be definitely superior to the average instruction in the public schools of the same community.

A limited number of records of school measurements and the testimony of several observers, show that training school children tend to excel in the thought or content subjects and in spontaneity and initiative, but to be liable to retardation in the more formal subjects, the subjects such as require drill for habit formation, or involve other forms of automatic mental reactions.

7. Constant use should be made of the approved standard scales and general intelligence tests as aids in instruction, the treatment of subject matter, grading, and promotion. Student teachers who assist in scoring such tests, are thus afforded excellent concrete instruction in educational measurement. While the teachers of education and psychology in the normal department should teach the nature and use of these measures, and thus in this phase of work afford assistance to the training department, the problem in the training school is primarily one for the director of the department. Such experiment with and use of the various scales as noted will also enable the normal school to help sift the grain from the chaff in this field of educational measurement and thus to make some contribution to educational progress.

The cost of practice teaching based upon the annual outlay for the entire training department, including faculty, janitors, supplies, current upkeep, fuel, and light, should be determined by each normal school for itself. Your Committee has not attempted to study this problem at this time, but we have found that comparatively few schools attempt to discover such costs or to organize the training department upon the basis of its relative cost to the rest of the institution. The cost of practice teaching per student teacher for 180 clock hours within the campus training school runs from \$200 to \$500. Such practice as is secured in affiliated city or other public schools and paid for by supplementing the salary of the regular room teacher, costs very much less per student year than in the campus school.

### The Training Teacher

1. The number of teachers giving instruction in the training school, including the head of the department, training teachers, and assistants, should not be less than one-third of the number of teachers in the entire faculty. That is, the ratio of the number of teachers of the two departments should be at least one to two. That this is not a severe standard to maintain is evidenced in the fact that between the two faculties the average ratio for fifteen unselected normal schools, largely located in the north-central section, is one to two and four-tenths.

2. The training teachers in the normal school should be possessed of the same general and professional preparation, experience, skill, and general worth as other members of the normal school faculty and should therefore be remunerated upon the same salary schedule as their colleagues. They should have an equal part in faculty meetings, in service upon committees, and an equal part in establishing the policies of the institution. While training teachers should be selected primarily upon the basis of their craftsmanship, it is nevertheless necessary, if the student teacher is to be more than a mere apprentice, to demand such breadth and richness of professional study and experience as shall enable the training teacher to develop a student's skill on the basis of principles with increasing insight into the specific problems involved in teaching.

Your Committee holds to the demand for higher qualifications among training teachers for a number of reasons. The training teacher is responsible for situations definitely more complex and difficult than the teachers of so-called academic subjects or of theory subjects in the normal department. The training teacher must have effective command of the subject matter of the elementary school curriculum, of the principles of organization and instruction, and of the nature and nurture of children. Besides this very extensive knowledge and insight, this teacher must be an adept in their application to specific cases, she must be able quickly to analyze any unfavorable situation arising in her own instruction or in that of her student teacher. Such analysis must be set forth in such manner as to make the student conscious of the principles involved, as we before said, and to assist the student to find a practical solution on the basis of such principles.

In addition to all this the training teacher must be able to meet parents, to win the good will of the children and of student teachers, and withal she should be healthy, hopeful, and wholesome.

Again the clock hour cost per student instruction in practice teaching, running as high as \$2.00 per hour in some schools, is by far the highest of any form of teaching within the normal school. Such high-priced service should be protected and directed by the best skill within the institution.

3. However, it is found by your Committee that the typical training teacher in normal schools is scarcely able to meet this complex responsibility, or to render the full measure of service which should be required of her. We find that normal school authorities are as yet not magnifying sufficiently the work of their training teachers nor so adjusting salary schedules as to secure the standards of training teacher personnel which are here recommended. Nevertheless, your Committee is gratified to report that there is a very strong tendency toward preparation, salary, and general standing of training teachers equal to those in other departments, and that conditions are decidedly better than they were even ten years ago.

4. To make it possible more easily to secure and to retain the type of training teacher previously described, it is recommended that well-trained and helpful room teachers, or assistants to the training teacher, be provided who shall care for routine matters, take charge of various mechanical, clerical, and instructional duties, thus relieving the training teacher and enabling her to direct her energies to the more difficult problems of her position.

5. Where there is one training teacher for each grade of thirty children, the number of student teachers assigned to such teacher should not exceed eight. This limit is fixed by a consideration of the interests of the children themselves, by the capacity and strength of the training teacher, and by the welfare of the student teachers, each student receiving such individual oversight and instruction as was previously noted in naming the qualifications for this position. Where there is a plan for paid assistants or room teachers, as just recommended, a training teacher, giving practically all her time to her student teachers, may maintain two grades of children and carry as many as twelve to fifteen students at one time.

6. Group conferences for student teachers (so-called critic meetings), conducted by each training teacher, should be regularly held, and should be so organized and maintained as to be effective. Such courses afford constant opportunity to present or review organization of subject matter, method of instruction, problems of management, all vitalized and motivated by the reality of the situation as it develops day by day in the presence of the children. These group conferences should be held not less often than two times per week (preferably three times), and should be supplemented by individual conferences for such specific suggestions for student teachers as may not be in place in the group conference. The director of the training department should frequently participate in both the group and individual conference and should from time to time meet the entire student teacher group for the discussion of topics which relate to the school as a whole.

### The Student Teacher

1. Practice teaching proper should be preceded by a period of observation, or interpretation, and, when possible, of participation in the room or group with which the student is later to be associated as teacher. This observation can best be directed by the training teacher, but may also be made a part of the instruction in principles of teaching or in a course in special methods. Well devised observation lessons should also accompany practice teaching, especially so when opportunity for actual practice is for any reason limited in amount. Such observation is more vital and effective in the mind of a student than that which precedes practice, for the reason that the student who is daily trying his own skill is thereby the better able to appreciate the various aspects of skilled instruction when given by another. In the later portion of his training in the normal school, observation upon a broader plan, covering various subjects, various types of lessons, and various grades, should form a part of the integrating course in the theory of education.

2. Courses in special methods, class management, questioning, organization of teaching units, and a restudy by the student of the branch of field to be taught, should precede his assignment to his practice teaching. As a protection to the children of the training school, all failures or conditions in academic and education theory subjects should be removed by a student before he is assigned to the care of a class. The use of correct conversational English should be a further prerequisite for teaching, while the student's average of all scholarship standings, should be higher than a fixed minimum. The minimum scholarship average should be set considerably above the lowest passing grade. There should also be reasonable assurance that the student's personality, ideals of conduct and character, health and other conditioning factors of a personal nature, are such as to promise successful school-room service, before he is permitted to begin practice teaching.

A normal school student should begin his practice teaching with the beginning of the second half of the period covered by his curriculum. Exception may be made where a student is preparing to withdraw from the school for a temporary period of independent teaching before final graduation.

3. Each student candidate for the diploma should have the equivalent of one school year of daily practice of not less than one clock hour (180 hours) either in the campus training school or in the affiliated public schools. Actual practice teaching should begin with simple and easy, though typical, class work, with a small group of children, and proceed through more complex and more difficult situations to the final care, for a brief period, of an entire room under typical conditions of school-room work.

Practice teaching being an exhausting, important, and critical problem for students, they should be afforded more time for this work than for other courses, and they should be awarded more credit than for other subjects.

4. As to whether a short and intensive period of practice, wherein a student gives practically all his time during say three months to his classroom activities, is better than a longer but less intensive

period, such as an hour's daily practice for a year, is open to question. Indeed, in this matter there is sharp difference of opinion and practice. Certain schools have consistently and successfully maintained the short, intensive period, and several schools are turning to this plan in preference to the other. On the other hand, certain schools are adopting or desiring to adopt the slow growth plan. Other schools, employing both plans at the same time, declare that the extended period develops better skill and better quality of work, although admitting that management ability and the grasp of complex situations are not so fully secured. Your Committee regards the longer period plan as conducive to greater excellence in the art of teaching and to the better formation of good habits of instruction. The extended and less intensive plan affords "a longer exposure," as one says, "to the principles and practices of teaching."

5. We recommend such regularly prepared and effectively used weekly student teacher lesson plans or outlines as shall be helpful to the students themselves, to supervisors, and to the children. Such lesson plans should stress the organization of subject matter of all content subjects, and the method of procedure in expression subjects or such subjects as are largely formal. The unit of instruction, the project, or the goal to be reached, should be dominant in all such lesson plans.

### The Director of the Training School

1. The director of the training school holds the most important place within the normal school with the possible exception of the president. With the training school as the correlating center of the normal school, the director of training as the head of that department becomes the greatest factor in such co-ordination. He should be a professionally trained educational expert, possessed of unusual tact, discretion, and influence, and he should manifest a high degree of organizing ability.

#### THE GREAT BASKET: POETS

By Robln Flower

She sat there, the strong woman,  
Dark, with swift eyes alert and laughter-litged.  
And gathering that wild flock,  
This on her knee, that at her side, another  
Crouched hiding elfin-eyed under tossed hair;  
A calf unsteady-footed  
And muzzled with a stocking-snuffed and blundered,  
And chickens hither and thither  
Pecked on the floor, fluttered on loft and settle.  
"Poets? And is it poets?"  
She said: "The day has been when there were poets  
Here on the Island, yonder on the mainland.  
And my own father's father  
Was the choice poet of the Island. Wisha!  
You'd go to the well up there to draw the water  
And talk a spell, maybe, then come back to him  
And he'd have the poem for you clean and clever.  
He had the wit. If only he'd had learning,  
Mother of God! 'tis he would have been a poet!"

—London Atheneum.



# Unionization of Public School Teachers

## A Symposium on the Unionization of Public School Teachers and Affiliation with The American Federation of Labor

By W. A. Brandenburg, President State Normal School, Pittsburg, Kansas

Teachers' salaries are involved in this subject. I made some investigations, and found that salary increases in the last five years averaged as follows:

	Per Cent
Superintendents .....	46.6
Principals of High Schools .....	41.
Teachers in High Schools .....	33.4
Teachers in Grades .....	43.
Rural Teachers .....	34.5

I learned from three chambers of commerce that the cost of living had increased about 110 per cent. There is a condition here which we must face and frankly admit exists. Labor organization is for increased wages; the organization is for improvement in conditions of labor. The teachers deserve both these things; but, if in their organization they would discount the value of their services, if they would place something between themselves and those whom they serve making it impossible to render as efficient service, then that one thing would remove the other two reasons, in my judgment, for organization. That prices are too high today, and high without justification, there is no question. We are paying more for clothing than we ought to pay for the kind of clothing that we buy, and we are paying too much for the things that we put on our tables.

I think there never was a time when the teaching profession was as nearly upon the very verge of bankruptcy as it is today. I mean by that there never was a time when it was any more difficult for our teachers to pay their bills as individuals and exist upon the salaries that they are receiving; that means that they are on the verge of bankruptcy. We might as well look the situation fairly in the face. Admit, and undertake through legitimate and dignified manner to remove these conditions.

I wrote to distinguished educators throughout the country and asked them to give me an expression of opinion on the Unionization of Teachers with the Federation of Labor. I give herewith quotations from the replies which I received. The names of the writers are withheld, because permission was not secured to publish the letters. The letters represent some of the best educational thought in this country. Each paragraph is a verbatim quotation from a personal letter to me:

\* \* \*

"I have hardly studied the question sufficiently so that I would care to be quoted. My prejudices, however, are entirely against the suggestion. At the same time I am equally opposed to any affili-

ation with big business. The proper place for the teacher it seems to me is a mean between the selfishness, greed and hypocrisy of certain types of business men, and incompetence, greed and brutality of certain types of labor."

\* \* \*

"Federation would reduce us to a dead levelism in our initiative and energy, which would be most destructive to the finer spirit to be found in our profession. It would take away the spur for continued growth and development in service. It would probably bring into the profession, teachers far more inadequately prepared than they are at the present. This would be brought by having a perfunctory set of rules of preparation which teachers might meet in form but not in spirit. When we take from our profession the matter of inspiration, initiative, growth, development, the spur to achievement and the willingness to render a service far beyond that for which we are paid, we have crippled the good which we can do. If I could be sure that all these qualities could be maintained in unionism, I should be for it heart and soul. If I thought that these qualities could be maintained, together with raising teaching to a distinctly higher plane by more adequate salaries, etc., I should favor unionism at once. It is conceivable that the Federation might set at once a very high compensation and very high requirements for those entering the profession. If this could be done, and carried out in letter and in spirit, I believe it would be an excellent thing to join the American Federation of Labor."

\* \* \*

"I believe that it is a criminal act for a policeman or a soldier to unionize. Just in the same words, I believe the same thing about the teacher—all three are public servants. I am unqualifiedly opposed to teaching class distinction. I believe that the teachers are a part of American citizenship with equal opportunities and responsibilities. Therefore, to me, the placing in the school room, members and followers of unionism would create a most dangerous condition in America. It is unthinkable to me that the teachers of the children should feel themselves not a part of the general citizenship and therefore teach such doctrine as is distinctly un-American. Unionism is European and not American."

\* \* \*

"I am not in favor of federating teachers' unions with the American Federation of Labor. Teachers are public servants and as such must have an undivided allegiance, and that to the public that they serve. As public servants, teachers have a means of seeking redress of grievances which employees of individuals and corporations do not have. The welfare of public education demands that teachers as a group should be free to enlist in the improvement of education the aid and sympathy of all other occupational groups. If they become directly allied to one occupational group which is in a permanent state of conflict with another occupational group, the cause of education is likely to suffer."

"Teachers in public schools are officers of the state. I do not believe that any state officials should form combinations with organizations representing private industries. Such a conflict of duties it seems to me is very dangerous."

\* \* \*

"Trade unions are primarily for the fixing of wages and working conditions. As teachers, we are concerned first with the service we can render the state through producing honest, intelligent, efficient, loyal citizens. The question of our remuneration and working conditions can be only a secondary consideration. The methods of the American Federation in its endeavor to attain its ends are not the methods that teachers could follow. As I comprehend it, the difference between a job and a profession is that the job represents so much work to be done and so much remuneration to result. A profession means, first, the art of service and the remuneration a subordinate consideration."

\* \* \*

"Those in public service are paid by taxes: taxes are exacted from all the people without reference to their political or economic beliefs. A fundamental principle is, 'Loyalty to one's Employers,' which as I see it involves keeping aloof from any fundamental dispute which may divide the ranks of the employers. Whatever one's attitude may be toward the American Federation of Labor, it is very probable it represents only a small part of the great army of taxpayers. Moreover, it is at this time in active opposition to other groups in our social and economic life to whom teachers who are in public service owe just as much loyalty as to the American Federation of Labor. I hold and I am seeking to press my view upon my own teachers that in this day of general unrest and turmoil teachers, if they recognize it, have a wonderful opportunity to throw their influence for the conservation of that which is best in our social and political life: By standing for whatever changes are sane and fair and essential; and—this is the important part of this argument in my mind—by refusing to add their voice and their influence to the increase of radical views."

\* \* \*

"In a carpenters' union there is no difference between the man that has been a carpenter 3 years and 13 years; between the man that nails on sheeting and the one that does cabinet work. See what that would mean in the teaching profession. It would widen the breach between home and school in case of a 'near' strike (in a union, teachers are not supposed to strike). When a carpenter joins the union he usually intends to follow the trade. 90 per cent of the teachers do not enter the profession with that intention. It would lower the teachers in the eyes of the public and what is worse, in their own eyes."

\* \* \*

"I can say, however, that in general I think it inadvisable for teachers to unionize and especially to become part of the American Federation of Labor. The essential point, it seems to me, regard-

ing the unionization of teachers is that they are public servants, and the policemen's strike in Boston brought home to us rather clearly the public bearings of a strike on the part of public officials. Of course the American Federation of Teachers claims to be opposed to the strike and in favor of using publicity as a means of accomplishing teachers' aims, but as a matter of fact the American Federation of Labor, with which the Federation of Teachers is affiliated, uses the strike as its chief agency, and as for publicity the methods we have adopted among the teachers of our state will, we believe, be quite as effective as any that can be devised by the American Federation of Teachers."

\* \* \*

"Any body of workers where the chief idea is wage, may find it convenient, helpful, and possibly reasonable to unionize in order to advance their interests financially. This is neither necessary nor advisable on the part of the teachers. When a matter is presented to the public they are and will be willing to advance the wages of teachers reasonably, and as rapidly as the ability to pay will permit. The business of the teacher is to teach poise, bearing, and relative values. So far as I have been able to see and learn this is not the business of any union affiliated with the American Federation. There is too much danger of leadership by agitators and radicals in organizations of this kind. It is proper for teachers to organize, but in my judgment it is a mistake to unionize. We can not, when unionized, keep the ideas and the ideals conducive to the best interest of American citizenship before our pupils, if we have in mind as the all important thing the wage we are receiving."

\* \* \*

"Unless we can bring education to the point where those who have to do with it take on the dignity and training of a real profession, it will be a sad day for America. The teachers have to educate the children of all the people. With such a task before them, they should not enter any organization which calls forth such particular partisanship as is being displayed at this time. Moreover, teachers are public servants and as such, owe a duty to the state and not to any class of citizens. To my way of thinking, affiliation with the American Federation of Labor will be one of the greatest hindrances to the cause of education in this country, that has ever existed. Teaching should be a profession second to none."

\* \* \*

We are all in favor, I am sure, of affiliating with every movement and with every organization that will promote the welfare of the teacher with respect to service and salary, but the saddest day in the world will be that day when the teachers of this country affiliate with any organization or movement which will lead them to think and speak and act as teachers rather than as American citizens. That is the thing we face today. The danger is that we will begin to act as a group of people and will become selfish and do anything to promote our own selfish ends. It may be that we are deserving of the money we try to get, but it will be looked upon

by the public as another class or group, regarded as selfish. When the people of this country get so that they vote as Republicans or Democrats or as anything else; that they think and act as members of a class or a party rather than as American citizens, they are making a great mistake.

Someone has said that the danger in Woman Suffrage in this country is that women will vote as women instead of American citizens. What is true of women is also true of men. Labor organizations have in too many instances forgotten that they are first American citizens to uphold the principles of Democracy and Americanism rather than to promote the interests of a group. Corporate industries and Capital have become blinded, and have filched the public, thought, spoke, and acted in the interests of particular business rather than in the interests of the American people as a people and the American Commonwealth. There is great need for some one to steady the boat. Is not this the time for the teacher to keep clear from entangling alliances with organizations that are classed and grouped in their very nature, and help educate all of the children of all the people in the spirit of true American democracy? I am opposed to the unionization of teachers. I am for every kind of organized movement that will help the teacher and benefit her, and at the same time up-hold the lofty and dignified purpose of the teaching profession. I am not in favor of that form of organization that ties us to a group or class, and which, therefore, obscures the vision and entangles the teacher so that the best service cannot be rendered.

\* \* \*

The following statement was made by J. G. Crabbe, President of the State Normal School at Greeley, Colorado, as an item of discussion after the foregoing address had been presented:

The scarcity of teachers in this country holds the center of the educational stage. Teaching must be made attractive. Our young people are wide-awake and looking for business opportunities and you and I are lying to the boys and girls who go to our normal schools and colleges. We do not put before them the plain truth, the rewards, the comparative rewards of business and teaching. Herbert Hoover, who helped as much as any one man in this country to win the great war, the man who today says he scarcely knows to what political party he belongs, made the following statement to the Harvard Club at California:

"There is class distinction and class hatred all over the world and it is spreading. Radicalism in Europe is the worst ever known in the history of the world. The danger is that the radical doctrines promulgated and propagated in the colleges and universities of the country are spreading and touching our people."

Mr. Hoover meant by this that the faculties of the colleges and universities of the country have been hardest hit because of the economic situation. And another man, General Leonard Wood, who had a lot to do with the great war, and who would have had a lot more to do with it, if he had had an opportunity, said:

"It is a perilous situation for us to tamper with the small salaries of the teachers in the public schools, and this for the reason that our teachers are forming the characters of our own children, and we can ill afford to tamper with the character building of our children when there is a taint of discontent in the making."

Radical and sweeping changes in the public school teachers' salaries must be made, and now. Hers is the dissension, hers the tendency towards unionization. Discontent is getting into the hearts of our men and women. The exodus of teachers from the profession will not be permanently stopped by a paltry increase of five, ten, or fifteen per cent. Sweeping changes may stay the somewhat alarming tide of teachers toward affiliating with Union Labor. How long will the attitude of the American teacher along this line continue? During all of these past years, American teachers have refused to affiliate with Union Labor because of their spirit of dignity and honor in the profession. How long will that spirit continue? It will continue until the American school teacher finds out that the American public down in its heart believes that teaching has nothing more in it than any commercial transaction, and that the product of education is to be bought and sold like sides of bacon and sacks of potatoes. That very day will the American teacher unionize. I believe in the organization of teachers for mutual interest, for mutual protection and profit, but I consider it unfortunate, indeed, for teachers to unite in the interest of any particular class in a democracy.

To say that education requires a race of serfs, men and women on a treadmill, is to say that a free people will go without education.

None of the factors that have helped put the shun in education is unchangeable and none is sacred.

If what we are now trying to do in schools necessitates a dog's life by teachers then what we are trying to do is not only not worth trying but is indefensible.

If carrying my lecture course at the university makes a book slave and a megaphone of me, then my plan of predigesting data for grown men and women is wrong.

If the only way I can win promotion as a superintendent is for me to spend my substance and my health reading what has been written about my problems by lecturers who never met or solved them, then I'm going to help change the conditions of promotion.

If only educators would thresh this problem out, what a spiritual revival we would experience in education! It looks as if the threshing must be done by teachers and patrons.—Public Service.

#### TE DEUM

By A. W.

All thanks, O Lord of Hosts,  
Whose arm has made us free!  
Forgive our random boasts,  
Confirm our trust in Thee,  
Whose way is in the sea  
That wards our coasts.

Give us prophetic eyes,  
To watch the dawn unfold,  
As out of dubious skies  
Peace, with her wings of gold,  
Cast in celestial mold,  
Brings Honor's prize.

In one triumphant line  
Thy hosts with ours parade;  
The battle, Lord, was Thine,  
We but Thy word obeyed;  
Grant us, who lent war's aid,  
Thy Peace divine.

—London Chronicle.

# State Normal School St. Cloud, Minnesota

The Third Normal School To  
Be Established by the State of  
Minnesota — Strong in Tech-  
nique and Practice Teaching.



J. C. Brown, M. A., President.

In 1869, the third of the six Normal Schools established by the State of Minnesota was opened at St. Cloud.

### Location

St. Cloud is sixty-five miles northwest of Minneapolis and is an attractive commercial and industrial center with a population of eighteen thousand. The natural beauty of the location on the banks of the Mississippi; the unexcelled quarries of granite; the inexhaustible water power; and the proximity to the Twin Cities combine to produce an industrious and progressive city.

### Buildings and Equipment

When the school was opened on September 13th, 1869, the only building available was a remodeled hotel known as the Stearns House. This was utilized for several years. After the present main building was erected the Stearns House was used as a dormitory for girls until 1885. As the enrollment of the school increased the main building was enlarged and remodeled. The library building was erected in 1906 and the training-school building in 1912. The first dormitory was destroyed by fire in 1905 and was rebuilt. It is called Lawrence Hall. In this dormitory, one hundred thirty of the young women of the school live. The second dormitory was erected in 1915. It has accommodations for one hundred and two girls. All of the buildings are of brick on granite foundations.

The school is well equipped for its work. A library of approximately twenty thousand catalogued volumes furnishes facilities for reference work. The class rooms and the physical, chemical, and biological laboratories are adequately equipped. The collections of geological and biological specimens are especially noteworthy.

The school has an unusually large number of well chosen pictures attractively framed.

The campus overlooks the Mississippi and part of it is rather heavily wooded.

### Administration

The first president, Ira Moore, was succeeded in 1875 by David Kiehl, who was followed by Jerome Allen in 1881. Mr. Allen continued in office until 1884, when Thomas J. Gray was elected to the presidency. Mr. Gray was succeeded by Joseph Carhart in 1890, and Mr. Carhart was followed by George R. Kleeberger in 1895. In 1902, Waite A. Shoemaker succeeded Mr. Kleeberger. Joseph C. Brown was elected to the presidency in 1916. From 1914 to 1916, Miss Isabel Lawrence, the principal of the training school, was acting-president.

### The Faculty

The St. Cloud Normal School has a strong corps of teachers. These teachers represent many of the leading colleges and universities of the country. Some of the members of the faculty have written books which are recognized as valuable contributions to education. In 1869, there was a faculty of five. By 1890 the number had increased to fourteen. In 1900 there were sixteen members; in 1910 the faculty numbered twenty-six; and at the present time there are forty faculty members.

### Alumni and Graduates

The school has more than thirty-three hundred alumni. There are graduates of the school in practically all of the leading countries of the world and many of the alumni have rendered distinctive service. Twice each year the alumni, who can arrange to do so, meet to renew friendships and pledge again their loyalty to their Alma Mater. The school numbers some of the prominent educators and social workers of the country among its alumni.

### Enrollment

The number of graduates increased from 15 in 1871, to 18 in 1881, 25 in 1891, 118 in 1901, and 144 in 1919. The enrollment last year was 887. The school is now one of the largest in the northwest.

During the summer session of 1919, six hundred eighty-seven students registered. This is the maximum term enrollment. The St. Cloud Normal School draws its students from an unusually large territory. During a recent year, students were registered from seventy-six per cent of the counties of the state, from six other states, and from two foreign countries. The average distance traveled by the Minnesota students to reach the school was recently computed to be ninety-two and a half miles.

A study of the social composition of the student body reveals the following:

About 75 per cent of the students are of American parentage. The parents of the remaining students represent the following nationalities: Swedish, Norwegian, German, Irish, Scotch, Danish, Polish, and French.

The average age of the students enrolled is 19.8 years. The average age of the students enrolled in 1903 was exactly the same.

The average teaching experience of all the students now enrolled is 3.5 months. The average experience of those who have taught is 19.6 months.

Eighteen per cent of the students enrolled hold first or second-class certificates.

A study of the vocations and professions of the parents reveals the fact that 45 per cent of the students come from rural homes. The parents of most of the remainder of the students are merchants, travelling salesmen, carpenters, contractors, engineers, bankers, doctors, teachers, mine operators, or railway employees.

The Army Intelligence Tests were recently given to the students of the school by a member of the faculty who had extensive experience in giving the tests in a training camp.

The average score made by the students was 136.9. This was interpreted in the Army to indicate very superior intelligence. The average score made by the girls was 137.5 and that made by the boys was 130.5. Fifty and seven-tenths per cent of all the students of the school made scores between 135 and 212. This places them in the A group. Forty-eight and two-tenths per cent made scores between 75 and 135. This places them in the B group. One and one-tenth per cent made scores between 45 and 74. This places them in the C group.

The same intelligence tests were recently given at one of the best technical colleges of the country. The records made by the students in the Normal School were distinctly higher than the records made by the students of the technical school. This fact and the further fact that 16.1 per cent of all graduates now enrolled in the St. Cloud Normal School were either valedictorians or salutatorians of their classes, the average size of the graduating classes being twenty-three, seems to indicate that Normal Schools do not select their students from the lowest half of the high-school students as has been asserted frequently.

#### Students' Loan Fund

A loan fund of several thousand dollars provided by friends of the institution has enabled many students to complete their courses. This loan fund is being increased slowly.

#### Courses

Courses are offered for the preparation of rural, primary, intermediate, grammar grade and junior high school teachers. A three-year course for the training of supervisors is offered also. Special three-year courses are offered in music, home economics, and industrial arts. Each year a number of students graduate from these special courses.

Most of the entering students are high school graduates. A special course for those who are not high school graduates is still maintained but this course will probably be discontinued soon.

Correspondence courses are offered in a few subjects and it is hoped the funds will be available soon for extension courses.

#### Facilities for Practice Teaching

A training school with a faculty of ten is maintained. Work is offered from the kindergarten through the eighth grade.

After a student has completed the required academic and professional courses he is assigned to the training school as a student teacher. During the first half year he teaches a small group. The small number of pupils assigned to him enables him to study each pupil carefully and to adapt his material and methods effectively to the needs of the individuals. He is, thus, more likely to avoid the blind routine, so common to young teachers who are confronted at the outset with a class of thirty-five or forty pupils. After graduation, however, the teacher will be thrown upon his own responsibility and will have a larger class. To prepare to meet this situation he is sent as a student-teacher to the public schools of the city, after he has mastered the technique of teaching sufficiently to justify such an assignment. Here he teaches an entire grade of normal size and thus has the opportunity to develop, not only skill in handling a larger number of pupils, but a broader outlook. The technique which he mastered in the training school is of great value to him in dealing with the larger group and it enables him to arrive at independent and effective solutions of the teaching problems which confront him in his class work more quickly than is possible otherwise. In the city schools his practice-teaching is under the joint supervision of the principal of the training school and the city teacher. Because of the cordial relations which exist with the city schools the Normal School is able to offer unusual advantages for practice teaching under normal conditions. The city teachers to whose supervision practice-teachers are assigned receive a compensation from the Normal School in addition to the salary which they receive from the city.

#### Athletics

Two competent physical directors are in charge of the courses in physical training. Every student of the school is required to take regular exercise under supervision. A great deal of emphasis is put upon personal hygiene. Special courses are offered in playground games.

The annual May fete has come to be an established exercise of the school.

Football, basket ball, and volley ball teams are maintained and several of the teams have made excellent records.

During the winter months there are facilities for tank swimming, skating, tobogganing, and skiing. During the spring, summer, and fall terms the tennis courts on the campus attract many of the students.

#### Entertainments

A high class entertainment course is provided each year. Some of the prominent lecturers and musicians of the country have appeared on this course. Tickets are sold to the students at a low rate. The course is self-supporting.

#### War Activities

The service flag of the school has two hundred forty-two stars, four of which are gold. The students enlisted in every branch of service.

The students, alumni, and other friends of the school expect to erect a suitable memorial to those who were engaged in war activities. A large sum has now been pledged for this purpose.

## Be American Musically

E. L. Hodson, M. A., Supervisor of Public School Music, Fargo, North Dakota

**C**ERTAINLY no better slogan could be suggested, or resolution more worthy of making, than a decision to be American the ensuing year in all vocations of life. Too long have we underestimated our own national caliber musically, possibly on account of lack of familiarity with, or it may be, a continued smattering and hashing-over, of worthy material until it has lost its savor and freshness and hence lacks vitality of musical appeal.

As teachers you have jurisdiction over many pupils, the idols of as many homes. You are a leader in your community and a moulder of child tastes and habits. You direct the child mentally as to habits, and it is therefore your duty to country—in fact, a privilege of yours—to be thoroughly American. Just how and when should you begin your task, tending toward the making for better citizenship? Begin musically, today, is the logical answer. How can you reach more easily the inner soul of a lukewarm citizen to make him a live wire for democracy than to set the heart strings of his inmost nature vibrating with melodies of home and country. Lay this foundation for good citizenship in childhood.

Through the medium of the teacher, American folk and patriotic songs as well as other songs may be taught to the children, who, in turn, carry the messages of loyalty to and love and devotion for country into the homes of a frequently extremely cosmopolitan community. Certainly, songs containing such phrases of loyalty to country as "Sweet land of liberty," "land of the noble free," "let freedom ring," "O'er the land of the free and the home of the brave," "the shrine of each patriot's devotion," "the world offers homage to thee" are worthy of recognition and perpetuation melodically as well as poetically.

Then, "In God is our trust," "protect us by thy might, great God our king," "praise the power that hath made and preserved us a nation," "America, God shed his grace on thee," "In the beauty of the lilies, Christ was born across the sea," and "our God is marching on," are all phrases taken from what should be our familiar American songs all emphasizing love of God. Certainly, this is to be uppermost in our thought if we are to live as a great nation.

Love of state in such phrases as "Carry me back to old Virginny," "By thy rivers gently flowing, Illinois, Illinois," "North Dakota, we will honor thee," and "The state where I was born" can be sung into the pride of the various home-hearths, along with reverence for our heroes, as in the phrases "And there was Captain Washington," "As Washington did in times of old and Grant and Logan and our tears." Our American emblem in the phrase, "Rise up, proud eagle," and "We'll rally round the flag, boys," "Three cheers for the red, white and blue," and "The star-spangled banner bring hither" all lead to a deeper reverence and significance of our own beautiful flag. Songs of such

citizenship caliber, teaching the fundamental principles of democracy by stressing unity of thought towards loyalty to God, country, state, home and flag, are worthy of serious consideration in the school-room. Be democratic musically. Breed a breadth and depth of thought through song that will permeate every fiber of child-life with freedom, liberty and justice for, of, and by the people.

Tell the children stories of, and incidents in the lives of our great American composers such as MacDowell, Nevin, Sousa and Foster. Use the phonograph as an educative force in the school room, stressing American music. Nevin's "Narcissus," "Little Boy Blue," "Mighty Lak a Rose," "Oh that we two were Maying," "Rosary," "Serenade" and "Venetian Love Song" are worthy of note, as are MacDowell's "To a Wild Rose," "At an Old Trysting Place," "From an Indian Lodge," "Long Ago," "Maid Sings Light," "Robin Sings" and "Thy Beaming Eyes."

Our negro and Indian melodies should be a part of the child's music vocabulary, also, and Foster's appealing melodies, as "Swanee River," "Old Black Joe," "My Old Kentucky Home," "Old Uncle Ned," "Massa's in de Cold Cold Ground," "Oh, Susanna," and our patriotic songs such as "America," "Star-Spangled Banner," "Battle Hymn of the Republic," "Marching through Georgia," "Columbia, the Gem of the Ocean," "Dixie," "Yankee Doode," "Hail, Columbia," "Red, White and Blue," "Tramp, Tramp, Tramp," "America, the Beautiful," "U. S. A. Forever," "Under the Stars and Stripes," and many others.

You say these are all songs that they know. Just try to have the children sing them in the schools. Test for yourself. Try a usual American audience on them. Can you sing them? Be honest with yourself in the matter. The usual audience will sing just "Oh say can you see" to our own National Anthem and then go blind on the rest of the words. It is a surprising fact when one is led to realize how unfamiliar our own supposedly familiar songs are.

Popular music is familiar music of real worth and deep sentiment. Why not popularize our own American folk and patriotic songs? Incidentally ask a group of people to sing one of the above mentioned songs. As a rule they will fail, not because they dislike them, but because in the last analysis they never knew them.

The teachers of the American public schools can, thru the medium of our own National American compositions instil a reverence and love of country of inestimable depth thru song. This is a basis for good citizenship.

It is every child's birthright, a common language, and a joy. Train the children to be Americans through singing. Help set America singing American songs. To familiarize is to Americanize.



# April Nature Study

Illustrated by Elizabeth Colburn

"No people should be forbidden the influence of the forest. No child should grow up without a knowledge of the forest; and I mean a real forest and not a grove or village trees or a park. There are no forests in cities, however many trees there may be. As a city is much more than a collection of houses, so a forest is much more than a collection of trees. The forest has its own round of life, its characteristic attributes, its climate, and its inhabitants. When you enter a real forest you enter the solitudes, you are in the unexpressed distances. You walk on the mould of years and perhaps of ages. There is no other wind like the wind of the forest; there is no odor like the odor of the forest; there is no solitude more complete; there is no song of a brook like the song of a forest brook; there is no call of a bird like that of a forest bird; there are no mysteries so deep and which seem yet to be within one's realization."

By L. H. Bailey.

## Outlines For Tree Study

### FIRST GRADE

Name the kinds of *fruit* trees in the neighborhood. Describe their general appearance. Do the leaves stay on all winter? Watch for the blossoms at the proper season. Discuss the care of fruit trees. Each child should describe his favorite fruit tree and tell why he favors it.

Identify and give items of interest about the common *shade trees* found at home or along the road to school. Talk of the value of trees and why they should be protected.

Name and describe the appearance of any forest trees that may be found in the neighborhood. Tell stories about them. (Select stories from books.)

### SECOND GRADE

Make a list of *fruits* of the trees in the community. How can fruit trees be distinguished when they are not bearing? Have leaves and twigs in the schoolroom. Why are trees pruned? Watch the bees among the blossoms. What are they doing? Name one injurious insect for each fruit tree. Why and how is spraying done? What ripens the fruit? How can the farmer work to get good fruit? How is the fruit disposed of? How is it prepared for market? (Consult the best fruit grower in the community.)

Identify a few of the most important *shade trees* and name the principal one in the district. How many species of this tree grow there? How can they be distinguished? Do they shed their leaves? What trees blossom? When? Collect seeds of the different species and compare them. Choose one tree for a more detailed study of its age, height, shape, manner of growth, direction of branches, color and shape of leaves, limbs, bark on trunk, etc. Compare the leaves and twigs of two other trees with the one chosen. What does the forest mean to man? What is the best way to observe Arbor Day?

### THIRD GRADE

Name *orchard* and *forest* trees whose *nuts* ripen in the in the autumn. Emphasize the life and work of trees in general and the ornamental and food value of nut trees in particular. Bring samples of various nuts to school. Using the oak tree for detailed study, bring both leaves and acorns to school. Put a few

questions on the board to be answered by the children from observation.

Is the tree tall or short? Is its bark rough or smooth? Is there anything peculiar about the furrows in the bark? Are the branches near the ground? Are they large or small. Is the bark on the branches the same color as that of the trunk? Watch for blossoms in the spring. Of what good is the wood in the oak tree? Where are the nuts placed on the oak tree? Do they fall before the leaves do? Describe an acorn. Where is the real seed? Take a few twigs indoors for observation. Notice tiny buds for the coming spring, the leaf scars, and the rings showing the year's growth. Notice the leaves.

### FOURTH GRADE

Make a special study of the *maple* tree. What is its shape, round or wide at the bottom and pointed at the top like a pyramid, or shaped like an umbrella? Is the trunk smooth or rough? Are the branches arranged so that they spread out or grow upward? Are they few or many? What is the color of the branches and trunk? Are the twigs few or many, straight or crooked? Look for buds, scars and rings on the twigs. Have the buds an alternate or an opposite arrangement? Is there a bud at the end of the twig? What will it become? What will the side buds become? Observe the growth of the trees for the answers to these questions. Watch for the flowers. Distinguish between the flowers that have stamens and those that have pistils which develop into fruit. Watch the development of seeds after the flowers disappear. How do the seeds leave the parent tree?

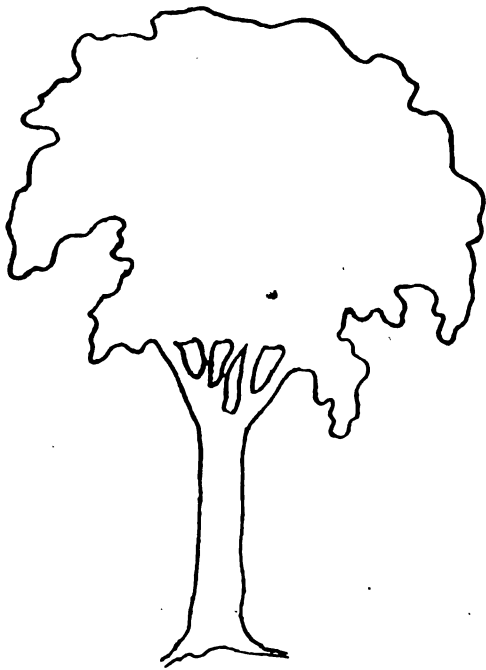
### LATER GRADES

Through the pupils make a survey of agricultural education in the district to learn how many of the people are enrolled in the agricultural extension division of the state university. Send for circulars describing the character of these courses. Many of these courses will be valuable to the teacher in the Seventh and Eighth Grade work.

Make a survey of the number of different kinds of trees in the district. Bring twigs to school for study. Sketch buds, leaf scars, rings of growth, etc. Describe the different parts of a tree. Compare parts in different trees. Recognize trees by color of bark and shape of leaf. How do trees breathe? feed? grow? reproduce? Give the best methods of planting trees. Of what value are trees? (see page 25.)

Discuss the ornamental trees of the district. Classify them. Which are native? brought in from other states or countries? Make a special study of the most important fruit tree. Have a successful grower give a short talk on new problems in growing a particular fruit. Consult with the county agents and state leaders. Study special problems of the orchard—pruning, spraying, cultivating, harvesting, etc. Read discussions in current farm and horticultural papers and bulletins issued by private and state agencies.

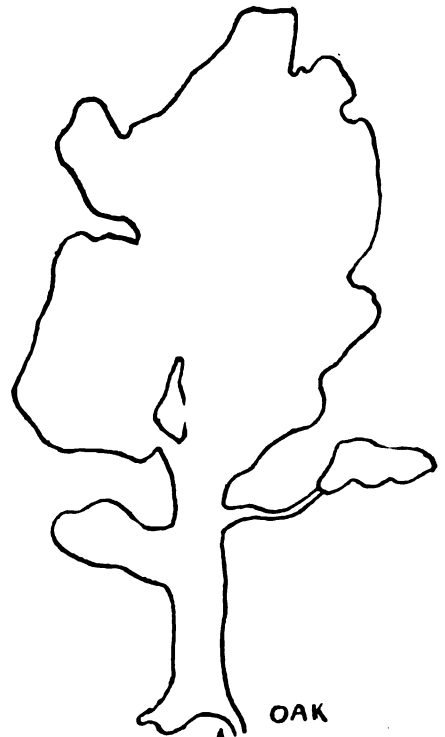
Develop an appreciation of a more attractive environment, through a study of materials for beautifying home and school grounds, simple principles of landscape design, and participation in planting and caring for plants.



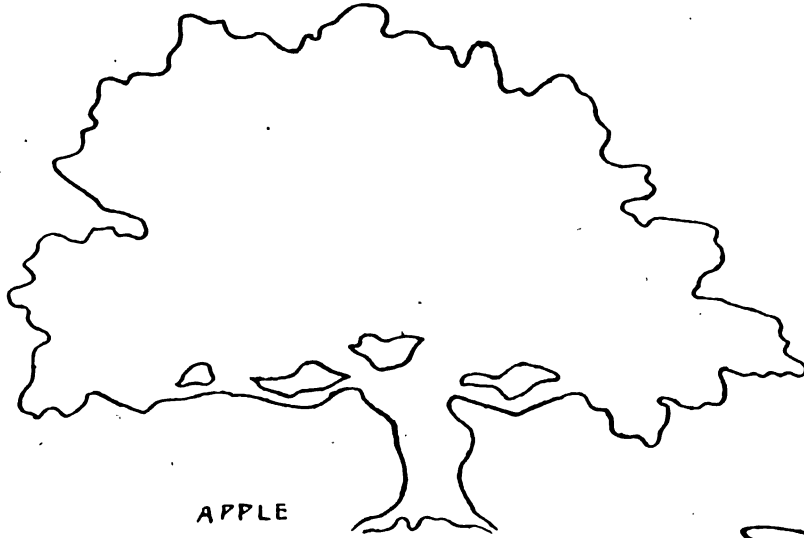
ELM



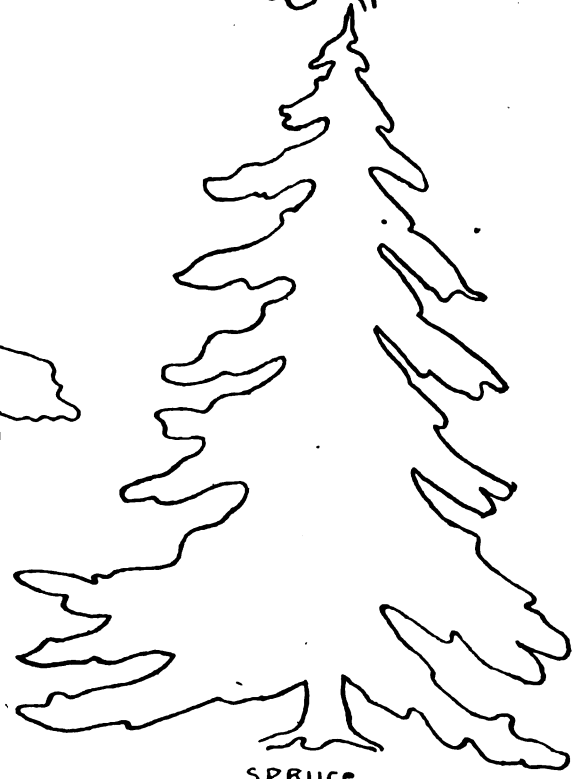
POPLAR



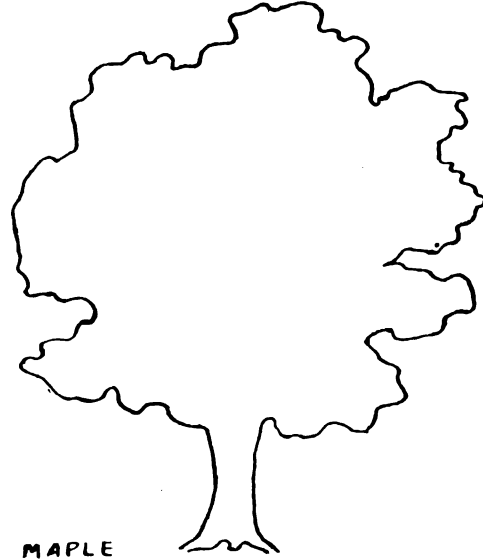
OAK



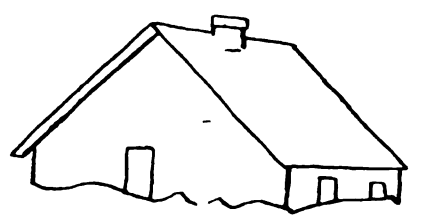
APPLE



SPRUCE



MAPLE

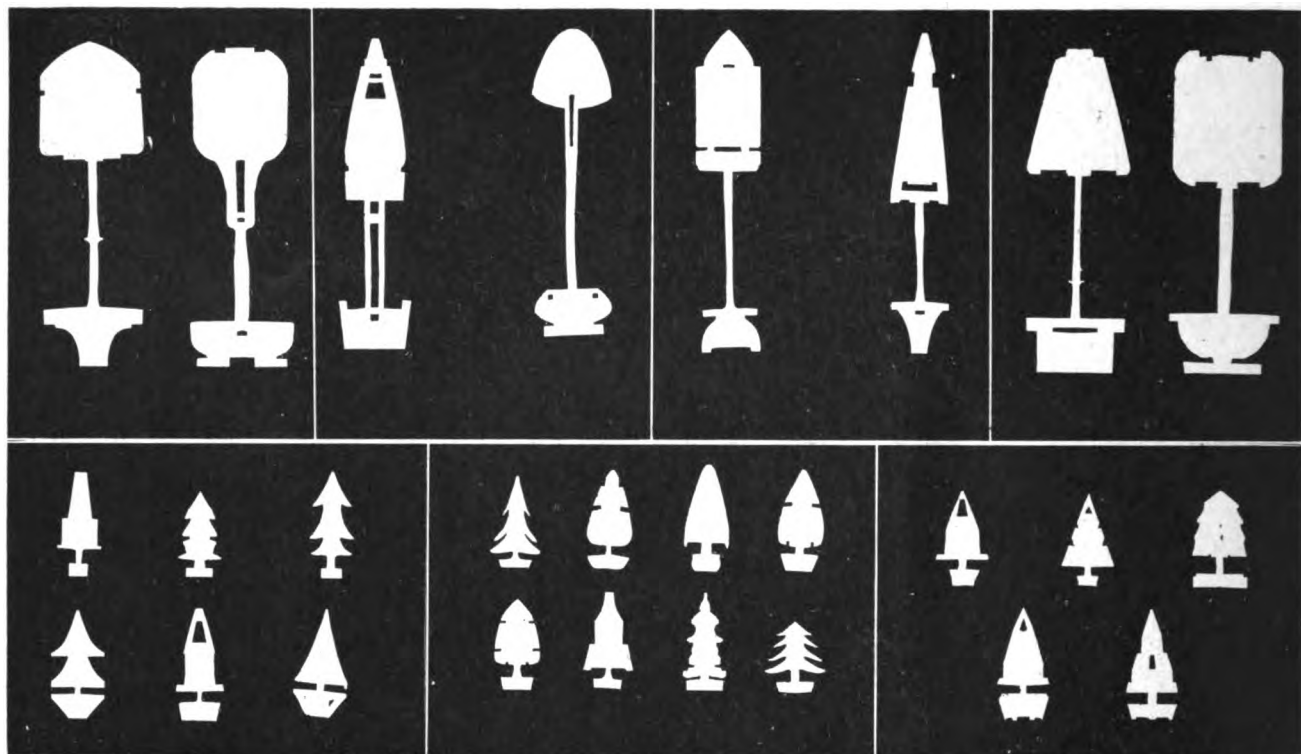








## Motifs for Arbor Day Booklets or Programs



### Why Plant Trees?

1. Cutting down trees spoils the beauty of the landscape. I would not like to live where there were no trees.

2. There are few birds where there are no trees. They have no place to make their homes.

3. Taking away the trees takes away the protection from our tender fruit trees.

4. Where there are no trees the snows melt and go away too rapidly; the moisture that should sink into the soil is carried away in floods.

5. Because our forests are taken away we have severe droughts every year.

6. One full-grown elm tree gives out 15 tons of moisture in 24 hours. A large sunflower plant gives off 3 pints of water in one day.

7. The trees give us lumber, fuel, wood, pulp for newspapers, cork, bark for tanning, wild fruits, nuts, resin, turpentine, oils, and various products for medicines.

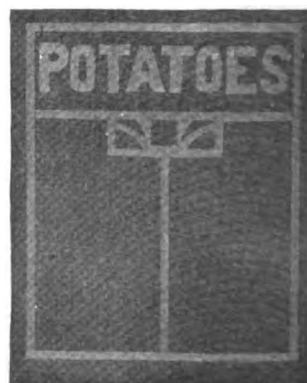
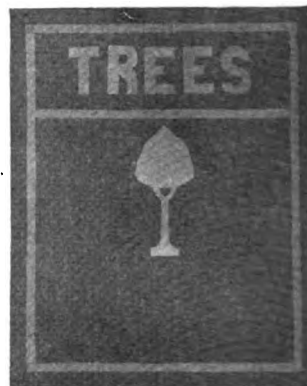
8. We should have greater extremes of heat and cold if it were not for the trees and forests.

9. The leaves of trees catch the rain and hold it a little while; then they drop the water a little at a time; this is better for the ground.

10. The old leaves make a deep sponge carpet in the woods and this keeps the ground from freezing. If the earth does not freeze it takes up the rain better.

11. We might have dangerous floods if we did not have trees. The trunks and roots of trees stop the water that comes pouring down the hillside.

12. I will be very careful not to hurt any tree but will call every tree my friend.



THE patterns for trees given on page 22 may be used with simple landscape settings as shown on page 23 or may be used in the tree booklets to be exhibited at the state fair (see School Education, March, 1920, "Rural and Semi-Graded School Exhibits," page 22). In grades above the fourth, the children should be able to cut or draw trees free hand after studying the characteristic shapes. The landscapes may be made of cut papers of several values or tones of the same color, such as light brown, dark brown, and medium brown or light blue, dark blue and medium blue, or in tones of gray, black and white. Other suggested color schemes are as follows:

The four designs for booklet covers on page 24 are suggestions for the various booklets which will be made during the year. Simple conventional designs are always in good taste for covers. Pictures should be used inside of the book but not on the cover. In the bird booklet the corner design is a conventionalized bird, and on the tree booklet a tree form is suggested by the design. The use of the tree in design for such purposes is shown on page 24. The remaining cover designs for "Potatoes" and for "Corn" are abstract designs which do not suggest the subject matter in the book but add to the dignity of the cover.

SKY	TREE	TREE TRUNK	GRASS	MOON	WATER (if any)	MOUNT OR BACKGROUND	NARROW LINE AR'ND SCENE
Blue	Dark Green	Brown	Light Green	None	Blue	Cream	Dark Green
Dark Blue	Black	Black	Dark Violet	Yellow	Dark Blue	Black or Gray	Yellow
Orange	Black	Black	Dark Gray	None	Orange	Gray	Black
Yellow	Black	Black	Dark Violet	None	Yellow	Cream or Brown	Black
Blue	Dark Green	Brown	White Snow	None	None	Gray	Dark Green
Dark Blue	Black	Black	Gray Snow	Orange	None	Black	Orange

### A Suggested Arbor Day Program

(This program has been arranged to bring to mind the spirit of the springtime, and of country life, the value of trees and of birds.)

- Song—America the Beautiful.
- Reading—Governor's Arbor and Bird Day Proclamation.
- Recitation—Trees, by Joyce Kilmer.
- Recitation—The Thrush Song.
- Recitation—The Nature Lover's Creed.
- Song—Flow Gently, Sweet Afton.
- Essay—Some Trees I Know and What I Know About Them.
- Recitation—An Arbor Day Tree.
- Reading—Why Plant Trees?
- Recitation—The Heart of the Tree, by H. C. Bunner.
- Essay—How to Transplant a Tree.
- Song—Stars of the Summer Night.
- Recitation—The Thrush Song.
- Reading—To Love Birds is to Make them Your Friends.
- Recitation—The Robin, by Celia Thaxter.
- Debate—Resolved, That the Harm done by Crows Over-balance the Good They Do.
- Song—The Woodpecker (There's someone tapping on the maple tree).
- Essay—Three Famous Bird Musicians.
- Essay—My Favorite Feathered Friend.
- Song—America.

Do not limit the observance of the day to preparing the program. Let it be an outdoor celebration as well, including tree planting and cleaning the school grounds. Invite parents and townspeople to

be present in order to arouse interest in planting the home grounds as well as the school grounds. To encourage the planting of trees in the community, encourage the boys and girls to buy fruit and shade trees co-operatively to be planted at home. Let the observance of this day be but the beginning of a year's work in conservation and bird and tree study.

### Best Bird Books

(Compiled by the Minneapolis Public Library.)

- Baynes ..... Wild bird guests
- Blanchan .... Bird neighbors
- Blanchan .... How to attract the birds
- Chapman .... Bird life
- Chapman .... Color key to North American birds
- Chapman .... Warblers of North America
- Chapman .... Handbook of birds of Eastern North America
- Doubleday ... Birds that every child should know
- Dugmore .... Bird homes
- Eckstrom .... Woodpeckers
- Finley ..... American birds
- Forbush .... Useful birds and their protection
- Hatch ..... Birds of Minnesota
- Ladd ..... How to attract wild birds
- Lange ..... How to know 100 wild birds of Minnesota
- Mathews .... Field book of wild birds and their music
- Parkhurst ... Song birds and waterfowl
- Porter ..... What I have done with the birds
- Pearson .... Bird study book
- Reed ..... North American birds' eggs
- Reed ..... Bird guide
- Reed ..... Bird book
- Reed ..... Birds of Eastern North America
- Trafton ..... Bird friends
- Trafton ..... Methods of attracting birds
- Weed ..... Birds in their relation to man
- Wheelock ... Nestlings of forest and marsh
- Wright ..... Birdcraft

# Trees and Birds in Verse

## THE HEART OF THE TREE

By H. C. Bunner

What does he plant who plants a tree?  
He plants a friend of sun and sky;  
He plants the flag of breezes free;  
The shaft of beauty towering high;  
He plants a home to heaven nigh  
For song and mother-croon of bird  
In hushed and happy twilight  
heard—  
The treble of heaven's harmony—  
These things he plants who plants a  
tree.

What does he plant who plants a  
tree?  
He plants cool shade and tender  
rain,  
And seeds and buds of days to be.  
And years that fade and blush  
again;  
He plants the glory of the plain;  
He plants the forest's heritage;  
The harvests of a coming age;  
The joy that unborn eyes shall see—  
These things he plants who plants a  
tree.

What does he plant who plants a tree?  
He plants in sap and leaf and wood,  
In love of home and loyalty  
And far-cast thought of civic good—  
His blessings on the neighborhood  
Who in the hollow of his hand  
Holds all the growth of all our  
land—  
A nation's growth from sea to sea  
Stirs in his heart who plants a tree.  
—In the Century.

## THE THRUSH SONG

Hark to the song of the thrush,  
At the fall of dusk and dew:  
Piercing the twilight hush,  
Thrilling it through and through!  
While the first stars twinkle, twinkle,  
And the little leaves crinkle, crinkle,  
Low as a rill,  
Sweet as a bell,  
Down from the hill,  
Up from the dell,  
And all for me and you!

List' to the song of the thrush,  
From the shadows cool and deep;  
Out from the underbrush,  
Dim where the pixies creep!  
While the winds grow crisper, crisper,  
And the little leaves whisper, whisper,  
Fine as a flute,  
Blown at the morn,  
Soft as a lute,  
Clear as a horn:  
A call to dreams and sleep!  
—Selected.



## TREES

By Joyce Kilmer

I think that I shall never see  
A poem lovely as a tree.

A tree whose hungry mouth is prest  
Against the earth's sweet flowing  
breast.

A tree that looks at God all day  
And lifts her leafy arms to pray;

Upon whose bosom snow has lain;  
Who intimately lives with rain.

Poems are made by fools like me,  
But only God can make a tree.

—In American Forestry.

## AN ARBOR DAY TREE

Author Unknown

Dear little tree that we plant today,  
What will you be when we're old and  
gray?

"The savings bank of the squirrel and  
mouse,

For robin and wren an apartment  
house,

The dressing room of the butterfly's  
ball,

The locust's and Katydid's concert  
hall,

The schoolboy's ladder in pleasant  
June,

The schoolgirl's tent in the July  
noon,

And my leaves shall whisper them  
merrily

A tale of the children who planted  
me."

## THE ROBIN

By Celia Thaxter

In the tall elm-tree sat the Robin  
bright,  
Through the rainy April day,  
And he caroled clear with a pure de-  
light,  
In the face of the sky so gray.  
And the silver rain through the blos-  
soms dropped  
And fell on the robin's coat,  
And his brave red breast, but he  
never stopped  
Piping his cheerful note.

For, oh, the fields were green and  
glad,  
And the blissful life that stirred  
In the earth's wide breast, was full  
and warm  
In the heart of the little bird.  
The rain-cloud lifted, the sunset light  
Streamed wide over valley and hill;  
As the plains of heaven the land grew  
bright,  
And the warm south wind was still.

Then loud and clear called the happy  
bird,  
And rapturously he sang,  
Till wood and meadow and river side  
With jubilant echoes rang.  
But the sun dropped down in the  
quiet west,  
And he hushed his song at last;  
All nature softly sank to rest,  
And the April day had passed.

## THE FORESTS OF FRANCE

(Rondeau—By Henry L. Sweinhart)

The Forests of France with beauteous  
grace,  
From sun-kissed mountain's top to  
base,  
Waved in the winds of Heaven free  
And birds sang in their ecstasy  
Among this soft, rich, branch-made  
lace.

Until the hordes of Hunnish race,  
Mad in their vengeance to efface  
All sacred things, tore ravishly  
The Forests of France.

Brave stood, brave fell these trees,  
strong place  
In battle held. Come, Freeman, trace  
Your joy of new-won Liberty,  
Your regained Freedom of the Sea,  
From this great gift, and help replace  
The Forests of France.

—In American Forestry.



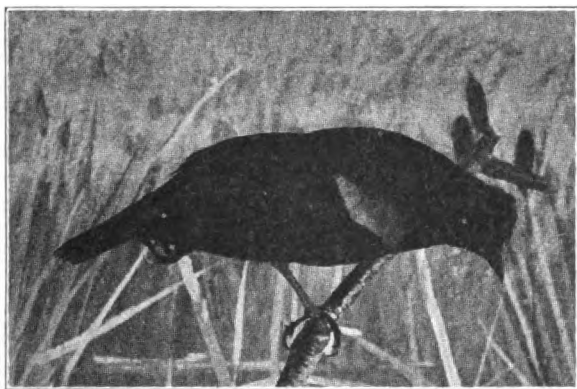
# Our Feathered Friends

"To love the birds is to make them your friends—your friends for life—and life offers nothing sweeter than friendship. But to love them you must first know them and this means preparedness to enjoy your inheritance, to feel a greater love for your country. For the wild garden appeals to a different sort of patriotism than does the brass band—a finer feeling for one's native land.

"You shall listen to the warble of blue-birds and the o-ka-lee of the redwings and these voices of the early year shall find answer in your heart; you shall hear the wild melody of the ruby kinglet and the wilder song of the water thrush and shall understand; the sylvan voices of warblers and the spiritual song of the veery shall have a message for you—for one and all speak of the mystery, the charm, the companionship of the Open. And because you love them you will cherish and protect the birds by whatever means you are able, with all your heart and all your strength, from the aggression of the sordid, the stupid and the indifferent.

"And as the years go on, there will be days, there will be days when you shall weary of the things of this world; then the Red Gods and in them you shall find solace and you shall call and the voice of the wren or the flight of a hawk shall be music and poetry, shall find rest unto your soul."—Stanton Davis Kirkham.

## Cut Paper Birds



FOR the sake of uniformity in the study of bird colorings and mounting of the bird cuttings for exhibit, we have chosen birds that are chiefly colored black, or that are marked with black.

### I. Birds That are Entirely Black, or black and white.

American Crow, American Magpie, Northern Raven, Bronzed Grackle, Brewer Blackbird, Rusty Blackbird, Cowbird, Bobolink, Lark.

In the art lesson, these birds should all be cut from black paper. They should be distinguishable by their differences in size and shape. Also, when the sun shines on the feathers colors are shown on the glossy feathers that are different on the different birds. These may be indicated with the crayolas.

Mount the cuttings artistically on a light gray mounting board.

### II. Birds That are Marked with Red.

1. Red-headed Woodpecker: black, red, white.

2. Northern Downy Woodpecker: black, red, white.
3. Hairy Woodpecker: black, red, yellow.
4. Pileated Woodpecker: black, scarlet.
5. Lewis Woodpecker: black, red, dark gray.
6. Red-Winged Blackbird: black, red, white.
7. Rose-Breasted Grosbeak: black, rose, white.

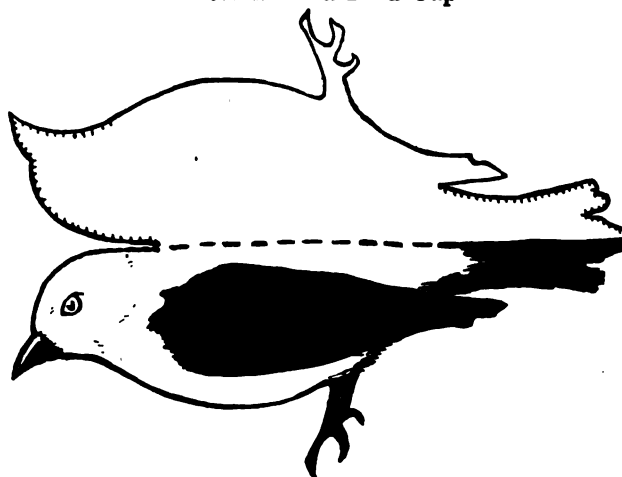
These birds should be distinguished by locations of markings, their size and their shape. Mount the cuttings on gray.

### III. Birds with Black Markings.

1. Scarlet Tanager: scarlet, black.
2. Louisiana Tanager: yellow, red, black.
3. Cardinal: cardinal red, black.
4. Baltimore Oriole: bright orange, black, white.
5. Bullock Oriole: orange, black, white.
6. Evening Grosbeak: dull yellow, black, white.
7. Gold Finch: yellow, black.

Mount cuttings on light tan paper, or manilla tag.

### Pattern for a Bird Cap



Material: White wrapping paper.

Fold the paper and cut the bird double. Color with crayola. Sew around edges from fold to below the beak and from tip of the tail toward the body as indicated by the dotted lines. The bird here shown is the scarlet tanager. The length of the finished cap should be from 20" to 24".

### Outlines for Bird Study

1. What birds are present when school opens? Make a list on the black board.
2. What birds have gone?
3. Which come with the rainy season?
4. Which with the opening of spring?
5. Which ones stay all winter?
6. Make a few simple observations on two or three of the most common birds during the year.
7. Find out what the children already know about birds. In the First Grade create a desire to know more about bird life. Leave to the other years a progressive study of details.
8. How are the different birds recognized—color, song, manner of flight, size, etc? Try to identify them by their manner of flight.

9. What is the food of birds at different seasons of the year? How is it procured?

10. In the Sixth Grade, study birds as tree protectors. Select for study those birds that especially feed on insects.

11. In the Fifth Grade make a special study of seed eating birds.

12. In the Fourth Grade select from the list of birds given on page 27 those which are common to your state. Take three or four for detailed study, noting: size, colors (whether bright or dull), special markings on head, back, breast, wings or tail; general shape of body, whether long and slender, or short and stocky; character of bill, short, long, curved, hooked; wings short and round or long and slender; tail forked, notched, square, fan-shaped; movements, hop, walk, creeping up trees, motions of body in various situations; manner of flight, steady, zigzag, quick or slow flapping, sailing, etc.

13. Make observations on nest building and care of the young; places where particular birds are found, fields, around the house, gardens, hedges, and streams.

14. Study the character of song and call notes. (In School Education for March, 1920, we published a list of bird records which will make bird study vitally interesting.)

15. Make a bird calendar.

### Three Famous Bird Musicians

(A Topic to be Included in the Contents of Your Bird Booklet)

KARL REICH

**K**ARL Reich, the famous bird lover, whose bird songs are widely known in the many schools where the talking machine is used, reproduces on the machine the actual songs of birds in his aviary. Mr. Reich says that he has one or more specimens of every bird in the world in his aviary, among them several nightingales, which sing six months each year, though in freedom they sing only six weeks. Owing to the timidity of the birds, it took four years for Mr. Reich to accustom them to the machine so that he could secure the perfect reproduction of their actual voices. At first the birds were allowed to fly about in the room containing the machine with its reproducing instrument, but they were taught to return to their own cages. The birds would sing only when alone with Mr. Reich; they stopped abruptly or moved away from the horn immediately the machine was set in motion, so that much of the song was lost. To give the birds confidence, Mr. Reich frequently coaxed them to eat out of his hand. He placed their favorite food in the mouth of the horn of a dummy recording machine, which was set into motion when they went into the horn for their food. Through his patient perseverance and his natural love for the birds, Mr. Reich succeeded after four years in familiarizing them with the machine and securing a perfect reproduction of their songs.

CHARLES GORST

One of the most widely known whistlers of bird songs is Charles Gorst, who has appeared before many audiences in miscellaneous musical programs,

in which he combines bird voices with classic selections. Besides being a bird musician, he is a bird lecturer, having lectured before many Audubon societies, nature clubs, libraries and schools. In his "Songs and Calls of Our Native Birds", he imitates the American robin, the killdeer, the blue jay, the bluebird, the woodpecker, the yellow-billed cuckoo, the mocking bird, the Kentucky cardinal, the ovenbird, the red-eyed vireo, the Baltimore oriole, the mourning dove, and the western meadow lark.

CHARLES KELLOGG

Charles Kellogg is another bird musician and lecturer of note; but he does not imitate the bird voices by whistling as does Mr. Gorst. He actually sings the bird songs. He is a gifted naturalist, and though not an academic naturalist or ornithologist, his life in the woods and his belief in the harmony of animal life, undisturbed by man, have given him a companionship and brotherhood with the wood creatures that have gained for him wide recognition as a lecturer on the subject of wild life. His "Songs of Our Native Birds" include the calls of the catbird, stormy petrel, cardinal redbird, house wren, loon, redwing blackbird, bobolink, California mountain quail, ring-dove, goldfinch, wood pewee, blue jay, whippoorwill, mourning dove, meadow lark, peabody bird, wood or barn-owl, and hoot owl. Mr. Kellogg makes use of stories and pictures in his talks about the birds, and illustrates their songs and way of talking to each other.

### A Bird Day Debate

**T**HE following extract clipped from a recent Membership Bulletin of the Minneapolis Civic and Commerce Association would furnish an interesting subject for a Bird Day debate:

The Minneapolis Civic & Commerce Association has recently been requested to institute a campaign against the crow, a bird that is becoming more or less of a pest in certain parts of Minnesota. An investigation into the habits of the crow has revealed the following facts:

That the crow does considerable good inasmuch as many injurious insects, crustaceans, rodents and carion go to make up a good proportion of this bird's food.

That the crow does a great deal of harm by destroying the eggs and even the young of our game birds, song and insectivorous birds and by doing damage to crops.

These facts have been brought out by scientific investigation and are generally accepted. But now the question arises whether the harm done by crows over-balances the good they do, and on this point scientists disagree. Quoting E. R. Kalmbach, Assistant Biologist of the Bureau of Biological Survey of the United States Department of Agriculture, whose bulletin "The Crow and Its Relation to Man" seems to defend the bird, rather than condemn it he says, "A reasonable reduction of numbers is justifiable in areas where there is an over abundance of the birds."

There has been a noticeable increase in the number of crows in Minnesota of late years, according to Dr. Thomas F. Roberts, Associate Director, Zoological Museum, University of Minnesota, and steps should be taken to check this increase and reduce their numbers. Dr. Roberts believes that as crows increase in the amount of harm they do increases in a greater ratio than the amount of good they do.

Why not have your pupils debate this question: Resolved, That the harm done by the crows over-balances the good they do?

# A Spring Flower Garden

Lyle P. Holden

## Characters

MISS SPRINGTIME	DAFFODIL
PUSSY WILLOW	JOHNNY-JUMP-UP
PRIMROSE	LILY
TRAILING ARBUTUS	DANDELION
SNOWDROP	BLUEBIRD
CROCUS	BILLY BUMBLE BEE
VIOLET	BUTTERFLY BEAU

## Costuming

**MISS SPRINGTIME:** in long, clinging costume of pale green with silver crown or silver star in her flowing hair; a silver wand wound with green; garlands of flowers draped about her.

**PUSSY WILLOW:** in gray, with gray fur cap and coat.

**PRIMROSE:** in pale yellow, with skirt scalloped to represent petals.

**TRAILING ARBUTUS:** a small girl in pink dress with green sash and ribbons.

**SNOWDROP:** in white dress with green sash and cap.

**CROCUS:** a little girl in bright yellow dress.

**VIOLET:** in purple dress, sash, and ribbons, or white dress with purple sash and ribbons; if possible, carries a bunch of violets.

**DAFFODIL:** a green dress with wide yellow sash and hair ribbons, or a white dress with yellow sash and ribbons; may carry a large bouquet of daffodils.

**JOHNNY-JUMP-UP:** a boy in a yellow suit.

**LILY:** in pure white; may carry a white lily bell.

**DANDELION:** in green with yellow cap made to imitate a dandelion.

**BLUEBIRD:** a little boy in blue with blue stockings and cap, and blue paper wings.

**BILLY BUMBLE BEE:** a wee boy in black with yellow bands and white paper wings.

**BUTTERFLY BEAU:** a boy in black with large orange wings made of crepe paper with dots of different colors pasted upon it.

When the entertainment starts the flowers, grouped in a semi-circle, are all asleep, partly hidden by the green with which the stage is banked. Mendelssohn's "Spring Song" is played softly upon the piano, or phonograph, or piano and violin together are even better. After a moment MISS SPRINGTIME enters keeping step to the music. If she can be taught a little dance to this beautiful melody, it will be found very effective. While the music plays very softly, she recites:

I come! I come! ye have called me long—  
I come o'er the mountains with light and song!  
Ye may trace my step o'er the wakening earth  
By the winds which tell of the violet's birth,  
By the primrose-stars in the shadowy grass,  
By the green leaves opening as I pass.

Come forth, O ye children of gladness! come!  
Where the violets lie may be now your home.  
Ye of the rose-lip and dew-bright eye,  
And the bounding footstep, to meet me fly!  
With the lyre, and the wreath, and the joyous lay,  
Come forth to the sunshine—I may not stay.  
—Felicia Hemans.

(She steps over to PUSSY WILLOW and touches her lightly with her wand. PUSSY WILLOW awakes, comes forward, and speaks)

## PUSSY WILLOW

In her dress of silver gray  
Comes the Pussy Willow gay—  
Like a little Eskimo,  
Clad in fur from tip to toe.  
Not another flower is found  
Peeping from the bark or ground.  
Only Mother Willow knows  
How to make such suits as those;  
How to fashion them with skill,  
How to guard against the chill.  
Did she live once long ago,  
In the land of ice and snow?  
Was it first by Polar seas  
That she made such coats as these?  
Who can tell?—We only know  
Where our Pussy Willows grow.  
Fuzzy little friends that bring  
Promise of the coming spring.  
—Elizabeth Foulke.

(She steps to one side.)

MISS SPRINGTIME (going to PRIMROSE and touching her with her wand)

Wake up, little Primrose,  
And don't have a fear;  
The winter has vanished  
And summer is near.  
All the flowers are nodding,  
But soon they'll arise  
To bloom in the sunshine  
Under blue skies.

PRIMROSE (waking up)

Mild offspring of a dark and sullen sire!  
Whose modest form, so delicately fine,  
Was nursed in whirling storms  
And cradled in the winds,

Thee, when young spring first questioned winter's sway,  
And dared the sturdy blusterer to the fight,  
Thee on this bank he threw  
To mark his victory.

In this low vale the promise of the year,  
Serene, thou openest to the nipping gale,  
Unnoticed and alone,  
Thy tender elegance.

—Henry Kirk White.

MISS SPRINGTIME (next touching TRAILING ARBUTUS)

Come, Trailing Arbutus,  
'Tis Springtime who cries  
To each sleepy flower,  
"Come, open your eyes."  
The songbirds are singing,  
Wake, wake from your dreams,  
And hear the soft music  
Of the rippling streams.

TRAILING ARBUTUS (walking slowly and coming forward)

Darlings of the forest!  
 Blossoming alone,  
 When earth's grief is sorest  
 For her jewels gone—  
 E'er the last snow-drift melts, your tender buds have  
 blown.

Tinged with color faintly,  
 Like the morning sky,  
 Or, more pale and saintly,  
 Wrapped in leaves you lie—  
 Even as children sleep in faith's simplicity.

Fairest and most lonely,  
 From the world apart;  
 Made for beauty only,  
 Veiled from nature's heart  
 With such unconscious grace as makes the dream of Art!  
 —Rose Terry Cooke.

(As TRAILING ARBUTUS finishes, someone whistles  
 bird calls behind the scenes, or a bird whistle may be  
 used)

#### MISS SPRINGTIME

I know the song the bluebird is singing,  
 Out in the apple tree where he is swinging.  
 Brave little fellow! the skies may be dreary,—  
 Nothing cares he while his heart is so cheery.

Hark! how the music leaps out from his throat!  
 Hark! was there ever so merry a note?  
 Listen awhile, and you'll hear what he's singing,  
 Up in the apple tree swinging and swaying.

BLUEBIRD (*enters. In the last stanza, he goes to  
 each flower as he mentions its name*)

#### BLUEBIRD

Dear little blossoms down under the snow,  
 You must be weary of winter, I know;  
 Hark, while I sing you a message of cheer!  
 Summer is coming! and Springtime is here!

Little white snowdrop! I pray you arise;  
 Bright yellow crocus! come, open your eyes;  
 Sweet little violet, hid from the cold,  
 Put on your mantles of purple and gold;  
 Daffodils! daffodils! say, do you hear?  
 Summer is coming! and Springtime is here!

—Emily H. Miller.

(SNOWDROP, CROCUS, VIOLET, and DAFFODIL come  
 forward after being awakened, and each speaks in  
 turn)

#### SNOWDROP

The Bluebird has called us,  
 Miss Springtime is here,  
 'Tis the very best time  
 In all of the year.  
 The bright sun so shiny  
 Has melted the snow,  
 The soft breezes blowing  
 Are murmuring low.  
 Dear Springtime, we're happy  
 To wake one and all,  
 And bloom in our glory  
 At the Bluebird's call.

#### CROCUS

I too, am so happy  
 To lift up my head  
 From the snowy white blanket  
 Which covered my bed;

And I'll bloom with the others,  
 And bring gladness and mirth  
 To all who inhabit  
 This rusty old earth.

#### VIOLET

Under the green hedges after the snow  
 There do the dear little violets grow,  
 Hiding their modest and beautiful heads,  
 Under the hawthorn in soft mossy beds.  
 —J. Moultrie.

#### DAFFODIL

I wonder what spendthrift chose to spill  
 Such bright gold under my window sill!  
 Is it fairy gold? Does it glitter still?  
 Bless me! it is but a daffodil.

—Celia Thaxter.

MISS SPRINGTIME (*touching the three flowers left  
 in rapid succession*)

Wake up, Johnny-Jump-Up,  
 And pale Lily too,  
 Come, come, Dandelion,  
 We're waiting for you.  
 The flowers are all watching  
 To see you arise—  
 Wake up, little sleepers,  
 Come open your eyes.

(*The last three flowers waken, and speak in turn*)

#### JOHNNY-JUMP-UP

I'm young Johnny-Jump-Up,  
 And I'm glad to be done  
 With dark winter weather—  
 Now I'm ready for fun.  
 The leaf-buds are bursting,  
 The cold days are past,  
 Come, welcome glad Springtime,  
 Who's with us at last.

#### LILY

Little white lily,  
 Sat by a stone,  
 Drooping and waiting  
 Till the sun shone.

Little white lily  
 Sunshine has fed;  
 Little white lily  
 Is lifting her head.

—Geo. MacDonald.

#### DANDELION

There's a dandy little fellow,  
 Who dresses all in yellow,  
 In yellow with an overcoat of green;  
 With his hair all crisp and curly,  
 In the springtime bright and early,  
 A tripping o'er the meadow he is seen.

—Nellie Garrabrant.

(A buzzing sound is heard, and in comes BILLY  
 BUMBLE BEE, who runs in and out among the flowers;  
 first to one, then to another)

#### BILLY BUMBLE BEE

Buzzing, buzzing, buzzing,  
 Billy Bumble Bee,  
 Hums among the flowers,  
 Joyous, glad, and free.  
 Blund'ring, bulky body,  
 Tumbling 'round with glee,  
 Blissful every minute,  
 Billy Bumble Bee.

(Buzzes to his place)

BUTTERFLY BEAU (enters and flutters about)  
 I'm a volatile thing, with an exquisite wing,  
 Sprinkled o'er with the tints of the rainbow,  
 All the Butterflies swarm to behold my sweet form,  
 Though the Grubs all vote me a vain beau.  
 I my toilet go through, with my rose-water dew,  
 And each blossom contributes its essence;  
 Then all fragrance and grace, not a plume out of place,  
 I adorn the gay world with my presence—  
 In short, you must know,  
 I'm the Butterfly Beau.

At first I enchant a fair Sensitive plant,  
 Then I flirt with the Pink of perfection;  
 Then I see a Sweet Pea, and I whisper, "For thee  
 I have long felt a fond predilection."  
 A Lily I kiss, and exult in my bliss,  
 But I very soon search for a new lip;  
 And I pause in my flight to exclaim with delight,  
 "Oh! how dearly I love you, my Tulip!"  
 In short, you must know,  
 I'm the Butterfly Beau.

Thus forever I rove, and the honey of love

From each delicate blossom I pilfer;  
 But though many I see pale and pining for me,  
 I know more that are worth growing ill for;  
 And though I must own, there are some that I've known,  
 Whose external attractions are splendid;  
 On myself I most dote, for in my pretty coat  
 All the tints of the garden are blended—  
 In short, you must know,  
 I'm the Butterfly Beau.

—T. Haynes Bayly.

MISS SPRINGTIME

Come, bonny bright flowers,  
 And let us all sing  
 A sweet song of gladness  
 That will make the woods ring.  
 The gay hours of springtime  
 Are happy and long,  
 So gather together,  
 And sing a blithe song.

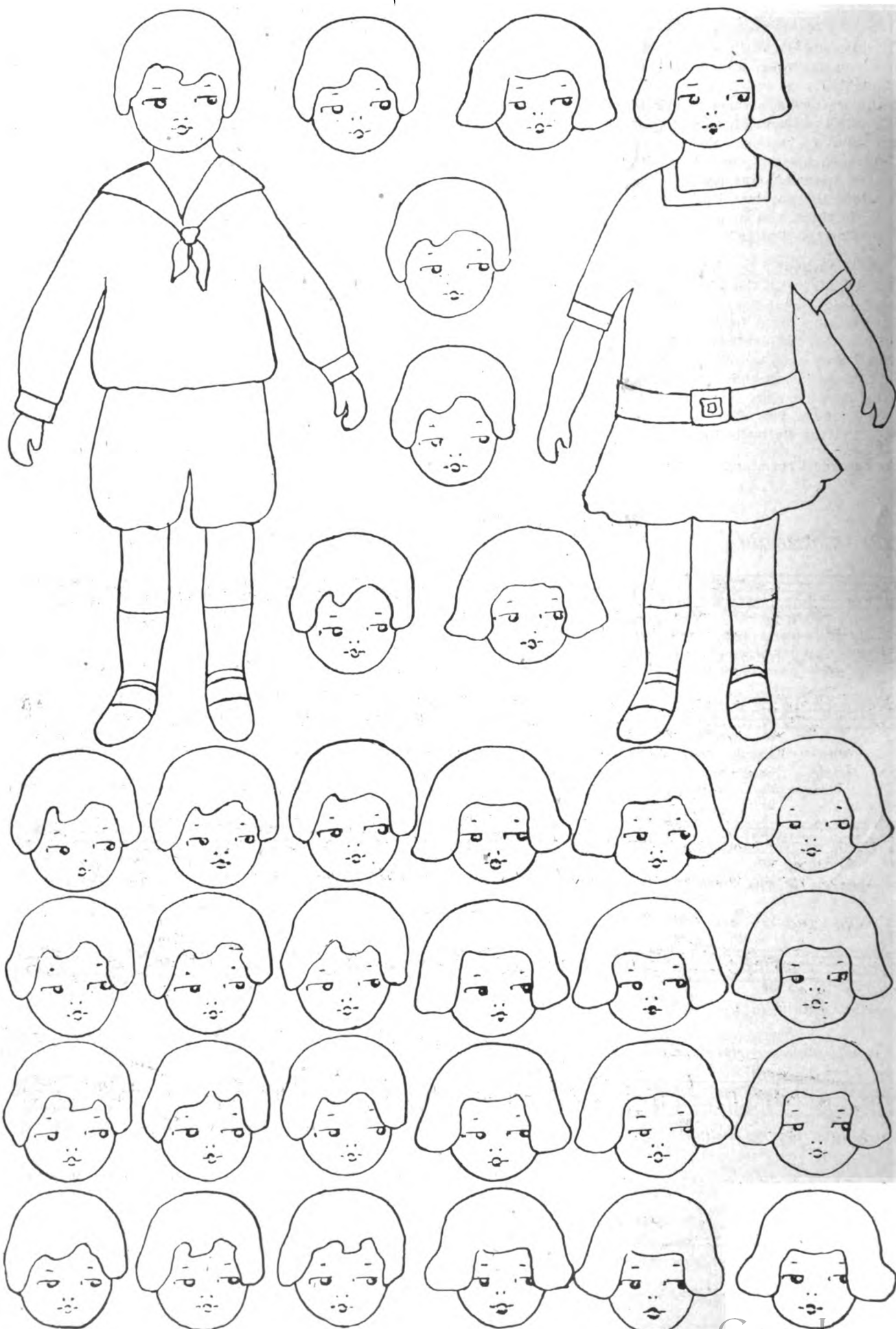
(BUTTERFLY BEAU conducts MISS SPRINGTIME to a green throne in the center, while all the others gather round. All sing "Voices of the Woods," written and adapted by Wm. Michael Watson from Rubenstein's "Melody in F.")

VOICES OF THE WOODS

Melody A. RUBENSTEIN

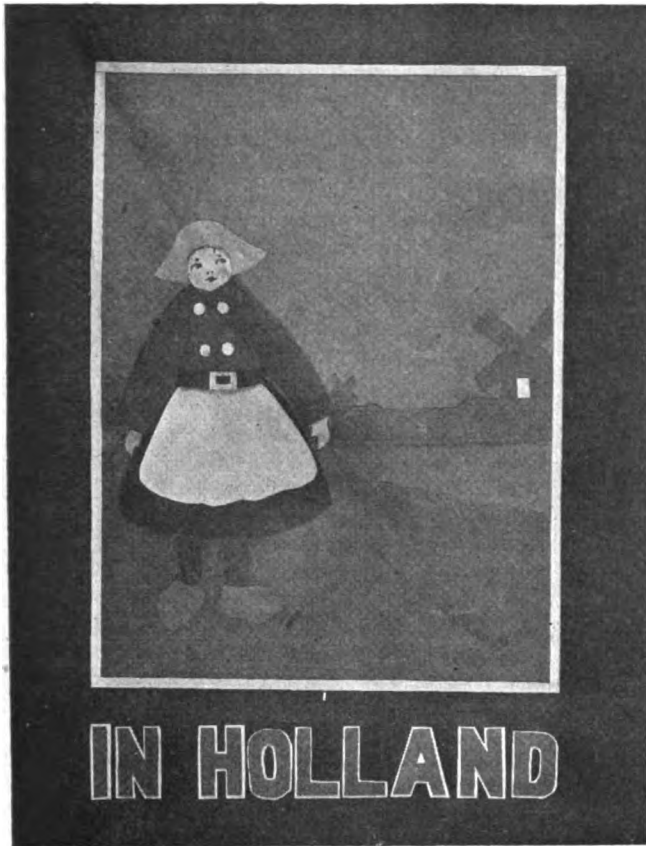
TUNE: MELODY IN "F"

1. Wel--come sweet spring-time! We greet thee in song, Mur--murs of glad-ness fall on the bloom;— Spring-time is come, and sweet summer is nigh,— Sing, then ye birds, oh sing! climes,— Flo--ry pres-ence a-wails in the bow-ers, Long-we-tan thy com-mands. Brook--lets me wakes all the flow'ers from sleep, Joy giving incense floats on the air,— Snow drop and whis-pring as on--ward they flow, Songs of de-light at thy glad re-turn,— Bound-less the prim--rose both tim-id-ly peep— Pal-ing the glad new year. Balm-y and life breathing wealth thou in love dost be-stow,— E-ver with lov--ish hand. How na-ture loves thee, earth breeze--zes are blowing, Swift--ly to na-ture new vi--ber be--stow--ing, Ah! how my glad-- voice dis-clo-ses, Her--ald thou art of the time-- of the ro--ses, Ah! how my heart beats with rap-ture a--new, As earth's fair-est beau--ties a--gain meet my view. heart beats with rap-ture a--new, As earth's fair-est beau--ties a--gain meet my view.





# Industrial Art



IN HOLLAND



IN JAPAN

## You Are a Designer

By Carolyn F. Jenkins

**Y**OU are a designer whether you want to be or not. When you dress yourself, when you buy a hat or tie, or select materials, you are a designer. When you set a table, arrange a bouquet, plan a garden, hang a picture, or write a letter you are a designer. When you build a house or factory, decorate a shop window, or write an advertisement, you become a designer.

The home reflects the taste of the housekeeper. The costume reflects the taste of the wearer. The appearance of the place of business reflects the taste of the business man. The farm reflects the sense of pride in the farmer. The cleanliness, order, and beauty of a town or city reflect the appreciation of good taste of its people.

There seems to be an awakening of people throughout our country to the desire to improve their homes inside and out according to the best standards.

The real estate agent appreciates the value to his business of good taste and order in the appearance of the house with its surroundings.

If the modern business man fails to recognize the aid that art can give to him in each and every department of his business, his competitor will,

from such things as getting more efficiency from his employees through giving them artistic surroundings to the arrangement and display of goods to be sold and to the relative small matters such as an individual design for his firm's wrapping paper. Buyers prefer these things.

What do we mean by the best standards? Surely not the standards of wealth and luxury and the possession of much goods. The standards of good taste are taught by the practical, common sense application of the principles of color, form, and line, harmony, contrast, and proportion.

These principles are taught in the public schools in the course of art education. This art education should be an organized, consistent interweaving of art problems with the regular course of the school and in turn serving the general industrial requirements of the country.

Through this study it is the aim to make the work of still greater educational value, so that the child will gain an appreciation of the value of industries and a greater knowledge and interest in them as well as a practical application of art principles to all walks of life.

Remember, you are a designer whether you wish it or not.—The Oneontan.

## Costume Design

By Frances S. Lavender

### Basic Principles

**A**T FIRST sight, the teacher may think that work in costume design is little more than child's play; but, through the dressing of paper dolls, the basic principles of correct dress should be thoroughly studied and applied. Many children cannot have the proper colors and materials for their own clothes, but they can work out doll clothes according to good taste in dress, possibly influence their mother's selection of colors and materials, and, later, apply these principles to their clothes when they are old enough to choose for themselves.

### A SUGGESTED COURSE IN COSTUME DESIGN

Make the study of "Costume Design" practical. Have the children in each grade plan two or three school dresses both for winter and for summer, a party dress and a Sunday dress, for girls; have them plan two or three school suits, a play suit, and a Sunday suit for boys.

### THE IMPORTANCE OF GOOD TASTE IN DRESS

Throughout the study of correct dress, teach the pupils that clothes are worn to protect the body and not to attract attention. It is the mind that makes the person attractive, not the clothes. Anyone can attract attention by wearing flashy, extreme clothes; but only those men and women are fine who can think, say, and do fine things. If a person who has a fine mind wears "loud" or "extreme" clothes, the attention of other people will be attracted by the clothes and for a time, her fine mind may be forgotten. Neither should a person who does not have a fine mind wear extreme clothes, because after attention has been called to her clothes, people will find that she has little in her head—which is a poor compliment indeed.

### GENERAL PRINCIPLES

1. *Clothes should be made of materials suited to the season of the year.* People should wear woolen clothes in winter, because wool is warm and the body needs protection at this season; they should wear cotton clothes in summer, because cotton does not hold the heat.

2. *Clothes should be made of material suited to the occasion upon which they are worn.* Materials for work clothes should stand hard wear; for this reason, they should be of cotton or wool. Silks, satins and velvets are not suited to working purposes, because they are delicate in texture and wear out quickly and easily. Teach children that silk, satin and velvet dresses should not be worn to school.

3. *The color of a dress should be determined by the use to which the dress is put.* Work clothes that cannot be washed easily and quickly should be dark, as they do not show dirt as plainly as the light. Is it not better to wear a dress that does not show the dirt easily and can be worn for a long time without washing than a light dress that must be washed frequently?

4. *The whole dress or suit should not be made of normal (strong) or near-normal colors.* These colors are so "loud" and "flashy" that they attract more at-

ention than the person who wears them. Grayed colors are best for suits and dresses. They are made by adding black to normal colors.

5. *Plaids in both cotton and wool are good for making suits and shirts.* Plaid goods do not show spots of dirt and grease as plainly as do plain colors. The design of the plaid attracts more attention than do the spots of dirt. Most suits for men and boys have some little plaid design worked into the cloth, and most of the shirts and blouses, also, have a design—usually a stripe or figure. Many girls wear woolen plaids in winter and cotton plaids in summer. A plaid dress will look clean much longer than the plain. Plaid ties and hair ribbons, too, are more practical than the plain.

6. *Fine laces and expensive trimmings should not be worn on work clothes.* They should be saved for the best clothes. Do not overtrim a dress lest people admire the dress rather than the wearer and what she says and does.

### Section 1. First, Second and Third Grades

#### HOW TO CUT THE BODY OF THE DOLL

Children in the lower grades will enjoy cutting dolls free hand. Before any dolls are cut, talk over a few of the important points in proportion: Cut the head large enough; the arms, when straight at the sides, reaching about half way to the knees; the feet proportionately large.

Dolls cut on the fold are good models for these grades. Fold a 6"x9" sheet of manila paper the long way. (The teacher should cut several dolls for the class before the children attempt to cut by themselves.) Cut in this order: head, arms, body, legs and feet. Make a number of cuttings until a large per cent of the dolls are satisfactory.

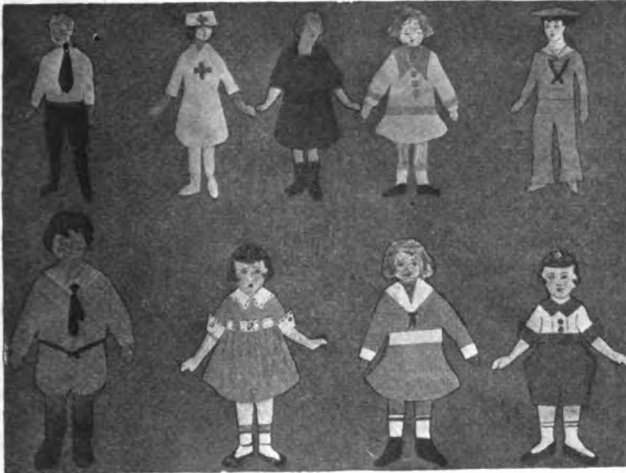
The pupils should cut both boy and girl dolls. If some of the children do not succeed in cutting a good doll for themselves, the teacher may give them each a doll cut by another member of the class or one cut by herself to be used as a pattern. Each child should have a good boy and girl doll at the end of the second lesson, whether cut free hand or by pattern.

#### THE PROBLEM: TO DESIGN A SCHOOL DRESS

A school dress should be planned for the girl doll first, according to the principles given here. A cotton dress would no doubt be most serviceable at this season of the year. Should it be dark or light in color? Why?

#### SELECTING COLOR COMBINATIONS

Use a definite color combination. First Grade children should use only the primary colors—red, yellow and blue—in combination with any one or all of the neutrals, white, black or gray (see School Education, March, 1920, "Designs and Color Combinations for Grades I and II"). Second Grade children should use primary colors and secondary colors—orange, green and violet—with any or all of the neutrals. Third Grade children may use any of the combinations used in First and Second grades and, in addition, a tint of



any of the six leading colors in combination with any or all of the neutrals.

Be *sure* that the pupils use *only* the combinations planned for their own grade.

The teacher should place sheets of 4x9 paper in grayed color planned for her grade in the chalk tray at the front of the room and allow the children to pass by rows and choose the colors they like best for the school dresses. The First Grade could use grayed yellow (khaki), grayed red, or grayed blue; the Second Grade, grayed yellow, grayed red, grayed blue, grayed orange (brown), grayed green, or grayed violet (purple).

#### CUTTING THE DRESS

After the colors have been selected, fold the 4x9 colored construction paper the short way. Lay the doll on the paper so that the shoulders are even with the fold, and trace around the arms and skirt. Always cut the dress larger than the doll. Round out the neck and cut a slit down the front and back to allow the head to slip through.

#### PLANNING DESIGNS

After the dresses have been cut, the design may be worked out. The children should have been looking through the fashion magazines and catalogs, and should have brought to school pictures of clothes they would like to wear. From these fashions found in books, the children may design their dolls' clothes. Do not allow the children to make any designs they may fancy. In the main, restrict them to collars, cuffs, and belts in the First and Second grades. In the Third Grade, allow pockets. The collars and cuffs may be rounding or pointed, and the belt placed at the waist, above it, or below it.

The First and Second grades may use black, white, or gray collars, cuffs and belts; the Third Grade the same, and, in addition, tints of the colors from which the dresses are made. Cut collars, cuffs and belts from all three neutrals—and, in the Third Grade, tints—so that each child may see which he likes best.

#### JUDGING EFFECTS OF COLOR AND DESIGN

After the color combinations have been decided upon, paste the collars, cuffs, and belts in place. Talk over the effects of gray on green, white on green, etc., etc. In the same manner, talk over the different designs of dresses worked out by different members of the class.

#### FINISHING TOUCHES

The stockings are cut by laying the doll on white or black paper, tracing around the legs, and cutting them out of white or black paper. The shoes may be cut in the same manner and may be either black or white.

The faces are often quite hard to draw, but children enjoy drawing the faces on the doll and can do so if the face is developed in an easy manner. The head is oval in shape, wider at the top than at the bottom. Draw two dots close together for the nose. The lips look something like the written "u." An eyebrow is placed above each nostril. The eye is oval shaped, not round. The hands, face and bare knees need a light touch of orange crayon. The hair may be colored with dark brown or black crayon. The eyes may be blue or brown. The cheeks and lips need a little red.

(According to the best principles, two different mediums should not be used in the same costume; for example, if the dress is cut from paper, the collars, cuffs, shoes, buttons, etc., should all be cut from paper. But many children cannot get satisfactory results—do not cut collars that fit, for instance—and so, if the teacher wishes, she may let these children draw these parts in black crayon.)

#### LATER PROBLEMS

The lesson on school clothes for the boy doll should be carried out in about the same manner as the lesson on girl dolls. Dark blue and brown suits are probably best for boys. Some may like to dress their dolls in white blouses and dark knickerbockers.

After the school clothes have been worked out, Sunday clothes and party clothes may be taken up. Party clothes may be made from lighter colors because they are not worn often or in dirty places. The children may use more originality in designs for party clothes.

Out door clothes and work clothes may be taken up in a manner similar to that developed above. Hats, coats, etc., may be designed by the children. Some boys and girls may like to cut overalls, sailor suits, raincoats, etc., or Japanese, Dutch, or Scotch dolls as a study of the dress of foreign nations. On page 33 you will find two beautiful posters that have been worked out as a study for foreign dress.

#### TIME REQUIRED TO DEVELOP THE PROBLEM

Two or three weeks are usually required to develop the doll problem thoroughly. The basic principles of good taste in dress should be discussed with the children during each lesson, so that they may be impressed on the minds of the children and applied to each dress made in class.

(Next month we will take up the study of Sunday clothes as a problem in costume designing for the Intermediate grades.)

## Some Paper Doll Problems

By Elizabeth Colburn

THE paper dolls given on page 32 are for use in the primary grades. The two figures should be mounted on some stiff material such as oak tag, then cut out and used as patterns for making thirty more dolls for which the faces are given on this page. Using an orange crayon *very* lightly color the face, hands, arms and legs of the figures. Do not permit the children to retouch the features

as they are sure to produce hideous results with the unpointed crayons. Brown crayon should be used for the hair, and black for the slippers. The figures may then be dressed in bits of colored paper using some of the following combinations:

White trimmed with red or yellow or blue.

Bright color trimmed with white or black.

Gray trimmed with white and bright color.

Gray trimmed with black and bright color.

These dolls may also be dressed in the costumes of various nations and used in simple landscape

settings as here shown. The Dutch scene may be made entirely in tones of blue with black and white, or in realistic coloring with blue sky and water, green grass, white cap and apron, red waist, black belt, blue skirt, red stockings, light brown wooden shoes, and the distant shore gray violet. The Japanese scene should have blue sky, green grass, brown branches and building, pink blossoms, kimono and patterns in sash pink, dark green sash and trimmings, narrow edge of pink, letters of green on pink, and mount of dark gray.

## Judging Exhibits In Class

By Frances S. Lavender



**I**N the January number of *School Education*, we discussed the principles of poster-making and criticized advertisements and posters found in magazines. After the discussion and criticisms, we called for original posters from the pupils.

The posters given here were worked out in the fifth, sixth and seventh grades at Bovey, Minnesota and were the first made this year. They are entirely original. The teachers gave the children their start, showing them how they must plan their posters: the margin first, the illustrations and letters planned in oblongs before cutting, etc. Then the children were ready to begin their work. During the lesson reminders of the principles were given from time to time.

When the majority of the posters were finished, they were pinned on the burlap in the front of the room and discussed in the following manner: How many posters have good margins on all sides? Which margins are the best? What could be done to improve the other margins? Does the illustration give the idea of the thing advertised? Posters that violated the principles of good poster-making were given back to the pupils to be changed or made new. Some needed just a slip of paper pasted on the background, and others remounting or re-making. The illustration below shows how they were changed.

This is a valuable lesson in teaching children to judge poster exhibits.



# Problem Method in Geography

Myra Banks

## Article V. Devices for Drill

### The Picture Lesson

It will hardly be questioned that pictures, properly used, are the most direct and interesting means of instruction which a geography teacher has at her command, excursions alone excepted. In some cases the picture has an advantage even over the excursion in point of practicability. The circumstances under which too many teachers work are almost prohibitive of excursions; but it is hard to realize any insurmountable difficulties in the way of using pictures in one fashion or another.

Several instances may be cited to show the growing place which pictures are beginning to occupy as a means of geography instruction. First of all may be mentioned the Pictorial Geography, published by the National Geographic Society, Washington, D. C. The following extract from a circular letter sent out by Miss Jessie Burrall, Chief of School Service\* for the National Geographic Society, speaks for itself:

Permit us to call your attention to the newest publication of the National Geographic Society. As you are aware, the greatest problem in instruction at present is in securing suitable illustrative material. The thousands of pictures published annually in the National Geographic Magazine have found their way into almost every school in the land, giving rise to an unprecedented demand for visual instruction. To meet this demand, the Society is now publishing its wealth of pictures on separate sheets, arranged in sets by topics to fit the courses of study throughout the United States. They are printed upon heavy, glossy-coated paper, nine by eleven inches in size.

As you are doubtless aware, the National Geographic Society exists for one purpose—the increase and diffusion of geographic knowledge—and is most happy to co-operate with the schools, assisting them in every possible way to build up a teaching of geography that shall be not only fascinating and attractive, but so practical that it may be a definite step toward world unity and permanent peace.

As no profit is ever made for anyone, from the publications of the Society, these pictures can be issued practically at cost.

Four sets have been published to date. One each of the four sets may be had for \$2.75 if ordered together. Ordered singly, the 24-sheet sets are \$0.50 and the 48-sheet sets are \$1.00. The Pictorial Geography is just what its name indicates—a geography in pictures. A feature which appeals especially to the rural teacher with her many study periods to provide for, is the reading matter below each picture. Unlike anything we have ever seen printed on a stereograph, post-card, or other means of visual instruction, this reading matter is in language the children can read and understand without help. With the accompanying pictures, it can well be classed as a very valuable supplementary reader for

second and third grade pupils eager to "try their wings." However, though in simple words, it is of interest to pupils of all ages because of its content.

A second instance is the publication in *School Education* for February, 1920, of a list of "Motion Pictures of Especial Interest to Students, Educators and Schools."

A third instance is an article in the February, 1920, issue of the *Atlantic Monthly*, "Geography," an exercise in imagination by Mr. Edward Yeomans. Mr. Yeomans is not a pedagogue. He writes from the viewpoint of a man interested in education because he has two boys of school age. It will do you good to get this article and read what he says about geography and teachers of geography, in school and out. What has this article to do with pictures? Toward the end of it Mr. Yeomans advocates the use of pictures as a very valuable aid to geography instruction.

In the January, 1920, issue of *The Elementary School Journal*, p. 389, under the heading, "Reviews and Book Notes," there is the following:

Visual Education—Many pamphlets and articles have appeared of late to advocate the introduction of moving pictures into the schools. Several publishing houses have undertaken to prepare the pictures necessary to illustrate their textbooks.

Moving pictures in rural schools may, in many cases, not yet be possible; but every school can, for the present, work on the idea of illustrating the textbooks used with good supplementary pictures.

Many more instances of the growing movement for visual instruction might be given. These four were noted without any organized search in the reading we chanced to do in a few days.

To the above instances may be added a few conclusions drawn from five years' practice in teaching geography the picture way, whenever pictures could be obtained. These comments all point to the economy of the method.

(1) Pictures do away with lengthy explanations which convey little meaning to most children and create distaste for geography. When pupils can see and understand, they are eager to learn. This enthusiasm when children are learning insures permanency of the mental impression and greatly reduces the amount of drill necessary to fix basic points.

(2) The very fact that we can see a thing with our eyes in less time than we can read or listen to a description of it shows another reason why pictures are economical.

(3) Pictures insure greater class efficiency than purely book methods, because they speak a universal language, and books do not. You can teach geography to one hundred per cent of your class with pictures; without illustrative means, to only about twenty per cent. Should our schools be maintained for just the especially gifted one-fifth?

(4) Pictures insure correct mental concepts, and

\*Our attention has been called to an announcement in the N. E. A. Bulletin that this department is working with the United States Bureau of Education.



avoid the waste resulting from confused or wrong notions. It is unreasonable to expect children to interpret correctly book descriptions of things they have never seen, or, of necessity, described in such general terms that the children fail to see the connection with their experience even when there is one. Frequent use of pictures enriches a child's mental imagery, so that he learns to read with eyes that see. It is seen that pictures do not usurp the place of the text. They strengthen it. Children look at the pictures first, as everyone knows. A geography reader with illustrations in color is read with avidity, while another, possibly just as interesting but without illustrations, goes begging.

(5) Above all, there is this factor to consider—the one so largely evident in the study of geography through types: that we interpret a new thing of a class from experience with some other thing of that same class. For example: a person who has passed through the dry country of New Mexico and Arizona will very readily construct a mental picture of Palestine in the dry season, when he studies the text with pictures such as occur in the March, 1914, National Geographic Magazine, "Village Life in the Holy Land." He readily senses why the Syrian farmer cannot plough without the softening rain. He almost feels a choking sensation when he reads of the dust storm. He truly appreciates the miracle of water in a "dry and thirsty land" and realizes how the irrigation project based on the damming of the Jordan River would "make the desert blossom as the roses." If he has seen the pueblos of the Taos Indians, or the flat-roofed Mexican home, he understands the nature of the Syrian peasant. In his case, the pictures do not so much instruct as to cause a new application of something he already knows. In other words, by making situations clear to the children in a way that words cannot, pictures enable them to make comparisons and to trace relationships between what they have seen and what they have not seen, thereby reducing the number of concepts to be formed.

There is the added element of pleasure due to recognition of something familiar. Minneapolis children were greatly thrilled to discover a picture of some flour mills they had once visited. Some Oregon boys were equally interested to find views of Mount Hood and picture of shipyards on the Willamette River. We feel this same pleasure, even if the picture is only akin to some former experience. It may even only illustrate something we have heard or read in order to hold great interest for us.

(6) But what of the child who has never traveled, whose ex-horizon is limited by tall buildings which crowd out growing green things along with air and sunshine? Will pictures help him when he has no experience to interpret? Yes, because pictures of the right sort, properly used, give impressions which later are scarcely distinguished from those of actual experience itself. Through pictures we may give at least a taste of the experience which circumstances deny to many, many children. They may never take a trip to the mountains, but they may see the Alpine Flowers in Rainier National Park which "match our sunset skies for color, the sands of the sea for numbers, and the filmy-winged butterfly for grace" (see National Geographic Magazine, April, 1916, p. 409). They may see the majesty of snow-capped mountains and the upward march of

forest armies. They may look upon fields of golden poppies; stand upon the rim of Crater Lake, Oregon; view the magnificent panorama of the Columbia Highway; visit the Pueblo Indians in their homes—go to the uttermost parts of the world—in pictures.

When the class is studying Australia, the December, 1916, National Geographic furnishes a wealth of illustrations. Unless, in some way, you can acquire the books mentioned in the first article on Australia (published in the December, 1919, number of School Education), this issue of the National Geographic is the only source we can at present mention for pictures on Australia. As recently as January, back numbers could be secured by writing to the National Geographic Society, Washington, D. C., and enclosing twenty-five cents.

What this article says about the use of pictures is merely a foreword, so to speak. In a later article dealing with a topic for which it is possible to obtain more illustrative material, more definite illustrations of the use of the pictures will be given.

#### The Individual Topic

The individual topic is one which is assigned to only one pupil for presentation to the class. It is the means of greatly enriching the study of geography, history, and current events, because it gives the class access to more subject matter than, as a group, they could find.

Such topics should be units related to the development of a geography problem. They then review points which have been brought out in the class study and make them richer by greater detail, and the addition of interesting new material. The class development and the notes should insure the "minimum essentials" in knowledge which all members of the class should have alike on any topic which the group takes up. Beyond that, as many children as possible should be given a chance to branch out intensively on some particular phase of the study.

Aside from its value for review and organization, the "special topic" will raise the standard of recitation in a group more than you can realize unless you have tried it. The reasons are simple to see. First, a child who talks on an especially assigned topic is imparting news that no one else has read. There is more point in reciting under these circumstances than when the recitation is a mere rehearsal of what everyone has read—only in better form!—out of some book. Also, since every topic is a necessary part of the big outline, each child who presents one must do so in such a way that the class will receive a clear idea of this particular part. This places upon him the responsibility for good organization, great familiarity with his subject matter, and—not the least of all—an interesting presentation. This personal responsibility often creates an open attitude toward study which enables a pupil to read and understand material from which he would get very little under ordinary conditions.

The pupil should first study the available references, maps and other materials on his subject. (He himself should collect as much of this material as possible.) He should roughly outline his talk, then have an individual conference with the teacher. She



may suggest some improvements in organization, often add some interesting bits of information which his references have not given, and, if time permits, even hear him practice his "speech." Since, in larger groups, each child may get an individual topic only once or twice a year, having one may be considered a real event. The teacher can contribute to this idea by simply not accepting any slipshod preparation if indeed she should have this problem to meet.

One group, of which mention may be made, became so enthusiastic over this form of recitation that they decided that they did not want to study geography any other way. The teacher, realizing that picture study development, review and drill lessons as well as reports of reading could be adapted for individual presentation, let them carry the work along rather largely through "special topics". There was seemingly no limit to the effort which each pupil was willing to expend that her topic might be as good as the one given before. Not only geography, but matters of correct speech, good vocabulary, and, above all, the most interesting ways to present information were taken up. It became the custom, as a means of testing the value of her own recitation, for each to "quiz" the class at the close of her talk.

One little girl named Jane, proceeding to do this, was singularly unfortunate in her choice of pupils to answer the questions. After several had failed, she turned to her teacher and said very unhappily, "Why they don't know it at all! I'm afraid I did not recite very well. Please, may I have another day to give my topic?"

This was too much for her friends in the class. Geography was, for a moment, lost sight of in "You did just fine!" "I know! Call on me, Jane!" "We know! All the rest of us know! Try us!"

Not only were all the original questions answered, but the pupils who had first failed were rigorously instructed until they "knew", also!

Perhaps the whole secret of the success of the individual topic is that it makes the problem personal. Instead of the class progress being more or less everybody's business—to be exact, more the teacher's and less the pupil's—it is very definitely reduced to somebody's business. Through the individual topic the teacher can truly be the directing force of a class and without depriving the pupils of their chance for self-expression. This method is adaptable for use in all grades where geography is taught.

In the summary for the teacher's plan book given at the close of this series of articles, you will find topics from the subject of Australia which are suggested as good ones for individual reports.

#### Supplementary Reading

The geography reader, when used after the hard work on a topic which has been done in class, has been found a valuable means of review. Many children who otherwise seem to consider such books stupid and to get little out of them have been observed to read them intelligently and with considerable interest when they are so employed.

There is an appalling number of these geography readers, and without doubt a great many

are neither interesting nor instructive, even if they do have a wide sale. A teacher will get better results to use a few vivid, authentic texts—better yet, pertinent extracts from them—than to require that the pupils wade through all the pages of every book.

Furthermore, if your assignment of this reading is made in the right connection, you are perfectly safe to let it go as supplementary reading. We feel it a mistake to try to squeeze out again every bit of information which we think a pupil has imbibed. It is something as if one had to recite everything he read in the newspapers every day.

Suppose the pupils do let a few facts escape them. They can hardly fail to get some review of those already mastered in the class work, simply because we recognize familiar things when we see them. The big idea, aside from the review, is to get the pupils to read supplementary geography material with interest. This habit of serious reading is the thing which will keep alive and supplement your instruction when the children are no longer going to school. You fail as a teacher if you do not create in them the desire to go on studying geography through current literature all the rest of their lives. The little you can teach them is only the seed for future growth. So let them just read these books. Time and again some spontaneous contribution will show you that the assignment has not been in vain, even for the present.

The suggested supplementary reading was given in the first article of this series, which began in *School Education*, December, 1919.

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# A Little Hero of Holland

By Ora K. Smith

## Type Lessons in Silent Reading



### Purposes

Every child should become a rapid silent reader, for this is not only the key to knowledge, but it is the only means by which he may continue his advancement. Concise, intelligent, purposeful reading aims:

1st. To develop the habit of getting desired information in a brief time by concentrating the mind on the solution of definite problems.

2nd. To train the pupil to look through the words to the thought beyond, gathering that thought and understanding and mastering it quickly and independently.

3rd. To develop the ability to form judgments and reasonable conclusions from the material read.

4th. Finally, to report to a listening audience, in an intelligent, orderly, accurate manner, the thought of what has been read.

### The Assignment

In order to achieve the above aims, the teacher must put into the reading assignment:

1st. A purpose, a problem, which will give the pupil something definite;

2nd. A thought to be mastered;

3rd. A judgment—no matter how immature—to be formed.

Directions which set the class hurrying to read a paragraph for the purpose of getting from it certain definite information is a thoughtful, purposeful reading assignment. The question which the teacher asks herself, "Why are the pupils to read this lesson?" will suggest definite directions to her for the preparation of the lesson. The central aim, of course, is to get the thought.

### Lesson Development

#### AIMS

OF THE TEACHER. To train the pupils to

1. Read quickly for the thought.
2. Form a judgment of the character of the persons in the story.
3. Gather information.

OF THE PUPILS.

1. To ascertain why Peter was called "A Little Hero of Holland."
2. To bring in interesting information on Holland life.

#### PREPARATION

OF THE TEACHER.

When pupils are beginning the work in silent reading, and for a time afterward—until they are able to establish their own definite problems in reading—the teacher may write directions on the blackboard to guide the thought-getting process.

1. Blackboard questions.

Find Holland on the map.

Read the story through.

What must you know about Holland to help you understand the story?

Read these references. (See list of books given below.)

Each one have something interesting to tell of Holland and its people.

Re-read the story, looking for

- (1) The most important incident in the story. Why is this the most important?
- (2) The kind of character Peter has and how it is shown.
- (3) A title for each paragraph.
- (4) Words that are difficult to pronounce; whose meaning you do not know; picturesque phrases.

Of what other story of heroism does this one remind you?

Why was Peter called a "Hero of Holland"?

2. Reference books—blackboard list.

Chance.....	Little Folks of Many Lands
Shaw.....	.....
.....	Big People and Little People of Other Lands
Campbell.....	Little Jan, the Dutch Boy
Mansfield.....	Our Little Dutch Cousin
Dodge.....	.....Land of Pluck
Finnemore.....	Peeps at Many Lands (Holland)
George.....	Little Journeys to Holland
McDonald.....	Marta in Holland
Smith.....	Holland Stories
Carpenter.....	Geographical Readers (Europe)
Perkins.....	.....The Dutch Twins

## OF THE PUPILS.

1. Study the blackboard questions.
2. Use the books listed on the blackboard to seek outside information regarding Holland (the books should have been placed on the library table). Incidentally they will get the "library habit."

## WHAT THE PREPARATION SHOULD HAVE ACCOMPLISHED

1. The preparation of this assignment has given the pupils something definite to look for.
2. It has put purpose into the preparation of the lesson.
3. It has held the pupils' mental energy definitely and actively focused on the lesson.
4. It has awakened the intellectual interest of the pupils, so that they are in a mood to work on the lesson.
5. It has set up the ideal of the child's being caught up by the enthusiasm of investigation.

## THE RECITATION

## CLASS DISCUSSION.

1. Whom is this story about?
2. What is the story about?
3. Locate Holland on the map.
4. In what direction from here would you travel to reach Holland?
5. What interesting facts did you learn about Holland from your references?
6. From these and the story, what picture do you have of Peter?
7. Find a paragraph in the story that describes Peter.
8. What is the most important incident in the story? Where?
9. Why is it the most important?

(Note: there may arise a discussion of opinion here; if so, then so much the better, for it is supplying the necessary training in formation of judgments. Encourage the pupils to venture and substantiate opinions. In doing this, you are developing their self-reliance. When a child's opinion is incorrect, show him the error of his reasoning. Usually the question, Why? leads him to discover his mistake.)

10. You may read orally the paragraphs you liked best.
11. Why did you like this paragraph?  
(Note: Ask several pupils to read orally their favorite paragraphs and tell why they chose them.)
12. Read the first paragraph and give it a title.  
(Note: Take up the other paragraphs in the same manner.)
13. Why do you like Peter?
14. What would make him a desirable schoolmate?
15. Why was he called a "Hero of Holland"?
16. What other story have you read that is similar to this one?
17. Which of the two stories do you like the better? Why?
18. What is worth remembering from this story?
19. Give a summary of the thoughts of the story.
20. Would you suggest another title for the story?

(Note: Difficulties of pronunciation, strange and unfamiliar expressions, picturesque phrases, and the meaning of words are discussed.)



A Bird of Holland

## THE TEACHER'S PART IN THE RECITATION.

All through this discussion, the interest and enthusiasm of the teacher is the vital factor; they are contagious, and, if real, will carry over to stimulate further interest and enthusiasm on the part of the pupils. But the teacher must be careful merely to guide the trend of the pupils' thoughts into right channels and, when errors in judgment occur, to lead the pupil by skilful questioning to interpret correctly.

## SILENT READING IN THE RECITATION.

While the actual silent reading was done by the pupils during their study period, yet some opportunity was given for it during the recitation when the pupils read one paragraph at a time and named it, and, also, when they selected their favorite paragraphs.

## VALUE OF THE RECITATION.

The spirited class discussion brought out the salient points and gave the child a grasp of the thought; speed and accuracy were developed; judgments were formed; opportunity was given for oral reading and much good English work.

Such work requires strenuous mental activity, but it can be developed even in intermediate grades. Too often teachers pre-digest material for the pupils, leaving them nothing new to discover for themselves. Children are capable of more thinking and reasoning than we give them credit for. The skilful teacher remembers that they learn to think by thinking and that they are happier and more interested when thinking out problems and forming judgments of their own.

## A Type Lesson in Oral Reading

### The Place of Oral Reading in the Course

Oral reading is secondary to silent reading, and therefore should follow the latter. If, however, there is no good reason for an oral reading of a selection, such reading is not necessary. Many selections should not be read orally. If, however, the meaning or beauty of a selection is best brought out by an oral rendition, then those passages should be read aloud.

### Purpose

"A Little Hero of Holland" may be read orally as a preparation for dramatizing in the near future either for a morning exercise or a special program.

The assignment for the study period follows:

### Assignment

"We are going to play this story for our program Friday. During your study period plan how we will play it.

"First, decide upon the setting we will need. Refer to your reading. How many acts will we have?"

"Plan the talking in the story. You may, in some cases, have to make up your own conversation.\* What will you say? Think how you will say it.

\*The story of "How the Mondamin Club Began," lends itself beautifully to this type of lesson in dramatization.

(Next Month: More Type Lessons.)

"Think over the characters who will appear in the play. Who will have the most to say? See if you can write the story in the form of a little play."

### Recitation

"Before playing our story, let us listen while the story is being read. This will help us to know just how to dramatize. All but John may close their books. John, glance quickly over the first paragraph before you read. Ready now, John, for the first paragraph."

When John has finished reading, ask for the thought of the paragraph. "Will you use this paragraph in dramatization? Why? How?"

Another pupil continues the oral reading. As it continues from paragraph to paragraph, ask:

"What colors did you see in the paragraph?" or "What sounds did you hear in the last paragraph?" or "What word pictures did Elsie bring out in her reading?"

The oral reading thus continues until the story is completed. Then follows a discussion of the playing of the story—the scenes, characters, conversation, and other elements based on thoughts, pictures, emotions and material selected from the oral reading.

(Copyright 1920, by Ora K. Smith)

## Preparing a Program Recitation

In his article, "Planning the Special Day Program", which appeared in February, Professor Finer says,

"It may be taken as a cardinal principle that a program should be nothing more than a magnified, red-letter recitation on some event. For this program-recitation there may be weeks of preparation, but it should be done in school as a part of the regular school work. The idea that programs are gratuitous additions to the education of the child and therefore need to be prepared in off-hours is wrong, and needs to be displaced by the thought that the program gives an opportunity to do something for the child and the community that can be done in no other way."

If the reader desires to produce as a part of her closing day program the play "A Spring Flower Garden" (given elsewhere in this issue), it will not be necessary for her to break the news to the children until time to prepare the costumes. She should, however, begin to prepare for it as soon as the first wild flower is reported. The children may form a wild flower club and keep a record of their study in booklets and on a flower calendar. The teacher should go through the readers and other books in the library and hunt out all the poems which make up the parts in the play—it will not be difficult for her to find them, as they are all gems of children's literature—using them as reading lessons through which to arouse an interest in studying wild flower life from nature and from

books. The poem which is later to be assigned to the child as his part in the play should now be memorized by him, and copied accurately as a page for his flower booklet.

A book that will be helpful to the teacher in planning the costumes, and one that the children will not tire of looking at, is Elizabeth Gordon's "Flower Children", published by Rand McNally. Charles Reed's "Wild Flowers East of the Rockies" is another book that children should know.

Have the children recite their poems at informal little flower club exercises. This will give more valuable practice than they could possibly get in special rehearsals at the last minute, and will make it necessary to have but one rehearsal, the dress rehearsal. Since the children already know their lines, it will be easy for them to work out, under the teacher's guidance, the play that Mr. Holden has worked out; and they will have the joy of feeling that the play is their very own creation. It is not absolutely necessary that the play be given exactly as we give it. The children may not be familiar with some of the flowers mentioned in the play, in which case they can readily substitute others that they do know, if they have found lines that can be appropriately brought into the play.

The children may suggest that the violinist who plays the Spring Song may be dressed as Mother Nature, to call Miss Springtime. If neither piano nor violinist are available, the phonograph is a fine substitute.

# Rules for the April Spelling Contest

(Adopted by the State of Nebraska)

## ELIGIBILITY OF CONTESTANTS

Rural pupils from the Eighth Grade and under, and city or village pupils from the Seventh Grade and under, shall be eligible to enter the contest.

## LISTS OF WORDS TO BE USED

The list adopted for the Interstate Contest between Iowa, Nebraska, South Dakota, and Minnesota, and the contest list on page 68 of the Eaton Speller.

## RULES GOVERNING THE TESTS

There shall be an oral and a written test.

The rules governing the oral test are:

1. Contestants shall determine places in the line by lot.
2. Contestants shall be retired when they misspell a word except that one or two rounds of words shall have been pronounced before any contestant is retired.
3. Words shall be repeated or defined at the request of the contestant.
4. There shall be seats for each contestant that they may sit during the contest.
5. Large numbers shall be provided and pinned upon each contestant that the judges may keep a record of the misspelled words.
6. The number and name of each pupil shall be entered upon the score sheet before the contest begins.
7. There shall be three judges and one referee selected by the county superintendents interested.

The rules governing the written test are:

1. Each contestant shall have a number entered upon the score sheet before the contest begins.
2. Each contestant shall have several spelling sheets and lead pencils provided before beginning.
3. There shall be space for at least thirty words upon each spelling sheet. (Many conductors of spelling contests believe ten words at a time is sufficient.)
4. There shall be three judges and one referee selected by the county superintendents who enter contestants.
5. The winner shall receive first prize and there shall also be a second prize.

## General Rules:

1. Any question not governed by these rules shall be decided by the county superintendents who enter contestants, before the contest begins.
2. Any questions not governed by these rules and arising during the contest shall be decided by the judges of the contest.
3. Webster's New International Dictionary shall be considered authority.

## Failure

What is a failure? It's only a spur  
To a man who receives it right,  
And it makes the spirit within him stir  
To go in once more and fight,  
If you never have failed, it's an even guess  
You never have won a high success.

What is a miss? It's a practice shot  
Which we often must take to enter  
The list of those who can hit the spot  
Of the bulls-eye in the centre.  
If you never have sent your bullet wide  
You never have put a mark inside.

What is a knock-down? A count of ten  
Which a man may take a rest,  
It will give him a chance to come up again  
And do his particular best,  
If you never have more than met your match  
I guess you never have toed the scratch.

—Edmund Vance Cooke.

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# A Garden For Every Child

## The School Garden Army

**T**WO and one half million children were enrolled in the United States School Garden Army in 1919. It is estimated that these children produced food valued at \$48,000,000. With the coming of a new season, the problems that confront us as educators are: to increase this army, to make the garden work more permanent, and to increase its educational value. The motto of the Garden Army—"A garden for every child—every child in a garden"—can only be realized when gardening becomes a definite part of school work.

### Recognition Given the Value of School Gardening

John R. Randall, Director of the United States School Garden Army, points to the encouraging recognition that has been given this work:

"The President recognized the value of School Supervised Gardening by making it a productive line of defense during the period of the Nation's need. Congress has appreciated the service of garden leaders to the country and has recognized the permanent value of this work by granting an appropriation to continue the United States School Garden Army. This work is not for ourselves or any organization, but one devoted in a spirit of service to the education of children."

### THE EDUCATIONAL VALUE OF SCHOOL GARDENING

City children will form habits of industry and regularity by utilizing their energies on the backyards and vacant lots that are now largely unproductive. School Supervised Home Gardening requires only a limited amount of school time, but it should have as definite a place and credit as any other school subject. As a practical out-of-school-hour subject, gardening admits of the wisest kind of correlation with other studies. There is no school subject from which more real knowledge can be gained of science, of art, of life's relations, than from dealing with living, growing plants.

### THE ECONOMIC VALUE OF SCHOOL GARDENING

Food produced in the city will not require transportation, and garden foods will reach the table in the most edible condition. The value of the garden products of the individual child may be small, but, multiplied by the production of millions of children, the result will add materially to the nation's wealth. Boys and girls who are now consumers only may become producers and helpers in the real economy of the home.

### Plans for 1920

The United States School Garden Army is not a temporary organization. Its aim is permanency of production through education.

### ORGANIZATION

The formation of companies should be continued. The company simply establishes a working unit that may include a class, a school, or any other group adapted to local conditions. The number in a company may be from ten to one hundred fifty.

### AGE LIMIT

Any child may be a member of the School Garden Army. All pupils from the third to the eighth grade should be enrolled in companies.

### REQUIREMENTS FOR ENLISTMENT

Any child may enlist by signing an enlistment blank, by which act he agrees to raise one or more food crops and to keep a record of his results, reporting them to the garden teacher or supervisor. One enlistment blank is required for each thirty children. The required number of enlistment blanks may be obtained by filling in and mailing the regulation post-card furnished by the United States School Garden Army Association.

### OFFICERS

Each company should have a captain and one or two lieutenants, the latter depending on the number of pupils enlisted. The officers will be of great assistance to the teacher in securing enrollment and supervising home gardens.

### INSIGNIA

The 1920 insignia is made by lithographing the U. S. S. G. design on a celluloid bar, and has a bangle pin attached. The insignia is complete and ready for distribution to the pupils when received by the teacher.

For the Privates: Green field, crossed hoe and rake, plain center.

For the Second Lieutenants: Green field, crossed hoe and rake, one gold star in center.

For the First Lieutenants: Green field, crossed hoe and rake, two gold stars in the center.

For the Captain: A double gold bar, green field, crossed hoe and rake, eagle center.

### POSTERS

Five posters (two new) have been prepared by famous poster artists and are available for free distribution for posting in school rooms where U. S. S. G. companies have been formed.

### CERTIFICATES

A certificate signed by Secretary of the Interior, the Commissioner of Education, the Director of the U. S. S. G., and a space left for the signature of a local official has been engraved. This certificate will be presented at the end of the garden season, to children who have achieved a real success. Standards for awarding the certificate will have to be left largely to the local supervisors or teachers. These standards should be high, but such as can be reached by all children who make an honest effort.

### RECORD BLANKS

A sample record blank is printed, which can be adopted by local communities. Its adoption by many cities will establish a uniform standard for awarding certificates.

### THE TEACHER

The garden teacher is the most important factor in the success of the garden. The company formation, officers, insignia, posters, etc., are valuable in arousing the interest of children. They are, however, only a means to an end, and permanency de-



pends on selecting a teacher—and adequately paying for garden supervision.

#### THE MANUEL OF GARDEN LESSONS

Manuals of garden lessons have been written for the five climatic regions of the United States. These manuals were written by agricultural college graduates who have also had many years of pedagogical experience. The lessons are adapted to class room instruction and yet are so practical that they may be used by the teacher when directing actual garden work. Manuals are free to teachers. Copies for the use of pupils may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C.

#### Productive Value

In his message to the Sixty-Sixth Congress, the President, in speaking of the American farmer, said: "He indispensably helped to win the war.

But there is now scarcely less need in increasing the production in food and the necessities of life. I ask Congress to consider means of encouraging effort along these lines."

The same fact is given great prominence in the statement of the United States Council of the National Defense on October 6, 1919:

"The United States Council of National Defense, composed of the Secretaries of War, Navy, Interior, Agriculture, Commerce and Labor, has made a careful investigation of the high-cost-of-living problem and finds that the nation's productive powers have not been fully utilized since the armistice, that too few goods, notably the necessities of life, have been produced. The Council believes that the remedies for the situation are: To produce more goods, and to produce them in proportion to the needs of the people."

## How the Mondamin Club Began

### A Story for the Corn Club

#### PART I.

"Tell us a boy story," said Billy, the Boy-Next-Door.

"Yes, indeed," said the Garden Lady. "You shall have it at once. I know a boy whom I'll call Tommy Thoughtful. He's not a weak, baby-boy kind of boy, you know, at all. But he does think a good deal about things that are going on around him. It sort of runs in the family to think.

"Not long ago Tommy Thoughtful had a very queer adventure—a real adventure. His teacher had been reading him the story of Mondamin. Did you ever read that, Billy? Well, some time you get a book of Longfellow's poems from the library. Turn to the story of Hiawatha, part V, Hiawatha's Fasting. It's a fine story. You know something about the little Indian boy, Hiawatha, I'm sure.

"One night," continued the Garden Lady, "Tommy Thoughtful sat up quite late learning part of this beautiful story by heart. It ran like this:

You shall hear how Hiawatha  
Prayed and fasted in the forest—  
Not for greater craft in fishing,  
Not for triumphs in the battle  
And renown among the warriors,  
But for profit of the people,  
For advantage of the nations.

On the fourth day of his fasting,  
In his lodge he lay exhausted,  
From his couch of leaves and branches,  
Gazing with half-open eyelids,  
Full of shadowy dreams and visions,  
On the gleaming of the water,  
On the splendor of the sunset.

And he saw a youth approaching  
Dressed in garments green and yellow,  
Coming through the purple twilight,  
Through the splendor of the sunset,  
Plumes of green bent o'er his forehead,  
And his hair was soft and golden.

Standing at the open doorway,  
Long he looked at Hiawatha,  
Looked with pity and compassion  
On his wasted form and features,  
And, in accents like the sighing  
Of the South-Wind in the treetops,

Said he, "O my Hiawatha,  
All your prayers are heard in heaven—

"From the Master of Life descending,  
I, the friend of man, Mondamin,  
Come to warn you and instruct you  
How, by struggle and by labor,  
You shall gain what you have prayed for.  
Rise up from your bed of branches,  
Rise, O youth, and wrestle with me!"

"So the story went on to tell how Hiawatha wrestled with Mondamin, and how Mondamin said, 'On the third day you will kill me. Then you must strip my green and yellow garments from me and lay me in the earth. Tend my grave each day. Let no worm nor weed molest me. Drive away the ravens from the place where I lie sleeping. At length, I shall leap into the sunlight, and I will bring new food for the starving people.' Only, you know, it was told in poetry, much more beautifully than the way I've told it. You get the book and read it, Billy Boy, sometime."

"Come, Tommy," said Mrs. Thoughtful, "time to go to bed. To-morrow is the first day—Daylight Saving Day!"

"Tommy stumbled up to bed, still thinking sleepily about the story of Mondamin. 'Fits in just now,' thought Tommy, 'with all this famine and high cost of living business.'

"When he went to bed, he still lay thinking about it, and blinking dreamily at a shaft of moonlight that came through the low French window and lay across the floor.

"Suddenly, in the shafts of moonlight, stood a strange-looking boy about Tommy's age or a little older.

#### PART II.

"He was as vividly colored in the moonlight as if he stood in the sunlight. He had a rich copper-colored skin, with a flush of color on it like the color on an Indian peach. Did you ever see an Indian Peach?" asked the Garden Lady. "His hair was deep, deep black. His eyes were black, with high lights in them that gleamed like dewdrops on black velvety darkness. He had on a strange garment that seemed to be beaded with bright,

golden-yellow beads about the size of corn grains. Over this close-fitting garment hung a robe of gold color and green that floated back from his shoulders in the night breeze. In his black hair, tassels or plumes of yellow nodded. He smiled a wildly beautiful, yet sweet, smile, that was like a sudden gleam of rose-and-golden sunset light. For all his green clothes he looked as natural as any real boy.

"I have come again, little paleface. Many times I come to those who love their fellow beings. Rise and wrestle with me. It is your turn, now, to do this deed of service for your paleface brothers."

"Then Tommy Thoughtful rose dreamily and followed the strange visitor, who glided out through the low French window to the dewy lawn, beckoning silently to the boy.

"There they wrestled in the moonlight, silently but wildly, till the stars seemed to dance about them. Then suddenly Tommy was alone on the lawn.

"How did I get here?" he thought, and he crept back to bed, sleepily murmuring to himself some words of the poem:

Came as silent as the dew comes,  
From the empty air appearing,  
Into empty air returning,  
Taking shape when earth it touches,  
But invisible to all men  
In its coming and its going.

"Tommy knew no more till mother woke him with her cheery call,

"Get up, Tommy! and save an hour of daylight. You were talking in your sleep last night," she added.

"Tommy forgot all about his dream, but the next night it happened again, just the same way, except that Mondamin did not vanish so suddenly. 'Sit down, little pale-face,' he laughed. 'You have wrestled well. Now, I shall tell you again the old secret. You will kill me, to-morrow! But I do not mind; for I can never die. When I lie breathless on the earth.

Strip my green and golden garments,  
Strip my waving plumage from me,  
Lay me in the earth, and make it  
Soft, and loose, and light above me.

"Then he came down to prose quite suddenly, laughing. 'I will tell you all about it. For my grave must be dug just so. And I must be laid on it with care. It must be wisely tended day by day. To-morrow, you shall read my message in the book of the pale-face scribes.'

"Then they wrestled in the moonlight as before. Old Tippy-toes, the great gray house-cat, sat on the fence as still as a statue and looked on; but the stars almost fell out of the sky, they seemed so excited.

"Suddenly, Tommy Thoughtful stood alone, blinking amazedly. At his feet lay a golden ear of corn.

"And again he crept back to bed, or thought he did, and lay there thinking, 'But Mon-da-man didn't tell me how to do it!'

### PART III.

He was awakened this time by old Tippy-toes, who knocked over a pile of schoolbooks with a crash. The first thing that Tommy saw when he opened his startled eyes was the Spring Manual of the United States School Garden Army, that the Garden Lady had left the day before, and the next

thing he saw was an ear of golden corn lying out on the lawn.

"How did that corn get out there?" he thought. "Oh! I know! I threw it out there when old Tippy-toes woke me up last night with his serenade!"

"Then suddenly the Mondamin dream came back to him; and Mondamin's words, 'You shall know, in the morning. It is written in the beautiful book of the paleface scribes.'

"After breakfast, he 'found out how'; for he took the 'book of the paleface scribes,' which was the Spring Manual of the United States School Garden Army. It was Saturday morning. Tommy spent a long while studying all the directions.

"Mother," he said at dinner. "I know what will be great fun! I'm going to start a Mondamin Club; and Bill Busyboy and Johnnie Jump-up and Sam Slacker and Hardy Hustler'll all have to join. We'll put old Sam to work, too! Won't that be great?"

"Yes, indeed!" agreed mother heartily.

"So that is what they did.

"They kept careful guard over the grave of Mondamin, following all the directions of the Garden Book of the paleface scribes.

Till at length a small green feather  
From the earth shot slowly upward,  
Then another, and another;  
And before the summer ended,  
Stood the maize in all its beauty,  
With its shining robes about it,  
And its long, soft, yellow tresses,  
And in rapture, Tommy Thoughtful  
(Even as once had Hiawatha),  
Cried aloud, 'It is Mondamin!  
Yes, the friend of man, Mondamin!'"

(Note: This story was taken from "The Garden Lady's Stories," written for the United States School Garden Army, Department of the Interior, Bureau of Education.)

## The Relation of Water to Seed Germination

M. D. Claunch

In the springtime, when the children are becoming interested in gardening, use a little experiment to show them the relation of water to seed germination. Have the children bring from home four drinking glasses and some beans and peas. Put blotting paper in each of the glasses to a depth of 1 inch. In the first glass barely moisten the blotting paper and put dry seeds on it; in the second, barely moisten the blotting paper, but use seeds that have been soaked for twenty-four hours; in the third, blotting paper and seeds both soaked; and in the fourth, water enough to half cover the seeds. Place the glasses in the same place, so that they may all have the same light and temperature. Appoint four children to watch them closely and report results, which will be as follows:

	24 hours	48 hours	72 hours
1.	0	0	0
2.	0	0	0
3.	4	7	13
4.	2	5	10

From this experiment the children will see for themselves the need of a given amount of water to secure the best results in the germination of seeds, but that too much water is not conducive to the best results.

# Suggested Methods of Teaching Arithmetic

## Common Fractions (Concluded)

Jennie E. Fair

### REDUCTION OF FRACTIONS

Reduction of fractions to lowest terms is one of the changes in form. The meaning of it is a misnomer to one of inexperience. It really means to change the form by uniting small fractional units to make a larger equivalent unit. The so-called "divisor" in the mechanical operation usually given actually tells the number of parts joined in both the numerator and denominator. So long as we may join an equal number of parts in each term the fraction may be reduced or changed.

(a) This relation may be shown concretely by equal lines, by the circle, or oblongs as one wishes:

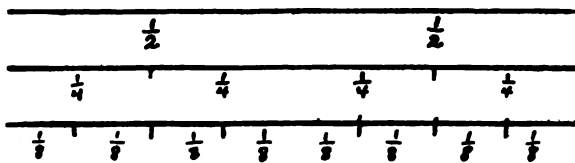


Fig. 1.  $4/8=2/4=1/2$ .

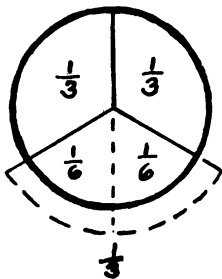


Fig. 2.  $2/6=1/3$ .

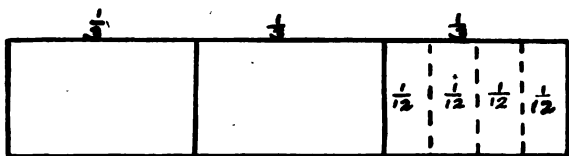


Fig. 3.  $4/12=1/3$ .

These equivalents are familiar to children; if we join two parts in the second line (Fig. 1.) we have  $2/4=1/2$ ; in  $4/8$  we join four parts in both terms and we have  $1/2$ . After the presentation with a number of simple fractions we are ready to increase the difficulty.

(b) We may use fractions familiar through other work; changing them without representations; as,  $4/18$ ;  $5/20$ ;  $12/16$ . Children tell by inspection what number of pieces may be joined in both numerator and denominator.

(c) Then use fractions less familiar—no doubt some not given before, in order to acquire the power to make the fraction a larger unit or piece. In  $20/30$ ;  $16/24$ ;  $15/25$ , consider what number of parts may be joined—always the same number in both terms. Show the number of parts by placing the figure before the fraction:  $5|15/25=3/5$ . If after uniting a

number of pieces it is seen that others may be joined, continue the written expression.

### USE OF LARGE NUMBERS

Work with fractions that are near the comprehension of children. No one has much practical work with such a fraction as  $275/400$ , so why spend time with such forms? It is important that pupils keep up the practice of reducing fractions to "lowest terms" in daily class work and in assignments of work.

### CHANGING IMPROPER FRACTIONS

Changing improper fractions to whole or mixed numbers is of value. It is necessary in work in addition and multiplication. An idea must first be gained as to what is meant by "proper" and "improper" fractions and why so named. The number of parts that make a whole is the important point. The first work is very easy and all of it mentally performed. Choose fractions that may be changed to whole numbers, first; as  $4/2$ ;  $9/3$ ;  $10/5$ . The number of parts to make one whole should be recalled in this early mental work. The recall would be unnecessary if there is skill without it. It would be emphasizing the mechanical to give a rule now.

The next step is to use an improper fraction that cannot be changed to wholes only; as  $15/4$ .

In  $15/4=?$ , how many fourths make a whole? How many four fourths are found in  $15/4$ ? Three, and three fourths more. An illustration may be wisely given. A concrete one that will appeal and help to make it clear may be: Fifteen quarters are equal to how many dollars? Use no mechanical rule. It is not of value to work with large numbers. To one who has been trained only by rule and in the mechanical way, it is difficult not to use and give the figure operation. In truth we only say "We divide the numerator by the denominator" for a short method.

### WHOLE OR MIXED NUMBERS CHANGED TO FRACTIONS

The number of parts in any whole is the essential thing. The thought in this change of form is the reverse of what we learned in preceding work. Oral mental work is most important: How many halves in two apples? quarters in three dollars? halves in 3? in 8? thirds in 1? in 3? in 9?

(a) Some larger wholes to change: 15 to halves; to thirds; to fourths. One whole is two halves; fifteen wholes are fifteen times two halves. It is only for rapidity that the rule is effective. It is rational development for which we are now using time and thought. The halves and fourths marked on our rulers may aid in this step. It is possible to show with drawings as well if help is required.

(b) The change of a mixed number to an improper fraction involves one more step. The whole number is changed and to it is added the number of parts shown in the numerator of the fraction.

Some concrete and abstract applications of these changes may judiciously be given for verification and test of ability. It is necessary that skill to make these changes be acquired before division is taught. Then

experience in the use of these manipulations comes in connection with the problems and examples.

#### DIVISION OF FRACTIONS

The next operation to teach may be division. This changes the order as followed in fundamental process presentation. That objection, if so considered, is immaterial. To teach dividing a fraction by a fraction or a whole number by a fraction in a rational manner we must change our dividend and divisor to like units or to common denominators. Then, from that aspect, we would naturally give in succession operations involving the change.

What has been done in an objective way on which to build our work? In the fourth year, with the concrete illustrations, children were able to give orally many statements in all operations with fractions. Any figure representation was in the horizontal form. The divisions were even.  $4/5 \div 2/5 = 2$  was read either  $4/5$  divide by  $2/5$  or  $2/5$  is contained in  $4/5$ , also  $1/2 \div 2/12 = ?$

(a) The first work, then is to review. The mental work preparatory to a lesson in dividing fractions is recalling fourth year work.

To keep definitely in consciousness what is the character of the example will save children and teacher future trouble and error. The habit should be formed, and continued practice given in these steps: 1. Read the question or example. 2. Tell the meaning. In a simple division expression we have a dividend and divisor given. Know each.

(b) A form of arranging the work to clearly keep in mind the steps followed in division may now be given. This form may be used until the short method (inversion) is taught.

What kind of quantities can we divide? Only like quantities. How can we make differing fractional units like quantities? Change to a common denominator. Then choose the denominator. If our first example were  $2/3 \div 1/5$ , then these steps indicated by the questioning would be followed. This example means: How many times is  $1/5$  contained in  $2/3$ ? The attention of the class should be concentrated on the work being done on the board. Make no suggestion that the work is difficult. It is *not*.

divisor	dividend
$1/5$	$2/3$
<hr style="width: 50%; margin: 0 auto;"/>	<hr style="width: 50%; margin: 0 auto;"/>
3/15	10/15
<hr style="width: 50%; margin: 0 auto;"/>	<hr style="width: 50%; margin: 0 auto;"/>
3	10
	3 $1/3$ times

The change of fractions follows the choice of common denominator. Since, after the change, the name of units, or denominator, is no longer required, we do not consider it; and for some days we show our work without expressing the denominator. Observe that the quotient is written in its place under the 0. The meaning was, *How many times* is  $1/5$  contained? So we use our label in the quotient.

The teacher must judge when her class is able to keep in mind that it is numerators alone that are concerned in the division. Illustrations of use of name in earlier work, as,  $\$15 \div \$5$ ;  $24 \text{ in.} \div 8 \text{ in.}$ , will assist her with the class. Also, they make it evident that the work may be done and the denominator remain. So the figure process may be shortened. She must

decide how soon children may discontinue showing numerators alone to divide. If the fractional part in the quotient is named the unit of the common denominator, a teacher may be positive that she has too greatly hurried her class. Writing dividend and divisor may much sooner be discontinued. Make haste slowly and verify the work with the class and individuals. When the form is learned and some power is evidenced in working examples that are given, make application of the work in problems.

#### SUCCESSIVE STEPS IN ORDER OF DIFFICULTY

There are several modifications of this division. Those that are of the same character and that should be worked in the same way follow:

(a) Divide a whole number by a fraction:

$$5 \div 2/3 = ?$$

(b) Divide a mixed number by a fraction:

$$3 \frac{1}{2} \div 1/3 = ?$$

(c) Divide a whole number by a mixed number:

$$15 \div 2 \frac{1}{2} = ?$$

(d) Divide a mixed number by a mixed number:

$$12 \frac{1}{2} \div 2 \frac{1}{2} = ?$$

Having taught the children to divide a fraction by a fraction, the above may be more quickly done. It is unnecessary to formulate any rule; just learn to follow steps of work. The class should acquire power and accuracy with only a fair degree of difficulty. The big numbers are a delusion and a snare. Make applications in problems to interest in work.

#### DIVIDING A FRACTION OR MIXED NUMBER BY A WHOLE NUMBER

The other phase of division should be given in fractional work. In partition the key-note requires to be sounded again: (1) read; (2) give the meaning. To divide  $\$375$  by 5 means to find one-fifth of three hundred seventy-five dollars—to part it into five groups.

To divide a fraction by a whole number means to find some part of the fraction. The preliminary or preparatory work was really done in the fourth year in the illustrated work. In that, the sequences to get the smaller pieces were followed by the teacher: halves were divided by two to get fourths; fourths were divided by three to get twelfths. Recall that work.

Since the denominator is only the name, it is easy to divide a fraction by a whole number if the numerator may be exactly separated into the number of groups. Comparison of such division of whole numbers may be made if there is the least difficulty.

$$\$4 \div 2 = ?; \quad 4/9 \div 2 = ?$$

If the numerator is not exactly divisible by the whole number, then the earlier work of grades preceding is recalled; thro a few simple exercises children quickly see that if we divide a third into five parts ( $1/3 \div 5$ ) we have fifteenths in our whole; a seventh cut into three parts ( $1/7 \div 3$ ) we have twenty-firsts in the whole. From the division of one piece of the whole into a number of parts, we make the advance to more than one piece. That is to say:  $2/3 \div 5 = ?$   $4/7 \div 3 = ?$

The easy progression leads to mixed numbers to be divided by whole numbers. In the following; (a)  $24 \frac{1}{2} \div 3$ ; (b)  $26 \frac{1}{2} \div 3$ , the order of difficulty is indicated. In (b) the remainder 2 should be changed to halves and the third of five halves taken for the fractional part of the quotient.

Let the work in division of fractions continue with this comparatively concrete idea of it in the fifth and sixth years. Teach the short methods, inversion of the divisor and the rule for dividing a fraction by a whole number, in the seventh year. Follow the ability to do examples with application in problems.

#### INVERSION OF THE DIVISOR

Is there any way to teach why we invert the divisor and multiply—a short method—without burying it in an avalanche of words?

If one intermediate step is well established in the seventh year the reason why may be very clear. That is, what is the quotient of 1, a whole, divided by any fraction? To establish the idea, review the common denominator process of preceding grades and there will be a fairly quick grasp of the idea that 1 divided by any fraction gives the reciprocal of the fraction (in adult's expression).

Then, for preparatory work, when ready to teach by inversion dividing a fraction by a fraction, have an oral mental exercise when the quotient of 1 divided by any fraction may be answered rapidly by the class members.

Our new example is presented:  $5/7 \div 2/3 = ?$

If we divide 1 by  $2/3$ , our quotient is the reciprocal of the divisor, or three halves. What is the dividend in our example?  $5/7$ . Is it greater or less than one? Will our quotient be greater or less than when 1 is the dividend? Then what part of  $3/2$ , the reciprocal, must we take? Five-sevenths of it. As we progress in our questioning the work is written on the board and it might be:

$$5/7 \div 2/3 = ?$$

$$1 \div 2/3 = 3/2$$

$$5/7 \text{ of } 3/2 = 15/14 = 1 \frac{1}{14}$$

For the first example the work by the common denominator method would also be done to test and prove new work. Follow the same steps with other examples; later, omit the expression of the division of 1 by the divisor; at a later time change the sign of (used in the third equation) to the sign of multiplication. Then formulate the rule adopting the short method.

To divide a mixed number by a mixed number, it is easier for work and understanding to change both to improper fractions and proceed by the short method. Another short method, *cancellation*, may be used to help rapid work. (It should be taught in connection with multiplication of fractions, in the sixth year.)

#### COMPLEX FRACTIONS

There is so little value in the complex fraction, as far as the practical side is considered, that it may wisely be omitted. Complex and compound fractions are chiefly given in the texts to test power to do. A teacher would more wisely give problems that present relations met in life.

#### PROBLEMS THAT ARE SUGGESTIVE

Mrs. Gray had  $\frac{7}{8}$  gal. of jelly; how many jars, each containing  $\frac{1}{3}$  gal., could she fill?

How many boxes each holding  $\frac{1}{4}$  lb. could be filled from  $12\frac{1}{2}$  lbs. of candy?

A basket holds  $\frac{3}{8}$  bu. of apples. How many baskets may be filled from a barrel holding  $4\frac{1}{2}$  bu.?

If a girl grows  $1\frac{1}{8}$  in. in one year, how long, at the same rate, would it take her to grow  $7\frac{1}{2}$  in.?

The product of two numbers is  $42\frac{3}{8}$ ; one of the numbers is  $2\frac{1}{2}$ . Find the other number.

A man had  $85\frac{1}{2}$  acres of land. He wanted to divide it into 3 equal fields. How many acres would be in each field?

For a large building  $38\frac{2}{3}$  tons of coal was bought. It was delivered in 3 equal quantities. How much was delivered at once?

#### SOLUTION METHOD

Another form of application in problems is frequently found in our texts. There is no way to make it clear except by the solution, or analysis, plan of work. One form of problems is that in which the value is given to a fractional part and the pupil required to find a value for another part, or the whole; as:

$5/7$  of the value of a farm is \$989. What is the value of the whole farm?

Another type of question is given in problems where different men do work in a certain period of time and the pupil is required to find the time for work when all engage in doing it; as:

A can do a piece of work in 4 days; B can do the same work in 6 days; C can do the work in 8 days. In how many days can they do the work together?

Very simple language should be used in the solution and only enough of *formal* expression to make it direct.

A third form is: A boy earned \$25 in  $2\frac{1}{2}$  mo.; what did he earn in one month? How to change the  $2\frac{1}{2}$  to halves; to find the amount earned for one-half month; then, for a whole month, is clear. To give the thought of finding five halves of \$25 as the meaning helps to make the question very puzzling.

#### MULTIPLICATION

In multiplication of fractions, the objective and illustrated work of the third and fourth years make a basis on which to build. The meaning of what our example expresses is the "rock of salvation" in our plan. Multiplication of fractions is the last fundamental operation to teach, but it should precede any short methods.

When the half of the circle was cut to show fourths, the half of one-half ( $\frac{1}{2} \times \frac{1}{2}$ ) was really the operation performed. When one-fourth multiplied by three was expressed we had the beginning of a fraction multiplied by a whole number.

To multiply \$369 by  $7\frac{1}{3}$  means to find  $1/3$  of \$369 and to take it seven times. We find  $1/3$  of \$369 by division. To multiply  $\$435\frac{3}{4}$  by 5 means to take the whole and fraction five times. These operations have been performed in the work of the fourth year.

The more difficult parts of the work seem to be to multiply a fraction by a fraction and a mixed number by a mixed number. These steps in multiplication might well be deferred until the sixth year. Addition, subtraction, and division by common denominator being fairly well mastered in fifth grade.

From finding one part of a fraction, as in Fig. 1, we are ready for succeeding work.

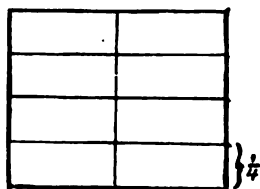


Fig. 1

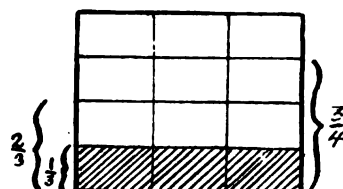


Fig. 2

(a)  $3/4 \times 2/3 = ?$  (Fig. 2.) Read,  $3/4$  multiplied by  $2/3$ . It means, find  $2/3$  of  $3/4$ . The sign ( $\times$ ) means "of" in multiplication of fractions. The steps are very easy.  $1/3$  of  $3/4 = 1/4$ ; 2 thirds are two times  $1/4$ , which equals  $1/2$ .

(b)  $2/3 \times 4/5 = ?$  Read; tell the meaning.

$1/5$  of  $2/3 = 2/15$ ;  $2/15 \times 4 = 8/15$ .

After similar work with other fractions we are ready to have the abstract idea formulated into our rule. Why? We can see by inspection of our figure statements that we perform what we express in our generalization—the rule.

$$\begin{array}{r|l} 5 & 3 \quad 5 \times 3 \\ - \times & \hline 9 & 4 \quad 9 \times 4 \end{array} \quad \begin{array}{l} 15 \quad 5 \\ \hline 36 \quad 12 \end{array}$$

Children see this operation readily and acquire power to perform it quickly.

To multiply a mixed number by a mixed number succeeds the multiplying of a fraction by a fraction. Its meaning indicates its process.  $78\frac{3}{4} \times 6\frac{1}{2}$  means  $1/2$  of  $78\frac{3}{4}$  and 6 times  $78\frac{3}{4}$ , two partial products being indicated in the work. The short method of getting the product of  $6\frac{1}{2} \times 6\frac{1}{2}$ , the square of a mixed number, belongs in the seventh year. It is natural that more mature thinking may be expected there.

CANCELLATION

Cancellation, which is really a short method in dividing and multiplying, may rationally be given after multiplication of fractions.

$$\begin{array}{r|l} 2 & 3 \quad 2 \times 3 \\ - \times & \hline 9 & 4 \quad 9 \times 4 \end{array}$$

We learned in reducing fractions that we might join parts, or divide into larger groups, in both numerator and denominator. We may, in multiplication of fractions, do it more easily before we multiply.

$$\frac{2}{9} \times \frac{3}{4} = \frac{1}{6}$$

The use of 1 as indicated may later be abandoned. After some practice in the class this form of work may be expected in all work to shorten the process. Pupils in the sixth year will use it intelligently.

IMPORTANCE OF FRACTIONS

The topic, fractions, is one of the most important in arithmetic. On it depends the clearest ideas of percentage and its applications. If common fractions are well taught, decimal fractions are more readily understood. Fractions are closely related to everyday life. In the home, even in recipes for cooking,

there are practical applications. In trades more or less knowledge of the larger fractions, expressed by small numbers, is essential.

TEST OF ABILITY

No page limit of a text is a criterion of ability or skill of attainment on the part of children. If only the mechanical process is emphasized the chance is great that Why? is never a matter of concern. If no application to problems is given, the work is of no value except to get the answer in the school-room.

SUMMARY

What has been the general practice in the teaching of fractions? What change is suggested? Why would the modification be wise? What kind of work should be the basis for the topic?

What are three steps in the teaching of addition? Why is the first one necessary? What is recommended in forming correct habits in written work?

Why, in subtraction, do we present difficulties that seem trifling?

What is an advantage of reducing a fraction to lowest terms? For what processes do we change fractions to higher terms? Why do we change the form of improper fractions? In doing so, what is the important point to consider? For what purpose do we sometimes change mixed numbers to improper fractions?

In the early presentation of division of fractions what is the first step? Why? What importance do you attach to the meaning of an example? What is the short method of division? Why not present it first? What would you establish first in teaching it? In dividing a fraction or a mixed number by a whole number what do we find? Why do we continue to distinguish the two forms of division?

In multiplication why do we multiply denominators to find the denominator of the product? What short process is closely related to multiplication? On what principle does it depend?

What significance do we attach to the applications? What place have they in our assignments for tests?

Of what value is the work with complex fractions? What method is wisest with some problems involving fractions? Why?

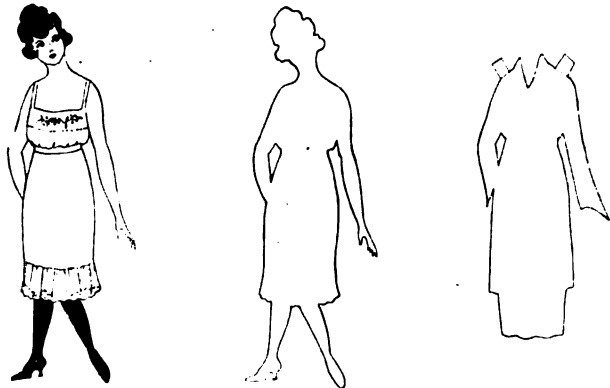
In arithmetic and in practical life what relation has the topic of fractions?

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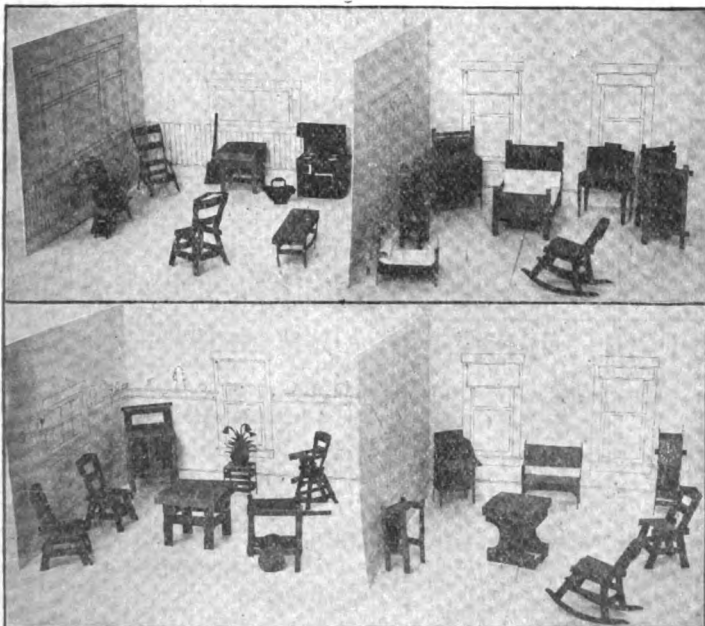
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## Activities in Education

### THE ANNUAL MEETING OF THE N. E. A.

The next annual meeting of the National Education Association will be held at Salt Lake City, Utah, July 4-10, inclusive. The program is nearing completion and will be printed in the next issue of the N. E. A. Bulletin. A feature of the program will be the Congress of Boards of Education on Thursday, July 8—forenoon, afternoon, and evening. Theme: "Financing and Managing the Public Schools." Members of school boards, state, city, and county superintendents, and educational experts will take part in the discussions. The Congress will meet in two sections on Thursday forenoon, one section to consider rural school problems and the other to consider the financial problems of the city school. It will meet in one body Thursday afternoon and Thursday evening. Several eminent men and women have accepted places on the program. The following are among the subjects of addresses and symposiums on the general program:

The Survival of the Professional Spirit Despite Economic Pressure and Social Unrest.

The Recognition of Education as Related to Our National Life.

The Necessity of the Unity of the Profession in Obtaining Needed Legislation.

The Proper Relation of the Superintendent and Board of Education to the Teaching Body with Respect to Administration.

The Proper Relation of the Classroom Teacher to the Superintendent and Board of Education with Respect to Administration.

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to teachers who apply to the Society individually for them. Principals may apply for copies for teachers (not for individual pupils at present) and for their school libraries. Superintendents desiring copies for their entire teaching staff should correspond with the Bureau of Education as to methods of sending in quantities. Contents of the Bulletins for February and March follow:

February 16—Gaza, A Port of the Desert, Bird's-Eye View of Japan's History, Germany's Reduced Place Under the Sun; Arabia: Alsace-Lorraine of the Near East, "Hopping Off" Nova Scotia to Argentina; Roumania: Where Clothes Help Make the Man, and Women Make the Clothes. February 23—The World's Most Beautiful Capital: Ekaterinburg: Named for a Peasant Girl Who Learned to Rule Russia but Never to Dress Tastefully; Togoland: Which Was Germany's Prize Colony; Carlsbad: Where Mineral and Political Springs Are Ever Boiling; Smyrna: An Ancient and Changeful City. March 1—Malta: An Island Which Made the West Safe for Democracy, Will Yum Yum Discard Her Kimono?; Daghestan: Long a "Lost Island in Sea History", Origin of American Military Decorations; Mexico: Some Timely Facts. March 8—Poland: A Tragic Nation and Its Heroic People; Doorn: Where Former Kaiser Awaits Result of Extradition Proposal, Fighting Cannibals in 1920. Starving Armenia Once Mighty, Meet France, Inventor Nation. School Education urges teachers who are not familiar with these bulletins to ask the National Geographic Society to place their names on the regular mailing list. The pages are illustrated

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We have several other pretty designs, and shall be glad to send you one of our Teachers' Catalogs, giving the full list and also the different assortments in which we sell the cards. The catalog also shows the reproductions of our famous CLARA BURD colored pictures and colored Mother Goose pictures. Drop us a card and we will send it to you.

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and so arranged that they may be clipped and inserted in notebooks classified to form cumulative supplementary geographic readers.

—It is THE WORLD BOOK you want—

The public schools of the borough of Archibald, near Scranton, Pennsylvania, were closed last month when the entire body of 54 teachers did not appear. The school board had refused to grant their demands for an increase of \$32 a month. Grade school teachers are now paid from \$65 to \$87.50 a month, and high school teachers \$100.

## Louisiana

A \$15,000 school building has been erected near Schriever and represents the consolidation of four one-room rural schools.

The Executive Committee of the Louisiana Teachers' Association have decided that there should be no state convention in 1920. This decision was rendered because it is said of inability of any city in the state to furnish hotel accommodations sufficient to house the convention, and because it was thought unfair to the teachers, under the present conditions of low salary, to require them to go to the expense of attending the convention. The teachers will be asked to express their opinion with regard to it.

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For summer session announcement or catalog for regular session, address:

L. D. HARVEY, President  
The Stout Institute, Menomonie, Wis.

## Minnesota

A number of changes in superintendencies have been made during the past month which will be of unusual interest to Minnesota educators. C. C. Baker of Albert Lea goes to Grand Rapids, succeeding E. A. Freeman, who will become manager of the Educational Service Bureau of Minneapolis; Arnold Gloor, Long Prairie, to New Ulm; W. A. Anderson, Glenville, to Annandale; O. E. Smith, Appleton, to Anoka; P. R. Spencer, Hastings, to St. Cloud. E. B. Bergquist, County Superintendent of Goodhue County, will become city superintendent at Red Wing. E. J. Durbahn will take Mr. Spencer's place at Hastings. Superintendencies have been opened by the deaths of C. O. Vaaler of Chokio, C. R. Rand of Williams, and A. E. Pearson of Jordan. The following have been re-elected: S. E. Hargis, Redwood Falls; C. C. Alexander, Hibbing; L. E. Warren, Chaska; P. P. Colgrove, Virginia; and W. O. Lippitt, Fergus Falls.

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Pressure is being brought to bear on Governor Burnquist to call a special session of the Legislature to cope with the financial crisis at the University of Minnesota.

Willmar expects to introduce departments in physical and commercial education next year.

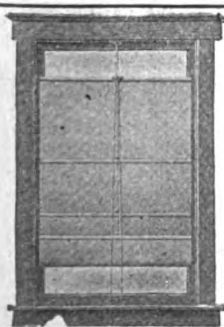
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## Washington

The personnel of the Extension Service department has been changed this quarter. Mr. William T. Stephens, who has been serving in the southwestern section of the state, has returned to the campus, taking up again his classes in Education. Miss Sholay, who was supervising and helping in project work in King and Pierce counties last quarter, is now doing similar work in the Yakima Valley, making a weekly circuit of some 8 towns beside the city of Yakima. Miss Mary A. Grupe has a heavy weekly schedule mapped out in King and Pierce counties, 6 towns beside Tacoma and a class of King county people in Seattle.

Miss Alice Wilmarth, Head of the Department of Health, has a big circuit in King and Pierce counties, covering altogether 27 towns, a different group each week, talking and instructing in health, prevention of disease, hygiene and physical education. Even with these workers the many requests for extension service could not be met nor could all the towns desiring this help be included this quarter.

## The School Methods Book

The School Methods Book is a volume of methods, plans, devices and material prepared by many authors for the help of all teachers in the Elementary Schools, rural and graded. Its use will do much to lighten the tasks of teaching and to improve school work.

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California

The teacher shortage in California this year approximates 250 schools without teachers. But next year a deficit of 1,000 is faced because the enrollment in normal schools is less than one-half what it was in 1918 and because of the part time measure requiring boys and girls up to eighteen years of age and non-English speaking people up to the age of twenty-one to attend school.

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Mrs. Susan M. Dorsey, who has been in the Los Angeles Schools for the past twenty-four years, was elected to succeed Dr. Albert Shiels as superintendent. Mrs. Dorsey is vice-president of the National Association, and a member of the executive council of that organization.

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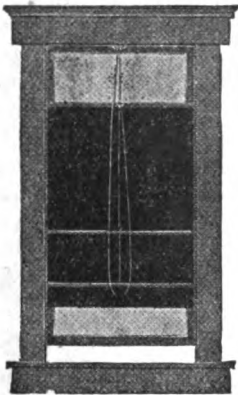
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## South Dakota

Paul W. Kieser, director of publications of the Northern Normal and Industrial School, Aberdeen, has been elected professor of journalism and editor of publications at Brookings State College.

—It is THE WORLD BOOK you want—

South Dakota will resume its state wide drive for better rural schools April 17. This drive, which began last fall and was the first of its kind in the United States, attracted nationwide attention. Men and women of national prominence took part in it. The drive went on for three weeks, until the severe weather interrupted it. It will probably require two crews of workers and about three weeks to complete it.

## Virginia

Legislative measures in education to be emphasized this year include amendments providing for a nine months' term for rural as well as city children, the removal of limits on the compulsory attendance laws and a broader scope of physical education. Teachers are to be prepared in the normal schools to conduct health examinations and to instruct the children along physical lines, the training in the normal schools to include preventive medicine, medical inspection, health instruction and physical education. The State Board of Education, with the approval of the State Department of Health, will prescribe the courses for the children, and will provide an appropriation to assist the local schools in giving this training.

Numerous changes have taken place in the educational institutions of Virginia during the year. Virginia Polytechnic Institute, William and Mary College, Hampden-Sidney College, and the state normal schools at Fredericksburg and Harrisonburg have all changed presidents. On April 1 Dr. Dice R. Anderson, for the past ten years professor of history and economics at Richmond College, will succeed the late Dr. William A. Webb as president of the Randolph-Macon Woman's College at Lynchburg.

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# The National School Digest

Volume 39

May—June 1920

No. 9

Frank A. Weld, Editor  
Constance E. Brackett, Associate Editor  
Jeannette W. Rutledge, Circulation  
E. B. Johnson, Advertising

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The  
National School Digest

□ □



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The news feature of the magazine will be prominent.

# NATIONAL SCHOOL DIGEST

THE election of Dr. L. D. Coffman to the presidency of the State University of Minnesota carries the highest satisfaction to thousands of school men and women in the state and nation. It is more than a feeling of satisfaction, too, which prompts the statement that a good man and a strong man has been chosen to preside over the destinies of a great university at the most critical time in its history. All professionally minded people will rejoice, because just recognition has been accorded to a man who determined upon a career and who won his way to honorable distinction through enterprise and merit. Dr. Coffman is forty-five years old. The first thirty years of one's life may well be spent in the way of preparation to meet the duties, the problems, and the obligations to be encountered in the succeeding thirty-five years. Upon this theory, Dr. Coffman has already spent fifteen years of his life in actual service to humanity. His preparation was the best that he could secure, and he was placed in successive positions of first importance. He brings to the presidency of the university, then, qualifications of the highest character. The State of Minnesota is fortunate to have a man of this type as one of its citizens and employees, and his merited advancement by the Board of Regents establishes a new precedent. We are proud of Dr. Coffman. In a large and comprehensive sense, he belongs to Minnesota, and because we have had the advantages which have fallen to our lot from personal touch with his life and have intimate knowledge of his way of thinking and acting, we shall all the more rejoice as his administration places the University of Minnesota in the front rank of such institutions. Few men in this world earn a finer and greater opportunity than has come to Dr. Coffman. The problems awaiting the new president are manifold and big. He knows what they are, and he will attack them with the same degree of enterprise and discretion that has enabled him to master every important and exacting situation in which he has been the dominating influence. Minnesota is glad that the Board of Regents did not find it necessary to place at the head of its great educational institution a man untried in the service. Temperamentally, the President-elect is splendidly equipped for the administrative work ahead of him. He is possessed of executive power of the highest type, and the material development of the university will move forward with unerring precision of accomplishment. What of the other aspect of the situation—that aspect of university life, which is, indeed, of greatest importance? In referring to Dr. Burton's resignation, this magazine said, among other things, that

Buildings and equipment are most desirable in the making of a great school, but it is of vital importance to a state to have at the head of its university a master builder of young men and women. The Regents of the university will be fortunate, indeed, if they find a successor to Dr. Burton who will prove to be a dual master builder. The eternal purpose of education suggests that the ten year building plan may well be accompanied by a ten year "personal contact" plan which shall have for its purpose the enrichment of student life.

When the foregoing observations were written, there was but one man who stood out distinctively able, in the

judgment of this magazine, to meet the conditions set forth, and he was Dean Coffman. This magazine believes that the years will show that the Minnesota Regents selected a dual master builder to lead the educational forces of the state. The recent utterances of Dr. Coffman clearly indicate that the term, dual master builder, has not been misapplied. In a statement to the students of the university, made a few days ago, Dr. Coffman said:

It will be a pleasure to come into contact more intimately with the student body of the University of Minnesota. I assume that the students come here primarily to learn, to fit themselves for successful careers, and that it is my business to make the conditions for study and investigation as efficient and wholesome as possible. However, this is an ideal which cannot be realized without the co-operation of the students themselves. Studentship does not involve training the intelligence merely. It also involves training the appreciation. Intellectual training tends to specialization. It is likely to be narrowing in its effect. But appreciations overlap. The broader they are, the better companions, neighbors, friends and citizens we are. This university cannot afford to neglect training in either of these lines. We wish our graduates to be efficient; we also wish their emotions and sentiments in the years to come to be clustered about the things of fundamental importance and significance within the university. In my judgment, it is only as we maintain such ideals and standards as these that the university will function as a university and justify its existence.

AN unseen disaster is occurring in education, which is no less important because it is subtle and hidden. It does not lie in the microscopic wages teachers have put up with; it is not in the teacherless schools, and not in the buildings congested to the point of mental suffocation, though in a sense it is a result of all these things. Rather this unseen disaster lies in the fact that teachers all over the land are being forced to shunt their energies into considering matters of bread, butter, and expense accounts instead of directing those energies, as formerly, to the solution of professional problems. It is of course possible that this new consideration is making teachers define their relations to society and realize, perhaps for the first time, their exact status and responsibilities. In this there may reside a great good, the fruits of which will be garnered in later years. But for the present another aspect of the question is more important. Suppose all the doctors were forced to indignantly outcry over their fees while they left their technical journals unread and clinics unattended. Suppose lawyers neglected current developments while they wrangled over their incomes. Suppose all the ministers should drop their studies whence they draw inspiration while they devoted themselves to securing higher salaries. Could anything with greater quickness disintegrate and start a dry rot in their habits of professional interest? Yet today just this thing is happening—is in fact forced upon teachers by the situation which confronts them. Enter any group of teachers in the land. The talk is not of methods and recent investigations, but of salaries, salaries, salaries.

And the teacher is not to be blamed. Above all that fact is to be noted. The teacher, indeed, doesn't at all hanker for the embittered mood which goes with such a struggle; he would do anything to avoid it, but the essence of the matter is that at present he simply cannot avoid it. The cost of all this will never be footed up; it lies among values which have no numerical tags. Yet the cost is real, and it is mounting, and if the process continues it will be manifest to every one. But by then it will have reached a development which it will take years to rectify; there will be scarred and embittered moods to be healed and cleansed, old enthusiasms to be re-excited. All this can be stopped only when teachers are again admitted to the freedom of a living wage, with their energies conserved and fresh for experiment and the enhancement of skill. But in the meantime these forces of distraction work toward disaster, and all because the minds of children are of less importance than taxes, and their spirits of not so gross and tangible a significance as dollars.

THE time is now here when plans for the summer are being made. Many a teacher will take up some other form of work in order to live the summer through; others, after a year peculiarly trying because of congested conditions, overwork resulting from the shortage, will go to their homes for a long needed rest. Still others will go to the summer sessions of normal schools or other institutions. And of these groups surely the latter will be the wisest. For with the salaries that are going to be paid next year, and with the higher ones that will follow, there will go a relentless demand from the superintendents and school boards for the preparation and training, which, when they pay decent salaries, they have a right to expect. Last fall in too many places the schools were caught napping, and there ensued a wild scramble for teachers,—any teachers, trained or untrained. But now the boards have had time to catch their breath and look around. They have seen the results of hiring the untrained, and they wish to see no more of them. Consequently they are already beginning to differentiate. As time goes on and conditions are bettered, there will be an even greater tightening of the demands. Shortly, then, the undercertified teacher will find herself left out, cold and lonely. But those who looked ahead, who had faith and acted on it, will find themselves in satisfying positions, trusted and rewarded. And why? Because they had the courage, vision, and gumption even to borrow money that they might attend summer school in 1920.

ONE of the great reasons for the decline of the teaching profession is the occasionalness with which it has been treated. It has been something to be picked up at intervals—like knitting. It has been an affair of youth and not of experience—something to be done while one gets the experience for something else—with the something else and not teaching reaping the profit of the experience. Teaching has been the prerogative of the momentarily unmarried, a means of filling the hope chest, an occupation sandwiched in between mathematics and matrimony. Because of this the great body of patient, unrewarded single women who have made teaching a serious life work are handicapped by the competition of incompetency. That competition, under proper circumstances, need not be feared. Under the present circumstances it is terrific and disheartening in its impact. In the present hour only two roads are open: first, the employment of those who intend to teach for only a few

years—the appalling consequences of this are written large throughout the land; second, the employment of single women who entered the profession with the intention of seriously remaining in it. Undoubtedly the latter policy is preferable to the first, and yet—can this country, with due regard for its own welfare, look forward to as large a body of permanently single women as would be necessary for the conduct of our schools? We cannot build our institutions by forcing a choice between devotion to a profession and the natural desire for a home. The only remaining alternative—if the field is to be progressively confined to women—is the employment of the married woman. The obvious objections to this course have been urged for years, but always under the conception of a state that made no provision for collective responsibility for the individual. Sufficient salaries, more liberal leaves of absence, even *winter* salary, for teachers who are to become mothers, are some measures which will facilitate the solution of the difficulty. Even granting that for the period when the children are young the mother should be with them (the actual practice of modern society grants nothing of the kind: witness the number of mothers in industry), there is still the question of conserving for the best interests of society the ripe and perfected wisdom of the woman who has added to her professional training the responsibilities and developed sympathies of motherhood. Not to speak of the economic waste of professional training which has worked only part time of its years, there is an immeasurable spiritual waste. This should not continue, nor will any alert society allow it to do so. The emergency caused by the shortage of teachers is bringing back mothers who have raised families. Of course there is some danger in this because of antiquated viewpoints, though such a condition in the future could easily be remedied. But on the whole the trend is a sign of possible health, of possible recovery, and these signs are needed, for the profession is very sick.

## A Sonnet of the Southwest

By Natalie Thornton

Roughhewn and bare, athwart the valley,  
stands  
The mountain; down its scarred sides fast  
whirl  
Great loosened clumps of tumbleweed, which  
twirl  
And twist their way o'er barren desert lands.  
Between the sage and cactus planted sands  
Of mountain slopes, kind nature oft unfurls  
A sunny scarf of green and gold, which curls  
Near streams of melted canyon snows; wild  
bands  
Of quiv'ring stallions stop to drink hard by;  
Then startled by an eagle's circling flight  
They rear; they plunge; and raise a ghoulish  
cry  
That echoes from each cliff of tow'ring  
height—  
Then peace; and on the mountain's scars low  
lie  
The purple mists and darkling shades.—'Tis  
night.

## Maria L. Sanford



**M**ISS MARIA L. SANFORD, professor emeritus, University of Minnesota, died at the home of Senator Knute Nelson in Washington, April 21. Miss Sanford was 83 years old. She was in the city of Washington to attend the continental congress of

the Daughters of the American Revolution, and she was a guest in Senator Nelson's home. When she retired in the evening of April 20, she was, apparently, in good health. In the morning, members of the Nelson family found that Miss Sanford had died during the night. Death was kind to her, and came while she peacefully rested. Miss Sanford was regarded throughout the United States as a woman of great strength of character and as possessing very unusual power in all matters pertaining to moral issues. This estimate of her worth to humanity was recognized most distinctively where she lived and worked. In Minnesota, people of all classes, for many years, affectionately referred to Miss Sanford as "The best known and best loved woman in the State." Her marvelous powers

as a teacher were equally effective in the class room and on the public platform. In her formal addresses, she was always the teacher. An audience, altogether strange to her, would quickly respond to the magnetic force of her inspiring personality. Her sincerity was absolute. Miss Sanford has left us, but the inspiration of her life and work will stimulate the best thoughts in the minds of thousands of individuals for generations to come. The spiritual service which she rendered to her state and to the nation can not be measured in material ways, but memory of her will always be associated with those things in life, which are beautiful and fundamental in conception, and radiant with high promise for the well being of society in their fulfillment. She was interested and actively effective in all matters pertaining to civic improvements. She was proud of the city in which she lived, and her devotion to her state and the nation was a source of strength and stimulation to all persons with whom she came into contact. Miss Sanford's remarkable influence upon young womanhood was, to the writer, her most distinctive power. Here she was supreme among thousands, and it was this power that carried conviction to the hearts of mothers and fathers. Thus will she continue to live in the thought-life of those unto whom she ministered, and the intimacies of her activities will be the most cherished memories in the hearts of those who responded to her ministrations.

### Miss Sanford's Apostrophe to the Flag

*This is the apostrophe to the Flag read by Maria L. Sanford at the opening of the congress of the Daughters of the American Revolution in Washington Monday, April 19—Miss Sanford's last public act, which she regarded as the culmination of her patriotic work:*

"Hail, thou flag of our fathers, flag of the free! With pride and loyalty and love we greet thee, and promise to cherish thee forever. How wonderful has been thy onward progress of conquest through the years; how marvelous the triumph of thy followers over the vicissitudes of fortune that met thee on their way. Daring men have reverently placed thee on the highest crag of the frozen North, and have as reverently stationed thee on the cloud-swept wastes of the far-off frozen South. They have followed thee in willing service over the wastes of every ocean and into the depths of the impenetrable blue.

"Stalwart, strong hearted men have willingly laid down their lives at thy command, to guard the outposts of freedom. Millions of men, women and children have stood at attention listening for the first sound of thy need, willing to give their all, if need be, for thy defense. Thousands upon thousands of our bravest and our best followed thee across the seas, for the glorious privilege of defending the weak and the helpless, or of reinforcing the hard pressed lives of brave men who would not yield.

Our flag—it has long been known as the emblem of strength and power. The stricken nations of the earth have learned sweeter attributes, kindly sympathy, loving service, generous helpfulness. By these thou art welcome throughout the earth.

"Glorious and beautiful flag of our fathers, the Star-Spangled Banner, beautiful in thine own waving folds, glorious in the memory of the brave deeds of those who chose thee for their standard.

"More beautiful, more glorious is the great nation which has inherited their land and their flag, if we who claim, who boast our lineage from those heroes gone, if we inherit not alone their name, their blood, their banner, but inherit their nobler part, the spirit that actuated them; their love of liberty, their devotion to justice, their inflexible pursuance of righteousness and truth.

"Most beautiful and most glorious shalt thou be as the messenger of such a nation, bearing to the ends of the earth the glad tidings of the joy and the glory and the happiness of a people where freedom is linked with justice, where liberty is restrained by law, and where 'peace on earth, good will to men' is the living creed.

"Press on, press on, glorious banner, bearing this message to all the peoples:

"Our hearts, our hopes are all with thee;  
Our hearts, our hopes, our prayers, our tears;  
Our faith triumphant o'er our fears  
Are all with thee; are all with thee."

## C. W. G. Hyde



C. W. G. HYDE, who, for several years, was editor of *School Education*, died at the home of his daughter in Bridger, Montana, Sunday night, April 11. He was eighty years old. Mr. Hyde's life was eventful in many respects. He was a "self-made man", and he met opportunities and duties buoyantly and faithfully. Mr. Hyde was born in the state of New York. He received a common school education, and worked his way along as poor boys usually do. He enlisted as a private soldier in the Fifty-third Illinois regiment of infantry and served three years during the Civil War. He rose to the rank of brevet general. Soon after the war, Mr. Hyde began his work as a teacher in the public schools of Minnesota. From the principalship of the village school at Shakopee, he was called in the early '70's to the state Normal School at Mankato to be teacher of penmanship. In a few years, he was appointed State Institute Conductor and teacher of history and music in the State Normal School at St. Cloud. He was appointed deputy state superintendent of public instruction in 1889 and served in that capacity until 1893. For nearly twenty years, he devoted himself to editorial work, writing and lecturing. It was during these years of activity that he wrote the well known book entitled "The Green Valley School". Thus did this fine character and gentle soul round out more than forty years in high service to the cause of education. Mr. Hyde was known in every nook and corner of the state in which he lived and served, and always did he have the esteem and confidence of his associates. He retired from active life seven years ago. Mr. Hyde was a good man, a most companionable associate, and a faithful friend.

N. E. A.  
Salt Lake City  
July 4-10

## Dr. Lotus D. Coffman

President-elect of the University of Minnesota

NO event of the present year has caused more wide spread satisfaction and elicited comment more universally favorable than the election of Doctor L. D. Coffman to the presidency of the University of Minnesota. Doctor Coffman is distinctly a product and exponent of our system of public education, and his election to the highest educational position within the gift of one of the foremost and most progressive states in the Union is a tribute to the system to which he owes his training and to which he has devoted his life. It is a tribute, also, to the great teaching force, which, day after day and year after year, is working away at its supreme task of making citizens and leaders.

If there is anything remarkable about president-elect Coffman's life, it is the normality which has marked its entire course, and the manner in which he has passed from rung to rung of the ladder of educational leadership. He was born on a farm near Salem, Indiana, in 1875. He attended first the rural school, and later the high school in Salem. Friends of his early youth love to relate how the lad used to stop at the blacksmith's shop at the edge of the village to exchange his muddy boots for a pair of shoes that he kept there to wear at the high school.

Upon leaving high school, he entered upon his first teaching experience. Needless to say this was in a country school. At the end of this year, he entered the Indiana State Normal School at Terre Haute from which he was graduated in 1895. The next year found him teaching at Winamac, Indiana. During the next nine years he taught in Salem, first as principal and then as superintendent of schools. For seven consecutive summers, while at Salem, he attended the summer session of Indiana University.

He also put in nearly one full year in regular residence, and received the degree, Bachelor of Arts, in 1906. After graduating from the state university, he became successively superintendent of city schools at Connersville, Indiana, and director of the training school in the Illinois State Normal School at Charleston, Illinois. In the meantime, he was continuing his studies at Indiana University, from which he received the degree, Master of Arts, in 1909.

Dr. Coffman seems to have sensed, early in his career, the need, in this nation, of scientifically prepared educators, and the opportunities open to men thus trained. Nothing could shake his determination to secure the best professional preparation the country afforded. In 1909, he betook himself with his wife and two children to Teachers College, Columbia University. Here he was at once honored by being appointed a scholar, and later a lecturer in Education. In 1911, he received the degree of Ph. D. The following year, he returned to Charleston, Illinois, as superintendent of the training school. During the next three years, he was professor of Educational Administration at the University of Illinois. Since 1915, Dr. Coffman has been dean of the College of Education in the University of Minnesota, and, now, after five years of distinguished service in that important position, he is advanced to the presidency of that university.

From the above meager outline, it will be seen that president-elect Coffman has filled nearly every type of educational position,—rural school teacher, village school teacher, principal and superintendent of city schools, normal school teacher, university professor, and dean of a college. In each of these capacities, he has made a record which has left an indelible imprint upon the institution and community he has served. During his dean-



ship, the college of Education of the University of Minnesota rose with phenomenal rapidity from what was in reality a small department to a college of strength embracing many departments. Dr. Coffman enters upon his position as university president with a background of experience and training almost unparalleled; certainly, it is unsurpassed in breadth and richness.

Although during later years, president-elect Coffman's work has been largely in the field of higher education, his earlier interests, and some of his most significant contributions, have been in the field of elementary education, as is evident from the following list of his writings: Reading in the Public Schools, 1908; The Social Composition of the Teaching Population, 1911; How to Teach Arithmetic, 1913; The Supervision of Arithmetic, 1915. Doctor Coffman is joint author of a three book series of Arithmetics, a member of the Board of Editors of Educational Administration and Supervision, and editor of a series of educational classics. He was director of the Illinois School Survey, and later a member of a committee appointed to make an educational survey of North Dakota. In the winter of 1920, the regents of the University of Minnesota showed their confidence in Dr. Coffman's ability and wisdom by electing him chairman of the committee appointed to make a survey of the University in order to ascertain its needs, to determine the trend of education in the next twenty-five years, and to make recommendations for the expansion of the University to meet future problems.

The positions of leadership, which have been accorded to Dr. Coffman by his associates, clearly indicate in what high esteem he has long been held. At the present time, he is president of the Minnesota Education Association. Previously, he had been president of the National Society for the Study of Education, president of the Society of College Teachers of Education, and Alumni Trustee of Teachers College, Columbia University. He is secretary of the National Education Association Committee on the Emergency in Education created by the War.

It was this Committee which brought to the attention of President Wilson and the United States Congress the importance of National support of Education, and it was largely out of the work of this Committee that arose the Smith-Towner Bill now pending in Congress.

During the world war, Doctor Coffman was summoned to Washington to act as director of the educational work of the Division of Physical Reconstruction in the office of the Surgeon General of the United States Army. In this capacity, he had charge of establishing, in the army reconstruction hospitals, vocational courses and classes for disabled soldiers.

Although Dr. Coffman's career has been marked by no spectacular episode, his present role has been reached, not without struggle, hardship and sacrifice. Those who are intimate with him, explain his success and the high esteem in which he is held on the basis of the superiority of his intelligence, his broad intellectual interest, his unswerving devotion to principles, his courageous insistence upon solving problems in terms of principles rather than by expedience, his democracy, virility, humanity, ready sympathy and sincerity.

Any explanation of his success and of his character would be far from complete, which failed to take into account the sympathy and influence of the woman who has been with him in all his struggles and all his successes. Mrs. Coffman, like her husband, is a native of Indiana. Her father was Hon. William Farrell, Judge of the Circuit Court, and one of the most widely known advocates of his day. Doctor and Mrs. Coffman have two children—

Catherine Farrell, a freshman at the University of Minnesota, and William, a Senior in the University High School.

President-elect Coffman is a Republican and a Baptist; he is a member of the honorary scholastic society, Phi Beta Kappa, of the honorary scientific society, Sigma Xi, of the educational professional fraternity, Phi Delta Kappa, of the Phi Gamma Delta Fraternity, of the Minneapolis Rotary Club, and of other educational, civic and scientific associations.

## Constructive Action in Minnesota

AS ANNOUNCED in this magazine, a meeting of Minnesota School Boards was held April 3 under the auspices of the State Board of Education. The meeting was called to consider, primarily, teachers' salaries. The conference was very largely attended, and the interest in the discussions was deep and sincere. The State Board of Education and Commissioner McConnell did a most constructive piece of work for the state in bringing together such a large number of school officials for the purpose set forth in the call. Potential leadership in educational activities is demanded as never before in history. Commissioner McConnell's address showed clearly that the State Board of Education had a well defined program, and that they proposed to put it over, if possible. The recommendations, which the Board made, were unanimously adopted by the conference, and the adoption of these recommendations will have a strong tendency to stabilize the situation throughout the state. Commissioner McConnell in his address to the conference reviewed in comprehensive and convincing way the teacher situation throughout Minnesota. In closing his resume he presented the following well defined program:

The State Board of Education in order to arrive at what may seem to be a fair minimum schedule have agreed to a recommendation which we submit:

	Less than 2 yrs.' experience	2 yrs.' experience or more
Teachers holding Second class certificate.....	\$ 65 per mo.	\$ 65 per mo.
First class certificate.....	75 per mo.	85 per mo.
High School Training Certificate.....	85 per mo.	95 per mo.
Certificate for one year State Normal Training.....	85 per mo.	95 per mo.
State Normal Diploma (2 year).....	100 per mo.	120 per mo.
State Normal Diploma (3 year).....	110 per mo.	180 per mo.
Certificate on A.B. or equivalent College Degree.....	120 per mo.	140 per mo.

NOTE:—Experience under this rule shall mean experience in public schools after the granting of the diploma or certificate to which the minimum salary applies. A year of experience shall mean a minimum of eight months' actual teaching, but in no case can credit for more than a year's experience be granted in any calendar year.

### Principals and Superintendents

Graded School Principal, classified as elementary teacher .....	\$1,200 per yr.
Graded School Principal, classified as high school instructor .....	1,500 per yr.
Superintendent of High School .....	2,000 per yr.

It will be noted that this schedule recognizes experience, and also professional training and progress.

1. No increase in salary is provided through experience for the second grade teacher, because any teacher worth having will not continue to be a second grade teacher.

2. The salary for a first grade teacher at the end of two years equals only the initial salary of either the graduate of the high school training department or the teacher who has completed one year in a State Normal School.

3. The graduate of the two year course in the State Normal School is given an initial salary above the teacher

of two years' experience, but with a year less of training. The purpose of this is to encourage the completion of professional training.

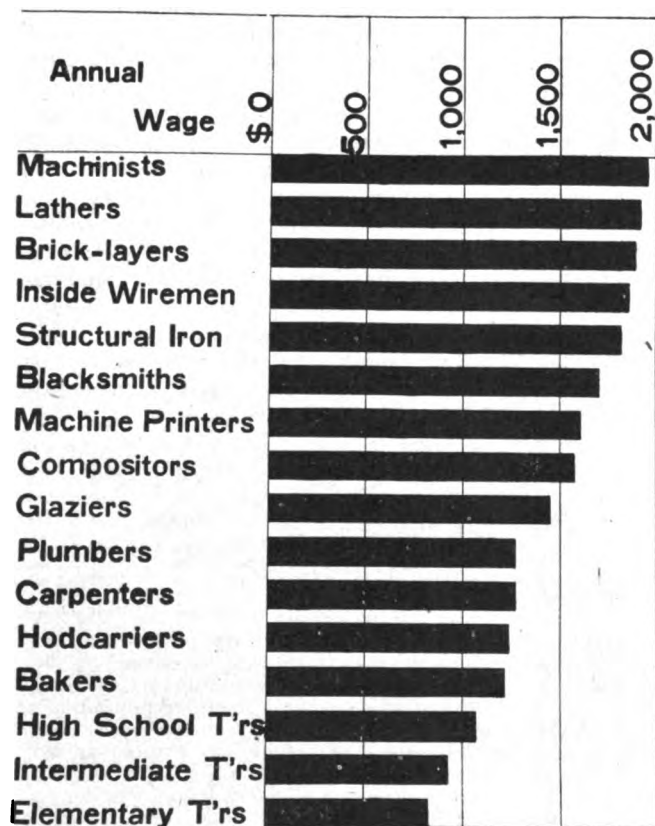
4. For each additional year of training \$10 per month is added for additional salary.

5. Since two years is the accepted probation period, no provision is made for increase at the end of one year; though, in practice, boards may often find it desirable to modify this.

6. Ten dollars per month per year for two years' experience is not too much. The trouble has been more that of too little and too slow advance in salaries, rather than too low initial salary.

7. No provision has been made to carry advances beyond that provided at the end of the second year of experience, though such advances should be made. For

### Union Scale of Wages for Chicago and Cleveland, and Teachers' Salaries in Five Middle Western States



how many years increases should be made or in what amounts, we have not undertaken to say. Probably no general rule could be laid down, since local conditions, such as size of school and ability to pay, would have to enter in. Professional progress while in the service should be a large factor. Long experience with no professional growth becomes a liability instead of an asset in a teacher's standing.

8. The schedule has been based on recognized certificates or degrees of training, together with experience. Teachers whose qualifications cannot be so classified constitute a local problem and each board can best handle the question for itself on the basis of individual merit.

9. Again the proposed schedule has been based on amount of training and experience, regardless of whether it is to apply in town or country, in grades or high school.

### WHAT LIFE INSURANCE DOES

Written for The National School Digest, By John R. McFee, Chicago

RECENTLY I wrote a foreword to a moving picture presentation of a Life Insurance story, intended to be flashed on the screen preceding the running of the film. It ran thus:

If you now work to earn a living, then you must consider,  
 Who will support you when you are old,  
 Who will support your family when you are gone,  
 If you are now in good health, you may make a Life Insurance do both.  
 Nobody knows how long you will live.  
 But the Life destiny of the group of human lives at your age know,  
 Life Insurance makes the security of the group the security of the individual,  
 Life Insurance will pay a guaranteed income to you in your old age,  
 It will protect your business and increase your credit,  
 It will pay a monthly fixed income to your widow for life,  
 It maintains the home and keeps orphans from the asylum,  
 Life Insurance will continue your earnings, after your death,  
 Throughout the lives of those you love.

In writing this I was attempting to persuade some in a mixed audience to recognize the individual need, and as a consequence procure a policy of Life Insurance. A like purpose in view in writing this article may justify the reproduction here. Much is written and much is taught these days as to psychology. Psychology considers human response to mental influence. Experiment determines that most men act alike under similar provocations. Psychology attempts to discover the basis of human behavior and it finds at the outset that human behavior rests longest on human instincts. So in my foreword, I called for attention, I made an approach, to use the phraseology of Sales' analysis, by an appeal first to the selfish or personal protection instinct, the strongest man possesses. Then I appealed to the conjugal and parental instincts, the love of, and the consequent desire to protect wife and children. Then followed the technical or intellectual presentation. Many in the audience may not have grasped this: Life Insurance makes the security of the group the security of the individual. It is a statement of the Scientific basis of Life Insurance, requiring, perhaps, trained intellectuality to comprehend its meaning. Some might have understood, but many, I knew, would not. It was, however, a part of the logical presentation of the subject. After this I attempted to overwhelm in the closing by a crowding of as much wisdom and pathos as the lines would hold. Perhaps this attempt at an exposure of what I deem a scientific Sales presentation in the Concrete may make clearer the claim of Life Insurance as a purchase.

Were I dealing with a specific type, I should elaborate upon the distinct service of Life Insurance from the view-point of the individual prospect. I should show the relevant service possible to the head of the family earning comfort, but saving little. I should urge Life Insurance as a shock-absorber to the business were I presenting my case to the business man whose personality was a factor to the success of a firm or corporation. I should demonstrate to the man of large means the inevitable liability of his estate to inheritance taxation and the heavy costs of administration through the Probate Court. To all Life Insurance gives protection, obtainable by no other form of economic de-

vice or financial ingenuity. But to all alike. I should prove by demonstrating, if I needed to sell the insurance idea at all, that Life Insurance was without equivalent, that what it does no other form of financial achievement can accomplish. To him who recognized saving as a necessity and thrift as a high virtue, I should demonstrate that Life Insurance is higher than saving, and the highest exercise of systematic thrift. One premium paid under a whole Life Policy, the lowest premium possible for coverage for the entire life period, will create an estate not possible of accumulation by the saving of the yearly premium and investment with compound interest return for a generation. The estate vests immediately at death. So one premium may fulfill the financial ambition of a life-time. This is possible because Life Insurance computes its premium on the basis of the mortality experience, the ascertained decline of groups of lives at each age to extinction. As we know the decline, so we know the persistence of the group. No man knows the individual to be included among those that perish. But they who perish, by their very destruction, fix a value to sunworship. So the destruction of the weak fixes a datum for the strong. They who die earliest, obtain the largest excess over premiums paid for their estates. He who survives pays never more than the cost of staying alive, measured by the value of the life of the survivor expressed by the amount of the survivor's policy. Because Life Insurance pays its claims out of a fund contributed by many, it is a distribution of losses. In effect it is a community discharge of an individual hazard. As a co-operative distribution of losses, Life Insurance is a basic sociological need. Because it is basic, it is indispensable; because it is indispensable, it always exists in some form for every man. It may be a paradox, but it is true that Life Insurance is carried on every man with natural beneficiaries dependent on him whether he has a policy or not. Somebody pays his premium and somebody pays the loss when he dies. If he heeds his duty, he makes a contract with a Life Insurance Company and makes it carry the hazard through wide-spread co-operation for a stipulated yearly deposit towards the general fund. If he does not do this, then his wife and children carry the hazard and pay the premium, too, in privation, perhaps in reproach to his memory, after he is gone. If he survives to old age, the uninsured may pay in the bitterness of old age dependence. Somebody carries the cost. There is no escaping a basic need. The farmer who toils in the fields needs stout shoes, suitable clothing. Let him neglect to obtain these and illness may many times pay the price. At the best, he gambles with his health. The city dweller whose status requires a certain dressing for the part, may wear seedy clothes at the cost of his prestige and through that of his prosperity. Thrift is never miserliness. It is ever a virtue. It is saving by curtailing in the discipline of restrained desires. It lops off the superfluous, never the necessary. He, who refuses expenditure for a basic need, is apt to be a profligate in payment for the consequences of his very avoidance.

There is a maxim best expressed in French: "Dans les magasins des dieux sont tons les choses, mais a ces prises." Translated this means: "In the shops of the Gods are all things, *but* at their prices."

What we get, in the economy of the Infinite, we pay for, and, on the contrary, what we pay for we get. Nature distributes no gratuities. Hamlet said his mother had thrift. She made the leavings of the supper served at his father's wake provide a cold lunch at her second wedding. The whole story of the play is a narrative of the cost. You can not violate a basic law and escape the penalty. A basic need is obligatory by basic law. Faust got what he bargained for, but he paid with his soul. Life Insurance negotiation is difficult as a calling, because the Life Insurance negotiator must urge men to high duty. We sit patiently to hear duty urged on us only when in church or under the lash of detected dereliction. Life Insurance, thanks to the act of our government in selecting it to protect men in its military service, and, thanks, also, to the urge of its increasingly able advocates, now seldom needs to be defended. But it needs fuller understanding and higher elucidation.

Yearly Life Insurance distributes its six hundred to seven hundred millions to hundreds of thousands of homes in the United States as death payments on policies averaging about \$2,000 each. So it largely protects lives comparatively humble. Life Insurance, while an individual need, is a community obligation, settled for, through co-operative contribution. Where the community should pay, the individual should not assume the burden.

Perhaps I can not summarize what Life Insurance does better than to quote the words of Judge Henry Horner, of the Probate Court in Chicago, under whose jurisdiction are some 25,000 of decedents' estates. Judge Horner has said:

"Often I am confronted with cases where a husband is called by death from his business, perhaps yielding a comfortable income in his life-time. The business edifice, because of the death, often falls like a house of cards. All seems ruin for the surviving wife and children until Life Insurance looms up as their financial salvation. It comes to make dreams of family welfare come true. It brings a smile to the faces of the little children, and hope in the heart of the sorrowing widow. It enables her to look up to a blue sky through her tears."

**A**RE teachers' meetings a farce or a force? Do they bore or inspire teachers? Do they disintegrate or vitalize the members of the teaching corps? Is there any dynamic power in such meetings, and what is their purpose, anyway? Too often a teachers' meeting is a haphazard affair instead of a meeting with a well organized program or a clearly defined purpose. Although a medley of multitudinous details is often a necessary part of every meeting, these important trivialities should be but a section of the program. A formal, departmental teachers' meeting should never be called unless some bit of constructive work has been carefully planned. Such plans should involve the teachers. It is almost axiomatic that people are interested in proportion as they participate. At the close of a well organized and well conducted meeting, Superintendents and Principals will find their teachers leaving a more united body, more faithful to the tasks of the school, and more loyal to the cause of education.

## Education of Henry Adams

By Hiram W. Slack

TO THOSE readers who put something of their own spirit into what they read there is always a charm in autobiography. However much we may differ in judgment, with whatever mortification we may look upon his follies, we end by loving the author. A wide circle of intellectuals have lingered over and been profited by the confessions of De Quincy and Rousseau. In recent years the bulky volumes of Andrew Dickson White's self-told story have illuminated many phases of American private and public life. We must rise from the reading with a feeling that we have seen an honest revelation of human nature. And if the writer had had wide and varied experiences, we have looked into movements that have disturbed and advanced society, we have learned of the interaction of obscure forces that affect and make human character.

Not the least of books of this kind is "The Education of Henry Adams". It is said to be one of the two best sellers of recent months. Wide influence is merited by its human interest, its intimate familiarity with dominating personalities in recent American and English history, and the keen insight displayed into motives operating in human activities. One comes to speak of this work cautiously and with a feeling that any judgment must be inadequate and perhaps erroneous that is not based upon knowledge of collateral subjects and movements in history over a long period of time. The philosophical spirit is manifest throughout, and rare familiarity with human progress through the past two hundred years. To all forces at work in human society, to art, to the church and the press, to political issues, as well as and ever with more emphasis than to the schools, as affecting his own career he gives profound consideration. In a sense the work is more a treatise upon politics than education. It was education in the largest sense that he had in mind,—the influences of heredity and environment and people, and all movements arising from natural causes. They are always treated with respect to their influence upon Henry Adams and the few associates nearest him. And in treating processes and movements as affecting his own character and destiny he wrote with rare detachment; he seems not to have been a part of the forces at work in his education. True it is not unusual for men at seventy to sit in judgment upon influences at work upon them in earlier years. But in Henry Adams the disposition to do so developed early. He looked only with tolerance upon the preparatory school and left it with pleasure. And of his college course he says:

"The young man—always in search of education—asked himself whether, setting rhetoric aside, this absence of enthusiasm was a defect or a merit, since, in either case, it was all that Harvard College taught. Self-possession was the strongest part of Harvard College, which certainly taught men to stand alone, . . . . Whether this was, or was not, education Henry Adams never knew."

Such extreme clarity and independence of thought runs through the treatment of all his years. His experiences in diplomatic circles, his observations upon education and art in European countries, are all regarded and described in a questioning spirit as to their influence upon himself as a member of society. His estimate of German methods in education seventy years ago are well worth consideration and will not meet entire disapproval today. After ten years spent in travel and active participation in political events, he came back to Harvard College as professor of history. With such background of experience a man might have taken up the work with great complacency. Henry Adams regarded his work as professor with no more sense of sufficiency than as students there. He says of it:

"The lecture system to classes of hundreds, which was very much that of the twelfth century, suited Adams not at all." "Any large body of students stifles the student. No man can instruct more than half-a-dozen students at a time. The whole problem of education is

one of its cost in money." "Not that his ignorance troubled him! He knew enough to be ignorant."

And of education in general he says:

"To him education was a serious thing. A parent gives life, but as parent gives no more. A teacher affects eternity; he can never tell where his influence stops. A teacher is expected to teach truth, and may perhaps flatter himself that he does so, if he stops with the alphabet and multiplication table, as a mother teaches truth by making her child eat with a spoon; but morals are quite another truth, and philosophy more complex still."

Adams rebelled against the system. He held, perhaps rightly, that if true to the system he could not be true to himself, nor give to the student what his nature demanded. And there will be no controversy as to the validity of his concept of the educated individual—an honest, God-fearing, happy and efficient citizen of the State and member of the community. Of the obligation of society to produce such individuals he had no doubt, nor of the possibilities of the school as a factor in the work of production.

It is, however, the conclusions which he reached about the relative value and mutual obligations of society and all and several the members of society, that will most concern the teacher and student of education of the present time. It must be admitted that so far as the influences of education in moulding human institutions are concerned, the conclusions of Mr. Adams are far from those of the advocate of modern methods. Some of his statements are specific. He says of his story, "It is meant to help young men, or such as have intelligence enough to seek help, . . . ." "Perhaps Henry Adams was not worth educating; most keen judges incline to think that barely one man in a hundred owns a mind capable of reacting on the forces that surround him to any purpose, and fully half of those react wrongly." Here is a direct challenge to the believer in democracy and to the modern teacher. They must justify the faith that is in them, or move on to advanced positions; no retreat is possible. Under his contention what becomes of the principle that education is the foundation of democracy, or of democracy itself? Yet Henry Adams was in direct descent, not far removed, from the founders of our republic. One wonders if he could have read his great-grandfather's "Defence of the Constitutions of Government of the United States in America."

Let us not be impatient! We shall be wise to sit down and go over this volume page by page. If we cannot come wholly to Adams's position; we must respect his judgments, formed out of abundant experience and with the most sincere and benevolent purpose. We shall do well to note his exposure of political methods, as well those in America as in Europe. We may be surprised at the weakness and sometimes folly of some national heroes in action, as he shows them. But to the student and teacher of American history these pages are invaluable. His statement of what education should be for the tenth man must give us pause:

"The object of education for that mind should be the teaching itself how to react with vigor and economy. . . . Education should try to lesson the obstacles, diminish the friction, invigorate the energy . . . . What one knows is, in youth, of little moment; they know enough who know how to learn. Throughout human history the waste of mind has been appalling, and society has conspired to promote it. No doubt the teacher is the worst criminal, but the world stands behind him and drags the student from his course."

Is there something in our theory and our practice of education that can realize Mr. Adams's ideals for the ten as well as for the one?

# Normal School Attendance

## Crisis in Attendance at State Normal Schools. Causes Named and Remedies Suggested.

By J. P. Morgan, President of the State Normal School, Macomb, Illinois

### The Crisis

Until 1916 the attendance at normal schools in this country had steadily increased from year to year. However, at that time the attendance began to decrease. All were willing to attribute this condition to the direct effect of the war and were happy in the thought that, when the war was ended, conditions would right themselves, and the attendance would return to normal and continue its steady advance; but the war ended, and attendance at normal schools has not returned to normal. We are fully alarmed.

The following statement shows the condition in one hundred twenty normal schools in thirty-seven states with respect to enrollment and graduates for the last five years:

	1915	1916	1917	1918	1919
Enrollment	42,844	48,246	43,468	38,027	36,160
Graduation	11,218	13,681	14,921	13,356	9,514

While the facts above quoted indicate a crisis in Normal School attendance, it could not be considered a genuine national or educational crisis, if the product of the Normal Schools were still adequate, but it is quite easy to establish the proof that the product is altogether inadequate to meet the educational needs of the nation. Conditions, then, seem to show beyond a doubt that there is a crisis both in Normal School attendance and also in the number and quality of trained teachers.

### What Caused the Crisis?

The fact that we have a crisis in Normal School attendance will not be of any use to Normal School administrators unless the causes can be discovered and overcome. It has seemed to Normal School authorities that some clue to this question might be obtained by directing inquiries to the students who are in the Normal Schools. Accordingly in the Fall Quarter of 1919, sixteen questions were put to the students in five large, typical Normal Schools. The questions follow:

1. In what school grade were you when you first seriously entertained the thought of becoming a teacher?
2. What person or persons influenced you in this?
3. Did you come to the Normal School because, having decided to teach, you thought it the proper thing to attend one of the schools established by the state to train teachers?
4. Was it through the influence of some teacher of yours who had attended the Normal School?
5. Was it because you were urged to come

by some friend or relative not your teacher, who had been there?

6. Were you influenced by any address given by any member of the Normal School faculty?
7. Were you influenced by any literature from the Normal Schools? If so, what?
8. Did you come because you lived near the Normal School and believed that it offered the easiest road to a respectable and profitable occupation?
9. Did your home school board or superintendent promise you employment if you should attend a Normal School for one or more years?
10. Did you come because you regarded this as a pleasant place?
11. Did you come because urged by your superintendent to attend a Normal School?
12. Did you come because it was most conveniently located?
13. Did your county superintendent advise you to come here?
14. State any other cause, not listed above, that influenced your coming.
15. If several of the foregoing contributed to your decision, number them in the order of their importance—the strongest first.
16. State any arguments that were presented to you in opposition to your coming to the Normal School.

In brief the answers seem to indicate the following:

1. More than 50 per cent of these students seriously considered becoming teachers before finishing the eighth grade.
2. Parents are the large factor of influence. Alumni and superintendents have done little.
3. Normal training appeals to those who decide to teach.
4. Normal trained teachers do not seem to exercise a decided influence towards recruiting normal schools.
5. Former normal students are an influential factor in sending students.
6. Addresses by members of normal school faculties do not help as much as we would wish.
7. Our school publications do not have the influence one would expect.
8. Nearness to normal schools is a factor but "profitable occupation" when connected with it may have offset the advantage.
9. Superintendents and boards are not promising many positions as a reward for professional training.
10. Normal schools are not noted for being pleasure resorts.
11. Superintendents are not doing their share in selecting material for normal schools.
12. Convenience helps very much.
13. County superintendents are not sending students to normal schools in proportion to rural population.

14. Other reasons advanced are largely personal.
15. The main points offered to keep students away from normal schools are, lack of social opportunities, the better reputation of the college or university, lack of opportunity for men, undersirableness of teaching, too much hard work, normal training does not have proper financial reward, and a few less important points.
16. Better social advantages at colleges and universities.
17. Lack of school spirit.
18. Ages of students in attendance too varied for common interest and attractive school life.
19. Athletics in normal schools are not prosperous.
20. Student body too transient.
21. Most high school teachers are college or university products. They direct high school graduates there and not to normal schools.

#### Statement of Cause

I sent a list of twenty-three statements, each of which had been suggested as a statement of a cause for poor attendance at normal schools to 159 normal school presidents. These causes were added in the following order and form:

1. Prevailing belief that normal schools are inferior to colleges and universities.
2. Normal school graduates do not secure as good positions as college and university graduates.
3. The universal tendency of college and university graduates to belittle normal school work.
4. Difficulty in getting full two years' of credit at college for work in normal school if one desires to enter college after graduating from normal school.
5. Not enough electives in normal school curriculums.
6. Too much professional work in normal school curriculums; not enough subject matter.
7. Curriculums are not broad and generous.
8. Normal school faculty members are overworked, too little time for personal advancement.
9. Better salaries in universities attract the stronger men and women from the normal school faculties.
10. Normal schools are too effeminate; too much like an old maid's home, not enough men in student body or on faculty.
11. Salaries paid teachers are too low.
12. Industrial vocations and other professions than teaching offer so much better opportunities for success that fewer young people than ever before are interested in preparing to teach.
13. Teaching is not an attractive profession. Teaching tends to make one narrow and unfit to take part in anything else.
14. Not sufficient discrimination between the trained and untrained teacher.
15. Tenure of office of teachers too uncertain and short.
16. Standards of certification, for teachers have been lowered so because of the scarcity of teachers that young people do not find it necessary to attend normal schools in order to secure a teaching position.
17. Normal schools are poor in physical equipment including buildings, laboratory apparatus and libraries.

Each Normal School President was requested to add other causes. Seventy-one answers from 34 states came which could be tabulated. While the replies do not completely agree, they bring out the fact that the presidents believe that low salaries and the better opportunities in industrial vocations and other professions are in large measure responsible for poor attendance at Normal Schools. In addition to this, the fact that so many high school teachers come from colleges and universities results very naturally in their advising high school graduates to go there instead of going to Normal Schools. The next factor in importance seems to be that there is not sufficient discrimination between the trained and untrained teacher. Immediately following this comes the fact that standards have been lowered because of the scarcity of teachers so that young people do not find it necessary to attend Normal Schools in order to secure positions. Other causes become less and less important and finally quite insignificant.

#### The Salary Question

Very much can be said on the salary question. Indeed a very hopeful sign is that very much has been collected and published. Teachers' salaries are made even more striking when compared with the salaries others are getting. The following statement shows a comparison of teachers' salaries in the cities of the Great Lakes section with the "union scale" of wages for certain occupations in Chicago and Cleveland. The annual salaries are approximately as follows:

Machinists .....	\$1,950
Lathers .....	1,940
Bricklayers .....	1,890
Inside Wiremen .....	1,860
Workers (Structural Iron).....	1,830
Blacksmiths .....	1,700
Machine Tenders (printing) .....	1,585
Compositors (English) .....	1,550
Glaziers .....	1,460
Plumbers .....	1,260
Carpenters .....	1,250
Hod Carriers .....	1,210
Bakers .....	1,180
High School Teachers .....	1,115
Intermediate Teachers .....	890
Elementary Teachers .....	815

If this condition were known to a young man, he would hardly enter a normal school to prepare for teaching. If a young woman knew this, she would probably accept the invitation of a machinist or a baker to share part of his salary rather than enter a normal school and prepare to earn a meager sal-



ary for herself. She can scarcely be blamed, if she seeks such an invitation.

### What Will Improve the Condition?

The fact that the probable cause is discovered will be of little assistance unless it leads to the discovery of a remedy. One would be quite logical to be sure, if he should assume that if the cause were removed the condition would be improved, if not wholly corrected. If this is true, and it is more than possible that it may be, the principal remedies are better salaries for teachers making them at least equal to salaries in vocations and other professions; more normal school graduates as teachers in high schools; a finer discrimination between the trained and untrained teacher; and so on to the end removing the causes one by one. However, the causes may be deeper rooted than we suspect and indirect plans for removing the causes may be more direct in stemming the crisis which still confronts us. Numerous plans have been proposed to help. Twenty such plans were listed and sent to 159 normal school presidents with the request that others be added. The twenty plans submitted were the following:

1. A larger appropriation for buildings, equipment and library.
2. Salaries for faculty members sufficiently large to get a better faculty than colleges and universities.
3. A faculty in which at least one-third of its members are good public speakers and are prepared to appeal to all of the interests which patronize the school.
4. At least one-half of the faculty members to be men.
5. A coach or physical director paid as much as any other head of a department with stress on athletics. Insist on a good gymnasium.
6. At least one specialist on the faculty whose principal duty is the encouragement and direction of the social life of the student body.
7. One member of the faculty with a rank of professor who shall have as his main duty the stimulation and direction of all forms of public speaking within the school and such contests of this sort, as may seem advisable, with other schools.
8. Some very definite form of extension work throughout the normal school district for which credit may be given as a start towards a normal school diploma.
9. A kind of first aid or supervisory department to help former graduates and students out of their difficulties when they secure positions and begin teaching for the first time.
10. A four year curriculum leading to a bachelor's degree, to train high school teachers and at least a two or three year curriculum leading to a diploma to train grade teachers.
11. All courses for high school graduates to be of college grade and an emphasis on graduation from the longer curriculums.
12. Large election possible by offering many different curriculums rather than large election in one very general curriculum.
13. Just recognition by universities and colleges for all work offered by normal schools and if necessary force it if possible.
14. Give the name "Teachers' College" to the normal school and install at least one strong four year curriculum.
15. All normal schools reorganized as teachers' colleges and made co-ordinate with other colleges in the state university but located as at present throughout the states and alone on the university campus.
16. Throw a heavy burden on county, city, and town superintendents by making them see that if they are to get trained teachers from normal schools they must send high school graduates to the normal schools.
17. Assist in convincing the public that the country will go to ruin without competent teachers and that to get good teachers they must be well paid, satisfactorily housed, and properly respected.
18. Seek a certificating law that will compel men and women who teach to attend normal schools and likewise to graduate if they are to teach more than two or three years.
19. Seek a certificating law that will give proper reward for and proper distinction between teachers with various amounts of professional training.
20. Large appropriations by the National Government for teacher training.

The replies show that many Normal School presidents believe attendance may be improved by throwing a heavy burden on county, city and town superintendents, and making them see that if they are to secure the product of Normal Schools in sufficient quantity and quality they must furnish much raw material of high grade to recruit the normal school attendance each year. Besides the twenty plans enumerated others were added to the list by various presidents. Some of the plans proposed are the following:

1. Have representatives of faculty visit high schools in the district and discuss with members of senior classes the advantages of normal school attendance.
2. Send attractive illustrated catalogs and other printed material to prospective students.
3. Urge students already enrolled to hand in names of prospective students; send literature to and write letters to all prospective students whose names have been submitted.
4. Conduct a vigorous salary campaign in the entire state.
5. Advertise in papers of the district, setting forth the advantages of normal school attendance.

6. The fundamental thing right now is adequate salaries—respectable salaries.
7. Attendance at normal school a first requisite to certification. The standards should be as high as in medicine.
8. A faculty in close sympathy with students and community and able to make them feel this.
9. Dormitory or similar housing system to provide for comfort and social advantages of students.
10. Subsidies for teachers in training.
11. Better salaries and prospects for advancement and social standing.
12. A law compelling all boards to employ teachers with not less than two years of training above high school.

### A Real Crisis

First. There is a real crisis in Normal School attendance as shown by decreasing number of students enrolled and graduates annually since 1915, and, also, by the lack of training and experience which is evident in many of the teachers who are entering the profession.

Second. The causes for this crisis are largely the attitude the general public has towards the profession of teaching of which the Normal School is held as a part, as shown by the low salaries paid to teachers, by the inadequate standards required of teachers, and by the home and social surroundings provided for them. Again it seems evident that Normal Schools have not kept up with Colleges and Universities in furnishing teachers for high schools, thereby having someone to advise high school graduates to attend Normal Schools.

Third. Better salaries for members of Normal School faculties, and, also, for teachers in general will do much to pass this crisis and make of it a turning point in Normal School achievement. To this must be added strong certificating laws in every state, which will classify teachers and adjust their reward on basis of their professional rank. And, finally, if Normal Schools are the direct agents of the state for training teachers, nothing else should be substituted, under license of the state, and the state thus recognizing their importance should furnish them with finances in keeping with their importance and the duty which it has imposed upon them. Their efficiency should not be impaired by a petty economy.

But even with things as described in this paper there still seems to be some evidence that a turning point is being approached, and it may be that we are now witnessing its primary stages. Never before has there been such publicity to the facts that teachers are leaving the profession in multitudes because of poor salaries, that young men and young women who graduate from high school have been entering normal schools to prepare for teaching in ever decreasing numbers, and that the resulting scarcity of teachers portends a national calamity. This publicity is not promoted by teachers alone. It has been taken up by the leading newspapers and magazines of the country, and general state wide movements directed by the governors have been undertaken with the hearty co-operation of the public. Increased salaries, bonuses, Christmas gifts

and revised salary schedules to take effect at the beginning of the next school year point to the results of campaigns on behalf of teachers, and indicate revival of interest in the profession.

## College Teachers Form Organization

Being an Account of Local 96,  
American Federation of Teachers  
in Agricultural College,  
North Dakota.

By Dr. Ernest Shaw Reynolds

THE official name of the faculty organization in the Agricultural College of North Dakota and its affiliations are indicated in the title of this article. Our constitution states rather clearly the principles for which we stand and something of the method by which we hope to gain recognition of these principles. We recognize that teachers are workers who are far from being as efficient as they might be due chiefly to the fact that few ever have any opportunity to help mold the policies in the educational field. Organizations of executives and educational theorists have been able, because of united action, to impress their ideas upon the educational system of the country. Teachers, who have the first hand information, because of lack of organization have not been able to put the practical impress of their knowledge into the system. We recognize that in the educational field "weight of authority" has been much greater than "weight of knowledge." We also know from much experience that teachers have been too closely cloistered, out of touch with the real facts of life, with the result that they have been easily imposed upon by propagandists. Those who have come in contact with organized labor know now that this group in society is quite different from what it has been painted. In this group, teachers are finding the largest, united, well organized and influential group in society which also has genuine sympathy for educational idealism. It is this group, which teachers have at last discovered, that is logically most interested in a truly democratic system of education not dominated by class interest, which has up to the present almost completely held the educational field in its grasp. Teachers, in order to be of most use to society, must know society and thru their present affiliations they are at last learning to know it. Teachers are waking up to the fact that they are not only educators within the class room but must also be an educating unit in society. And by their affiliation they are becoming greatly educated themselves.

The movement at this institution is too young to have achieved any notable victory. We consider it most unfortunate that the wage question has been forced upon us at the beginning of our work but such is the case and we have been able to convince the Board of the need of drastic revision of the salary schedule. Some relief has been given due to our

activity, but state institutions which must wait for appropriations cannot readily adjust themselves to the constantly increasing cost of living. Moreover, the Board recognizes our legitimate field of activity and is ready to co-operate with us. We feel this to be a distinct gain. The great utility of this organization must come in the years of educative work ahead of it and we are looking for no startling, immediate results of our efforts. We expect gradual improvement and a greater and greater recognition of the class room teacher as a factor in the administration of the educational field.

There is a greater spirit of unity and co-operation among the majority of the faculty than ever before. We are not looking to the achievements of the past for inspiration, but to the ideals in the future.

Herewith, follows the Constitution under which our organization operates:

#### ARTICLE I.

##### Name

This organization shall be known as the COLLEGE TEACHERS' ORGANIZATION at Agricultural College, N. D.

#### ARTICLE II.

##### Purpose

This organization is founded in recognition of the necessity and advisability of an association among teachers, both as a fundamental principle and as a manifestation of modern progress, and has as its purpose—

1. The development and maintenance of higher educational standards.
2. The increased efficiency in educational institutions.
3. The greater democratization of the educational system.
4. The development and maintenance of conditions favorable to the accomplishment of the first three principles.

#### ARTICLE III.

##### Membership

Section 1. Membership in this organization shall be open to the members of the instructorial staff of the North Dakota Agricultural College, and those potentially instructors at the North Dakota Agricultural College, with recognition of the principles stated in the Constitution of the American Federation of Teachers (Art. IX, Sec. II.) concerning membership therein.

Sec. 2. Candidates for membership may be elected at any meeting if a week's notice of the names proposed has been given to all members. Those elected become members upon payment of the first regular assessment of dues and upon signing the constitution.

#### ARTICLE IV.

##### Officers

Section 1. The officers of this organization shall be a General Chairman, a Secretary, a Treasurer, the Chairman of the Membership Committee, and the Chairman of the Program Committee and these shall constitute an Executive Committee.

Sec. 2. Any officer may be recalled by a majority vote of the members.

Sec. 3. Vacancies among the officers are to be filled thru election by the organization.

Sec. 4. The Chairman of the Membership Committee shall select two members to act with him as a membership committee.

Sec. 5. The Chairman of the Program Committee shall select four members to act with him as a program committee.

Sec. 6. The regular election of officers shall occur hereafter at the regular meeting of the organization in November.

#### ARTICLE V.

##### Meetings

Section 1. This organization shall hold Regular Meetings the first Monday of each month from October to June inclusive, unless the majority of the members present at any meeting agree to postpone the next Regular Meeting, provided such postponement shall not exceed the limit of the month.

Sec. 2. Meetings other than the Regular Meetings may be decided upon by the majority of the members present at any meeting; or they may be called by a petition of one-third of the members, to be handed to the General Chairman, who will then call such extra meeting at the time and place stated in the petition; or they may in emergency be called by any two of the elected officers.

Sec. 3. Due notice of all meetings must be given to all members who can be reached by reasonable effort on the part of the Secretary.

Sec. 4. A third of the members of the organization shall at any meeting constitute a quorum for the transaction of business.

Sec. 5. A week's notice in writing must be given all members relative to any change in policy or the establishing of any new policy.

#### ARTICLE VI.

##### Dues

Section 1. The dues of each member for the local organization shall be (Monthly) on the following per capita salary basis: ten cents per capita on all members receiving a regular annual salary of \$1,000 or less; fifteen cents on all members receiving more than \$1,000 and not more than \$1,500; twenty cents on all members receiving more than \$1,500 and not more than \$2,000; and twenty-five cents on all members receiving more than \$2,000; five cents a month per capita from these dues shall be used to cover subscription to the official organ of the American Federation of Teachers, unless a different sum for that purpose is fixed by the Executive Committee. For the purposes of this section salary shall mean the regular annual stipend exclusive of pay for other services.

Sec. 2. The dues are payable in three installments, June 1 (for June, July, August and September), October 1 (for October, November, December and January), and February 1 (for February, March, April and May).

Sec. 3. Members who are four months in arrears in their dues shall be suspended from the organization.

Sec. 4. Reinstatement after suspension shall be conditioned upon the payment of accrued dues not exceeding the total amount of dues for one year.

#### ARTICLE VII.

##### Expenditures

Money in the treasury may be expended by the Executive Committee, who will give an account of such expenditure, to be incorporated in the minutes, at every third regular meeting; or it may be expended upon the vote of the majority of a quorum of members present at any meeting, or upon the vote of a majority of the members given by petition.

## ARTICLE VIII.

## Amendment

Section 1. This constitution may be amended by a majority of the members; or by a majority of the members present at any meeting, provided that in the latter case a petition stating the amendment and signed by a majority of the members be presented in the meeting.

Sec. 2. In every case a written statement of the amendment shall be given to the members one week in advance of the meeting.

## The Utah School System

An Informing Statement which Shows Utah Gives Promise of Great Educational Advancement. N. E. A. Salt Lake City, July 4-10.

By E. J. Norton, Assistant State Superintendent of Public Instruction, Utah

### The State Organization

UTAH, like most states, has a school system which includes "kindergarten schools, common schools consisting of primary and grammar grades, high schools, an agricultural college, a university, and such other schools as the legislature may establish." There is nothing unusual in the state organization nor in the control and relations of the state institutions. The state superintendent of public instruction is chosen in the general state election for a four-year term. He is ex-officio chairman of the state board of education. This board, although charged by the constitution with "the general control and supervision of the public school system," is limited in its activity, so far as state law provides, to the fields of elementary and secondary education. The university, the agricultural college, the school for the deaf and the blind, and the industrial school are placed by law under separate boards of control. Three of these institutions, however, are brought into close relationship with the state department of education through statutory requirement making the state superintendent a member of the board of trustees of the state industrial school, and the presidents of the university and the agricultural college members of the state board of education.

The state board of education consists of nine members, three ex-officio as just explained, and six appointed by the Governor, two every second year for six-year teams. The law specifically empowers the board to determine qualifications for certificates and diplomas of superintendents, supervisors, and teachers of the various grades; to provide for examinations of teachers; to revoke certificates for evident unfitness as teachers; to appoint five members of the state course of study commission; to determine standards for high schools participating in the state high school fund; to apportion the high school fund; to appoint a high school inspector; to promote the establishment of libraries and gymnasiums throughout the state; to appoint a secretary and organizer for this work; and to administer within the state the provisions of the Smith-Hughes law for vocational education. As the board

for vocational education, the state board determines, subject to the requirements of the federal and state laws, the standards of the vocational schools qualifying to participate in vocational education funds, and appoints the necessary supervising officers. Under the direction of the state board of education and the state superintendent, the state department is organized under seven divisions: (1) Information, Certification and Records; (2) Secondary Education; (3) Vocational Education; (4) Health and Physical Education; (5) Library Organization; (6) Americanization; and (7) Schoolhouse Construction.

### Consolidation

Probably the most distinctive characteristic of the Utah school system is the plan of rural school organization known as the county unit plan. As this plan is worked out in Utah, however, cities of the first and the second class are not part of the county units, but are organized themselves into independent consolidated districts. The Utah system is essentially a consolidation of school administration. Each county district is patterned very much after the modern type of city school organization, under the control of a district board of education. The actual consolidation of schools is a natural result where districts are so situated as to make consolidation practicable. In many places the scattered population makes it necessary to continue the small schools.

There are in the state five city districts and thirty-five county districts—altogether, forty school districts in the state. Twenty-four of the county districts are co-extensive with the counties, and are known by the same name. Four counties are divided into two county districts each, and one county has three such districts. Each county district is divided for school purposes into five precincts, and each of these precincts is represented by one member on the district board of education. For election purposes the precincts are in two groups—the even numbered and the odd numbered. One group holds school elections in December, 1920, and the other in December, 1922. Thus the terms of members of each group overlap the terms of those in the other group.

One of the most important powers of the district board of education is to appoint a superintendent of schools. The office of superintendent, therefore, is practically removed from the influence of party politics, and the way is made clear for the selection of experts for superintendents. While the duties of the superintendent are not defined by law, this officer as the plan works out is the executive officer of the board. In most cases the district boards have adopted by-laws governing their procedure, and giving superintendents responsibilities and powers in keeping with the principles of modern school administration.

The law vests in the board the management and control of the schools of the district. The board has power "to purchase and sell schoolhouse sites and improvements thereon; to construct and erect school buildings and to furnish the same; to establish, locate, and maintain kindergarten schools, common schools, consisting of primary and grammar grades, high schools, and industrial and manual training schools; to do all things needful for the maintenance, prosperity, and success of the schools, and the promotion of education; to adopt by-laws and rules for the procedure of the board of education, and make and enforce all needful rules and regulations for the control and management of the public schools of the district."

The original consolidation law was passed in 1905. Under it, counties with 2000 or more of school population might consolidate, but were not required to do so. While

the law was in this optional form, eight counties consolidated. The results experienced in these counties were such as to bring about an amendment to the law in 1915, making consolidation of county schools mandatory throughout the state.

This plan of rural school organization makes for economy, efficiency, and a richer community life. Local school taxes are equal throughout the district. School opportunities, therefore, do not depend upon the relative wealth of individual communities. Material savings are made in purchasing and distributing supplies. Useless purchases are avoided, better prices are obtained, and schools are more fully supplied with things actually needed. In most districts the salaries and expenses of the five board members amount to considerably less than what was formerly paid to school trustees, and the districts can provide themselves with more adequate and efficient supervision and still realize an immediate net saving in administration expense.

Many consolidated grade schools have been established in rural districts, displacing small mixed schools. In the same way rural high schools have been established. It is difficult to conceive of any other means than consolidation that would unite communities on a plan sufficiently comprehensive and permanent to insure really successful rural high schools. School terms are of uniform length throughout each district. The better supervision has resulted in a better adaptation of courses of study to local needs. Children and parents are more interested in school work. A larger number of children continue throughout the year, resulting in more promotions and fewer retentions in all grades. In other words, the school is made to reach a larger number of people, and is a potent force in breaking down narrow sectionalism, and encouraging larger citizenship.

By provision of law, cities of the first and the second class are independent school districts. Their form of organization, however, is similar to that of the county districts. Salt Lake City, the only city of the first class, has a board of education of ten members, five elected every two years for a four year term. In each of the four cities of the second class—Ogden, Provo, Logan, and Murray—the board of education is made up of five members, one elected each year for a term of five years. Each city district makes its own course of study, adopts textbooks, and may issue one year certificates to teachers. County districts must use textbooks named by a state commission, and are not authorized to grant teachers' certificates.

#### Financial Support

The elementary and secondary schools of the state are supported from two sources, the state school fund and the local district school tax. The state school funds are derived from (1) a state school tax of two and four-tenths mills on all taxable property of the state; (2) interest from the permanent state school fund and rental on school lands; (3) a state high school tax of two-tenths of one mill on all taxable property in the state. The local district school tax is levied upon all taxable property within the district. The maximum rate in county school districts is seven mills, one and one-half mills of which must be used for buildings and grounds. In cities of the second class, the maximum rate is ten mills and in cities of the first class, nine mills.

The money obtained from the state school tax of two and four-tenths mills supplemented by the land interest and rentals forms what is known as the district school fund. This fund is apportioned among the city and county school districts of the state on the basis of the number

of children six to eighteen years of age in each district as shown by the school census. The 1920 per capita apportionment on this basis was \$14.35.

The state high school fund is created by the high school tax of two-tenths of one mill. This fund is apportioned among the city and county districts of the state maintaining high schools in accordance with standards fixed by the state board of education. The apportionment is based upon the number of persons of school age attending such high schools twenty weeks or more, carrying successfully during attendance three-fourths or more of a full course. The apportionment for 1920 will be about \$12.00 for each student as explained.

The legislature has provided a permanent maintenance fund for the university and the agricultural college, by setting aside for them 28 per cent of the general state tax. This 28 per cent is about three-fourths of one mill. These institutions have also a small income from their land funds. In addition to these permanent funds, state appropriations are made for buildings and other special purposes.

#### The Utah School Program

Great interest throughout the country is being shown in Utah's program for extending public education. This program is comprised in the school laws passed by the state legislature in 1919. The laws of most importance pertain to health education, compulsory attendance, part-time schools, Americanization, year-round supervision, and a proposed constitutional amendment permitting a larger state school fund.

The law establishes in the state department a division of health education. It authorizes the appointment of a state director, who has general supervisory control of health education in the state. Local boards have power to provide for health education, not only of school children but of parents and of children of pre-school age. In order that standards may be exacted, a state appropriation is made with which to subsidize the work. A special supplement to the Utah course of study on health education has been issued. Teachers are instructed on how to inspect their pupils and detect beginning symptoms of acute health disorders, as well as indications of physical defects and under-nourishment. Remarkable progress in health education has already been made. Reports show that during the present year most of the school children of the state have had physical examinations, the majority of them medical examinations, and many have had professional treatment for remediable defects.

The new state law on compulsory attendance requires that children attend school up to the age of 18 unless they are legally excused to enter employment or for specific causes. These other causes are: (1) that they have already completed a high school course; (2) that they are taught at home the required number of hours; (3) that they are not in a physical or mental condition to attend school; and (4) that no school is maintained within two and one-half miles of their place of residence and free transportation is not provided. Those who are excused to enter employment are required by law to attend a part-time school for at least 144 hours each year, providing such a school is maintained for them. This far-reaching law gives local boards of education the authority to require that all young people of school age in a district be either in school or properly employed out of school. While the law has resulted in the establishment of part-time schools in practically all of the large centers and short dull season courses in many of the rural districts, the principal effect has been to increase the attendance in regular high schools. The reports of high school enrollment

in January, 1920, showed an increase in the number of regular students of forty per cent above 1919.

For the Americanization of foreigners the 1919 laws authorize the state board of education to appoint a director of Americanization and require that all alien persons in the state between the ages of sixteen and forty-five years who cannot speak, read, and write English with the ability expected in fifth grade pupils, must attend Americanization classes at least two hundred hours during each school year. In these classes instruction is given in English, in the fundamental principles of the Constitution of the United States, in American history, and in such other subjects bearing upon Americanization as may be determined. This law has been the means of bringing vividly before the people of the state the Americanization problem and has stimulated the work of Americanization to a marked degree.

A special feature of the Utah laws is specific authorization for year-round supervision. The state board for vocational education and local boards of education are given authority to organize for supervising the activities of school children throughout the year with special attention during the summer months to community life. Under this authorization a number of local boards have already employed supervisors for the summer months to encourage and advise young people in their home and community activities. In this work special effort is made to co-operate with Boy Scout and Camp Fire Girl leaders and with all other organizations promoting wholesome community life among young people.

With this unusual school program upon the statutes, Utah gives promise of great educational progress if the necessary funds can be provided. While special state subsidy is available for most of these new lines of work, the amount is inadequate and the system of financial support is not yet on the right basis. For a number of years Utah has been working along a definite policy to form larger local taxing units and a larger state fund in order to equalize the burden of school taxes and thus give all children in the state a more nearly equal opportunity. Much progress to this end has been made in the rural school consolidation already explained, but still there is great inequality in the per capita assessed valuation in the various county districts. In order to improve this condition, it is necessary to have a larger state tax and a resulting larger per capita distribution of state funds among the districts. This can not be done at present, however, because of a constitutional limitation to the state school tax. The 1919 legislature, therefore, proposed an amendment to the constitution, which will permit a state tax high enough to give from the state school fund to the local districts twenty-five dollars for each person of school age. This amount, the legislature thought, would approximate what is required to pay the salaries of teachers and would thus enable the state to take over practically the responsibility of furnishing teachers in the schools, leaving local districts to provide buildings and ordinary maintenance. The amendment will be voted upon in the general election in November, 1920. Sentiment at present seems favorable to its adoption. Such a result is necessary for the complete realization of what the Utah program contemplates.

N. E. A.  
Salt Lake City  
July 4-10



The Last Few Buttons are Always the Hardest

—Chapin in St. Louis Star

## Educational Inequalities

### The Products and Results of the One Room Rural School Compared with Those of Larger Organizations.

By Frank H. Koos.

During the decade or so just passed the little red school house has received the lion's share of praise as an efficient educational institution. When our ideals were not so high, when we knew little concerning the science of education, when the success of an institution was measured by the prosperity of a few people who had survived, and when the problems of education in general and our own country in particular had not been exposed by a great war we were content to survey our educational system with pride. The past war and reconstruction investigations have shown our schools weak in many respects. Search has also found many inequalities in opportunities and educational facilities between races, between states, between sections of the nation, and between cities and large unit school districts on the one hand and the open country rural school district upon the other. Does the child who attends the small one room rural school have the same opportunity as does the boy or girl who attends a school consisting of four or more



rooms? Are the products and results of the one room rural school equal to those of the larger organizations?

In order to make an attempt at answering these questions let us look at some facts and figures gleaned from the reports of the superintendent of public instruction and the school inspectors of a typical agricultural state. We have selected Minnesota for we believe that she has a school system which compares favorably with those of any other agrarian state. We shall quote freely from the twentieth biennial report of the Minnesota Department of Education, the twenty-fourth annual report of the state graded school inspector and the twenty-sixth annual report of the state high school inspector. The results of schools of from one to three rooms will be compared with those ranging in size from four rooms to large city systems. A great many of the latter schools are situated in the open country, it is true, and are called consolidated schools. The former may be called the small unit district while the latter will be termed the large unit organization. There are in Minnesota 7019 rural and semi-graded school districts and 534 graded, consolidated and high school districts.

Table I  
School Expenditures

	High and Graded School Districts	Semi-Graded and Rural School Districts
General Control .....	\$ 655,012.00	\$ 163,941.00
Teachers Wages .....	8,469,941.00	3,748,467.00
Operation .....	2,197,738.00	592,546.00
Maintenance .....	717,645.00	336,460.00
Land, New Buildings and Equipment .....	4,147,005.00	696,755.00
Bonds and Interest .....	1,272,781.00	190,116.00
Textbooks and Supplies .....	676,569.00	235,779.00
Other Expense Payments .....	1,275,977.00	407,285.00
Library .....	68,213.00	69,621.00
Transportation .....	378,023.00	160,509.00

Table II  
Cost per Pupil

	High and Graded School Districts	Semi-Graded and Rural School Districts
General Control .....	\$ 2.40	\$ .79
Teachers' Wages .....	32.20	18.60
Operation .....	7.90	2.90
Maintenance .....	2.60	1.60
Land, New Buildings and Equipment .....	15.90	3.30
Bonds and Interest Payments .....	4.60	.90
Text Books and Supplies .....	2.50	1.14
Other Expense Payments .....	4.60	1.90
Library Books .....	.25	.33
Transportation .....	1.30	.77

Because he recognizes the value of an education, because he wants for his child better equipment, more adequate and sanitary buildings, finer text books, more abundant supplies and the best prepared teacher, the father of the large unit school child is willing to pay far more than is the father of the rural school child. By merely scanning tables I and II one can at a moment know of the increased efficiency of the large district school. In every item except that of

libraries is the rural school district surpassed. The large organization boy or girl usually has the facilities of a public library at his disposal, so even here the rural school patron does not give his child better opportunities. It cost, in round numbers, \$57.00 to educate one urban child during the year 1917-18. The rural school child taxed his district to the extent of \$29.00. The city taxpayer has a tax rate of 24 mills. The farmer pays seven. Surely no one will argue that this willingness to pay, this far greater expenditure does not give finer educational advantages.

The school boards of the large unit districts pay out in teachers' salaries more than two times as much as do the small unit organizations. While there are less than one-thirteenth the number of districts of the former type there are employed at least one thousand more teachers. Nine thousand, nine hundred forty educators man the large unit school districts while eight thousand, eight hundred twenty-eight work in one room school communities. The male teacher in the high and graded school received one hundred twenty dollars per month. The man who taught in a one-room school during one month of the year 1917-18 received sixty-nine dollars. For women the salaries are \$69.00 and \$57.00 respectively. The average annual salary of the town man was \$556 more than that of his co-worker in the country. The female teacher in the larger units received \$288 more per year than did her sister in the one-room school.

Table III  
Teachers' Education

	High and Graded Districts	Rural and Semi-graded
Teachers who have attended but are not graduates of:		
High School .....	190	2,774
Normal .....	686	2,940
College .....	720	480
Graduates of High School only .....	2,296	3,306
High School Training Department only .....	171	4,428
Normal Schools .....	5,478	697
College .....	2,673	101

Table IV  
Teachers' Residence

	High and Graded School Districts	Rural and Semi-Graded Districts
Teachers who have taught in the same district for one year .....	3,337	5,475
Two years .....	2,091	1,945
Three years .....	4,266	1,045

Does this desire to pay teachers more salary secure a better prepared, a more qualified individual, a person with better professional interest. Table three shows us that the man or woman who works in the high or graded district has received far more education and professional preparation. The vast majority of rural school teachers never get beyond high school. Practically the only professional training they receive is that given by high school training departments during the fourth years of the secondary school course. On the other hand the vast majority of the teachers in high and graded districts have completed a normal or college course. Does this superior training amount to anything when we consider results and products? We believe it does.

Every one agrees that the rank and file of teachers do better work after they have been in a school one or more years. The rural school children then get very little benefit from any extra residence of this sort. Table IV clearly indicates that five-eighths of the small district teachers move to another locality at the end of one year. Three-eighths stay no longer than two years and only one-eighth of them have been induced to sojourn in the land as long as three years.

What is the record of the large unit teachers? One-third of them have worked in one school for just one year. Approximately two-thirds have remained in the same district for at least two years and almost one-half of them have deemed it worth while to teach the same group of children for as long as three years. Compared with the tenure of teachers in other lands this is no great record but when we measure it by small unit school district standards it stands out as an achievement worthy of note.

An ideal of educators of this nation is school the year round. We feel that our pupils should not be allowed to go to seed for any great length of time. Many cities provide school for the entire year. Some permit ten months attendance. The average city educational institution is conducted for nine months. The average Minnesota rural school district maintains school for seven and six-tenths months. This record we know to be above the average for rural schools the country over. In eight years the rural school child loses eleven months or more than a year of schooling, because his parents fail to supply him the opportunity of a longer year. Can the average rural school child be expected to compete with his brother from the larger organization when he is thus handicapped?

From the foregoing we have learned that the large unit school district provides for its children more and better trained teachers who live in more comfortable circumstances, a longer school year, finer books and supplies, more means with which to get to school, more adequate equipment and far superior buildings. We shall now attempt to show that these excellent facilities secure superior educational results.

The advantages above named will secure a larger grand total days of attendance, a longer period of attendance upon the part of the average pupil, will carry more pupils into the upper grades, will graduate many more people from the eighth grade, and will allow more people to complete their high school courses.

We shall report that 274,739 pupils enroll in Minnesota high and graded schools. There are 207,550 in rural schools. In round numbers the grand total days attended in institutions of the former type is 41,000,000. One room rural schools secure a grand total attendance of 22,000,000. Tho the number enrolled in districts of the larger kind is only three-tenths larger the grand total days attended is almost two times greater.

The average child in large unit districts goes to school 148 days. The small organization pupil attends 108 days. Out of each school year the city child goes to school forty days or two school months longer than does his country cousin. In eight years he is able to secure sixteen months more school. This amounts to more than two years of rural school work. In the light of any present day educational knowledge this is an extremely large loss.

We stated above that the large unit school will cause a larger proportion of its pupils to complete

the common branches and induct more of its people into high school. From the twenty-fourth and twenty-sixth annual reports of the graded and high school inspectors and from the nineteenth biennial report of the state superintendent we learn at once that this is true. The rural schools of Minnesota graduated 5,532 pupils from the eighth grade in 1916. (There are no figures of this kind in the 1918 report. Because of war conditions we have no reason that they graduated more in 1918 or 1919.) The high and graded schools caused 15,681 pupils to complete the eighth grade course in 1919. Tho the latter districts enrolled only three-tenths more people they graduated three times as many.

Fifty thousand eight hundred sixty-five children are enrolled in high and graded school district high school departments. Of these 8,978 are non-residents. Since most of the non-residents come from small school districts we may consider most of these to be rural pupils. With enrollments slightly larger, the high and graded school districts carry forward 42,887 people against a record of 8,978: more than four times as many!

In conclusion we may say that there are gross inequalities between rural and urban school facilities and results. These inequalities exist simply because the former has not wished to pay the price for the better things. There are inequalities in supervision and teaching, in buildings, equipment and above all inequalities in opportunities, products and results. All the superior advantages of the large unit district have been secured by consolidation. Many of the figures quoted came from consolidated schools. It is high time that rural and urban educational advantages were put on the same basis. Rural education needs support, supervision and control from larger, stronger units of organization. A great many rural communities have secured all these things. The cards have been stacked against the rural school child for too long a time. We are now ready to have the cards shuffled again in order that the boy or girl of the open country may get a new deal, a square deal and a fair deal from a large and more generous hand.

## A Prayer

FATHER, inspire and guide me in my search for the larger life. Quicken my insight that I may see beyond the obvious and the trite. Enlarge my vision of the beautiful and the true. Save me from pedantry, self-worship and self-pity. Help me to find the forces in my own nature through which I may most enrich the lives of others. May I never be unmindful that true culture radiates love through simplicity, gentleness and repose. Help me to express graciously the vision I shall find. When I fail, look Thou with compassion into my heart and read there what I aspired to be and was not. Amen.

—Frederick Ames Staff.

# Intelligence of Normal School Students

A Significant Statement Prepared by President J. C. Brown, State Normal School, St. Cloud, and President G. E. Maxwell, State Normal School, Winona, Minn.

**I**N ORDER that the men who were drafted into the United States Army during the World War might be quickly and accurately placed in various positions of responsibility commensurate with their ability, a remarkable system of mental tests was developed and widely and successfully employed. These tests, carried on by the Medical Department through the Division of Psychology, with the help of the leading mental experts of the country, resulted in the most extensive and significant accumulation of psychological data ever gathered.

Since the close of the war, the army intelligence tests have become available for use in schools. When given by the trained specialists, who had previously supervised the tests in the army, the results afford an excellent method of comparing the ability of groups of students with each other and with the average ability of the drafted men of the army. With the help of two former army officers, who had supervised the tests with thousands of men, the normal schools at St. Cloud and at Winona, Minnesota, recently gave the Alpha tests to the students of the two institutions.

The tests are first scored in values, ranging from 0 to 212. The following letter values are then assigned; A, 135-212; B, 105-134; C+, 75-104; C, 45-74; C-, 25-44; D, 15-24; D-, 0-14. A denotes very superior ability; B, superior; C+, high average; C, average; C-, low average; D, inferior; D-, very inferior.

The following table gives the comparative ratings for the men of the army, for the students of two universities, and for the students of the two normal schools:

Grade	PER CENTS OF GRADES OF SOLDIERS AND STUDENTS Alpha Intelligence Test				
	1,700,000 U. S. Army Per Cent	5,950 Ohio State University Per Cent	1,152 Purdue University Per Cent	384 St. Cloud Normal School Per Cent	324 Winona Normal School Per Cent
A	4.5	51.5	41.8	50.8	50.3
B	9.0	32.8	38.8	38.5	38.3
C+	16.5	13.1	17.1	9.7	11.4
C	25.0	2.4	2.2	1.0	0.0
C-	20.0	.2	.1	0.0	0.0
D	15.0	0.0	0.0	0.0	0.0
D-	10.0	0.0	0.0	0.0	0.0
Median	...	136.0	129.1	134.0	135.0

Note: The army statistics are those given by Dr. H. H. Goddard, at the Cleveland Meeting of the National Council of Normal School Presidents; the university statistics are from School and Society, XI., 269; X., 261, respectively.

The average scores made by the entire student membership of the two schools were, St. Cloud, 136.9; Winona, 134.4. The median scores were, St. Cloud, 134, Winona, 135. The average scores for girls alone were, St. Cloud, 137.5; Winona, 133.5, and the medi-

ans were 135 and 134 respectively. For boys the averages and the medians were, St. Cloud, 129.9 and 130.5; and for Winona 142.5 and 144. The age average of the students who took the test were, St. Cloud, girls, 19.8; boys, 20.5; all, 19.9; Winona, girls, 20.2; boys, 20.5; all 20.4. The highest scores were, St. Cloud, 194; Winona, 193; and lowest, St. Cloud, 70; Winona, 81.

These various results show that the average mental ability of the prospective teachers in Minnesota is very far superior to that of the average ability of the population at large as determined by the army tests, and that it ranks equal to, if not slightly better than, the ability of the students of the two universities, the results of whose tests have been published recently. The rank of the students of the normal schools is even more striking when it is noted that they represent only the freshman and sophomore college age, while the totals for the two universities represent the ability of students not only of freshman and sophomore ages, but of college junior and senior ages as well. It is reassuring to know that prospective teachers for the elementary schools in Minnesota are being selected from the best thirty per cent of the ability of our population.

These findings refute the not infrequent assertion that the normal schools of the country select their students from the lower half of the high school graduates unless the universities are also making such a selection. Further evidence of the general high ability of the students who choose teaching is furnished by the following: 16½% of all high school graduates now enrolled in the two normal schools were either valedictorians or salutatorians of their high school classes. The average size of the high school classes from which the students were graduated was twenty-three and the median was twenty-two.

Data formerly compiled from the scholastic records of the various groups in the universities both of Minnesota and Wisconsin showed that graduates from the normal schools, who had entered these universities, when rated as a group, showed a higher average of ability and accomplishment than other groups in the same colleges of the universities.

## Among the Bookmen

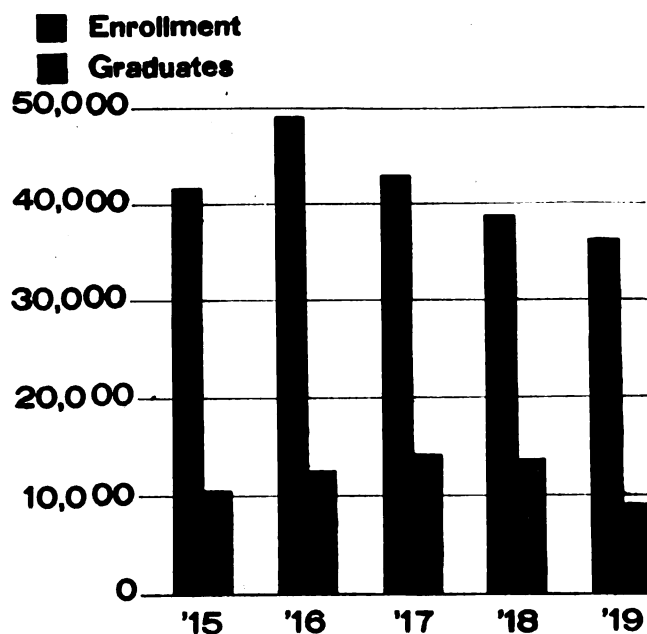
### Voyagers

By Floyd D. Raze

Dear voyager upon the sea  
That lies untried before you, hail  
Each passing ship, though she may be  
A battered ship and frail.  
She may have left the port you seek,  
Know all the shoals and bars  
And variations, week by week,  
Of compass, wind and stars.

Hail every ship, and answer back  
To every ship that hails—  
She may have need to know your track,  
And you, from whence she sails—  
Thus, be we many days or few  
Upon time's ebbing sea,  
I shall be glad for hailing you,  
And you, for answer me.

## The Teacher Supply Problem in the United States



Year	Enrollment	Graduates
1,915	42,844	11,218
1,916	48,246	13,681
1,917	43,468	14,921
1,918	38,027	13,356
1,919	36,160	9,514

## Books Old and New

**First Lessons in Batik.** By Mary C. Scovel. The Prang Company, Chicago.

THE book contains several chapters on the history of "Batik," but the body is devoted to detailed instructions for all kinds of "Batik" work with specific problems, such as the making of blouses, scarfs, handkerchiefs, table throws, draperies, etc. The book is profusely illustrated with drawings, showing the handling of the frame, the molten wax and the dyes, as well as the numerous illustrations of "Batik" work by both Javanese and American artists. The whole country is interested in the Oriental Art known as "Batik." For two thousand years the Javanese women have been painting their gowns, scarfs, and other textile articles in beautiful designs and brilliant colors. The process of "Batik" making is a combination of painting and dyeing. The design is outlined in molten wax and then painted in colors. The painted design is then protected by a cutting of wax, and the whole piece of goods is dipped in an all-over dye. The wax is then removed by washing in a gasoline bath or by ironing between papers. The large Art Museums in New York, Chicago and other cities have already had exhibits of both the Javanese and American "Batik" work, and this book supplies information regarding such work.

**Junior High School Literature. Book One.** By Elson and Keck. XIV. 624 pages. Scott, Foresman and Company.

THE development of the junior high school in connection with many school systems is stimulating the production of books to fit the needs of such schools. Junior High School Literature is of this type. In the four parts of the book are collected in distinctive groups excellent selections covering a wide range in literature. The nature lover as well as the one in quest of adventure will find much of interest. The hero worshipper will take delight in the section entitled "Ideals and Heroes of Freedom," while the teacher of ideal Americanism will find much of value in the last section of the book. Although intended primarily for the first year of the junior high school, it will be found to be better adapted in many cases to the second or even the third year of that course.

**Dramatization in the Grades.** Compiled by E. V. Andrews. Boston, F. W. Faxon Co. 50 cents.

THE great attention paid by present day teachers to the dramatic instinct in children has given rise to a considerable literature along that line. To make such material readily available in the training school of the Michigan State Normal School, Ypsilanti, Michigan, an index of all such literature, found in both the College Library and the Training Department Library of that institution, has been compiled. This material is arranged alphabetically by title of the material, and a liberal use of cross references to similar material under a different title has been made. The comprehensiveness of this index, which includes "fables, fairy tales, stories, historical events and dramatized incidents in the lives of authors and famous historical characters," will surely commend it to teachers as an admirable aid and time saver to them in their search for literature for histrionic purposes.

**The Story of Liberty.** By James Baldwin. 240 pages. American Book Company.

THIS little book is properly a historical reader. It is called into being by the spirit of the times which is demanding the teaching in our schools of a healthy, wholesome Americanism. The more facts of history, dealing with the aims and ideals of the founders of our country, that can be taught to children the better will be their understanding of our governmental institutions. A sturdier, safer citizenship must result. The author of this work begins far back with our anglo-saxon ancestors and traces in a charming way, the thread of the story of liberty through a series of interesting events which are vitally related to the subject in hand. Scattered throughout this somewhat disconnected story are found many classics, new and old, essential in the teaching of patriotism.

**FIRST BOOK IN ALGEBRA.** By Fletcher Durrell and E. E. Arnold. Chas. E. Merrill Co. pp. 325.

THIS book is intended specially to meet recent changes in high school work. Most ninth grade pupils now are younger and more immature than even ten years ago. Hence there is need of an algebra very simple and practical.

In this book, the introductory pages are specially good. The subject matter is simplified by the omission of much that can be left to a later study of algebra. There is a large amount of oral exercise work to be used as preparation for the written problems which follow. The graph in simple form is introduced early in the text and used at

frequent intervals, thus enabling pupils who take algebra only one year to gain something of the vocational and cultural value of the graph. Each chapter is divided into two parts, the plan being that a class shall take up Part I of each chapter in turn, then study Parts II in order. However, the subject matter may be studied consecutively.

The book is of convenient size, attractive and durable in binding, and specially good as to spacing and size of type.



Won't Someone Please Notify Him that the War is Over?

—Harding in Brooklyn Eagle

**Principles and Methods of Industrial Education.**  
By William H. Dooley. 257 pages. Houghton Mifflin Company. Price \$1.60.

A VERY interesting book. The author begins by a brief statement on the value of such an education followed by a discussion of the educational needs of trades and industries. Historically, the movement is traced from the days of ancient Rome down to the present time. A short chapter is devoted to industrial surveys as a suggestion of the proper way to establish that vital relationship between the school and community which is essential to effective school work. General methods of teaching, methods in technical industrial work, and methods of shop work practice follow in logical sequence. Quoting from the author: "There is a very intimate connection between vocational success and good citizenship. Every successful citizen should be an efficient producer and should render service to the community." This statement is suggestive of the spirit of the book, and it is this spirit which should make the work vital in the present day.

**The Voyage of a Vice-Chancellor.** By A. E. Shipley, N. Y. G. P. Putnam's Sons. \$1.50.

THE major part of this book is a diary in which are jotted down an account of the author's voyage to this country and his first impressions of our institutions

of higher learning. In the closing chapter these digested impressions set forth briefly, in a most clear and pleasing form, the results of his fifty days sojourn in the States and Canada: namely, to compare our educational institutions of higher learning with those of Great Britain. Naturally since the author remained so short a time and visited colleges and universities from Minnesota to Texas, and from Toronto to New Orleans, he does nothing but mention their most obvious differences and characteristics, and draw comparisons with similar institutions in his own country. Doubtless all was not perfect in his eyes, but, if not, he steadfastly observes the caution about certain kinds of comparisons. A bit of humor, now and then, gives added charm to an easy and lucent style. The book is especially interesting to anyone who has himself visited many of the institutions named and knows something of their history and aims.

**The Smith-McMurry Language Series.** By C. Alphonso Smith, Ph. D. LL. D. L. H. D. and Lida B. McMurry. Richmond, B. F. Johnson Publishing Co.

THIS is a three book series. The first two books of the series are devoted to the language work of the intermediate grades; the third book gives some very excellent work in composition and technical grammar for the upper grades. One strongly commendable feature of the language books is the emphasis which is placed upon oral language. If wisely used, these books will have a telling influence on the pupils' everyday language. It is evident that the authors have made a careful analysis of the child's chief language needs and they have provided material which meets those needs in an admirable manner. In Book Three, the technical grammar is preceded by some excellent lessons in composition and a certain amount of composition is interspersed through the middle portion of the work, which is devoted to the study of technical grammar. The final pages of the book are devoted to literature and composition, in which the literary models are excellent and the composition most practical.

**Rebecca of Sunnybrook Farm.** By Kate Douglas Wiggin. Riverside literature series. Bost., Houghton, Mifflin Company. 64 cents.

IT is with real pleasure that we meet our old friend, Rebecca of Sunnybrook Farm, in a new dress. Houghton, Mifflin Company now present the book in their ever admirable Riverside Literature Series. We hope that in no case would any child have missed meeting that delightful piece of girlhood, Rebecca, but the chances of such an omission are diminished for some portions of Juvenile humanity by the fact that the book is now listed as a requirement for reading in the first half of the seventh year, in the New York State Elementary Syllabus in Language and literature, 1919. The fact that the publishers are offering the book at the very low price of sixty-four cents constitutes a reason, aside from the great merits of the book itself, why, in these days of inflated currency, this particular edition of a girlhood classic merits a wide sale.

N. E. A.  
Salt Lake City  
July 4-10

## My New Art Creed



**BELIEVE** in the Democracy of Art.

**I BELIEVE** in Art for the people, of the people and by the people.

**I BELIEVE** that the principles of Art can be intelligibly presented to the understanding of the ordinary individual so that he may see their application to the affairs of his occupation, his business, his profession and his home.

**I BELIEVE** that Art is soon to be shorn of its mystery and its vagueness and that it is about to take its place as a teachable and demonstrable science, possessing a quality that is inherently divine.

**I BELIEVE** that public schools offer the best opportunity for bringing the influence of Art into the lives of all the people.

**I BELIEVE** that public school teachers are, or will become, the best possible teachers of Art to the school children.

**I BELIEVE** that we must apply to the teaching of Art the same pedagogical intelligence, the same common sense, the same preparation and the same tests that are applied to the studies of language, mathematics and the sciences.

**I BELIEVE** that the results from the teaching of Art should be definite and tangible; that the cultivated emotions and the trained intellect should find expression in those inevitable selections of form, proportion and color which tend to make our material environment more beautiful.

**I BELIEVE** that beauty is coming back to the useful arts and that the distinction between fine Art and useful Art is to be forgotten.

—Bonnie E. Snow.



# Picture Appreciation

By Annie Smith Ninman



Two Mothers

**M**AY is the month of new and promising life; it is the awakening of all nature to the call of mother earth under the influence of strengthening sun rays and warm rains. The miracle of life is pure and lovely and holy, whether it is the life of the matured tree giving forth its blossoms of white or yellow and magenta or that which forms the miracle of motherhood with the giving of her first blossom of life. It is in May that our thoughts are given in praise and honor of our mothers, expressed by the spoken word, the written thoughts and by the art of music and of brush. Art to us is an expression of some aspect of life. God is the master artist and a Mother his noblest work of art, for He knows how true the stalk must grow to rear so rare a flower as the gift of life.

### THE MESSAGE OF THE PICTURE

The picture of the "Two Mothers" is a story which embodies the message of pure mother love in the first tender blossoming of motherhood. It is expressive of a great capacity for human feeling, which has given to the artist the power to create ideally a relation of motherhood altogether charming in its simplicity. To put into picture speech an ideal of motherhood and childhood which is felt by the artist, is to develop by means of art an internal love, sympathy and esteem for that aspect of life. To ennoble one's conception of face and form all feeling of false pride, of fear of evil must be vanquished from the heart of

the painter and from the countenance of the model, lest the semblance of an ideal character be destroyed. The "Two Mothers" is the ideal and the real in humanity glorified; it is a unified interpretation of a universal interest and a presentation of truth of facts with the spirit of the facts.

For a revelation of mother life, of tender thoughts and of loving attendance based on a realization of art truths, the painting of the "Two Mothers" is a true manifestation. In her pictured ideal of an appreciation which comes to one thru association with daily pleasures experienced in the range of human emotions, Miss Gardner has awakened within the hearts of picture lovers a thrill for new life and a joy for beauty.

### THE LIFE PORTRAYED IN THE PAINTING

The life portrayed in the painting is that of the Brittany peasants in France: a class of hard working, meagre-lived people toiling in the fields and in their homes from early morning until the coming of night. As a people, they are contented with their lives, their care of little ones and the coming of each day's duties. The peasants of France are not wanderers but live from year to year in quiet villages on the edge of the farm lands; their huts are low and crudely constructed, undecorated and furnished with necessities only. In the home—and often as they trudge along the dusty country lanes—the women and children go about in their bare feet. It is in the stubby fields that the heavy wooden sabots are worn for protection to the feet during the hot months.

Life for the peasant mother and the children in the home consists of homely duties. Meals are prepared over the coals on the hearths of the fireplaces in the one room, which for the home-makers serves so many purposes. The door of the room is thrown wide open; the low window is also open, allowing sunlight to enter to brighten the room's interior for the time of visiting, for dining and for rest, giving to the sparsely furnished room a feeling of warmth and hospitality. The peasant father and mother raise food-giving animals and fowl in their narrow yards, known as courts. The shelter for the animal life is often built onto the peasant's home, thus bringing the fur covered animals and the feathered flock near to the doors of the home. Indeed the open door invites the fowl to enter the house just as much as it does the peasant people.

A home scene of a peasant woman and her babes in arrested home activities has been depicted by Miss Gardner. The painting portrays a generalization of the essential characteristics that evidence the peasant life.

### INTERPRETATION OF THE PICTURE

The painting of the "Two Mothers" creates for us the ever new and understood story of mother love, conveyed by the pictured attitude of the mother and child and that of the fluttering hen with her chicks. The child leaning against her mother's knee is interpretative of a child's faith and dependency, and of a child's desire for mother love, mother care and mother guidance. The mother's arm, holding close to her

stronger body the little form of the girl, and the pressure of the hand, tell of a mother's interest and of her delight in the reliance of her first born. The nearness of the infant's crib, with its precious burden carefully strapped within, further manifests the mother feeling of love for the life that is hers to watch and to guide in, its development. It is natural that the older child in its growth, has awakened to the activity and to the interests of growing things about her. The bird life in action before the little girl, holds an interest for her through her own childish experiences. For the child, the hen with her clucking to her birdlings and the guidance of the little chicks toward the finding of the grain scattered on the floor, are but echoes of her own mother's calling and feeding of her tiny self. In the feathered mother, the child recognizes a mother love for her little ones; she is cognizant of the obedience of the chicks to the mother call and the mother hen's protection to her babes, that they may grow strong and beautiful. The two mothers in the picture story are but portraits of mothers to be found everywhere and to be honored by all, the mothers of children and the mothers to be cared for in the animal and bird kingdom.

#### Elizabeth Gardner—The Artist

##### Madame W. A. Bouguereau, Paris, France

Elizabeth Gardner, the artist presenting the picture of "Two Mothers," was born in 1842 in America, where she lived during the years of her girlhood. She is known as a figure painter of the semi-classic influence, choosing her subjects from among the historic classic and genre interests. Art formed her interest during her early life, and it was from her desire to become a great painter that she left her home in America and went across the waters into the country of France, a known center of art, and the home of artists who were giving to the world their interpretations of life and nature.

#### HER STUDY OF ART IN FRANCE

Miss Gardner completed her study in art in France under such artists as Merle, Lefebvre, and, later, with Bouguereau, the artist whom she married. After her marriage, she established her studio in Paris, working with her husband, from whom she attained similar inspiration and draftsmanship.

At the time of her study in France, the older academic method of painting was undergoing a change, due to the influence of the classic painters. The academic method had been a dictated form dependent upon the ideals of the yearly Roman antique art embodying perfection of line and form, without reference to the individuality and character of subject. Courbet, a French painter of the Eighteenth Century, revolting against the stern, feelingless academic form of painting, created a new art in which he united the ideal with the truth of facts. His paintings influenced the younger painters of the day and a few of the elder artists, who began to infuse into their academic art some semblance of life, interpreting the personal element of the idea and making of their paintings more than representation of facts. Their pictures, based on the newer communication of feeling and of nature's appearances, with facts observed, developed a beauty which appealed to the mind as well as to the eye. Artists belonging to this new art-revelation period were known as semi-classic painters, who recorded in

pictorial portrait from incidents of classic and historic theme and interests associated with every day life about them.

Among the painters who became influenced by the semi-classic art was Bouguereau, an artist of note. Into his paintings he introduced naturalism which was felt in beauty of line and color, in atmosphere and in force of surroundings which make for pictorial art. His interpretation of life was sentimental and portrayed in charming poses the girlhood and childhood of his country.

To the artist Bouguereau, Elizabeth Gardner eventually went for guidance in her study of art. Under Bouguereau's influence, Miss Gardner studied for a number of years, adapting his methods of interpretation and treatment of subject, regarding line draftsman, color rendering and composition or placement of interest in her paintings. As we have already said, Miss Gardner later became Madame Bouguereau and worked with her husband in his studio in Paris. Bouguereau's direct influence on the work of his student became pronounced and paintings by Elizabeth Gardner might often be taken for those of the master artist, her husband.

In the paintings by Bouguereau's wife and pupil, of which women and children form the chief interests, a quality of artlessness, unaffected simplicity and tender sentiment is to be found. The deficiency of color truths is criticized, while the composition of her paintings portray a live quality.

#### HER PAINTINGS

Paintings by Miss Gardner are owned by Americans and have been exhibited in America as well as in foreign countries. Her paintings are classed as portraits, among which are those of "Maud Muller," "Cinderella" and "The Fortune Teller," suggested by themes in literature; other paintings such as "Daphne" and "Chloe" are of legendary interest; "Ruth and Naomi," and "David Slaying the Lamb" are Bible subjects.

Other paintings of genre picture the outdoor and indoor life of Miss Gardner's adopted folk of France. Among the latter are "The Two Mothers," "Farmer's Daughter," "The Britton Wedding," "Soap Bubbles" and "Innocence."

#### Picture Appreciation Thought Development

##### THE ARTIST'S EXPRESSED THOUGHT

Manifestation of life:—beauty, charm, tenderness, appeal, interest.

##### THE PICTURE'S EXPRESSED THOUGHT

Motherhood:—love, care, protection; in unity with interest, explanation, and attention.

Childhood:—love for life; dependency of youth; faith in the strong; in unity with wonderment, directed interest and development.

Bird Life:—care, protection, pride and fear as expressed by the mother hen: dependency of chicks for food, shelter and warmth from the mother hen.

Moral:—the guidance of the weak by the stronger in obedience to nature.

Correlated Thought Development.

Mother's dependence on her child for:—obedience, faith, truthfulness, trust and love.

# The Dance of the Milkmaids

By Lyle Wilson Holden

THIS combination of a milkmaid's dance, song, and drill will make a pleasing addition to a May Day or any other spring or summer festival.

## The Costume

The costume is simple—a white dress, red bodice and small red apron and caps, pails painted red—or left the bright tin color—white stockings and slippers.

## The Dance

### I.

Come forward diagonally in two lines from each side of the rear, using the Morris Step.

The Old English Morris Step is made in this manner: Raise left foot to the height of the right knee; then bring it down as in walking, at the same time hopping upon the right foot. Proceed in the same way with the right foot, hopping with the left one.

The curtsy is performed as follows: Put right foot back of the left and then bend both knees, dropping downward; do the same with the left foot back of the right. Music—a lively march in 4-4 time.

When the two lines meet in the center, come forward in pairs for a short distance, then the right hand column turns square to the right, and the left hand column turns square to the left. The lines march to right and left until the two rear girls reach the center; then all face front. When all are facing front, curtsy to left 4 counts, and then to the right 4 counts.

### II.

The ends at the extreme right and left now come forward, using the same step, until a circle is formed with all facing toward the center. All turn at once facing right.

### III.

Two-step twice around the circle, swinging pails from right to left.

### IV.

The first two girls come to the front the second time, turn and go forward four counts, the others falling in behind them; then separate and go to right and left around to the rear, forming a straight line with the first and second girls in the center and the two rear girls at each end. Use the Morris Step again for this part.

### V.

Place pails upon heads, and all come forward together, keeping the line straight, and use the following step: Step left foot on first count; swing right foot in a little circle to left, in front of left foot on second count; the same way to right on third count; bring foot upward and forward with a little twirl and poised for step on fourth count. On the first count of the next measure, the right foot is brought down on the forward step, and the left foot is swung the same as the right was on the next three counts. Proceed alternately in this

manner, the whole line advancing one step for each four counts. When sufficient advance is made, the whole line halts and proceeds with the drill.

## The Drill

### I.

1. Swing pails far to right, to left, to right, to left, etc., 8 counts.
2. Hold pails forward with both hands, 4 counts.
3. Stoop and place pails upon ground, 4 counts.
4. Imitate act of milking, 8 counts.
5. Rise and place pails upon heads, 8 counts.
6. Stoop and place pails upon ground, 4 counts.
7. Imitate act of churning in happy mood, 8 counts.
8. Rise and all face to left, 4 counts.

### II.

Circle around to the left, forming a complete circle, using the Morris Polka Step made as follows: Step left, right, left, hop on left; right, left, right, hop on right, etc.

### III.

About the third time around, each girl leaves her pail in the rear as she dances by.

### IV.

When all pails are deposited upon the ground and the first and second girls are at the front of the circle, the girls all come forward in pairs, forming a line in groups of two across the front. 1 and 2 go to extreme right, 3 and 4 to extreme left, 5 and 6 next to and towards center from 1 and 2, and 7 and 8 next to 3 and 4, etc. When all are in position proceed with song.

## Pantomime Song: "Comin' Thro' the Rye"

1. "If a body," (Place right foot to side and left foot back of right), "meet a body" (Bend knees in a curtsy, the partners curtseying to each other).
2. "Comin' thro' the Rye" (While singing this line, partners take each others hand, holding skirts lightly with outside hands, and come forward three steps, stopping with the word, "Rye.")
3. "If a body" (Partners put arms around each other) "Kiss a body," Place heads close together,
4. "Need a body cry" (Turn from each other with hands to face as though crying).
5. "Every lassie," (Lift heads and extend both hands forward palms up) "has her laddie," (Sadly bring both hands to chest) "nane they sae," (Bow head shaking it sadly) "ha'e I," (Clasp hands and look despairingly around)
6. "Yet a' the lads." (Straighten up, extend hands forward and smile brightly) "they smile on me," (Each points to her own chest)
7. "When comin' thro' the Rye." Take hands as in first line, and come briskly forward for three steps.)

When the song is finished, all make a deep curtsy together; then skip happily from the scene, catching up their pails as they go.

# Our Feathered Friends

## The Woodpeckers

By Ina Lockwood

**T**HE woodpeckers are a band of foresters, most of whom spend their lives saving trees.

### FRIEND DOWNY

Many of the woodpeckers carry on their work in the forest. But friend Downy is fond of making visits among village folk, frequenting the shade trees of the street, and the apple trees and grapevines of back gardens. He has even been known to pick fearlessly at flies on window panes. He remains with us all winter, feeding upon insects that are wintering beneath the bark of our trees. The shape of his beak, tongue, feet and tail fit him especially to get such food. The wedge shaped beak is sometimes used after the manner of a mason's drill, but more often after that of a pick.

The downy and hairy woodpeckers can extend their tongues far beyond the point of the beaks. The tip of the tongue is hard and horny and covered with short backward-slanting hooks, which act as a spear or a harpoon, and when thrust into the grub pull it out easily.

It has been surmised that Downy bores the numerous little round holes close together,—so often seen,—with the idea of attracting insects to the sweet sap. His own tongue is ill adapted for sucking sap.

We all love Downy's black and white uniform, which consists of a black coat speckled and barred with white, a whitish gray vest, and trousers. The male has a bright red patch on the back of his head; but his wife is not so vain for she is satisfied with just plain black and white.

Friend Downy does not sing; but when he feels musically inclined he turns drummer. His drumming answers for several purposes: by it he determines whether a tree is green or hollow, and starts insects from their lurking places underneath the bark. It also serves as a love song.

The nest is in a hole in a tree. Downy likes a partly decayed apple tree the best. The hole is a perfect circle, about an inch and a quarter in diameter. It contains from four to six white eggs, all laid in a nice bed of chips as fine, almost, as sawdust.

### FRIEND HAIRY

The hairy woodpecker is similar in color and shape to his small relative, Downy, though one-third larger than Downy. Friend Downy's outer tail-feathers are white, barred with black; but the hairy's white outer tail-feathers lack these distinguishing marks. They are so much alike, however, that it is hard for beginners to tell them apart. Their habits, too, are very similar, except that the hairy lives in the woods and is not so commonly seen in orchards or shade trees. Since his food is much like that of the downy, he is a beneficial bird and should be protected. He furnishes much doubtful weather lore for credulous observers. "When the woodpeckers peck low on the trees, expect warm weather" is a common say-

ing. But when several are seen pecking at the same time, one a few feet from the ground, and another among the high branches, we may make the prophecy that pleases us the best.

### THE RED-HEADED WOODPECKER

The red headed woodpeckers, while they devour enough enemies of trees to deserve the name of foresters, are particularly fond of fruits and of such insects as they can catch upon the wing. Nutting is one of their favorite pastimes.

The red heads are drummers, too. They have been known to drum on tin roofs and lightning rods, and even on the wires of barbed fences.

Questions for students to think about and discuss in class:

What is conservation?

How do woodpeckers help the United States in the conservation of its forests?

What different calls have the red heads?

Have you ever heard a tree toad answer one by mistake?

Do the old birds use the same nest year after year? Why?

Why is it particularly interesting to have woodpeckers in your neighborhood?

How can you prevent them from being killed?

Why do they not go south in the winter?

### A LESSON ON THE SAPSUCKER

The yellow-bellied woodpecker, or sapsucker, is the most jovial and boisterous of the woodpecker family, but he is one of the very few bird visitors whose intimacy should be discouraged. Perhaps, he need not be wholly condemned, for he has an appetite for the slugs and insects which he can take on the wing. But as we look upon a favorite maple or fruit tree devitalized, or perhaps wholly dead, because of his ravages, we cannot forget that the bird has a most intemperate thirst for sap. He is our only woodpecker that injures the trees; the children should learn, therefore, to distinguish him from the downy, hairy and red head, who, we have learned, are among the best bird friends of the trees.

Select a boy, and from a strip of red tissue paper make a cap for him by pinning the ends together. Place the cap on his head. Ask, "Is he a sapsucker?" "No, he has a red cap on." Place the red under his throat for a ragged bib and below the red place yellow, for a yellow breast. Select a girl. Place on her head a red cap and a white bib instead of a red one beneath the chin. Show a picture of the bird. Call attention to the red cap, the red bib, and the yellow breast. What is the name of this bird? If the children do not give the correct name, tell them a story that will help them to give it:

One Sunday morning in April a bird like this one was running up and down a maple tree, sucking up something that looked like water. What do you think it was? Now, can you tell me the name of the bird? Yes, it is a yellow-bellied sapsucker.

(If possible let the children see the tongue of a sapsucker under a magnifying glass, noticing the fuzz on it. Draw a picture of the sapsucker's and downy woodpecker's tongues on the board. Compare them and have the children tell wherein they are different.)

After awhile, no more sap oozes out of the trees; so Mr. Sapsucker drills holes in regular rows, girdling a limb or tree. Instead of drilling a hole for the sake of a grub at the end of it, he drills for drink. When the day is sunny and the sap oozes out, he spends most of his time there. His saloon may be a mountain ash or a white ash, an apple tree, a young pine, a red oak, or a red maple. This drilling of holes around the tree kills it, for bacteria enter the holes.

A man saw a sapsucker acting in such a strange manner that he went to the bird and lifted him from the tree. To his surprise, Mr. Sapsucker made no move to get away. He took the bird home and put him under a tub. The next morning, when the tub was lifted, away flew Mr. Sapsucker. What was the matter with him the day before? He was drunk. Some people make cider from the juice of apples. If the cider becomes sour and a person drinks it, he might be made drunk. The hot sun made the sap sour, and the sour sap had a bad effect upon Mr. Sapsucker. Our forest trees are too valuable to be destroyed by such a rascal as Mr. Sapsucker; but we cannot shoot these birds; all we can do is to say "Shoo!" Let us send some interested man to the legislature to look into the matter.

## Outlines for Flower Study

### WILD FLOWERS

**L**IST the most common wild flowers found in the district.

What wild flowers are in blossom after the snow is gone? When school closes? During the summer? When school opens? Put list on the blackboard and copy in the flower booklets. Keep a flower calendar.

Make a list of the flowers that are going to seed when school opens. Collect wild flower seeds for spring garden work, and in the spring start a wild flower garden in one corner of the school yard.

In the spring and fall use wild flower blossoms for school-room decoration. Teach the children how to gather and arrange the blossoms. Collect only a few of each kind, with as long stems as possible; avoid wanton destruction of blossoms. Suit the length of the stem to the depth of the bowl or vase. Make artistic bouquets arranged in mass effect in simple flower holders. Teach harmony of colors. What is the dominant color of the autumn flowers? of the spring flowers? The study of color harmony in flowers helps to create good taste in dress and interior decoration.

Talk briefly about the conditions under which flowers will grow. Why can wild flowers send up blossoms so much earlier in the spring than the cultivated flowers do?

Name the different parts of the flower—roots, stems, leaves, blossom, etc. Describe the different kinds of roots, stems, etc.

Make a special study of the state flower and another common flower, as the dandelion.

### CULTIVATED FLOWERS

From conversation with pupils, make a list on the board of all the different varieties of cultivated flowers growing around the homes in the district, as geraniums, nasturtiums, tulips, daffodils, morning glories, sweet peas, and petunias. How many of these varieties are found on the schoolground? When do they bloom? Are they started from seed, bulb or cutting? It is necessary to sow seeds every year? Find out a few things as to the care and value of flowers about the home.

In the lower grades test the children's interest and powers of observation by asking them to watch

certain plants for a week or so and report all things of interest which they may see. Leave the detailed study of flowers, wild or cultivated, for later years.

Study bulbs: narcissus, daffodil, tulip, crocus. Consult seed catalogs as to the best time and methods to set out the bulbs, have a bulb garden on the school grounds, if possible, and ask some person in the community who has been especially successful in bulb gardening how success was secured. Study the factors necessary to secure success in bulb gardening—proper location of bed, character and preparation of soil, fertilizer, depth of planting, etc. Have an indoor bulb garden, planting bulbs in boxes, pots or tin cans for blooming.

Study of Climbing Plants: Report all kinds of climbing plants of which the children may think. Discuss their value about home and school. Notice interesting features in their manner of growth.

Take one particular plant for a type study. How can it grow so high; what kind of stem does it have; how does it hold on to its support? Where do the leaves grow, and how many are there on the stem? When does the plant begin to bloom; what does the bud look like; what is the position of the flowers; where do they open? Tell something of the early history, original varieties, and colors of flower.

Study cuttings: the geranium. Discuss favorable conditions for growth as to light, moisture, temperature, etc. As soon as the soil can be prepared, plant cuttings. Consult an experienced gardener or a housewife who has been successful in cultivating geraniums. What part of the geraniums should be planted—old stem or new growth? To show how to prepare the cutting, place some "slips" in a sandbox in school in the manner in which they should be placed in the earth. Teach the children how to transplant, and then let them transplant the school plant into the open ground when the cuttings are well rooted. Watch for new leaves. Later teach the children how to pot a plant properly and let them pot cuttings from the school plant to take home.

Study pollination, self-pollinating plants, and plants requiring cross-pollination.

# A Child's Dramatization of "Persephone"

By Helen Mae Krenzki



Helen Mae Krenzki

Helen is nine years old and is in the Fourth Grade of the Stockton, Minnesota, semi-graded school. She puts forth much effort in all her work.

PERHAPS in no other way do children give so great expression to their thoughts and feelings as in the art of dramatization. They love to make believe and to play the stories which they read, and with timely suggestions from the teacher they can work out the plays for themselves. The children in the Fourth Grade in the Stockton school have, since their entry into the First Grade, been dramatizing the stories they have read and the stories told to them. The little play, "Persephone," is the culmination of many such lessons in dramatizing. The story is given in Drigg's "Live Language Lessons," Book I (one of the best texts to put in the hands of the pupils). Study and discussions of the characters in the story, and of the conversation and actions that may have taken place created much lively interest. The suggestions of the author were discussed and followed, but appropriate original additions were greatly encouraged. Each scene constituted one lesson. Corrections and further suggestions were made and the play then rewritten. While the work of the grade as a whole was commendable, Helen's seems the most complete as to diction, punctuation and originality. Pluto and Apollo driving in their chariots were constructed from construction paper and modeled in clay. (The sand table, too, could be made to furnish a means of reproduction.) Plays of this sort add much pleasing interest in community gatherings and in the activities within the school. While it requires much patient work in the schoolroom, there is adequate remuneration in the realization of "Something attempted, something done."—Mathilda Beck, Teacher.

## CAST OF CHARACTERS

PERSEPHONE	FOUR SERVANTS
MOTHER CERES	TWO PEOPLE
PLUTO	BIRDS
APOLLO	JACK FROST
JUPITER	SOUTH WIND
MERCURY	PLUTO'S HORSES
THREE FAIRIES	APOLLO'S HORSES
FLOWERS	CHILDREN

## Scene I

(PERSEPHONE and MOTHER CERES at the door of the cottage. CERES in a long white robe. PERSEPHONE

in a white dress, with white slippers and stockings; wreath of flowers on her head.)

PERSEPHONE: Mother, may I go into the meadow to gather flowers?

MOTHER CERES: Yes, child, but do not stray too far.

(PERSEPHONE trips away.)

PERSEPHONE: Oh, aren't those beautiful flowers! I must pick them. I never saw such pretty flowers! I will make a wreath of them. (She begins to make a wreath. She sees three fairies.)

FIRST FAIRY: Hello, there! What is your name?

PERSEPHONE: Persephone Ceres is my name.

SECOND FAIRY: Isn't that a pretty name!

THIRD FAIRY: Yes, very pretty!

SECOND FAIRY: Let's play "Puss in the Corner."

FIRST FAIRY: There are not enough of us. We are only four. We need one for "Puss."

THIRD FAIRY: I don't feel like playing. Let's sing.

PERSEPHONE: Yes, I like to sing. Let's sing that fairy song.

(All sing) We fill the gay blossoms  
With honey so sweet;  
We give the round peaches  
Their soft, pinky cheeks;  
We tint the red apples,  
The chestnuts we crack;  
We spread a snow blanket  
To make a sled track,  
Smiles and laughter we scatter  
Wherever we go.  
There's no band so merry,  
Heigh ho, hilly ho!

PERSEPHONE: I think I must go home. Mother will be waiting for me.

FAIRIES: Then we will go, too. (They go away.)

PERSEPHONE: Oh! There is a beautiful white narcissus! I must have it! (Tries to pull it up.) Oh, dear! It will not come! Oh, there, it is coming!

(The narcissus comes up. There is a large opening in the earth. It grows bigger and bigger. PLUTO, the underground god, springs out. He is in a golden, two-wheeled carriage. The prancing horses are boys. He wears a black robe and on his head is a crown of sparkling gems. He grabs PERSEPHONE.)

PERSEPHONE: Where am I going? Who are you?

PLUTO: Come with me, child. (He takes her away.)

## Scene II

MOTHER CERES (in search of PERSEPHONE): Persephone! Oh, where is my Persephone! I do not know to whom to go. I think I will go to Apollo. (She goes to APOLLO.) Surely, Apollo, you know where Persephone, my child, is.

APOLLO: Yes, Mother Ceres, I know who has Persephone. Pluto, the underworld god, has her. (People are talking about cold and lack of food.)

MRS. BROWN: Oh, it is so cold! We did not want winter so soon!

MRS. JONES: Yes, it is cold, and we have no food. Oh, if Persephone would only come back!

MOTHER CERES: (who is still at APOLLO'S. APOLLO is represented in a golden chariot. He has sunset



colors all around the top of his chariot. He is dressed in a flowing, golden robe and wears a gold crown.) I think I will go to Jupiter, the Great.

APOLLO: Yes, I would if I were in your place, Mother Ceres.

(MOTHER CERES goes out.)

MOTHER CERES: Oh, Jupiter! I have lost my child! Pluto, the underworld god, has her. She went into the meadow to gather flowers. I was working in my garden when I heard her cry, "Mother Ceres! Mother Ceres!" I went into the house. Persephone was not there. Then I went to Apollo. Apollo told me that Pluto has her. Oh, Jupiter, send Mercury to bring my child to me!

JUPITER: Yes, Mother Ceres, I will send Mercury for Persephone. (to MERCURY.) Mercury, go get Persephone. (MERCURY goes out.)

### Scene III

(PERSEPHONE in PLUTO'S home. PLUTO'S home is dark. Lamps are lit. A table of stone with PERSEPHONE seated at it is in the center of the room. A small table with a box full of gems sets in the corner. A gold looking-glass sets in another corner. Pluto has six golden chairs. Four are around the table. One chair is near the small table; another stands in the corner. PERSEPHONE is very unhappy.)

PERSEPHONE: I don't like it here. I would rather be with mother. I would like to see her flowers. I almost cry when I think of it all. (SERVANTS bring food.)

FIRST SERVANT: Here, Persephone, is jello.

SECOND SERVANT: Here is some cake.

THIRD SERVANT: Here is some ice cream. Eat, Persephone, please eat.

FOURTH SERVANT: Is there anything else you want?

PERSEPHONE: I cannot eat. I would rather have some of my mother's food.

(SERVANTS go out. When they come back they have food.)

THIRD SERVANT: Here are some pomegranates. (SERVANTS go out.)

PERSEPHONE: I am so hungry. I must eat something. I will eat six pomegranates and no more. (She eats.)

(Enter PLUTO.)

PLUTO: Oh, Persephone! I am so lonely! Won't you stay with me? You may have everything you wish for.

PERSEPHONE: You are very kind, indeed, but my mother will miss me so.

(Enter MERCURY.)

MERCURY: Jupiter says you must give Persephone back. She cannot stay with you any longer.

PERSEPHONE: Oh, Mercury! Have you come to get me? How is mother? I've longed to see the birds and sunshine!

PLUTO: I suppose I'll have to give her up. But, oh! I wish she could stay! I am so lonely! But take her.

(PERSEPHONE goes with MERCURY.)

PLUTO: Goodbye, Persephone.

PERSEPHONE: Goodbye, Pluto.

### Scene IV

(MOTHER CERES is wandering about.)

MOTHER CERES: Oh, I do hope Persephone comes back! I hope Mercury brings her back safe. If Per-

sephone does not come back I shall not be able to yield my flowers.

(Enter pupils representing birds and flowers.)

MOTHER CERES: Oh, Birds! Do you know where Persephone is?

(BIRDS sing.)

CROCUS and MAYFLOWER: I do wish more flowers would come. I am so lonely.

JACK FROST (entering): I am going to freeze you and the other flowers!

SOUTH WIND (coming in): I guess you won't freeze them! Go away!

JACK FROST: Since you came, I'll have to go. No heat for me.

(He goes away.)

FLOWERS: Oh, South Wind, we are so glad you chased Jack Frost away!

MOTHER CERES: Oh, see the flowers. They are so pretty.

CHILDREN: Oh, yes. They are so pretty. If Persephone could only see them!

(Enter MERCURY and PERSEPHONE.)

MOTHER CERES: Oh, Persephone, I'm so glad you've come! I've been so lonely! You don't know how much I missed you. When I heard you cry, I looked for you. Apollo told me Pluto had you.

PERSEPHONE: I am so glad to see you. When I was out in the meadow, I saw a beautiful white narcissus. I plucked at it and it would not come. Finally it came, and there was a large hole. It grew bigger and bigger. Then Pluto came with his chariot. He put me into it and we were off like the wind.

ANIMALS, WIND, FLOWERS and INSECTS: We are so glad Persephone is back!

PERSEPHONE: Oh, Mother Ceres! I was so lonely down there in the underworld! I longed and longed for you!

MOTHER CERES: My child, did you eat anything?

PERSEPHONE: Only six pomegranates, mother.

(MOTHER CERES grows sad.)

MERCURY: Do not grow sad, Mother Ceres. She will only have to stay with Pluto six months. The rest of the time she will be with you. I must go back to Jupiter.

MOTHER CERES: Thank you for bringing Persephone back.

MERCURY: You are welcome. (He goes out.)

MOTHER CERES: I am so glad to have you, Persephone.

PERSEPHONE: I am so glad to be with you, mother.

(End with a merry springtime song.)

## A Marsh Song

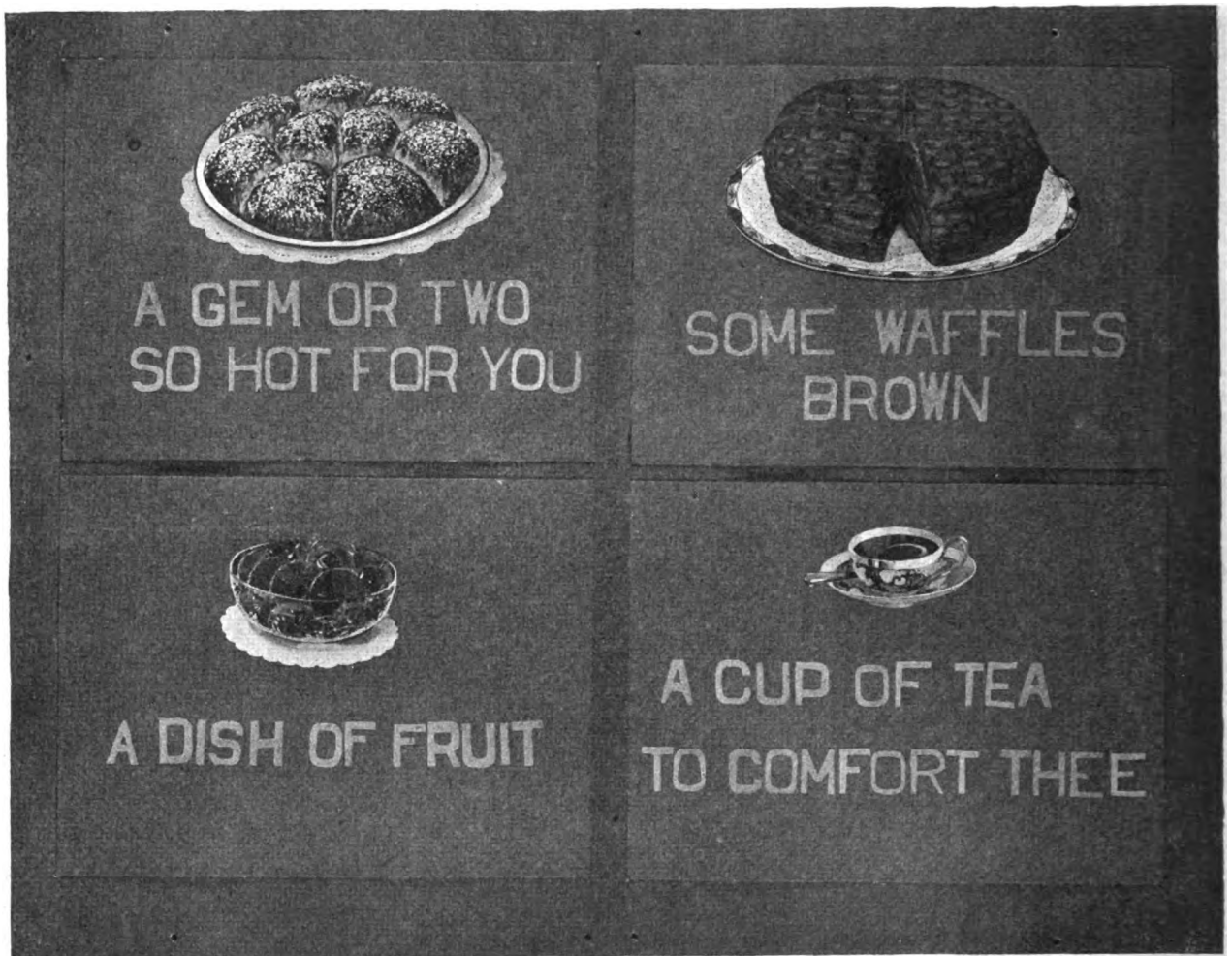
By Betty Dickenson Frazee

It is moon-time in the marshland  
The reeds are all aquiver  
The lonely trembling marsh grass  
Sighs softly in the bogs;  
Beneath the silver-sandaled winds  
The blue lake is a-shiver,  
And faintly comes a-crooning  
The chorus of the frogs.

From The Overland Monthly.

# Using Illustrations from Magazines

(A Correlation in Art and Language)



**T**HIS series of attractive posters was made by the children of the Logan School, Minneapolis, to send to a convalescent friend. The pictures, cut from magazine advertisements and accompanied by good lettering, are mounted on backgrounds of harmonious tones of brown and tan. Notice their attractive arrangement on the mounting board. The small holes in the upper and lower edges of the mounting board indicate that this collection formed a section of an exhibit, being fastened to similar upper and lower sections by means of strong tape. Notice, too, the titles given to the posters. Are they not expressive? They were original with the children, and the making of them afforded good exercise for their imaginations.

Show this picture to your pupils. Tell them who made the posters and for what purpose. Ask them if they, too, would not like to bring magazine illustrations to school to make posters like these. Set a definite purpose for making them. (Sending flowers for convalescent friends, Mother's Day, or Memorial Day is particularly seasonable for the month of May.) Let this purpose guide the children in their search for pictures; but should they come across others at the same time that suggest

other uses, let them bring these to school as well, for later discussion and poster-making. Have them bring suggested titles to class along with their pictures for general criticism or approval. This discussion may well be in the form of an oral language lesson. Let the actual making of the poster occupy the drawing period. (Full treatment of the principles of poster-making and lettering has been given in previous numbers of *School Education*.)

After the special poster has been prepared, let the pupils discuss the other pictures which they have found and made titles for, and, as a busy work problem, make posters to take home.

Another way to use pictures from magazines is to give children verses and let them look for pictures with which to illustrate them. We give on page 50 some verses illustrated in this way by another group of children. The entire series of pictures and verses was called "Life Lights," and was prefaced by the first stanza and a statement of the eleven "chores" of the Health Crusade. No attempt was made to illustrate the introductory stanza, but it was carefully copied by pen, or pencil, and the words "Life Lights" were lettered. The remaining stanzas were copied accurately and il-

illustrated with pictures cut from magazines. The pictures which this particular group of children selected were all in gray tones and were mounted on gray construction paper. The verses were copied on plain ruled paper. However, colored pictures, mounted on backgrounds of harmonious tones, make equally—or even more effective—illustrations.

With illustrations and advertisements found in magazines, the children may frequently illustrate poems they have read or memorized, or they may write original compositions regarding them. This

work should be collected in booklets and kept for exhibit purposes or to be taken home.

Such use of magazines and supplementary material will develop in the children a remarkable alertness in adapting material which they find at hand to practical use—a valuable preparation for business or professional life later—and in appreciating the value of pictorial reading matter.

In the interest aroused in the language side of this work, never let the children lose sight of the artistic principles of color and arrangement.

## Some Typical Rural School Exhibits for the State Fair

### Wild Flower Collection

1. Best collection of wild flowers, pressed and mounted, with common names given. Not less than fifteen varieties nor more than thirty-five.

### Handwork

For pupils under ten years of age.

1. Rag rug, 8 in. by 12 in.
2. Cord or jute hammock, the weaving part to be not less than 15 in. or more than 20 in.
3. Freehand cutting (three sheets to a county, each sheet 22 in. by 28 in.)
4. Water color work (three sheets to a county, each sheet 22 in. by 28 in., and not less than four nor more than ten water colors on each sheet.)
5. Reed booklets, not more than 6 in. in diameter.
6. Raffia baskets, not more than 8 in. in diameter.
7. Raffia bags, 8 in. by 12 in.

For pupils from ten to fourteen years of age.

8. Raffia bags, 8 in. by 12 in.
9. Raffia baskets, not more than 8 in. in diameter.
10. Reed baskets, not more than 12 in. diameter.
11. Water color work (three sheets to a county, each sheet 22 in. by 28 in., and not less than four nor more than ten on each sheet.)
12. Freehand drawing (charcoal, pencil or ink. Three sheets to a county, each sheet 22 in. by 28 in., and not less than four nor more than ten drawings on each sheet.)

### Sewing

Work done by pupils under thirteen years of age.

1. Work apron.
2. Stockinet darn, on stocking.
3. Three-cornered darn.
4. Work bag.
5. Hemstitched towel.
6. Fancy apron.
7. Hemstitched handkerchief.
8. Dolls' clothes, to include dress, kimono, night-dress, petticoat and waist combined, and drawers.

Work done by girls thirteen to eighteen years of age. (Stitching to be allowed at home.)

9. Buttonholes.
10. Hemstitched towel.
11. Plain dress.
12. Work apron.
13. Fancy apron.
14. Overhand patch.
15. Work bag.
16. Corset cover.
17. Petticoat.
18. Drawers or combination.
19. Hemstitched cotton pillowslip.
20. Kimono nightgown.
21. Three-cornered darn.
22. Hemstitched handkerchief.

The work will be judged on quality and neatness. The buttonholes must be done on cotton, linen and silk, three buttonholes on each kind of cloth.

### Manual Training

The work in this section must be done by pupils in rural schools receiving no special instruction other than that given by the teacher of the school.

1. Match scratcher.
2. Pen rack.
3. Brush broom holder.
4. Hammer handle.
5. Nail box.
6. Sleeve board, 20 in. to 25 in.
7. Meat carving board, 14 in.
8. Bird house, rustic design, not over 12 in. by 16 in.
9. Bird house, shop made, not over 12 in. by 16 in.
10. Coat hanger.
11. Towel roller, 22 in.
12. Card of rope work, not less than eight pieces.
13. Broom holder.
14. Necktie rack, 15 in.
15. Boot rack, not under 15 in. or more than 20 in. long.
16. Wall shelf, not over 18 in. long or less than 15 in. long.

The work will be judged on workmanship, finish and practicability of design.

# Lesson Plan for the Study of a Poem

By Grace M. Davis

## "Unmanifest Destiny"

To what new fates, my country, far  
And unforeseen of foe and friend,  
Beneath what unexpected star,  
Compelled to what unchosen end,

Across the sea that knows no beach  
The Admiral of Nations guides  
Thy blind, obedient keel to reach  
The harbor where thy future rides?

The guns that spoke at Lexington  
Knew not that God was planning then  
The trumpet word of Jefferson  
To bugle forth the rights of men.

To them that wept and cursed Bull Run,  
What was it but despair and shame?  
Who saw behind the cloud the sun?  
Who knew that God was in the flame?

Had not defeat upon defeat,  
Disaster on disaster come,  
The slaves' emancipated feet  
Had never marched behind the drum.

There is a Hand that bends our deeds  
To mightier issues than we planned.  
Each son that triumphs, each that bleeds,  
My country, serves its dark commands.

I do not know beneath what sky  
Nor on what seas shall be thy fate;  
I only know it shall be high,  
I only know it shall be great.

—Richard Hovey.

### Aims

1. To impress indelibly upon the mind the idea so needed in the Reconstruction period; that "We have a place under the Sun, not to satisfy national ambitions, but to keep alive faith in humanity." (Steiner.)
2. To show that the War with Spain (1898) was in accordance with previously enunciated American ideals. "In the name of humanity, in the name of civilization, in behalf of endangered American interests—the war in Cuba must stop." (President McKinley.)
3. To make clear the fact that deep enthusiasm and patriotic zeal may exist with saneness of attitude and that deep conviction may be expressed without abusive rancor.
4. To develop power to appreciate firm mastery of clear cut, meaningful diction and terse phrasing.
5. To intensify the spirit of self-sacrifice and service as American ideals.

### Organization of Subject Matter

#### America's Destiny Hidden

1. In the Present.
2. In the Past.  
In the Revolutionary War.  
In the Civil War.
3. In the Future.  
Specific events hidden.  
General quality, high and noble.

### Preparation

1. Arrange illustrative material to arouse interest and pitch the emotional tone of the class:

Pictures of the American Navy, Ladies Home Journal (1918-1919); World's Work (September-December 1919).

Cull selected extracts from Admiral Sims' articles in the World's Work for September-December 1919 as a point of departure to show performances of Navy.

2. Collect pictures to illuminate the subject matter: Battleships, Main, Oregon, etc.

Admirals Dewey, Sampson, Schley, Colonel Roosevelt, President McKinley.

3. Gather illustrations for use during the drawing hour:

(National Geographic Magazine, December 1919.) Medals 8, 11, 12, 13, 15, 30.

4. Let the class prepare dissected maps of Cuba, Philippines, Porto Rico and Hawaii and arrange anagrams and jackstraws, paper for ships, clay for modeling during the busy work hour.

5. Give the preliminary assignment:

A. To gain absorbed attention, appeal to the easily stirred love for martial tales of valor:

Show a picture of Roosevelt. What office did he hold? Before he was President he was a noted soldier. Describe vividly the picturesque dash up San Juan hill. This was in 1898.

Show map of Cuba. Explain the tortures, the cry for help, the indignation in the United States.

How did people feel when they heard about Belgium? How else did Germany offend the United States?

Show the analogy between the sinking of the Lusitania and the Maine.

Let the class drill on map questions: About how far away is Cuba? in what ocean? nearest what state? How could troops get there from New York? from Texas? from San Francisco?

Describe the thrilling 14,000-mile trip of the Oregon, the sinking of the Merrimac and the battle of Manila Bay, illustrating with pictures and maps.

Announce that the poet has three arguments in his poem, that he states each and gives instances from history as proof. Tell the class to see if these three can be picked out as you read the poem aloud. Having given their minds something to look for, read slowly and deliberately stanzas 1 and 2, more exultantly stanzas 3 and 4, decisively stanza 6 and triumphantly stanza 7.

B. To prepare the way for appreciation of the thought and emotion of the poem, remove all obstructions caused by inverted sentences, figurative language, etc!

Directed by the class, put the first two stanzas on the board in prose order.

Call for subject and modifiers, verb and modifiers,

and prepositional phrases. What is the subject in stanza 4? What is its antecedent? What is the subject in stanza 5?

To whom is the poet speaking in stanza 6?

Why is "Its" capitalized?

List all the places where the poet uses a series of parallel phrases, sentences and questions.

C. To develop the habit of clear logical, independent thinking, use this poem as a problem to be worked out.

Assign to each pupil a historical episode to study as a means of verifying these statements: That America's destiny has already been hidden; that Americans have wept over events that led to later triumphs; that a Divine Power has led America.

For younger pupils tell historical tales and apply the lesson.

### Means

#### AIMS

1. To challenge the natural tendencies of exploration, inquisitiveness, and desire for accomplishment by presenting an intellectual problem to be solved.

2. To awaken a thirst for facts by thrilling the imagination by true tales of valor, patriotism and audacious daring.

3. To approach the poem from several different angles, thus insuring several chains of association to strengthen the final impression.

4. To take advantage of the present interest in patriotic events, thus accomplishing a maximum of result.

5. To train children's natural fighting responses by raising them from self-centeredness to willingness to fight for principles.

#### PREPARATION

1. Shift the interest from the previous recitation by a series of quickly delivered questions:

How many wars have we had?

What was the last one?

In what month was it declared?

Strangely enough three other wars started in April.

April 19 is a historic date. On it was fought the battle of Lexington. In what war? On it, Lincoln proclaimed the first blockade. In what war? On it, the war with Spain was declared.

In the Revolutionary War we fought for liberty for whom? in the Civil War? in the War with Spain?

2. Pass directly to the thought questions.

Let each pupil make a report verifying the poet's statements or disagreeing with him.

Encourage questions from the class on the reports. Have a member of the class list these episodes on the board.

Let the class compare these in making a generalization as to the correctness of the poet's statements.

3. Awaken an appreciation for the beautiful expression as well as the noble truth by attracting attention to the form.

Compare the prose statement with the poetical.

Which gives us more pictures?

Show how poet secures effects by asking questions under (b) in the preliminary assignment.

#### DEVELOPMENT

1. After impressing the three main ideas of the poem through investigation, comparison and generalization of the data upon which they were based, proceed to organize the subordinate ideas under these, concentrating on those parts made difficult by figurative language, connotation or allusions.

"To what new fates, my country?" Explain the Grecian idea of the Fates who determined destiny. To whom is the poem addressed? Compare with "Hail Columbia." Can any one suggest any other poem where the author speaks to some one?

"Beneath what unexpected star?" Explain briefly the idea that stars govern our courses. What is the picture here?

"Compelled to what unchosen end?" What two words indicate perfect helplessness? What other words in this stanza indicate the same idea?

"Across the sea that knows no beach?" What is the picture here? In what way does this line deepen the idea of helplessness?

"The Admiral of Nations guides Thy blind, obedient keels, etc." Who is the Admiral of Nations? Why are these words capitalized? Compare with "The Battle Hymn of the Republic." To what is God compared in this line? Why was it appropriate to use a sea figure here? Why was it better to speak of God as a soldier in "The Battle Hymn of the Republic"? What two adjectives explain that the nation is helpless in the hands of the Admiral? How much control does the Admiral have over the real ship? Why does he use the word "blind"? What are "keels"? What is a harbor? Review the two stanzas to get the main thought. In what four ways does the poet indicate that America does not know what her destiny is to be? Which expression brings out to you the best idea of helplessness?

"The guns that spoke at Lexington:" How can guns speak? What word did they speak? Compare it with the "rockets' red glare" in "Star-Spangled Banner." What happened at Lexington? What was the message to the future? Did people recognize this battle as a great triumph? Why was this special battle chosen to prove the poet's argument? Are there any other instances in the Revolutionary War that prove the same point?

"The trumpet word of Jefferson:" Show picture of Jefferson. What did he write? Why does the poet call this document a trumpet? Compare it to the trumpet sounded in "The Battle Hymn of the Republic." What word would you use in its place? Show that this choice of words is an evidence of carefully thought out ideas.

"To bugle forth the rights of men:" What document have we that declares the rights of men?" What is a bugle? Why was this word chosen? Read the preamble of the Declaration of Independence. What special rights are claimed in this paragraph? If stanzas 1 and 2 states the poet's argument, what does stanza 3 do?

"To them that wept and cursed Bull Run:" Who wept and cursed? Why? In what war was the battle of Bull Run? Why did people consider this despair? Why shame? Can you compare this battle with Lexington? Who appeared to be winning the recent war at first?

"Who saw behind the cloud the sun?": What does the sun stand for? the cloud? In the Civil War what was the cloud? the sun? Stress the fact that Lincoln alone had courage when all others despaired.

"Who knew that God was in the flame?": What does the flame stand for? How was God in the flame in the Civil War?

"Had not defeat upon defeat" etc: How does the poet deepen the idea of constantly hidden purposes behind defeat? Can you mention any other defeats in the Civil War? What is the difference between defeat and disaster? What were some of the disasters of Lincoln's administration? How did these lead to a later triumph? What triumph?

"The slaves' emancipated feet:" Who emancipated the slaves? How does American history prove that emancipation could not have come without defeats? Discuss the reluctance to issue the proclamation and its issue at a critical time. Behind what drums did the slaves march? Describe the recent effective service of the colored troops in France. How do stanzas 3 and 4 link together? What is their connection with the first two stanzas?

"There is a Hand that bends our deeds:" Why is "Hand" capitalized? What is its antecedent? Where else has the poet said that a Higher Power is swaying the destinies of America? What verb is especially well chosen? Why? Compare with blind, obedient, trumpet, bugle, as compact words expressing an exact idea in concise form. What were the ideas the Americans hoped to win in 1776? Consult histories for the utterances of patriots. What larger triumph did they attain? What did the North expect to win in the Civil War? Quote the statement of Lincoln. What was the "mightier issue"? What was it in the War with Spain? The World War?

"Each son that triumphs each that bleeds:" What two classes aided in the advancement of God's purposes for America? How did the son that triumphed aid it? The son that bleeds?

"My country, serves Its dark commands:" Where else did the poet directly address the country? Why is "Its" capitalized? When are the commands of God dark? Review the previous stanzas to keep the main structure evident. What did we decide that stanzas 1 and 2 express? What was the connection with 3 and 4? How does this verse connect with the others?

"I do not know beneath what sky," etc: Compare with stanza 1. With a map of the United States, trace the different skies under which the flag has floated? Under what new skies was it to float after 1898? After 1917? What have been some of the bright days that the poet could not foresee in 1898? The dark days? What have been some of the stormy seas? Some of the favorable seas?

"I only know it shall be high" etc: Point out the simplicity of the calm assurance. Compare with the same tone in "Hail Columbia," "Star Spangled Banner," "Battle Hymn of the Republic." What, then, has been the general attitude of our poets toward America's place in the world? How has America proved that the poet was right? What was our motto in the recent war? How did that prove that the Admiral of Nations was guiding? Quote Steiner's words as given under *Aims*.

2. Let the class review the entire poem and give the poet's ideas in his own words. Then let the class repeat as much of the poem as possible. Assign it for verbatim memorization.

#### APPLICATION

1. Let the class copy the poem for *drill in capitalization and punctuation*, teaching them to recognize the laws underlying the marks.

2. For *drill in grammar*, let the children put the meanings of various stanzas in clear cut sentences. Put the best list on the board.

3. Let the class *cut* ships of paper and *write* names of the fleet. Allow the younger pupils to model ships of clay.

4. During the *geography lesson* let the children make voyages to Cuba, Hawaii, Porto Rico, Philippines. The younger pupils may play they are captains of the Oregon, etc. Use dissected maps of Cuba, etc.

5. *The busy work class* may form the names of the ships of the fleet or the admirals with anagrams, jacks-traws or tracings on sand. Use the sand table to enact a play of the Sinking of the Merrimac. Let someone tell the story while others act out the episode.

6. For the *drawing hour* use the designs of the medals as found in the National Geographic Magazine December 1919. The best may be mounted and set aside for a patriotic poster exhibit later.

## Why Are Teachers Leaving The Schoolroom?

The following quotation from one of our teacher secretaries answers the above question:

"I had an extremely profitable summer with the Chautauqua Industrial Art Desk last year. After working several Saturdays in May and June, I continued during the nine weeks of vacation. The result was 296 orders. My profits amounted to over \$1,200.00. People could not have treated me better. Everybody likes the little Desk. TO SEE IT IS TO LOVE IT. It goes without saying that the children want it and even cry for it. In one small village of perhaps 50 homes I took 30 orders in three days. I found it a real pleasure to meet the mothers for a half hour's confidential talk.

I conducted my work in conjunction with the schools, clubs, kindergartens, and organized interests of the towns in which I worked and was delighted with the cordial reception and hearty support I received every where I went. Club women and the leading business men in every town I worked cheerfully gave me cards and letters of introduction to their friends. Some of them almost envied me the opportunity our work affords for making money and enjoying a real vacation."

This letter partly explains why our organization is made up so largely of teachers. The Chautauqua Industrial Art Desk SELLS and teachers know it. Our willingness to guarantee any teacher we employ from \$125 to \$300 per month REGARDLESS OF RESULTS is evidence of our confidence in the merits of the Desk and in your qualifications to represent us.

A booklet containing the pictures, letters and records of our teacher secretaries will be sent upon request. Give complete information about yourself in first letter.

LEWIS E. MYERS & COMPANY,  
36 S. State Street. Chicago.



# A Drill Lesson in Percentage

By Frances P. Parker

## The Third Principle:

*To find what per cent one number is of another.*

The development work has proceeded according to the following process:

15=what % of 500?

5=1% of 500.

15=as many % of 500 as 1% or 5 is contained times in 15, or 3 times. Therefore, 15=3% of 500.

In planning this unit of work the rationalized drill lesson should follow the presentation. In it no texts should be used and no materials except blackboard and chalk with a good fund of workable examples in the teacher's mind.

The second drill lesson would do well to be a board lesson for the entire class. This is the formal drill to make automatic the process involved in the type of example 15=*what % of 500?*

### Aim

To establish the habit that makes automatic the process required in working problems in the third phase of Percentage: 24=*what % of 600?*

### PURPOSE OF THE DRILL LESSONS

Drill lessons cultivate both accuracy and speed, but neither will be gained unless the teacher, through her own alertness and energy in mind and act, creates the same atmosphere in the class. A drill lesson is one of action. This keenness of spirit can best be accomplished through oral mental work with teacher and pupil working in co-operation.

The work presented should contain no tangles or catch questions. No principle in Arithmetic can be taught or made into a habit by swamping it in a complex computation. The time to give complicated problems is after the process is so habituated that pupils have a safe foundation on which to build their work; then they have a fund of knowledge from which to draw to reason out unfamiliar data.

The same process of Presentation should follow in the drill lesson as appeared in the development lesson of the topic, for the same sequence of thought occurs throughout in giving the problems. The class may first be interested and shown a reason for the topic in the development lesson. This has only to be revived and kept alive each day, then, by various schemes of competition and application in the home problems.

The motivation in the drill lesson is a renewal of that of the presentation lesson through a word of recall from the previous day. Some quick, abstract drill may be given to catch the attention of the class. This need not be difficult, but should include the same abstract computation that is to follow in the lesson. This paves the way for better results in the applied problems.

### SHORT DIVISION AROUND THE CLASS ONCE

Divide by 9: 27, 45, 63, etc.

Divide by 15: 45, 60, 75, etc.; or,

Divide by 100: 1,200, 412, 615, etc.; or

\$12 is contained in \$36 how many times?

\$13 is contained in \$273 how many times?

This may be ear work entirely, or now and then the teacher could turn to the board and write one or two with some increased difficulty in the number parts. Three to five minutes of this drill is sufficient.

## FOCALIZATION

Let us look back for a moment. What were we doing yesterday? (Pupil tells.) Yes, we learned how to find out what per cent John's money is of mine when he has \$6 and \$12,—and how the grocer knows whether he is making 2% or 4% in his sale of a crate of berries.

Very well, and today we are going to see how many of us can do this well and which of us can work with the greatest speed. (Teacher places problems on the board, pupils replying as called upon.)

12=what % of 600?

24=what % of 600?

39=what % of 1300?

The difficulty in number parts increases gradually, applying tables which have been taught—multiplication by 13, 14, 15.

## REPETITION

This time I am not going to write the problem for you. Let us see if I can give you one, work it, and be ready as soon as you are:

26=what % of 1300?

\$45=what % of \$1500?

120 bu.=what % of 2400 bu.?

The above examples are suggestive as to the degree of difficulty to be presented in this type of work.

In proceeding from examples and problems given visually, the teacher must carefully consider the activities involved when pupils carry the problem from the oral dictation and to the work. The success in this comes slowly and, as the first responses should be made valuable to the final result, careful questioning on the part of the teacher is necessary. It is helpful, also, to occasionally place on board one or two of the most difficult steps, then incorrect statements do not form troublesome suggestions.

The next step is the applied problem—more to carry in the memory. The teacher turns to the board:

"Your father has 600 acres of land; mine has 24 acres. My father's land is what % of your father's?"

After a problem or two is presented in this manner, one pupil should stand and state the first step in the process, another the second, and so on, the teacher writing them on the board as they are given. Another problem given, and one pupil should stand and give all the steps.

## Conclusion

In the last five minutes given to this summary, one or two pupils should write on the board the steps as they have used them. This introduces the third, or motor, response through which we gain efficiency. The teacher leaves the class with some thought for tomorrow: We have worked nicely today; we are quite accurate, but we shall try to gain in speed now. We may all work at the board tomorrow.

## Assignment

At the end of this lesson, no assignment should be given unless it be review. This could be practice in Division of one phase or another according to the prevailing weakness in the class.

(Concluded on page 64)

# Vitalized Language

By Mary Eleanor Kramer

VITALIZED language does away with the old stereotyped theme subjects. Ask a child to write or tell the story of his own achievement and he accomplishes the task without embarrassment. He is describing something he thoroughly understands, something in which he has had a part. Witness the following written by a Cook County (Illinois) child:

## A Well Written Composition

### MY CHICKENS

Last February I bought one hundred chickens from my father for fifty dollars. I have three breeds, the Rhode Island Reds, White Leghorns, and the Barred Plymouth Rocks.

The Rhode Island Red fowl not only combine size and vigor, but are among the best layers and are excellent for market and table purposes. They are a first class all-purpose fowl.

The White Leghorns are very beautiful fowls. Their plumage is snow white; their combs, wattles and faces, red; and their beaks and legs, yellow. There is no breed of fowls that lays so many eggs with so little feed. They will furnish eggs winter and summer. They begin laying when about four months old.

The Barred Plymouth Rocks are very good general purpose fowls. They have yellow legs and beautiful plumage, and are good sized, hardy and easy to raise. They are desirable for broilers and roasters. They are also good layers and good setters and are very careful mothers.

I had to take care of the chickens all by myself and that was a pretty hard job, especially when it was cold.

I had a hen house and a large yard for my chickens. I fed them oats, potatoes and beets.

I set the first hen March fifteenth and in three weeks I had twelve little chickens. I didn't feed them until the third day and then I gave them bread soaked in water. The fourth day I put the hen and chickens in a box so the hen could not get out, but the chickens could. I put the box outside in the sunshine. As they were a week old I fed them some chicken feed and wheat instead of bread.

The month of April was the hardest month for my little chickens because it rained so much, but I kept them in the barn.

I set two hundred and fifty eggs and raised about two hundred and twenty-five chickens during the months of May and April.

After July 20 I let the chickens hunt their roosting place. During the months of June, July, August and September it was very easy to take

care of the chickens because then I only gave them water and fed them some oats.

I found seven thousand six hundred eggs during the ten months and sold one hundred and forty-five dollars and sixty-six cents worth. I set two hundred and fifty eggs and sold seven thousand three hundred and fifty eggs.

I shipped one coop full of chickens and received seventeen dollars and fifty cents for them.

During the summer I sold fifty-six chickens, receiving fifty-nine dollars and fifty cents. In the fall I sold one hundred and fifty chickens for one hundred and twelve dollars and fifty cents.

My receipts were three hundred and seventeen dollars and sixty-six cents. My total expenses were eighty-four dollars and fifty cents. My profit was two hundred and thirty-three dollars and sixteen cents.

Luella Bruns,  
District 10, Division One.

## Factors That Insure Good Language Work

### LIVE THEME SUBJECTS

A county superintendent of schools in Missouri says:

"A few days ago I visited a school where vitalized agriculture is being taught. A recitation in language was being conducted. The children were using 'live' theme subjects as, 'The Care of Farm Equipment,' 'Materials Needed on the Farm to Make it Successful,' 'Tools for Repair Work,' 'Time for Making Repairs,' 'Why We Should

Care for Machinery,' etc."

A Missouri teacher, after having followed the rotation plan for a year, writes:

"The change in my pupils in their ability to talk freely and well is one of the most marked results of our work in vitalized agriculture. Their spontaneous interest in the subject takes them out of their self-consciousness and gives them freedom. Then, they are dealing with everyday things which they hear discussed at home—the stand of corn, the yield of oats, and wheat, the worms, insects, and plagues that attack these crops, the weeds that choke them out and how they may be killed. These subjects furnish the standard topics of table talk at home; and the children become accustomed to discussing them without being 'scared.'

"The campaign for this new line of teaching has more than justified itself in the influence upon the speaking and writing ability of our pupils. It has put new life into our language work, both oral and written."

Another teacher thus speaks on behalf of vitalized language work:

We are glad to publish Miss Kramer's interesting report of the results that have been secured in language work by reason of its correlation with the subject of agriculture as worked out by Professor P. G. Holden in his "Vitalized Agriculture." Mr. Holden's method is occupying a prominent place today in rural life conferences throughout the country, and many counties in various states have either introduced it into their schools already, or now are training their teachers to do so.

In our opinion, this article also affords rich suggestions to teachers in the matter of planning their language work, and, also the booklets for their State Fair exhibits next fall.

"In language work the pupils used the agricultural subjects to a great extent for theme subjects. I find that pupils always like to relate some real happening better than to tell of some pretended or imaginary event.

#### Other Phases of Language Work.

"Another phase of language work was having the pupils order bulletins, seeds and small

articles needed in school, and write for information. They ordered more than one hundred bulletins and numerous other things. They became so adept at writing business letters that they used the correct form and punctuation without thinking or referring to a form.

"Writing and spelling were practiced in writing note-books, compositions and letters."

## The Lesson of Soil Drainage

By Garland A. Bricker

**P**ROBABLY one of the most difficult lessons to teach in agriculture is the lesson of soil drainage. The reason for this lies in the fact that children have very little experience with any phases of the subject—or in the language of the teaching profession, the apperceptive basis of the children on this subject is very meager. The first lesson, therefore, on soil drainage must be made up of the very simplest principles plainly taught.

#### Explain the Purpose of Drainage

There are three forms of water. The first form is insensible, and is called hydroscopic moisture. This form is found on air dry objects. Things may seem dry, but in reality tiny particles of moisture cover them. This form is useless to both animals and plants, for neither can use it. The second form of moisture, which is common to all of us, is the free or hydrostatic moisture. This is the form seen in wells, ponds, streams, and in the form we drink. Animals use this form, but it is useless to plants. The third form is called capillary water, and is seen in a wet towel and in moist soil. It adheres to the particles of the soil, forming films about them. This form is the only kind that plants can use. Now, the object of drainage is to drain off the free water from the soil, which is the form useless to plants, leaving capillary water, which is the form of water that plants require. The capillary water cannot run off in drains, because the soil particles hold it to themselves in films. This form is, therefore, sometimes called film moisture.

#### Teach the Water Table

When the rain falls upon the surface of the soil, it soaks downward till it comes to an impervious layer of clay or rock through which it cannot soak rapidly. As additional water comes downward, the spaces between the particles of soil gradually fill up. This may be illustrated by a cup full of shot, upon which water is poured. The water slips down through the spaces between the shots till it comes to the bottom of the cup, where the water piles up and begins to fill up all the spaces between the shot from the bottom upward. If the cup is full of shot, it does not take much water to fill the spaces between the shot half way to the top of the

cup. The surface of the water in the spaces between the shot is called the *water table*. The surface of a pond or of the water in a well is the water table. If a hole is dug into very wet soil, the water will seep into it and partly fill it and then stop. The surface of the water in the hole will be as high as the surface of the free water in the spaces between the particules of the soil all around the hole. So the water table may lie somewhere down in the soil below the surface of the soil, just as it lay below the surface of the shot in the cup. Sometimes the soil becomes wholly filled up with water and the table is seen above it. We then call the place a swamp, or marsh. Farm plants cannot grow in soil filled with free water.

#### Free Water Excludes Air

If a hole were punched into the bottom of the cup containing the shot and the water, the free water would all run out and the spaces it filled would then be filled with air. The same thing happens when the free water is drained from the soil, the air follows the water table downward into the soil and fills the spaces of the soil as fast as the water leaves them. In other words, a soil saturated with water has the air excluded from it, whereas a drained soil is filled with air, and also contains capillary water.

When the soil in which wheat or some other farms crop is growing is soaked with water a few days, the plants begin to die and we say that the wheat is drowned. In reality, the roots of the plants, which need air, have all the air excluded from them in the soil, because of the presence of the free water, and, therefore, are smothered. To avoid drowning or smothering plants, the free water must be drawn off by means of ditches or drains.

If a tile drain is placed three feet down into the soil, then the water table must stay down that far, because, whenever the water table comes up as high as the bottom of the drain, the free water begins to run off. The soil above the drain will be filled with the capillary water and air, both of which plants must have to grow. We drain the soil, therefore, to draw off the free water from the soil, leaving it filled with capillary water and soil air.

# Industrial Art

By Elizabeth Colburn

## INTERIOR DECORATION

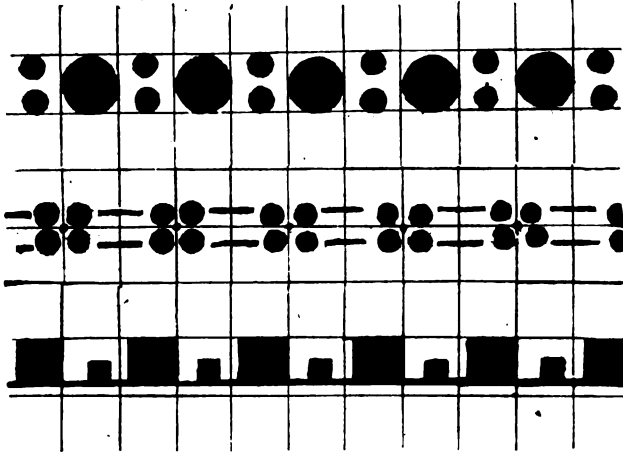


Fig. 1. Three Simple Border Designs for Wall Paper.

### For the Primary Grades

PROBLEM: THE DINING ROOM

CONSTRUCTION OF THE ROOM

**E**ITHER the teacher or a group of children, as may seem best, will make the room. Each child will make a set of furniture.

The following dimensions are given for the construction of the room:

- 2 side walls—9" x 10"
- Back wall—9" x 16"
- Windows—3" x 4½"
- Door—3" x 6½"
- Floor—10" x 16"

The walls and floor are made of heavy cardboard and are fastened together by strips of cloth. In pasting the cloth to the two cardboards, place the latter face to face with edges coinciding and held firmly until the paste has taken effect. Such a hinge will permit the room to be folded and put away when not in use. The attachment of the walls and floor is shown on page 43.

### THE DECORATING

For wall paper the cream manilla or gray manilla will be satisfactory and is easily obtained. (Wall paper should always be plain, because the wall is a background and should not force itself on the attention.) A simple border of stick printing or a crayon design on squared paper adds to the attractiveness of the room.

The windows are made of white paper with lines ruled to indicate the divisions into panes. The curtains may be white paper napkins with simple borders, and the same material and design may be used for the table cloth and sideboard cover.

The door and other woodwork may be of white or brown.

The rug should be very simple and made of two tones of blue, two tones of gray, or two tones of brown, depending upon the color scheme of the room. If the border designs are blue, make the rug blue

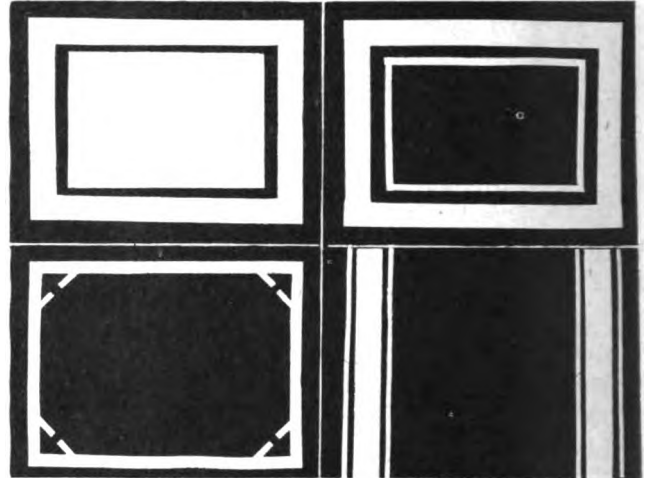


Fig. 2. The Rugs Should be Simple and in Two Tones of the Same Color.

or gray; if yellow, make it brown; if red, make it gray.

### CONSTRUCTION OF THE FURNITURE

The furniture is made of folded squares of brown construction paper, and the plans are given on this page. By using squares of different sizes as indicated, it is possible to make the various pieces of furniture in the proper relative proportions. The dotted lines indicate the folds, and the strong lines the cuts. The small sketches demonstrate the method of pasting and assembling the parts to complete the chairs, table and sideboard needed for the miniature dining room.

Although this project is, to the children, merely a plaything, it should be so taught as to bring about a feeling for neatness, simplicity and orderly arrangement in a room. These simplest principles of house planning may be taught to the very little folks through their playhouses and may influence their homes both now and in the future.

### For Grades V to VIII

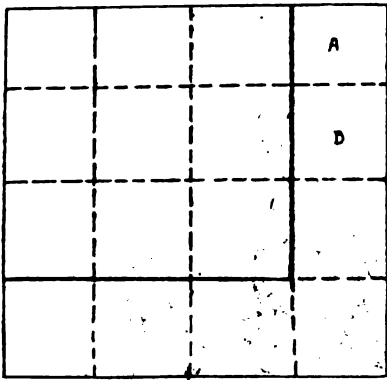
The springtime of Nature's house-cleaning and re-decorating has been chosen by people the world over as a season of cleaning, freshening and beautifying homes and communities. In the spirit of spring's newness and beauty, let us plan in the schools with the children some rooms which are examples of good taste in color and arrangement.

### THE PROBLEM

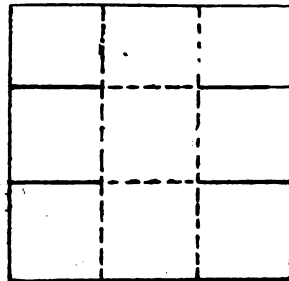
In planning real homes, the children and grownups alike deal with ready-made rooms and with ready-made furniture; but they have the choice of colors and of arrangements of given objects. We shall, therefore, duplicate life conditions by letting the children plan for a given room an artistic grouping of colors and of given shapes to make a pleasing interior. The rooms which we have chosen are the living room and the dining room.

### CONSTRUCTION OF THE ROOM

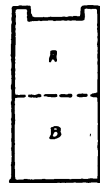
The children should first cut from strong card-



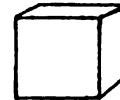
Save AB for back of chair



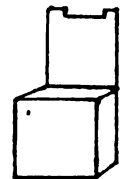
4x square Cut on heavy lines Fold and paste



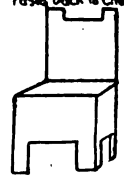
Back of Chair



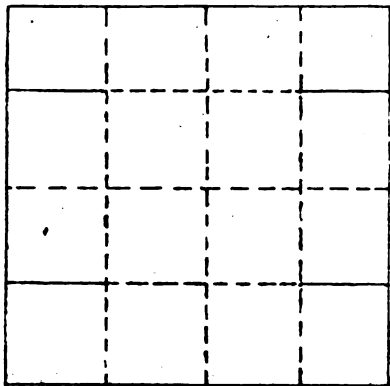
Cube for Seat of Chair



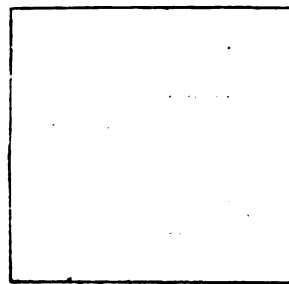
Paste back to Chair



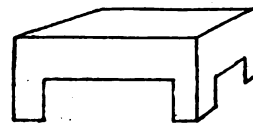
6 Square folded Cut on heavy lines



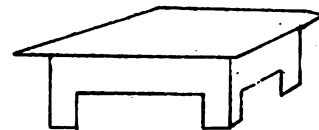
6 square folded Cut on heavy lines Paste



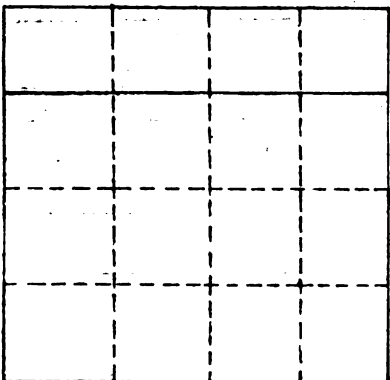
4x square for top of the Table



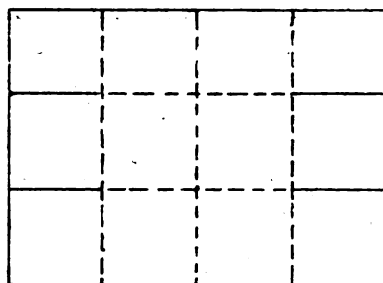
Cutout legs



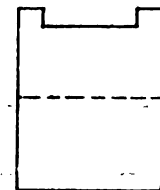
Paste top on table



6 square for Sideboard Cut on heavy line

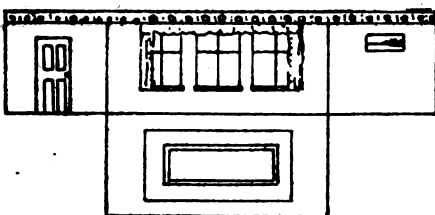
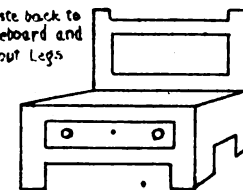


4x 4 square Cut on heavy lines Fold on dotted lines Paste

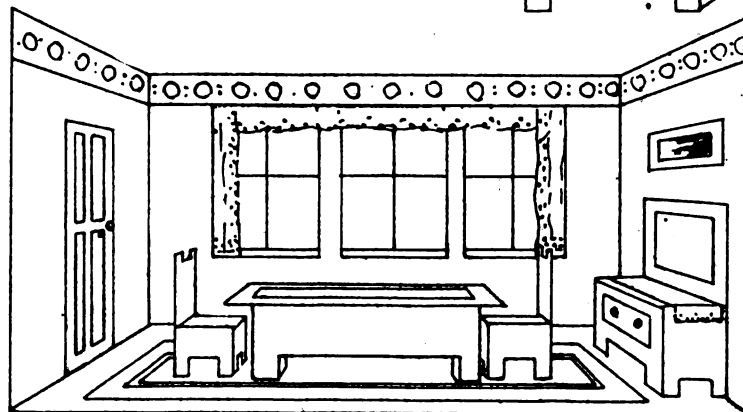


3 1/2 x 6 back of sideboard

Paste back to Sideboard and Cutout Legs



Showing Method of fastening walls and floors together



Dining room with furniture

Diagrams of Furniture for Primary Grades

board the pieces for walls and floor. The scale of the rooms planned for these lessons is  $\frac{1}{2}$  inch x 1 foot. Cut the walls and floor according to the following dimensions:

- 2 side walls— $4\frac{1}{2}$ "x6"
- Back wall— $4\frac{1}{2}$ "x7"
- Floor—6"x7 $\frac{1}{2}$ "

The floor is intentionally planned slightly larger than the walls to serve as a platform for the miniature room. As a matter of convenience we will use these same dimensions for both the dining room and the living room.

The series of color schemes given in Figure 4 should be placed on the board for the children to read and each child to decide which scheme he wishes to use. (Unless the teacher has had considerable experience in teaching color harmonies, it will be safer for her to use these schemes than to experiment with others, thereby risking inharmonious results.)

A discussion of the effect of colors on various rooms should be held before the actual construction work begins. The warmer colors—tints and shades of yellow, orange and red—should be used in rooms which are not sunny, as they create the effect of warmth and light. In a sunny, southern room, the cooler colors or neutrals—grays, greens and blues—may be used to make the room seem quiet and restful and not too glaringly bright. A light yellow room flooded with sunlight would be so light as to be uncomfortable to the occupant, while a dark, northern room with green or blue walls would be depressing and gloomy.

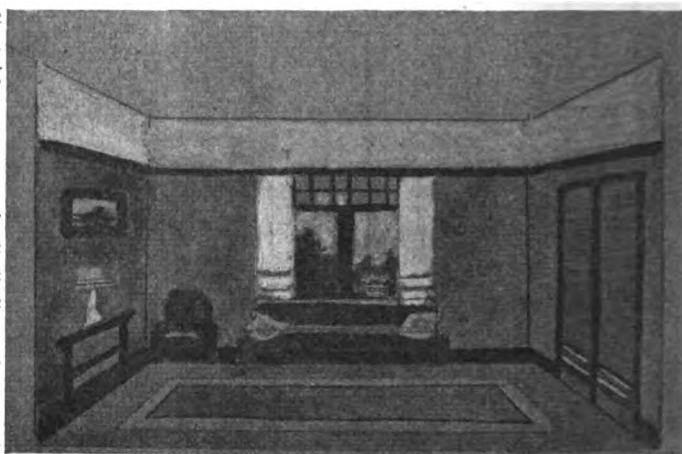


Fig. 3. The Living Room Showing Walls and Floor Assembled.

The effect of horizontal and vertical lines may also be discussed, although it is not particularly applicable to these rooms which the children are constructing—they are neither too high nor too low.

Horizontal lines such as picture mouldings, and border and flounces at the top of window curtains, have a tendency to reduce the height of a room. Vertical lines have the opposite effect, giving an impression of height. These facts may be brought out by comparing the appearance of two rooms of identical dimensions in which the two types of line arrangements have been emphasized.

LIVING ROOM

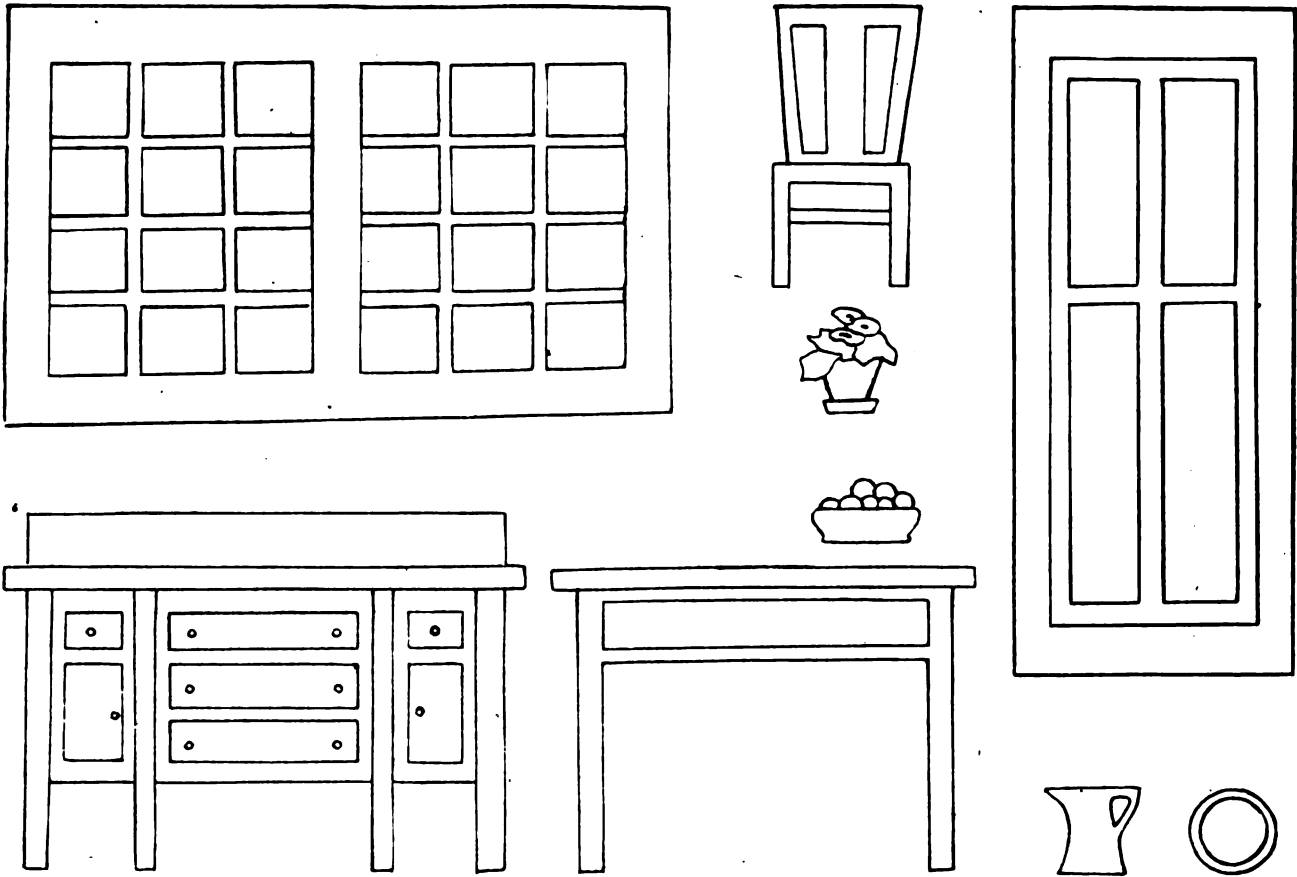
	I	II	III	IV	V
WALLS	Light Green	Light Gray	Light Tan	Medium Brown	Light Blue
WOOD	Brown	White	Brown	Dark Brown	White
FURNITURE	Dark Brown	Dark Gray	Dark Brown	Darkest Brown	Light Brown
PORTIERE	Dark Green Yellow Stripe	Blue with Orange Stripes	Blue and Orange and Black	Dull Orange	Blue with Tan Border
UPHOLSTERY	Dark Green	Blue	Blue	Dull Orange	Blue
FLOWERS	Orange and Red	Red, Yellow and Orange	Orange and Yellow	Orange and Yellow	Orange
LAMP SHADE	Yellow	Yellow or Orange	Yellow or Orange	Yellow	Orange
RUG	Dark and Light Green	Blue and Gray	Dark and Light Brown	Dark and Light Brown	Blue and Orange
CURTAINS	Yellow with Green Stripe	Cream with Bright Stripes	Yellow with Brown Border	Cream with Orange Stripes	Cream with Blue Border

DINING ROOM

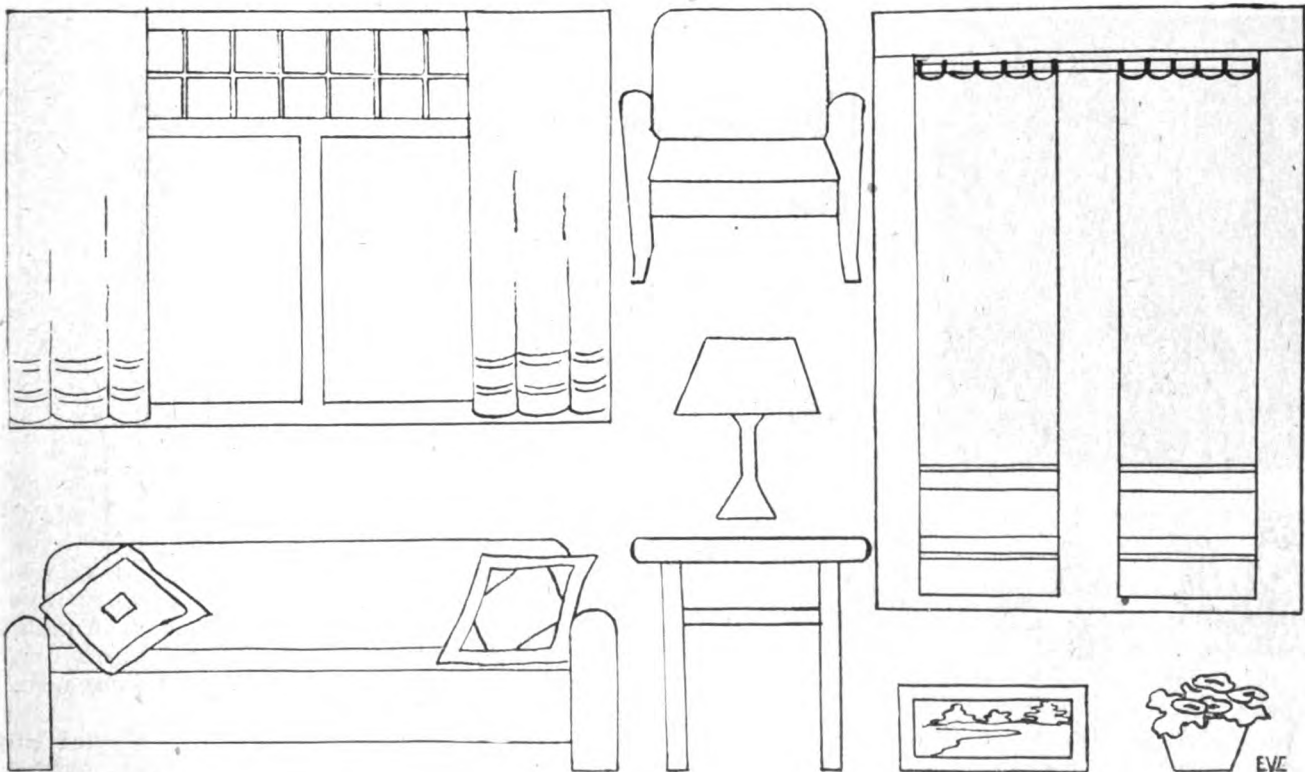
	I	II	III	IV	V
WALLS	Light Gray	Cream	Light Gray	Light Blue	Light Brown
WOODWORK	White	Brown	Darker Gray	White	Dark Brown
FURNITURE	Dark Gray	Dark Brown	Darkest Gray	Light Tan	Darkest Brown
DISHES	Blue and White	Blue	Brown and Orange	Blue and White	Blue and Orange
FLOWERS	Orange and Yellow	Orange	Orange and Yellow	Orange	Orange
FLOOR	Gray	Brown	Gray	Tan	Brown
RUG	Blue and Gray	Blue and Tan	Gray and Dull Orange	Blue and Tan	Blue and Tan

Fig. 4. Suggestions for Color Schemes





Patterns for Dining room furniture



Patterns for Living room Furniture

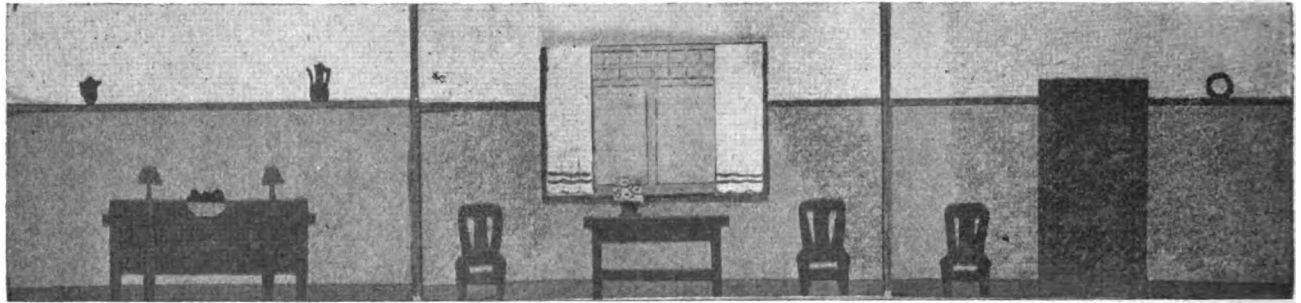


Fig. 5. The Dining Room, Showing Walls and Method of Fastening Them Together.

**THE PATTERNS**

The diagrams of furniture on page 47 should be hectographed and given to the children to use as patterns in making their furniture, doors, windows and furnishings. (It will not be necessary to enlarge these patterns.) Slight variations of these patterns are permissible and desirable if simplicity is not to be sacrificed. Elaborate curves and decorations are to be avoided.

**ARRANGEMENT OF SHAPES**

Having cut the various shapes from colored papers and having papered the walls of the room, the children are ready to arrange the shapes. The first arrangements should be original, but should not be final until the teacher has approved or made suggestions. Two arm chairs for the living room, and four chairs for the dining room give more opportunity for varied arrangements. If the children or teacher mention the lack of a dining room table, large library table or other customary furnishings for these two rooms, it should be explained that they are designing the wall plans and cannot show against the walls any objects which would be in the middle of the room.

The rugs should be simple, straight line designs similar to those suggested in the illustration for the primary grades.

**PUTTING THE ROOM TOGETHER**

The method of attaching the walls to the floor is simple, and, if done correctly, will permit the folding of the miniature collapsible room so that it may easily be carried home. Two walls should be placed face to face, with the edges coinciding. A strong piece of cloth, about 2" in width, should be used as a binding or hinge to hold them together. Figure 5 shows the three walls in their relative positions and Figure 4 shows the same pieces in use as walls of a room.

Upon the completion of this project, which is apt to require five or six lessons, hold a class discussion in which the children decide which are the best arrangements, which are the most harmonious color schemes, and which are the best rooms in every respect. The planning and making of the miniature room followed by a class criticism is bound to result in a decided effect on the good judgment of the pupils in planning or rearranging their own rooms at home.

# Flower Studies

## Flower Arrangements

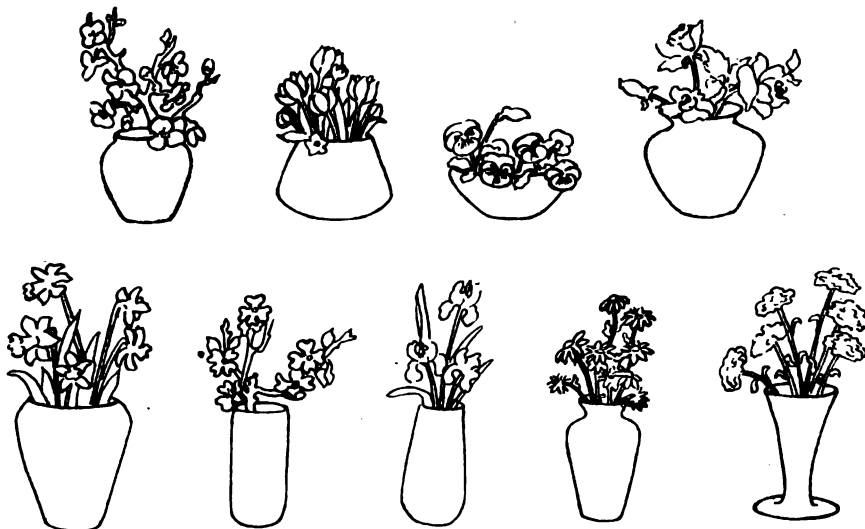


Figure 1. A Few Simple but Tasteful Flower Arrangements.

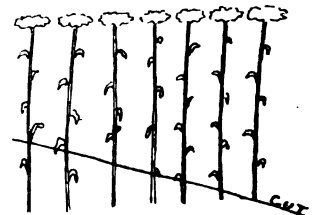


Figure 2: Method of Cutting Stems to Secure Variety in Height in Flower Arrangement.

The flowers of spring and early summer which are brought to the schools by the children in such generous profusion offer an opportunity to apply the principles of good arrangement where they are much needed. How often the natural beauty of the flowers is diminished or obliterated by poor arrangement or inappropriate containers.

SOME ELEMENTS OF GOOD ARRANGEMENT

The violet, hepatica and other small but exquisite blossoms which grow on slender stems of varying lengths surrounded by rich green foliage, come to school in flat bunches with carefully levelled heads and no foliage and are stuffed into a tin can or glass jar to wilt and be thrown away. The children can be taught to arrange these flowers so that there will be fewer flowers, greater variety in the length of stem, some foliage to add charm to the nosegay, and a simple container of clear glass or of a quiet, neutral tone. Lay special emphasis on beauty of foliage and length of stems. The beauty of the flower is incomplete without the foliage, for the leaves are the natural setting in color and form for the flower, and when the flowers are stripped of their leaves, a large measure of their beauty is lost.

SELECTION OF CONTAINERS

In Figure 1 are shown a few simple but tasteful arrangements with vase forms best fitted to different types of flowers. In general, the vase should be of such a height that the flowers should be one and one-half times that of the vase. With pansies and

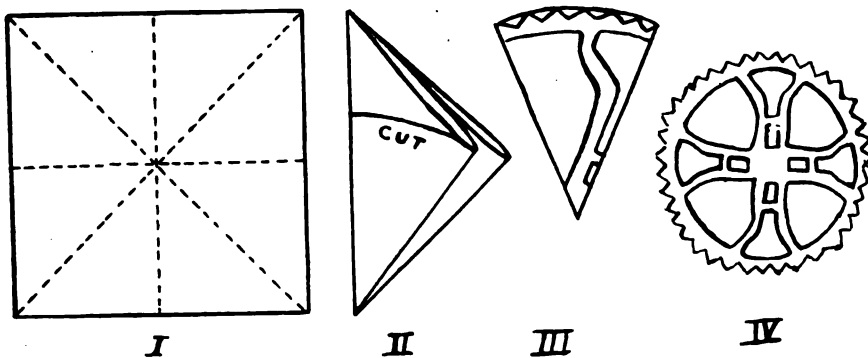
other such flowers with short stems, this rule cannot, of course, be followed. It is difficult to give detailed directions for the selection of vase forms; but if flowers with short, stocky stems are placed in short stocky vases, those with long, slender stems in long, slender vases, and those that form flower groups—as the roses—in medium, round bowls the effect secured will be pleasing.

If it is impossible to obtain vases, use simple forms for containers, as a brown bean jar or a glass fish bowl for tulips or roses; a clear glass tumbler for violets or hepatica, and an olive bottle of straight lines for apple blossoms, daffodils or daisies. Any other simple forms are in much better taste than tin cans or fruit jars unless the latter be purely cylindrical in form.

THE PRINCIPLE OF VARIETY

With such flowers as the daffodil, daisy, carnation, or tulip a method of securing the desired variety in height is as follows: place the flowers on a table in a row with the stems parallel and blossoms in a vertical line; then, with a knife or scissors, cut diagonally, beginning at the bottom of the longest stem and making each stem slightly shorter than its neighbor. This method is suggested in Figure II. The principle of variety is one of the most important in design, and, if observed, is bound to result in a pleasing and distinctive arrangement of flowers in vase or basket. The May baskets filled with posies offer another delightful opportunity for grouping flowers in a way to best bring out their beauty.

Fairy Flowers



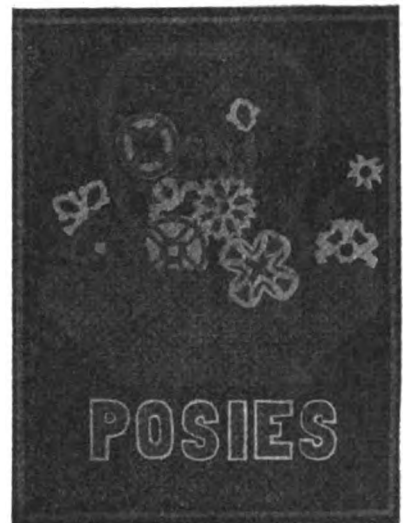
- I. Square from Which Flower is Cut.
- II. Cutting of Square into Circle.
- III. Cutting of Openings in Square.
- IV. The Flower.

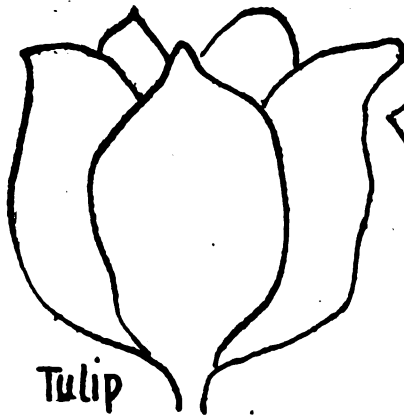
The accompanying illustration of a basket of fairy flowers offers an interesting and valuable problem in design and arrangement. Using complementary colors (See School Education for March, 1920) in each flower and green for the foliage will give results that are brilliant and pleasing.

Figure I shows the square from which the flower is cut. It may be any size, from 1/2" to 1 1/2". Cut the flowers various sizes. Figure II illustrates the cutting of the folded square to form a circle. Figure III shows the cutting of a number of openings which vary greatly in size and shape, and

Figure IV the resulting fairy flowers made by the cuts in Figure III.

Paste this flower on paper that is colored the complementary color and cut so that the paper is seen through the opening. Arrange the flower group carefully and thoughtfully in a simple basket or bowl of a neutral or grayed color and mount the basket on a black or a dark gray background. Use the basket of fairy flowers as a design for a poster advertising flower seeds or for a flower calendar.

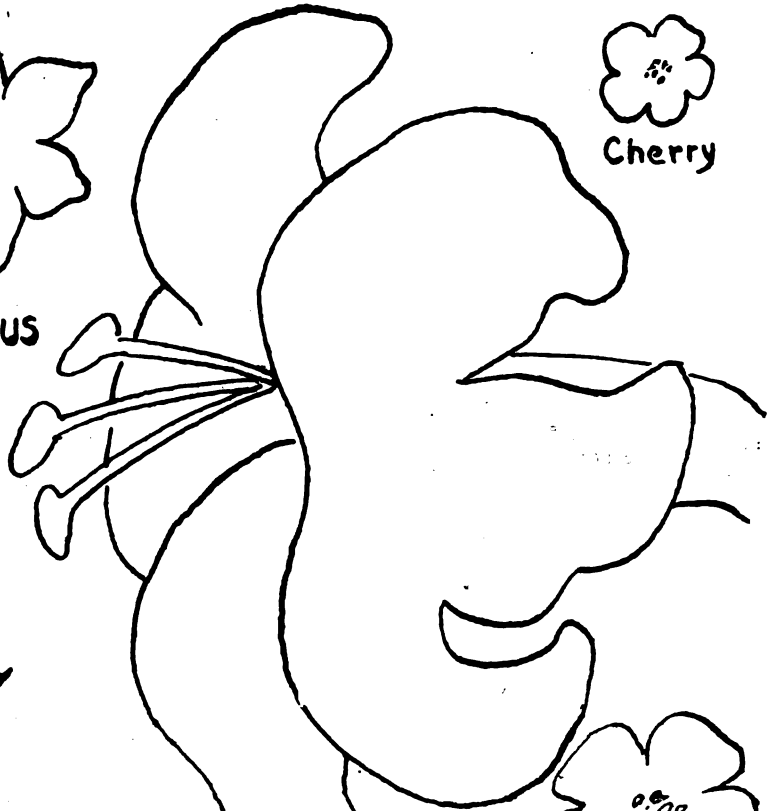




Tulip



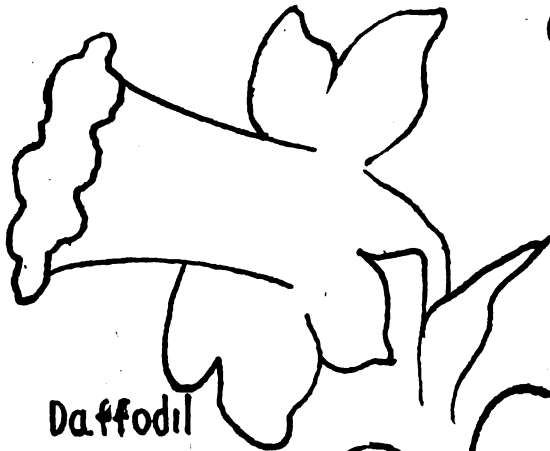
Paper  
Narcissus



Easter Lily



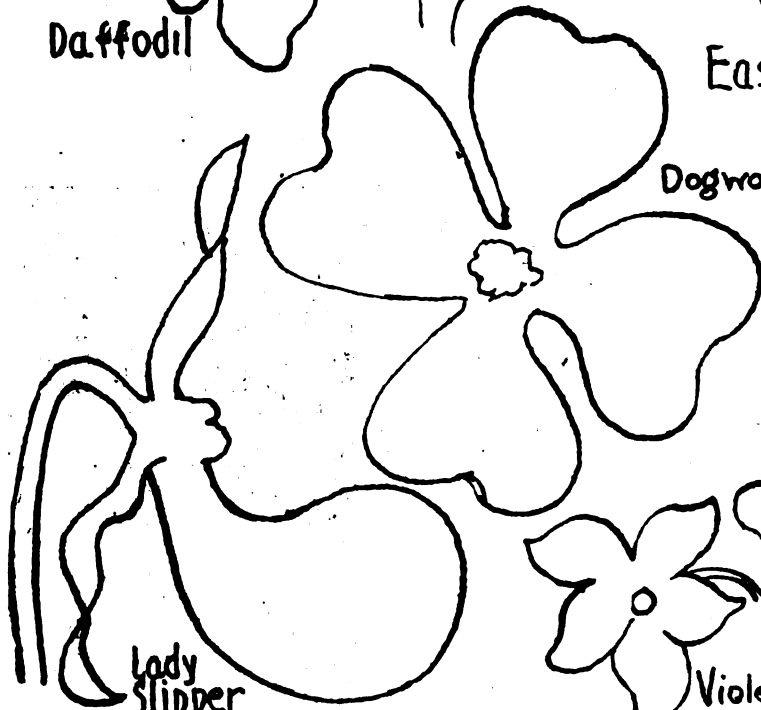
Cherry



Daffodil



Apple  
Blossom

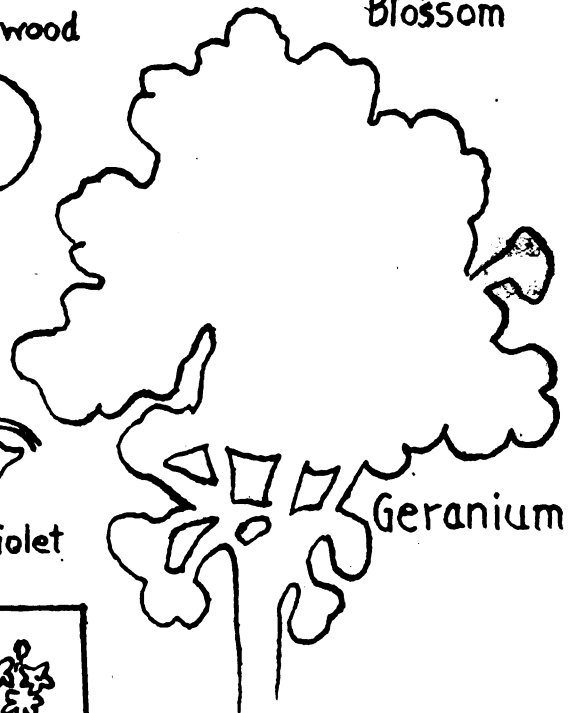


Lady  
Slipper

Dogwood



Violet



Geranium



### Flower Composition



The flower compositions on the accompanying pages are made of cut paper and should be given as a problem in flower study and fine space arrangement. The patterns given on the opposite page may be used in the lower grades, but the children should also make freehand drawings of these flowers. The characteristic foliage and growth should be carefully studied under the direction of the teacher. Original arrangements should be required.

In planning the space arrangements, the children should learn to work for variety in spacing. The stem should not grow from the middle of the margin. The main mass of flowers should be near the center or above the center, but never exactly in the center. (The study on "Picture Compo-

sition" given in School Education for December, 1919, will be found helpful in the study of space arrangement of flowers.) Some of the background should be empty to give a restful space. Children can be taught to criticize their own flower compositions on these few simple principles:

1. Placing of stem.
2. Placing of main mass or center of interest.
3. Restful space.
4. Variety in spacing.

(Note: This study of Flower Composition will be most helpful to teachers in mounting collections of pressed wild flowers frequently called for in the school exhibits at state fairs.)

FLOWER	Background	Narrow Edge	Mount	Flowers	Leaves	Bowl or brand
Cherry Blossom	Dark Grey	White	Gray	White	Green	Brown
Apple Blossom	Cream	Green	Brown	Pink	Green	Brown
Geranium	Cream	Green	Gray	Red	Green	
Dandelion	Black	Orange	Dark Gray	Orange and Yellow	Green	
Dogwood	Black or Dark Gray	White	Dark Gray	White	Green	Brown
Nasturtium	Black or Dark Gray	Green	Black or Dark Gray	Orange Yellow and Red Orange	Green	Bowl of Dull Blue
Violet	Cream	Green	Cream	Violet	Green	Basket of Brown

Color schemes suggested for the flowers on the accompanying pages

# A Project for May

By Lethald Hahn

## EDITOR'S NOTE:

**I**N WORKING out the project plan in any school, the greatest difficulty seems to be to get materials with which to work. Miss Hahn, who is kindergarten-primary critic at the Bemidji State Normal School, tells very concretely how she has overcome this difficulty. She says:

"We have overcome this difficulty to a large extent by giving a series of parties and plays around which much of our work has centered. We have sold tickets to our parties and invested the money in the materials we needed." Hallowe'en, Thanksgiving, Christmas, Washington's Birthday and May Day parties were given, the projects developing differently each time and the entire work of the school centering around them. In each case the planning and actual work of the parties were left to the children, the teacher merely acting as guide and helper. So many possibilities were suggested by the children that the teacher had to choose from among them the one which she believed offered the greatest gain in general development.

The "Mother Goose May Party" here given is a suggestive illustration of the manner in which Miss Hahn worked out her problem. The entire group of thirty-five kindergarten and primary children held a meeting to decide upon the kind of party they wanted. A little show and a tea party was the popular choice, and it was decided that all the children must take part in the show. Various stories were suggested—"The Tar Baby," "Little Black Sambo," and "Cinderella"—but none had enough characters to take in all the children, or else the animal characters presented difficulties. Then one of the children suggested that a May Party be given, with the characters for the play chosen from "Mother Goose's May Party" (in "The Story Hour First Reader") in which the class was much interested at the time. With the teacher's help the following play was worked out. The costumes were copied from a newly acquired set of Mother Goose character pictures. The children already knew the songs which they worked into the play, and the dances were easily learned.

## CHARACTERS

MOTHER GOOSE	MISTRESS MARY
JACK AND JILL	HUMPTY DUMPTY
LITTLE JACK HORNER	LITTLE MISS MUFFET
LITTLE BO PEEP	QUEEN OF HEARTS
SIMPLE SIMON	KNAVE OF HEARTS
BOY BLUE	SCHOOL CHILDREN

## FAIRY

(MOTHER GOOSE is seated at a table surrounded by empty chairs singing. A group of school children behind the scenes help with the singing. The song is "Mother Goose's Party" from the Intermediate Song Reader, New Educational Music Course.)

MOTHER GOOSE: I wonder if all my children will come to my party. It is time for them now. Oh, here come Jack and Jill. (Enter JACK and JILL carrying a pail of water.) How do you do, my children?

JACK: How do you do, Mother Goose?

MOTHER GOOSE: Come right in. Have a chair, Jill.

JILL: Oh, yes, thank you.

(They sing a song, "Jack and Jill," from More Mother Goose Songs, by Ethel Crowninshield. Knock at door. JACK HORNER appears.)

MOTHER GOOSE: Who is this? Why, good afternoon, Little Jack Horner! What have you there?

JACK HORNER (carrying a pie): Oh, this is my plum pie. I'll sit over here and eat it.

MOTHER GOOSE: Shame on Little Jack Horner to bring a pie to the party.

(All sing, "Little Jack Horner" from More Songs From Mother Goose. Enter BO PEEP leading a toy sheep.)

MOTHER GOOSE: Come right in, my dear. Where are your sheep?

BO PEEP: There is only one I can find. They've all run away.

MOTHER GOOSE: Never mind! Leave them alone and they'll come home wagging their tails behind them.

(Song, "Little Bo Peep," from Story Hour Manual. Great scuffle outside. Enter SIMPLE SIMON scraping his feet.)

MOTHER GOOSE: My, what a racket! What is the matter, Simple Simon?

SIMPLE SIMON: I could not catch a whale, but I can catch a little bird with salt upon his tail.

MOTHER GOOSE: Foolish boy! Sit down and behave yourself.

(Enter BOY BLUE blowing a horn and dragging MISTRESS MARY by the hand.)

MOTHER GOOSE: Why, Boy Blue! What is that?

BOY BLUE: Oh, this is Mistress Mary. She changed her mind about coming. Just like a woman! (Turning to MISTRESS MARY.) You may as well sit down and stay. You don't know the way home.

(Enter HUMPTY DUMPTY dressed as a clown. He holds his head and weeps.)

MOTHER GOOSE: What's wrong?

(Song, "Humpty Dumpty" from Mother Goose Songs by Ethel Crowninshield.)

MOTHER GOOSE: Well, sit down. You'll get over it.

HUMPTY DUMPTY: Oh, no, I won't. All the king's horses and all the king's men cannot put Humpty Dumpty together again.

(Enter MISS MUFFET, very much frightened.)

MOTHER GOOSE: Why are you so frightened, Miss Muffet?

ALL: There came a big spider who sat down beside her and frightened Miss Muffet away.

MOTHER GOOSE: Never mind. There are no spiders (Enter QUEEN and KNAVE OF HEARTS.)

MOTHER GOOSE: Children, I want to introduce the Queen of Hearts. She made some tarts all on a summer's day. The Knave of Hearts he stole those tarts and with them ran away.

ALL: Shame on the Knave of Hearts!

MOTHER GOOSE: They are going to dance. But before we dance let us talk a little while. Do you know that school over on ..... Street?

ALL: Oh, yes, the ..... School.

MOTHER GOOSE: Well, all those children love



Mother Goose. Let's ask them to come to the party. Boy Blue, you go and invite them.

(BOY BLUE runs out and comes back bringing the school children.)

MOTHER GOOSE: I am glad to see you. I hear that Bo Peep and Miss Muffet can dance. Won't you dance for us?

ALL: Oh, yes, do dance for us.

BO PEEP and MISS MUFFET dance together. Enter FAIRY.)

FAIRY (running up and bowing to all) I am a ..... School fairy. I have come to dance for you. (Dances alone.)

MOTHER GOOSE: Now let's all Jump Jim Crow.

(All choose partners, form a circle and dance, singing the chorus of "Jump Jim Crow" from the musical comedy, "May Time." Change chorus to suit. Easily used as a circle dance, changing partners between singing of chorus.)

Jump, jump, oh jump, Jim Crow,  
Take a little whirl and around we go,  
Slide, slide, and point your toe; ;  
It's a pretty little dance  
When you jump, Jim Crow.

JACK HORNER: I say, aren't you going to have anything to eat?

MOTHER GOOSE: Yes, but before we go, let us sing "In the Merry Month of May."

(All sing "In the Merry Month of May" from "Lilts and Lyrics" by Alice Riley and Jessie L. Gaynor.)

MOTHER GOOSE: This way to the dining room.

(All skip out two by two.)

(CURTAIN)

### The Project

The new set of Hill blocks had arrived since the last party and the children were eager to show their mothers what they could build; so it was decided to build a house for the dolls (each girl, it seems, has a doll at school which is her own for the year) and to furnish it as completely as possible by the date of the May party. Various attempts at house building were made, but the results were unsatisfactory until a foreman was chosen to build the house—a three-room affair. The furnishing of each room was preceded by a meeting and discussion of the necessary furniture for it. Volunteers offered to make the furnishings, and their names were written upon the blackboard beside their problems. The foreman saw to it that each child fulfilled his contract and many refractory workers had to be driven away from the sand table and toys so that the house could be furnished in time for the party.

The finished parlor presented a homelike appearance with its electric lights (made of burnt-out light bulbs and real wire); its phone of wood, with directory containing the children's addresses; its parlor lamp (a large spool covered with a beautiful crepe paper shade); and its regulation parlor furniture made of wood. The draperies and rugs were samples of cretonnes and other materials furnished, upon written request, by a large city store. A dish of red clay apples with green yarn stems stood on a table beside an open fireplace and added the last home touch.

The bedroom was a pink and white room. Sometime before this the girls had made the clothes for their doll bed; and a dresser with a tin foil mirror

and a dresser scarf that matched the flowered bed cover, a trunk full of doll clothes, a pink bedroom lamp, and cretonne draperies made up the furnishings.

The kitchen and diningroom were planned as one room; but when the children began to arrange the furnishings, they decided to add another room for the kitchen. The diningroom was complete even to the clay dishes on the table and sideboard. Linoleum for the kitchen floor was plain white oil-cloth with a painted border. One of the children brought a toy cookstove from home, and woodbox, cupboard, table, chairs, and utensils were made in school.

Pictures were collected, and a discussion of the kinds appropriate to the rooms and of the best arrangement of pictures on the walls was held.

The house was furnished in time for the May party, and the teacher's seat work problem was solved. Children came early in the morning and worked after school on the house. It was as difficult to get the stragglers home in the evening as to keep them out on the playgrounds until school time in the morning.

The parents rose to the occasion on the day of the party and furnished china, silver teapots and the silver. Tea and cakes were served from low tables spread with "mother's best table cloth" and adorned with pink tissue paper blossoms.

Success crowned the efforts of the young hostesses, and besides the enjoyment of the little show and the wonders of dollhouse which were explained to the visiting parents and friends, \$12 was cleared from tickets at 10c apiece.

### May is Building Her House

Richard LeGallienne

May is building her house with apple blooms,  
She is roofing over the glimmering rooms;  
Of the oak and the beech hath she builded its beams,  
And spinning all day at her secret looms,  
With arras of leaves each wind-swayed wall  
She pictureth over, and peopleth it all  
With echoes and dreams,  
And singing of streams.

May is building her house. Of petal and blade,  
Of the roots of the oak, is the flooring made,  
With a carpet of mosses and lichen and clover,  
Each small miracle over and over,  
And tender, traveling green things strayed.

Her windows, the morning and evening star,  
And her rustling doorways, ever ajar  
With the coming and going  
Of fair things blowing,  
The thresholds of the four winds are.

May is building her house. From the dust of things  
She is making the songs and the flowers and the wings.

From October's tossed and trodden gold  
She is making the young year out of the old;  
Yea; out of winter's flying sleet  
She is making all the summer sweet,  
And the brown leaves spurned of November's feet  
She is changing back again to spring's.

# Lessons in Silent Reading

## Based Upon "The King of the Golden River"

By Ora K. Smith

THE following lesson is based upon the adaptation of the story of "The King of the Golden River" given in the Free and Treadwell "Reading Literature" Book IV, and had not been previously studied. The books were put into the hands of the children, allowing them no opportunity to study the story beforehand, and the thought developed in class entirely through silent reading. Unlike the original version which divides the story into five chapters, and which is usually given to Sixth Grade children, the Free and Treadwell adaptation is divided into four "parts" and is intended for the fourth grade. However, the lesson as here given will lend itself readily to application in the higher grades. This story is chosen because it measures up to the requisites of an interesting story for children. The measure of an interesting story is: (1) does its beginning sound interesting; (2) does it make the children want to know what is going to happen; (3) is something exciting happening in the middle of the story; and (4) is the ending right?

### THE DEVELOPMENT LESSON

#### *Part I: The Setting of the Story*

Read the title. From it, what do you imagine the story will be about?

The first paragraph tells why the river was called "The Golden River." Read rapidly to yourselves to find the reason. What have you found, John? What else does the paragraph tell you?

Read the second paragraph and find a name for it. What is your title for this paragraph, Mary? Why did you name it "The Treasure Valley"? What descriptive expressions do you find in this paragraph? ("rested so softly in the hollow"; "crops were so heavy"; "hay so high.")

Ascertain by reading silently what the next two paragraphs tell you. Mary, what have you discovered? Why were Hans and Schwartz called the "Black Brothers"? What is your opinion of them?

Read the next paragraph. What is the main thought, James? Read aloud the lines which tell how Gluck was different from his brothers.

Now, who will be the first to learn about the misfortune which came to the region near the Treasure Valley? Yes, Joe. Compare this with conditions in the Valley. Mary, what did you find?

Find the most important incident in the next two paragraphs by reading silently. What is your opinion, James? Why do you consider the knock at the door so important? Are there any opinions?

What does the last paragraph in which Gluck talks tell about his character? Often the character of a person in the story is revealed by what he says. (Example: "What a pity my brothers never ask anybody to dinner!" reveals the tender heart of Gluck and the selfishness of the black brothers.) See if you can find other examples of this.

Read the lines which describe Gluck's visitor. What "picture" words do you find in the paragraph? ("long, silky eyelashes," etc.) Where have we read the ex-

pression "long, silky eyelashes" before? Why is "enormous" a good word to use in describing the cloak? Suggest other synonyms that would be equally good in place of this word.

### THE ASSIGNMENT

Our time is up now. What are you going to find out for tomorrow? (Let the children suggest their aims.)

"I am going to find out who this little man was."

"I am going to find out what he wanted or why he came."

"I am going to find out if Gluck let him in."

"I am going to find out what the brothers said and did when they came home."

Here the children are proposing their own definite aims. An incentive for reading is created and, because of this incentive, the thought and oral expression will take care of themselves.

"You will find the remainder of Part I very interesting. Something very exciting happens near the end of this part. Find out what it is and see who will have the most to tell us tomorrow."

Interest is keen and anticipation of joys to come is kindled.

### THE ORAL RECITATION

The recitation the following day may be given over to a discussion of what was learned during the reading study period. Since in the assignment the previous day the pupils set their own aims, they will have much to talk about. They will express a variety of opinions and ideas, some of which will undoubtedly be incorrect. Exercise care in making the correction, for spontaneity, interest and enthusiasm are often crushed by an attitude of criticism toward the ideas advanced. The child must never be afraid to express an opinion. Right here is an opportunity to teach the children one of life's big lessons: that, however unworthy the opinion of another may be, common courtesy demands that there be no "stampede" when this opinion does not "fall in" with their line of thought; that it must receive generous and tolerant consideration.

### THE ORAL READING

The oral reading of this recitation follows as the teacher deems best. *A complete, paragraph-after-paragraph reading is not necessary.*

Part I: This part of the story furnishes interesting dialog reading; that is, reading in which the children may live the lives, experience the thoughts and perform the acts of the characters in the story or play. The children may read the parts or paragraphs they like best. Ask the children to be prepared during the rest of the story to tell what parts they like best, so that they will unconsciously watch for these parts in their later reading. Call for a reading of the passages which show the character of the three brothers. The character of the three brothers is portrayed in the description by the author, in the comments of Gluck regarding his brothers, and in the conversation and conduct of the brothers themselves. Encourage children to

watch for character development as the story progresses. It is highly important that we begin early in life to train children to analyze character and to form a true basis for their likes and dislikes. Such training develops broad-minded, tolerant men and women capable of forming unbiased opinions.

Call for the reading of descriptive passages and of "picture" words. What effects has the author produced? (humorous, etc.)

Part II, while furnishing a good deal of dialog reading, in general merely lays the foundation for the rest of the story and offers the teacher an opportunity to show the children how the first part creates an anticipation of what is to follow. Have the children read the passages that give them an inkling of what is to come. When they have read these, ask them to look back over the part of the story they have already had and find hints of what they think will happen. Make it a part of the future assignments for them to look for other passages of this kind.

Part III is notable for its study in fine appreciation of effective use of words. Such expressions as "out of its chasms came wild sounds of gushing water," "his ears grew dull and his head giddy with the constant gush and roar of hidden waters," and "great cakes of ice fell thundering across his path" make an appeal to the inner eye of the child. Ask the child, What sounds do you hear? What pictures do you see? What do they make you feel is going to happen to the black brothers?

This part is also excellent for its lesson in character analysis. The evil character of the Black Brothers stands out in their conversation and actions. When the gray-haired old man on the rocks cries feebly for water, Hans answers, "I have none; thou hast had thy share of life." strides over the body and darts on. So with Schwartz. The sum total of his character is shown in his spurning even his brother's appeal for water, because his thirst for gold is so great. What difference is there in the characters of the two men? How is the difference shown? An interesting discussion as to which of the two—Hans or Schwartz—is the

more cruel will result from this question and will set the children to vying with each other in bringing in their evidence from the very beginning of the story to the end. Perhaps they will even go so far as to make a list of the evil traits portrayed in the descriptive and conversational passages. They will find this discussion helpful in writing character sketches for their composition work.

Part IV furnishes excellent material for contrasts and comparisons of the character of the three brothers; the motives that impelled their actions; the trials set for each in their search for the Golden River; the manner with which each treated the objects they encountered; the results of their treatment of these objects; the description of the changes in the appearance of the day and the mountain side as the brothers climbed. The description in the concluding paragraphs never fails to make an appeal to the aesthetic nature of the child: "Its waves were as clear as crystal and as brilliant as the sun"; "flowers opened suddenly along the river sides, as stars leap out when twilight is deepening." Contrast the delicate beauty of these lines with the harsh ghastliness of the lines in Part III.

Does the character of Gluck change with all the treasure now his own? How do you know? Read the lines which tell you so. This needs no moralizing—the lesson has "gone home."

#### CORRELATIVE MATERIAL

The story of "The King of the Golden River" furnishes material for oral and written language work. Let the children dramatize parts of the story; let them write character sketches of the three brothers, Southwest Wind, and the King of the Golden River; let them also write descriptions of the personal appearance of the characters in the story, of the Treasure Valley under the management of the Black Brothers and under Gluck's, of the Golden River, and of the mountainside which the three men climbed.

Effective drawings and posters can be made.

—Copyright, 1920, by Ora K. Smith.

## Suggestions for Securing Good Work in Arithmetic

By Katharine Prendergast

Good teaching should mean happy pupils and happy teachers. We believe that these suggestions, carried out, will help to make this happiness.

#### DEVELOPMENT WORK

The development of a new topic is nothing else but study, with the teacher as a guide. Begin study by recalling what you have already learned that has any bearing on the new topic for study. Get class to formulate with you problem for study.

The knowledge you have already gained will help you to understand the new, will make the new simply an expanding of the old. This review will help you to test facts gained in previous study.

"The recall of previous knowledge serves two purposes. First, this material serves as hooks on which to fasten new knowledge. Second, it allows the mind to create purpose for study through curiosity and natural interest so that the attention will be stronger." ("How to Study and What to Study," pp. 42-43, by Sandwick.)

*Recall During Study*, (1) To test the efficiency of your attention—assuring yourself that your class is really getting thought. (2) To help the class to make what they study available for future use by fixing it more securely in the memory. (Sandwick.)

*Frequent Recall*—Repetition with attention—may be slow and wearisome with some classes, because their powers of concentration are very poor but these are the very classes that a teacher should persist patiently in training. They are not incapable of learning—not hopeless. They challenge the skill of the teacher and call for great wisdom on her part in leading them so artfully that they do not rebel and pull against her efforts, but through her patience, are finally led to concentrated study.

Encourage children to state knowledge in their own words—not to use certain words just because someone else has used them.

#### DRILL WORK

For drill work repetition as well as recall will

be found necessary. "Memory drill alone can adequately fix the multiplication table. (Sandwick, pp. 44.) In memorizing or other drill work repetition at increasing intervals will insure a more certain, enduring knowledge: Frequent short drills are more helpful than one long one, so it is well to give only from 3 to 5 minutes of our arithmetic period to drill work but give this time every day and keep all different processes in review. During the study of, and at the completion of a topic in arithmetic, make a synopsis with the class of the steps in the topic. This will help them to visualize the process and to retain it in memory.

*Variety of Drill.* Varying the matter of drill and the way of giving the drill insures a much greater degree of attention. Children come back to a subject with more interest after it has been allowed to rest for a time. Sandwick's chapter, "Practice Recall as You Study," gives many valuable suggestions for drill.

Praise often by giving a word of encouragement or commendation. Get children to compete with their own best records of time and accuracy, with others in the class, or with another class.

If you find your class unprepared for a new subject to be presented, do not try to build on an insecure foundation but go back as far as necessary to build your foundation well. Then you can build your superstructure in a reasonable time and when it is finished it will be solid. ("How to Study." Sandwick, p. 16. Chap. II.)

*Things to Guard Against if You Wish to Gain*

*Attention, Concentration, and Rapidity.* Do not repeat your question if you wish to teach attention and concentration.

Do not wait long for an individual if you wish to make children rapid and keep the attention of all—but rather go back often to the slow child with the same or another question until he gradually gains in rapidity.

Do not allow incorrect answers if you wish to make children accurate. Every mistake tends to repeat itself. How will you prevent them? By studying your class; by knowing so well the individual's ability that you give the difficult question to the able child first and allow the slow child to acquire it, by listening; by giving a difficult combination repeatedly during a drill until by attentive repetition the fact is mastered to stay; by saying to a child who hesitates, "We are going to let you think that over for a moment," and going back later for the result, which will almost surely be correct because the child needed, and has been given, a longer time to think.

Books which have been found inspirational and helpful:

How to Study—Sandwick—D. C. Heath, Chicago.

The Teaching of Primary Arithmetic—Suzzalo.

How to Teach Arithmetic. Brown and Coffman.

How to Teach Arithmetic. Klapper.

The Teaching of Elementary Mathematics. David Eugene Smith. The Macmillan Company, Chicago.

## Life Lights for Health

### Preface:

These are the lights  
Of the great Health Crusade  
To care for the body  
So wonderfully made.  
In using them freely  
You'll find you're well paid.

### Health Chores:

1. Wash hands before each meal.
2. Wash not only face, but neck and ears, and clean finger nails.
3. Keep fingers, pencils, and everything that might be unclean out of the mouth and nose.
4. Drink a glass of water before each meal and before going to bed, and drink no tea, coffee, or other injurious drinks.
5. Brush the teeth thoroughly in the morning and in the evening.
6. Take ten or more slow, deep breaths of fresh air.
7. Play out of doors or with windows open more than thirty minutes each day.
8. Sleep ten or more hours, and keep bedroom windows open.
9. Sit and stand straight, eat slowly, and attend to toilet and each need of the body at its regular time.
10. Keep neat and cheerful constantly and be helpful to others.
11. Take a full bath at least once a week.

(A twelfth chore has since been added: Sneeze in a handkerchief.)

### First Light:

I'm sure while still young

He learned to be neat,  
And he practised Rule 1  
Till it seemed like a treat  
For his mother so ordered—  
Or nothing to eat.

### Second Light:

Rule 2 he found harder  
To finish with skill,  
But he kept steady at it  
And worked with a will  
Lest another should help him  
And hurt fit to kill.

### Third Light:

He's very well used  
To keeping Rule 3,  
For he learned long ago  
Where his pencil should be;  
And he uses it right,  
As you plainly can see.

### Fourth Light:

He always drank water  
Since babyhood days,  
And learned long ago  
That drinking it pays.  
So he'll taste of no drink  
That his clear brain would daze.

### Fifth Light:

His little white teeth  
Had scarcely come through  
When he tried his small brush  
As he'd seen papa do;  
And now it's a habit  
Which stays by him, too.

### Sixth Light:

Away in the distance  
Who's this? I declare,  
'Tis our wonderful boy  
Inhaling fresh air.

He knows that's the way  
For his work to prepare.

### Seventh Light:

For play, I am sure  
He has long had the habit,  
And indoors and out  
He can run like a rabbit.  
If he uses a sweeper,  
How quickly he'll grab it.

### Eighth Light:

How oft, when a boy,  
He's been sent straight to bed  
With his brother and sister,  
While the sun still shone red;  
So he still has the habit,  
And keeps a clear head.

### Ninth Light:

When naught but a baby,  
Without a command  
He sat up so straight  
With his plaything in hand;  
And now he is older,  
How straight he can stand.

### Tenth Light:

Through babyhood days,  
In this and that way,  
His mother has taught him  
That work is just play;  
So, now he is older,  
He works every day.

### Eleventh Light:

Here is our baby,  
Who keeps Rule 11;  
'Tis easy for him,  
For he just came from heaven;  
And mother will help him  
Until he is seven.

# Last Months with Beacon

## (First Year)

By Grace M. Shields

THE interest shown by those who have read the earlier articles of this series is gratifying to the writer. If it has seemed that in the previous articles undue emphasis has been placed on the phonetic side of Beacon Reading this impression will be corrected later. Surely phonetics must be understood as a means to an end rather than an end in itself; but phonics must develop in each child a mastery of the symbols and their synthesis into words so that the power for automatic word recognition will result. The significant thing in teaching reading is to develop the ability to get the thought rapidly, accurately, and comprehensively. Those who follow the outline in these articles in their own teaching will see that the Beacon Method does this.

A full discussion of the vowel in its several aspects was presented in the previous articles. It must be remembered that the vowel is the harder symbol to master since each vowel has several different values while each consonant with a few exceptions has but one. Thus the causes for the changes of the vowel from its short sound need careful development and thorough drill. The mastery of the change in consonant sounds will prove an easy task.

Before discussing the consonants and consonant digraphs, two other classes of words will be considered; first, the so-called analogical words and, secondly, the words that must be taught as sight words.

### ANALOGICAL WORDS

The groups of analogical words occur on page 102 of the Primer, *book* and *cook*, *head* and *lead*. Most of these words do not accord with phonetic principles and are unphonetic. Yet there are enough similarly spelled and pronounced to make this common spelling of assistance in pronouncing them. In teaching a group of analogical words one of them must first be taught as a sight word. For example, the word *book* occurs on page 25 of the Primer. As the class begins the study of the oo words on page 102, the first one is already known. They are then asked to pronounce the other words as *book* is pronounced, by changing the initial sound to correspond with the spelling. There is no pause between the initial consonant and the vowel to interfere with the helper because the blend difficulty has already been mastered. In like manner *bold* taught on page 65 is used as the key word for the group ending in *old*; *blind*, taught on page 56, for the group ending in *ind*; *bread*, taught on page 92, for the group ending *ead* and so on. Words ending in the digraph *ow* may be classified here or with the words in which *w* is called a "company" letter. Likewise silent *k* before *n*, silent *w* before *r*, and the *igh* group come under this heading. The necessary thing is to have a key word for each group thoroughly fixed so that it may be referred to as the pupil attempts the pronunciation of any word belonging in that group. *A word is phonetic if it is pronounced as it is spelled.* As these words are not so spelled their classification is as above stated: *cold* has long *o* and *kind* long *i* without a "company" letter; while *bread* has short *e* with

a "company" letter. Any sight word may be taught analogically, that is, by comparison with a known word provided there are enough words to form a group worth while.

### SIGHT WORDS

A sight word must be taught as a whole and drilled sufficiently to be remembered by the class. Frequently these words are recognized by a study of the sentences in which they occur.

Sometimes the pictures help in their development; *dove*, *shoe* or *woman* will illustrate the use of pictures in teaching sight words, but *does*, *were*, *could*, or *said* may have to be told again and again before the children are able to pronounce them without hesitation when reading.

It is interesting to notice that children who are able to approach the pronunciation of a known word by the use of phonics will square their pronunciation to fit that previous knowledge. Hence many words not exactly covered by the principles already taught are within the range of the child's phonetic ability. Most words in short Italian *a* can be pronounced after the sound of short *a* has been established. Words pronounced with medial *o* will not cause trouble after short *o* has been learned, while caret *a* will easily follow the development of long *a* because the silent vowel is present to indicate long *a* and the caret *a* is not so different from long *a* as to make it unrecognizable. Later these sounds may be fixed by drills on groups of words containing them.

### CONSONANTS

In the study of consonants there is little to do after the sounds of the constants and the consonant digraphs have been taught. The eight important digraphs given on pages 15 and 16 of the phonetic chart and drilled on pages 8 and 10 of the Primer are relatively more important than some of the single consonants because of their frequency in the reading vocabulary. Probably stories for their development are no longer necessary though they may be used if desired; *ch* stands for the sound of the engine, *sh* lulls the baby to sleep and so on.

### ARTICULATION

Consonants are the result of audible friction or stopping of the breath in some part of the mouth or throat. The main distinction between vowels and consonants is that in vowels the shape of the mouth merely modifies the vocalized breath without causing audible friction, while in consonants the narrowing or stopping of the mouth passage so as to produce audible friction is the foundation of the sound. Consonants can, therefore, be breathed as well as voiced. Alexander Melville Bell says: "P, b, t, d, k, and g are pairs of articulation formed by exactly the same organic motions, the only difference being that in one case it is breath whispered, in the other breath vocalized."

It is very important that the voiceless consonants be given without voice and that the voiced letters be uttered aloud. This distinction should be made from

the beginning and as the cognates are reviewed, stress should be placed on the enunciation of each class. Otherwise, bad articulation is sure to result. When speaking it is important that we make a plain distinction between words like *cap* and *cab*; *mat* and *mad*; *back* and *bag*; *choke* and *joke*. This distinction will follow if children are taught to give the aspirates without voice and to speak the voiced letters aloud when first learning the sounds of these phonograms.

#### MODIFICATIONS OF SOUNDS

Attention to the change in the sound of *c* and of *g* when *e* immediately follows is given on page 95 of the Primer. *C* is softened into the sound of *s* and *g* into that of *j*. This fact may be taught by the pronunciation of a known word or two, illustrating this change before using the table. It may help the pupils to remember that the sound of *c* and *g* is somewhat like the names of the letters, and that before *e* they try to tell their names.

#### THE STUDY RECITATION

As we take up more definitely the reading side of the Beacon Method, we must appreciate the fact that frequently children will encounter words while reading that they are unable instantly to pronounce. For them to hesitate, or to miscall the word will interfere with the child's thinking and interrupt the continuity of the thought. This makes a study recitation very desirable. In it the children are given time to work out the sentences and words under the direction of the teacher. Ability, to apply the phonics, consciously at first, later subconsciously, to the pronunciation of words is thereby developed. Preparation for the reading recitation in which the story is to be enjoyed is thereby made.

The sort of assistance given children during these study recitations needs a word of caution. To give him the wrong hint is to cause him to misapply his knowledge of phonetics. He should be put on the right thought track and then given time to work out the phonetic words, the analogical word should be compared with the type word of its group, and the sight word should be told promptly. This makes it necessary for the teacher to classify the new vocabulary of each story read, so as to use the proper hints in assisting the children when phonetic words cause trouble. To illustrate, when a child needs help in getting a short-vowel word his attention should be called to the helper; if a word of the long-vowel group bothers him, suggest the possible presence of a "company" letter. When the vowel sound is changed by an adjacent consonant, as in *bark* or *wasp*, direct his attention to that fact, while if the vowel element is a diphthong ask the child to give its sound before attempting to pronounce the word. Nothing is more important than to help children in the right way when applying their phonics. To tell them a phonetic word and to let them sound a sight word are equally bad.

The essential basis of all reading is word recognition. Then the best method in teaching reading is the method which will in the shortest time give the child independent word recognition, that he may recognize accurately and rapidly without the help of the teacher. Reading is not only the recognition of words, but essentially the recognition of thought. But word recognition must precede "thought getting."

A child should not be allowed to read orally until the words are recognized and the thought obtained.

#### TRAINING IN PROBLEM SOLVING

This independence may be brought about by training the child in problem solving. The aim of the teacher from the very beginning should be to develop in the child *self activity*. This activity may be expressed in solving problems. The process of problem solving should be so familiar to the child that he may be able to work independently of the teacher, except in unusual problems or exceptional cases. The bright child will often solve these.

The self activity of the child is a test of the teacher's methods. Power and confidence are developed actively and definitely by overcoming difficulties. This overcoming may be called problem solving. By overcoming increasing difficult problems the child's interest, activity, and progress are assured.

Conscious effort must be used at first in gaining this power. It will soon become automatic. Sense will soon be so keen that as soon as the child sees the word "boy" his lips will automatically close for the formation of the sound of "b," or as his glance falls on man, the symbol "m" says, "shut your lips, makes a sound, and allow it to pass through your nose."

A child is most interested in that which engages his self activity. He loves constructive work. Give him the opportunity to work his own problems in learning to read, and as long as he can be confronted with problems that constantly list his powers his interest cannot fail.

#### COMBINATIONS OF METHODS

Our language is not wholly phonetic, so we must teach many sight words. Therefore, a thorough phonetic basis, should be taught with the word sentence, thought, story context, or a combination of these methods in order to place problems before the child and give him a thorough training in the "processes of problem solving" that he may gain the power of independent word recognition which is the basis of all reading.

The right method then neglects neither the thought nor the mechanical process, but trains the child in both. The phonic period, or the training in the mechanical processes, should be separate from the reading period. It is only an aid to reading and through this work he is laying a foundation whereby he may soon work independently of the teacher.

During the middle months of the year as the child's knowledge of phonetics grows, the reading of several supplementary primers is most desirable. Young and Field, Book One; The Story Hour Primer; The Free and Treadwell Primer; Curry Primer; The Elson-Runkel Primer; and the Brownie Readers, Book One, are among the desirable ones from which to choose. As suggested, these may be read in rotation, the change being made as soon as the work seems difficult; for supplementary reading should be easier in order to move along in a rapid enjoyable manner.



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# Problem Method in Geography

By Myra Banks

## The Teacher's Geography Plan Book



Myra Banks

Miss Banks is a native of Illinois. She began teaching upon her graduation from high school. Her first position was a rural school, and for two years she walked seven miles each day to and from school. Her experience as teacher, traveller and student has since been wide. Her work in the English department of the DeKalb State Normal School and in the preparation of the Chadsey Smith Efficiency Arithmetics, her study of geography under Miss Eva Southworth and Dr. Charles A. McMurry, and her experience in departmental teaching of geography, has given her a power in the handling of her subject, "Problem Method in Geography," that is receiving wide recognition from geographic authorities of national repute.

ONE lesson plan for the topic, Australia, was, of necessity, presented in sections with intervening discussions of methods for using the plan. This article is a summary of the topic put together for your plan book.

It is a very great help and an addition to your professional equipment to keep a book or collection of plans, references and suggestive material to use in teaching. A loose leaf notebook is suggested as being the most convenient for lesson plans. Reserve space, under the headings indicated in bold face type, leaving room in each section in which to write additions of your own and to keep clippings which you may find from time to time. In this way you may enrich your teaching of this topic from year to year. (Refer to back numbers of School Education for December, 1919 and for 1920 numbers to

date, May, 1920.)

### Bibliography

(Transfer list from School Education, December, 1919, page 24.)

### Pictures

(Refer to N. G. M. \*; "Peeps at Many Lands—Australia"; "Australia from a Woman's Point of View"; and School Education for December, 1919, and February, 1920.)

### Notes Covering Essential Points

(Refer to School Education, February, 1920.)

### Suggestive Lesson Plan for Topic of Australia as a Whole

**BIG PROBLEM:** Account for Australia's Lack of Development.

#### METHODS OF SOLUTION

A. Group Solution of the Problem by the Class.

B. Further Questions to be handled by Individual Reports.

#### GROUP SOLUTION BY THE CLASS

- A. Facts Leading Pupils to Realize and State the Problem.
  1. Australia is as large as the United States; but all the people in entire continent are fewer than those in New York City alone.
  2. It has only one-tenth as many miles of railroad as the United States.
  3. It has only one-fifteenth as much cultivated land as the United States.<sup>1</sup>
- B. Facts and Comment Leading Pupils to Solve Problem.

- 1. Facts of Location (brought out by use of wall maps).

Australia is the only continent entirely surrounded by water; it is the only continent lying entirely in the southern hemisphere; it is almost half way around the earth from the center of the world's activities; i. e., Europe, the United States and Pacific Ocean.

- 2. Additional Information (given by pupils or teacher).

Australia was not discovered until after the discovery of America.

- 3. Comments on Coastal Conditions to arouse further questions.

Australia was discovered in 1606, but no settlement was attempted until 1780, although this period was one of great colonization by the European countries. Why this long delay in settlement? (In addition to its isolated position, which naturally caused nearer lands to be taken up first by colonists, its coastal conditions<sup>2</sup> largely discouraged exploration.)

- 4. Conclusions Resulting from 1 and 2.

Australia's lack of development is due to (1) the isolated position of the continent, which retarded discovery that it has not had so long a time in which to develop as the United States has had; and (2) the inhospitable coastal conditions<sup>3</sup> which discouraged settlement for a long time after discovery.

- 5. Comments to Continue Development.

In the one hundred thirty years since its first settlement, Australia has reached a population of only five million, while in comparatively the same time the United States has increased its population 95,000,000.

**Modified Conclusion:** The late settlement of Australia cannot be the only reason for its present lack of development. We must look for further cause.<sup>4</sup>

- 6. Some Factors Causing Scant Population (brought out by use of political map).

Remember that Australia is as large as the United States or Europe. Count its large river systems and compare with the

number in Europe and the United States. Where are most of the cities located? Trace the course of the interior rivers. Why do they not overflow to the sea? What sort of regions do these names indicate: Soda Spring, Salt Sea, Dry Lake, Great Sandy Desert?

C. Final Conclusion.

Australia's present lack of development is due largely to three factors:

1. Her isolated position, which kept her an undiscovered continent until 1606 and increased the difficulties of settlement, and, later, of business relations with the rest of the world.
2. Her inhospitable coastal conditions, which repelled explorers until Dr. Cook found favorable entrance at Botany Bay, Sydney.
3. The Great Interior Desert, which reduces the amount of productive land and cuts off natural communication between the coasts.

FURTHER QUESTIONS<sup>5</sup> TO BE HANDLED BY INDIVIDUAL REPORTS

A. What Causes the Great Interior Desert?<sup>6</sup>

B. How Much of Australia is Desert?

(See N. G. M., 550, par. 1-2 assigned for individual report.)

C. What is a Desert Like? (N. G. M.)

1. "The Great Australian Desert": monotony of surface; scanty population; capricious rainfall; rate of evaporation; mode of travel.
2. "Uses of Camels in the Desert"; ways employed; description; examples of their endurance.
3. "Oonadatta, the Most Remote Village on the Continent": description of bi-weekly trip on train; reasons for its existence; source of food and water supply.
4. "Building a Desert Railway": value of railroad in saving time and distance, and in point of strategy; difficulties of construction because of sand dunes and inadequate water supply rather than of engineering; solution of problem by surveys with camel parties, establishment of water supplies, and provision of food and shelter for workmen.
5. "Tales of Early Explorers and the Desert": summary of tales of unsurpassed courage of Australian explorers.

D. Can This Desert Be Redeemed?

"Ways Being Used to Overcome the Great Central Desert": dry farming cultivation.

E. How Do the Five Million People in Australia Live?

1. "Life in the Bush": definition of "Bush"; Bushman's enemies.
2. "A Typical Sheep Station": location; water supply; description of shops, laundry, sheep pens, wool sheds, station-house and quarters; life of employer and his family.
3. "The Land of Wool": reasons for fine quality of wool; sheep-raising; people engaged in the industry; problems; statistics.
4. "The Cattleman": great size of holdings, how obtained and resultant disadvantages; events of the year (musters and marketing);

marketing stock and its attendant difficulties; the ranchman's most bitter foe (the drought), its widespread visitation, consequences of historic droughts, and recuperative power of soil and stock; another enemy (the rabbit), manner of its introduction, extent of its ravages, and attempts to exterminate it.

5. "The Finest Wheat in the World": its sterling qualities, scientific methods of production, primitive handling of crop, and possibilities of wider range of cultivation.
6. "The Problem of the Tropics": definition of tropical Australia; summer monsoon, the source of climatic difficulties; Port Darwin, capital of the Northern Territory; the story of sugar, cotton, rice and coffee in Queensland, with labor troubles due to race prejudices and other causes.
7. "The Romance of Gold and Silver": Discovery of gold in New South Wales in 1851 and effects on population and industries; wealth of workings at Bendigo and Ballarat; the famous Mount Morgan mine in Queensland; the Broken Hill mine in New South Wales; West Australia, the Nevada of the southern continent; the water main through Kalgoorlie, Coolgardie and Boulder.
8. "The Products of the Forest."
9. "Three Australian Cities": Sydney, Melbourne, and Adelaide; comparison with each other and with American cities.<sup>7</sup>

F. Other Topics.

1. "The Aborigines of Australia" (N. G. M. 506-511): characteristics (like flora and fauna, a product of bygone days); manners and customs.
2. "Plants of Australia": Uniqueness; peculiar forest arrangement; the eucalyptus, the national tree. (See School Education for February, and N. G. M., 486-495.)
3. "Animals of Australia"; effect of isolation on species; "the world's strangest animals."

(For full discussion of "The Individual Topic," see School Education for April, 1920.)

**Correlated Arithmetic Problems**

A. Purpose.

1. To review and reinforce certain important facts connected with the problem.
2. To train future citizens to interpret rapidly and intelligently the magazine and newspaper articles on geography and other subjects.

B. Ways to Use Problems.

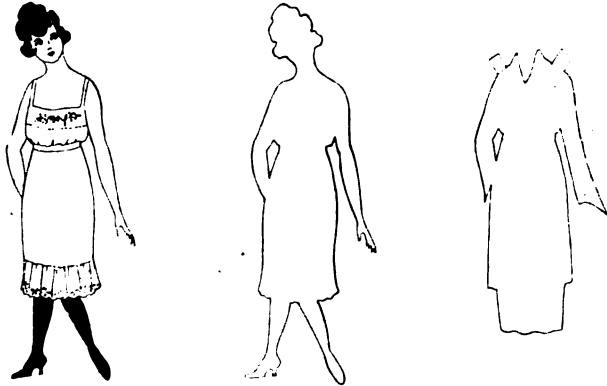
1. Give oral problems based on correlated geographical information as a part of the class recitation in geography.
2. Make the arithmetic lesson a continuation of the geography lesson.
3. Give the pupils certain geographical data with which to make problems.

C. Suggestive Problems.

1. Relating to size: comparison of Australia with other continents and of states of Australia with other states and countries.

# Spring School Specials

## N. W. Paper Dolls



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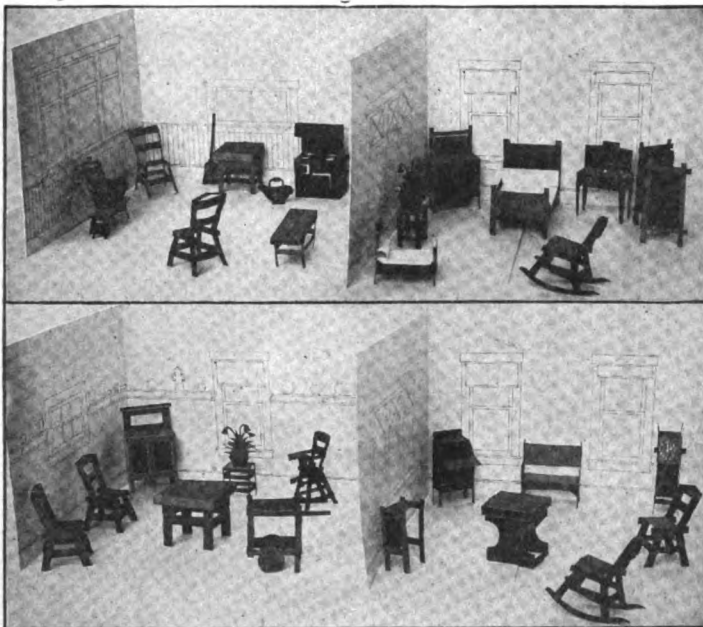
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3. Relating to surface: comparison of drainage systems and areas.
4. Further problems relating to comparative value of history, industries, losses from drought, acreage under cultivation, percentage of desert.

#### D. A Type Problem.

A "white Australia" is the settled policy of the Commonwealth government (N. G. M., 513). According to the 1911 census there were 38,680 Asiatics, 693 Africans, 84 Americans, 2,751 Polynesians, and 10,113 mixed blood Australian aboriginals. This is only what per cent not white out of a total of 4,568,707?

#### E. Selection of Data for Problems.

Find necessary information in the appendix of the geographies and compute in "round numbers"; select data of real informational value.

(Refer to School Education for January, 1920.)

### Thought Questions for Review

#### REGARDING LOCATION

(See School Education, February, 1920, pp. 50-51.)

#### ADDITIONAL QUESTIONS

1. What lake in this country do the lakes of Central Australia resemble? (Great Salt Lake.)
2. Which is the most important part of Australia and why? (Southeastern, because it usually has rainfall and is in the temperate belt.)
3. In what respect does the history of Australia resemble that of California? (Settlers were attracted to each by the discovery of gold.)
4. Why did Australia take part in the World War? (The World War affected the British Empire as a whole.)
5. Why should sheep, rather than cattle, ranching be the most important industry of Australia? (Sheep can be raised in regions of less rain than cattle because they can live on poorer pasturage.)
6. What things in the nature of the country kept the aborigines from developing a higher civilization? (Lack of cold weather obviated the need for inventing complex shelter and clothing; lack of natural crops and food limited the food supply; drought and lack of water made struggle for existence, rather than culture, paramount; and isolation prevented instruction from other lands.)
7. Why did the early settlers of Australia have such a struggle? (The conditions were the reverse of those in England, so that previous experience was of little value; lack of natural grain crops and scarcity of native edible animals caused suffering from hunger; the drought and the desert hindered agriculture; and the great distance of the colony from the mother country rendered aid and communication difficult.)
8. Why is Australia able to export such a large part of its products? (Its scanty population requires only a small part for home consumption.)
9. What sort of articles do you think Australia imports? (Chiefly manufactured goods.)
10. What Australian products are of greater



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- Three Meet, or The Pleasures of the Town. (English Country Dance) (Cecil J. Sharp) Prince's Band 85c

- Blue Eyed Stranger. (English Morris Dance) (Cecil J. Sharp) Prince's Band A-3066 10-inch
- Rigs O'Marlow. (English Morris Dance) (Cecil J. Sharp) Prince's Band 85c
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value than ever before? (Copper, wool, hides, meat, wheat, timber.)

11. Why is wheat a more important grain than corn in Australia? (It can be grown in drier regions.)

12. Why did New Zealand refuse to join the Commonwealth of Australia? (It is 1,000 miles distant and has different conditions to govern.)

13. Why is Tasmania free from the fear of drought? (Its more southward position and mountains insure abundant rain from the prevailing west-erlies.)

14. Why will trucks not solve the problem of transportation across the great Interior Desert? (Australia has no petroleum for fuel.)

15. Why are the cities of Australia largely distributed along the coast? (The interior is desert.)

16. Why call the interior of Australia an "incurable desert." (It is so large in proportion to its watered parts and there are no high mountains to provide melting snows for irrigation.)

17. Why are there no glaciers in Australia? (There are no snow accumulations because of low elevation.)

18. Why are the boundaries between the states so largely artificial? (The extreme monotony of the surface prevents natural boundaries.)

19. Why would a feature like the Grand Canyon of the Colorado be impossible in Australia? (There is no lofty plateau in which it could develop.)

20. Why are January and February the hottest months in Victoria? (Being south of the equator, our mid-winter is their mid-summer.)

21. Why is Victoria, the smallest state, the second in population? (It has rainfall and a temperate climate.)

22. Why call West Australia the Nevada of Australia? (Both lead in the production of gold.)

### Place Geography and Review Lessons

**PURPOSE** to insure a thorough mastery of fundamental facts presented in a rich geographic background.

**TEST I:** Name and locate the states of the Commonwealth of Australia.

(Victoria, New South Wales, Queensland, South Australia, Northern Territory, Western Australia.)

**Necessary Map:** Outline of Australia with state boundaries indicated.

**TEST II:** Name and locate three cities of Australia. (See issue of School Education referred to below.)

**Necessary Map:** Same as for Test I.

**TEST III:** Name the surface features shown on this map. Briefly describe the surface of Australia.

(Principal mountain features; large river system; interior rivers. Surface lowest in any continent, preventing irrigation from melting snow.)

**Necessary Map:** Outline of continent with state boundaries, Great Dividing Range, Blue Mountains, Lake Eyre, Murray-Darling system, and Cooper River indicated but not named.

**TEST IV:** The Rainfall of Australia. Account for the

1. Heavy rainfall on (a) the northern coast, decreasing toward the interior; (b) the eastern and south-eastern coast, decreasing toward the interior; (c) the southwestern tip.

2. Dryness of the rest of the western coast.

**Answers:** (a) The summer monsoon, blowing from the north, drenches the coast, where the mountains



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  - No. 41. Screech Owl.
  - No. 43. Marsh Hawk.
  - No. 45. Chickadee.
  - No. 47. Indigo Bunting.
  - No. 48. Night Hawk.
  - No. 49. Wood Thrush.
  - No. 50. Catbird.
  - No. 52. Mockingbird.
  - No. 56. Baltimore Oriole.
  - No. 58. Scarlet Tanager.
  - No. 60. Black and White Warbler.
  - No. 61. American Bald Eagle.
  - No. 76. Skylark.
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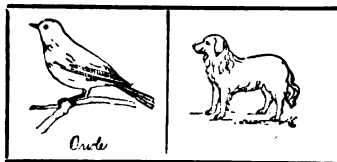
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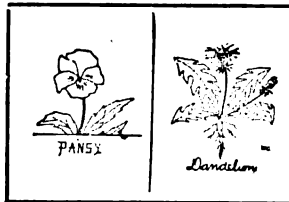
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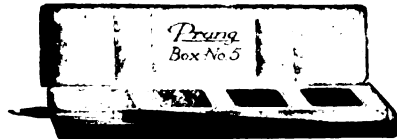
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cool the winds to the extent that the moisture is dropped on the windward side. The winds, proceeding toward the interior, become warmer and do not drop what little moisture they hold after crossing the mountains. (b) The southeast trade winds, cooled in crossing the Great Dividing range and Blue Mountains, drop most of their moisture on the ocean side. (c) The southwestern tip is in the reach of the northwesterly winds, which, cooled by the coast mountains, precipitate heavily. (d) The western coast is too far north to be in the path of the prevailing northwesterlies, and the trade winds from the east bring no moisture because they lost it on the seaward slopes. The remainder is in the horse latitudes, the belt of calms.]

Necessary Map: A reproduction of a rainfall map of Australia, (see N. G. M., p. 488, or Chamberlain's "Oceania," Fig. 3, p. 7.)

TEST V: Industries of Australia.

Necessary Map: Any map will do, although pupils could prepare separate maps showing the distribution of the industries if charts can be found to copy.

(Refer to School Education for February, 1920, for outlines on these topics worked out in detail.)

<sup>1</sup>For discussion on formulating the big problem of the topic, see School Education for December, 1919, pp. 24-25.

<sup>2</sup>It is suggested that the teacher or pupil study this reference and give a report on the coastal conditions of Australia, using a wall map that does not emphasize the interior features of the continent. The purpose of this is to save digression and to keep the Great Interior Desert for later consideration.

<sup>3</sup>A factor not geographic should be added in the consideration of this last conclusion: The American colonies of England helped to divert colonization to North America until the Revolutionary War made necessary some other field for English colonies.

<sup>4</sup>The facts summarizing the answers to all these questions are found in School Education for January, 1920, page 47.

<sup>5</sup>The answers to these questions may very well be handled through class discussion and individual reports as follows: Take for example the third question, What is the desert like? The different reports showing the nature of the desert are assigned before the discussion is taken up in the group in order that the pupils to whom they are assigned may have a chance to organize their pictures, to prepare other illustrative material in the way of charts or models and to master their subject matter. The question then may be raised by one of the class, the class to review their knowledge of other deserts and apply it to this particular desert, and the individual, through his report, to verify the application.

<sup>6</sup>N. G. M. 29 refers to the National Geographic Magazine for December, 1916, page 29. For the sake of brevity, we use this form of reference to the magazine throughout the article.

<sup>7</sup>The pupil in charge of this individual report should have on the board a map showing the rainfall in Australia (see N. G. M. 488, or Chamberlain's "Oceania", fig. 3, p. 7). The class using a chart of wind belts of the earth (see Tarr-McMurry "New Geographies", Bk. II, p. 208) in connection with the principles governing the precipitation of moisture (see School Education, March, 1920, pp. 35-36) can account for Australia's distribution of rainfall. References for verification of conclusion reached: N. G. M., 466-467; Chamberlain, 6-8; Tarr-McMurry, 390. Or, instead of the board map, the pupil who presents this topic may make this map on a sheet of oak tag, finishing it with crayola. The chart is then available for review and drill purposes.

## A Drill Lesson in Percentage

(Concluded from page 39)

If a class were sufficiently prepared, assignment work to recall Division of Decimals could be given. The processes should be selected involving the next steps in the Percentage unit.

500—what % of 1500?

12—what % of 800?

78—what % of 156? etc.

When the class has practiced the following day, all doing together as many examples as possible in the given time, the pupils should be ready to do a written lesson. These problems form a test of the individual results and should contain the same difficulties that appeared in the preceding lessons.

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ANNOUNCEMENT

## Upper Iowa University

Fayette, Iowa  
Summer Session

### I. Time:

First term, June 14 to July 17, 1920.  
Second term, July 19 to Aug. 21, 1920.

### II. Courses Offered:

- 1 Twelve Weeks Normal training.
- 2 Review Courses in all Studies.
- 3 Rural Teachers' Courses.
- 4 Courses for Grade and High School Teachers.
- 5 College Courses.
- 6 Special Courses in Music, Oratory and Art.

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- 3 12 hours college credit.
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## Activities in Education

MEETING OF THE N. E. A.  
Salt Lake City, July 4-10

Thousands of educators from all parts of America will journey to Salt Lake for the annual convention of the National Education Association which will be held in that city July 4-10, 1920. To those who go to the City of Zion in July, Salt Lake offers interest in abundance, pleasure places, and points of historical value that will more than compensate for the journey. Salt Lake is better known as "the center of Scenic America." The truth of this statement will be apparent when you consider that within a radius of five miles are the scenic wonders of the West, which include most of the wonders of the United States. Salt Lake City stands today as a monument to the sturdiness and hardiness, and self-sacrificing heroism of the pioneers who made the West what it is today. The city lies at the base of the Wasatch range, 4,354 feet above sea level, and is one of the most beautiful and scientifically arranged cities in the world. To the east rise the Wasatch Mountains, several peaks towering 12,000 feet above the sea. Twenty miles to the west are the Oquirrh Mountains, rivaling the majesty and beauty of the Wasatch Range. Fifteen miles west of the city lies the Dead Sea of America, Great Salt Lake. The hotels are among the best in the West. The rates are reasonable and the accommodations are ample. So, go to Salt Lake for the N. E. A. Convention and you will never regret your visit nor will you ever forget the hospitality and welcome which the City of Zion is waiting to offer.

The following are among the subjects of addresses and symposiums on the general program:

The Survival of the Professional Spirit Despite Economic Pressure and Social Unrest.

The Recognition of Education as Related to Our National Life.

The Necessity of the Unity of the Profession in Obtaining Needed Legislation.

The Proper Relation of the Superintendent and Board of Education to the Teaching Body with Respect to Administration.

The Relation of Teacher Shortage to Educational Standards.

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July 26-August 27, 1920.

REGULAR ANNUAL SESSION,  
September 12, 1920—June 3, 1921.

A special feature of the summer session will be the courses for directors and teachers of vocational schools receiving state and federal aid. It offers in:

Vocational Education—7 professional courses, 15 shop courses.

The following groups of courses are also offered:

Industrial Arts—25 courses.

Household Arts—24 courses.

Third and Fourth Year's Work—10 courses.

Physical Training—3 courses.

These courses are offered for supervisors and teachers of Industrial Arts and of Household Arts; for directors and teachers of Vocational Schools; for dietitians; for managers of lunch rooms, and institutional housekeeping; for students, or teachers wishing to take advanced work for the B. S. degree in Industrial Arts or Household Arts; for athletic coaches and others interested in athletic games and swimming. Credit on two year diploma courses or four year degree courses given for summer session work.

For summer session announcement or catalog for regular session, address:

L. D. HARVEY, President  
The Stout Institute, Menomonie, Wis.

Legal Status of the City Superintendents of Schools.

Fiscal Independence of City Boards of Education.

Shortage of Teachers in Rural Communities, a National Calamity, and

The Extension of Education in Country Life.

Sunday, July 4, will be designated on the program as Musical Sunday. The program of patriotic music under the auspices of the teachers and musical associations of Salt Lake City and the State of Utah means that Musical Sunday will be one of the great days of the convention.

All general sessions will be held in the world-renowned Tabernacle of the Mormon Church.

Dr. Frank A. Weld, editor of The National School Digest, will attend the Conference on Education which has been called by Commissioner Claxton to convene in Washington May 19-21.

A bill providing for health education in the public schools of Massachusetts has been introduced into the legislature. Described briefly, the bill would provide for the appointment in the state department of education a supervisor of health instruction and two assistants—one of whom would be a woman—qualified to supervise and direct physical education in public and normal schools. The bill would not apply to private schools.

The agents of the department in the work would co-operate with the local school authorities and with the state normal school officials in an advisory capacity. School committees in cities and towns or group of towns would appoint supervisors of public training, with necessary associates, who would direct systematic courses in physical training.

The state board of administration for Kansas dismissed P. Casper Harvey, head of the English department and director of the public service division at the Fort Hays normal school, because of recent publicity given the school in connection with the ducking of faculty members and students by classmen. The ducking incident took place March 23. Dr. Harvey sent telegrams to state officials at Topeka asking for aid in restoring order and characterizing the incident as a "soviet." W. A. Lewis, president of the institution, was absent from the school at the time. In

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a statement Mr. Harvey said he wished to say "nothing that would injure the school or President Lewis," adding: "As my removal served to end the ducking of faculty members, I hope I can accept my dismissal in all good grace and with no hard feelings whatever towards anyone." Mr. Harvey is a member of the board of directors of the National Council of English Teachers, a member of the Authors' League of America and a widely known Kansas paragrapher.

A high school teacher in Philadelphia is peddling flowers in the street after school hours to "make ends meet." He is instructor in English at Central high school. He has a wife and 5 year old daughter. He sells the flowers to the crowds at a stand erected in front of a church. "I am forced to do this to make a living," he said. "If we teachers can't get living salaries, we will all have to get out and obtain other jobs. Many teachers are already doing so."

President J. G. Crabbe of the Teachers' College at Greeley makes a significant announcement that should command national attention. That normal school and college will have the services of the following eminent teachers and lecturers during the summer quarter of 1920: Dr. Howard Griggs, New York City; Dr. Lincoln Hulley, President of Stetson University; Dr. Edward T. Divine, Head of Department of Social Economy, Columbia University; Director of New York School of Philanthropy; Dr. Edw. Rynearson, Director of Vocational Guidance, Pittsburg Public Schools; Dr. E. C. Hayes, Head of Department of Sociology, University of Illinois; Dr. Elwood P. Cubberley, Dean School of Education, Leland Stanford Junior University; Dr. Harvey S. Gruver, Superintendent of Schools, Worcester, Mass.; Dr. Harry L. Miller, Principal, The University High School of University of Wisconsin; Dr. Guy M. Whipple, Professor of Experimental Education and Director of the Bureau of Mental Tests and Measurements, University of Michigan; Dr. George D. Strayer, Professor of Educational Administration, Columbia University; Dr. Ernest Horn, Dean School of Education, State University of Iowa; Dr. W. G. Chambers, Dean School of Education, University of Pittsburg; Dr. E. B. Bryan, President Colgate

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In Iowa there are 338 consolidated schools embracing a territory of 8,512 square miles, accomplishing the closing of 2,212 one-room rural schools. Eighty per cent of these schools offer four years' high school training and the total high school enrollment is about 10,000. The growth in consolidation in Iowa in the past six years has been remarkable. It was stated at the National Conference on Consolidated Rural Schools held in Cedar Falls last month that it took seventeen years to get the first seventeen consolidated schools, but that it took only six years to get the next three hundred. Mr. Fred D. Cram, county superintendent of Cerro Gordo County, says: "Consolidation in Iowa is a reality. No one questions the genuineness of the movement. But far-seeing school men are attempting to direct its future by demanding: (1) More freedom concerning the formation of boundaries, with a state or county commission empowered to district state or county as a guide to consolidators, county superintendents and boards of education; this to prevent over-reaching on one hand and robbery of territory on another. (2) Specially trained teachers with a rural viewpoint and a progressive outlook. These teachers must be so certificated as to confine them to rural service and they should undergo a distinct and separate examination if they desire to enter city work. (3) A minimum salary for teachers based on training, experience and tenure paid for twelve months. (4) Trained and effective supervision, the Superintendent to be proficient in education, agriculture, science, physical training, athletics and the manual arts—these qualifications to be waived in a state aid school only when a second man is secured who furnishes the qualifications lacking in the superintendent. This man shall have six years of training, according to President Colegrove of Upper Iowa State University, at least two of which shall be partly devoted to assisting a county superintendent, a county agent, and a superintendent of a regularly established consolidated school. His education and training shall be at the expense of the state, if necessary. (5) Localities shall not be limited by law as to the amount they may choose to put into their schools within con-

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Write for particulars, state qualifications.  
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stitutional limits; or, if the state continues to limit the tax levy, then it shall come to the rescue with such aid as will guarantee the smooth and efficient operation of every school within its borders. That the future history of consolidation in Iowa will proceed along these lines there is little doubt. That it will succeed along these lines there is no question."

New York as a state provides less money for the support of education than New Jersey, and the per capita cost of instructing a child in New York City is less than it is in Newark, Boston, Los Angeles and Minneapolis. There is pending in the legislature of New York, legislation which seeks to restore to the educational system of the state that stable and adequate financial basis adequate for effective service. Welfare and progress of future citizenship depend on not only maintaining educational opportunities at accepted standards, but on continuous improvement. Whatever may be the source from which the funds are derived, it is not open to dispute that the schools must be kept going and the children taught by competent teachers. The alternative is unthinkable.—Samuel Gompers, President of the American Federation of Labor.

A local teachers' federation has been organized in the high school at Eau Claire, Wisconsin. A delegate was sent to Milwaukee to aid in perfecting a state federation which will apply for affiliation with the American Federation of Labor. Though lacking a union wage scale and possessing a non-strike clause, the organization, the founders believe, will do much good in the interest of general education and in the interest of the rank and file of the teaching profession.

With the approval of the Department of State and the United States Bureau of Education, and the co-operation of the French Ministry of Education, there will be operated in the United States a National Bureau of French-American Education Correspondence, to be located at George Peabody College, Nashville, Tenn. The new bureau will promote correspondence between hundreds of thousands of pupils in France who are studying English and the pupils in America who are studying French.

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Name of School	Location	Date Began	Date Finished	
H. S. ....	.....	.....	.....	Grad. ? .....
Normal .....	.....	.....	.....	Adv. Grad. ? .....
College .....	.....	.....	.....	Degrees ? .....
Post-Grad. ....	.....	.....	.....	Honors ? .....

EXPERIENCE—State briefly the positions you have held, when, where, how long. Be exact. Do not say merely "High School" or "Grades."

Grades or Subjects	Location of Position	Date Began	Date Finished	No. Teachers	Salary
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

Present salary ? ..... Salary desired ? ..... Least salary you will accept ? ..... Age ? .....  
 Height ? ..... Weight ? ..... Health ? ..... Physical defects ? ..... Any deformity ? ..... Married ? .....  
 Children ? ..... Church Membership ? ..... Church attended ? ..... Certificates ? .....  
 Do you sing ? ..... Voice ? ..... Do you play ? ..... Instrument ? ..... Semester hours studied in Department of Education alone ? .....

Give States in which you will teach.....  
 Grade or High School Subjects you teach.....  
 Your special subjects.....  
 Position desired.....  
 (VERY IMPORTANT) Please send us six small unmounted photographs; if not now, later.

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NAME	ADDRESS	OFFICIAL POSITION
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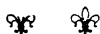
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correspondence. Similar lists will be obtained from the teachers of English in France. For each pupil there will be given personal data as to age, sex, preparation, and main interests, so that the bureau may select the best-suited correspondents for each individual pupil.

Boys will correspond with boys, and girls with girls. From the bureau, teachers in America will receive a list of carefully selected French correspondents, so distributed in all the representative French and Belgian centers and the war area that there may be the maximum benefit for the class as a whole. For French and Belgian classes, there will be a similar representation of American centers.

The plan is that the French and American correspondents exchange educational letters, each writing first in his own language and later in the language of his foreign correspondent. Linguistic training will not be the only educational end served. Along with the letters, there will be a fine exchange of historical, artistic, geographical, manufactural, commercial, and home-life material and information, clippings, picture postals, kodak views, etc., leading up to the deepest exchanges of human sympathies and ideals, that will reinforce international good will.

All the correspondence coming to the members of a given class will be kept on a bulletin board for the benefit of teacher and class. At general exercises in the schools, the foreign-language classes may present the most interesting phases of the correspondence to the entire school. The bureau will issue bulletins to the teachers, showing how to direct the pupils in this correspondence. Colleges and universities, private classes and clubs, as well as high schools, are included in the plan.

George Peabody College for teachers, Nashville, Tenn., will furnish the housing and general administration. It is planned, if funds permit, to establish within a few months, also, a Spanish-American bureau for all schools where Spanish is taught.

Through the co-operation of the French Ministry of Education all the schools, lycees, colleges, and universities of France are responding to the movement, so that many lists of French correspondents are already being received. Any institutions in America where French is taught or where there are students who can read French, as well as all private classes, clubs, or study circles, will be served by the bureau. Literature and enrollment blanks will be sent

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EDUCATION	Name of School Attended	No. Yrs. Att'd	Did You Grad.	Year Grad.	Courses Taken	Degr. Rec'd	Honors Rec'd & Office Held
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5—Write choice of states in order of preference.....

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throughout the country. Any institutions or classes not otherwise reached may write to the bureau.

The State Board of Education and the State Normal School Board have made Padford State Normal School the predominant institution for the training of rural school specialists and supervisors. In addition to a town graded school, a one-room rural school in Pulaski County and a two-room school in Montgomery County are used for observation and practice work. The students go in pairs to these schools, where they spend two weeks under supervision, teaching, visiting the parents and participating in the community activities, such as school leagues, Sunday Schools, and the like. They supervise the lunch hour, serving of hot lunches, and playground. During the two weeks they live in the teacherage with the critic teacher.

Supt. H. V. Hotchkiss of Akron, Ohio, after 20 years of service has been made superintendent emeritus and placed in charge of a building program.

The Drama League of America is promoting the national celebration of the three hundredth anniversary of the landing of the Pilgrims, and is offering suggestions to various communities in regard to the presentation of plays, pageants, literary and musical programs, and moving pictures commemorating that event. In order to stimulate interests in the "Pilgrim Tercentenary" celebration, the league announces a drama contest in which it offers cash prizes for the best original full length play, pageant, masque and moving picture scenario.

The committee in charge, of which Wm. Ziegler Nourse of Chicago is chairman, has announced the rules, which follow in part:

"Amount of prizes: First, \$400 for best play for professional production; second, \$300 for best play for amateurs or children; third, \$200 for the best pageant or masque; fourth, \$100 for the best moving picture scenario.

"Any play submitted must be the original work of the contestant. The plays must deal with material relating to the history of the Pilgrims in America. Only full length plays, pageants, masques, or moving picture scenarios will be eligible to receive prizes.

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ton, D. C., and marked 'For the Pilgrim Tercentenary Drama Contest.'

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Students from other states and from foreign countries comprise nine per cent of the present enrollment of the University of Minnesota, according to statistics prepared by the registrar's office. There are 806 students who are non-residents of Minnesota in the 7,451 students now registered with 157 of the former number from foreign countries and 649 from other states.

North Dakota has the largest delegation of students, namely, 162. Iowa is second with 155, South Dakota third, with 137, and Wisconsin fourth, with 104. Montana has 72; Illinois, 28; Michigan, 17; Missouri and Washington, 9 each; Ohio and California, 8 each; New York, 7; Kansas, Massachusetts, Nebraska and Oregon, 5 each; Florida, Kentucky, Indiana and Pennsylvania, 4 each, and Colorado and the District of Columbia, 2 each.

Eleven other states are represented by one student each. They are Texas, Arkansas, Utah, Maine, Oklahoma, New Jersey, Georgia, Mississippi, Louisiana, New Hampshire, and Arizona.

A "Western High School Wireless Union" is one of the projects that suggested itself at the meeting of the department of science section of the Utah educational meeting. It was suggested that the high schools of the state be connected up with each other by wireless apparatus in charge of the physics teachers of the schools. The estimated cost of the apparatus per school was given as \$150.

Superintendent G. F. Morgan, Athens, Ohio, has accepted the position of Secretary, Teachers College, Columbia University.

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Miss Gudrun Carlson, professor of home economics at State college, South Dakota, has been notified of her appointment as an alternate to study chemistry of nutrition and home economics at Upsala university in Sweden. This is one of the fellowships offered by the American Scandinavian foundation, each of which bears a stipend of at least \$1,000 for travel in the country named and at least nine months of

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study in some definite field, such as chemistry, physics, agriculture, etc., under noted specialists. Twenty such fellowships are offered this year. Miss Carlson plans to go next year.

Protest was entered by a representative of the Trades and Labor Assembly of Minneapolis against the action of the Board of Education in letting a building contract to non-union contractors. In answer to these charges, the Board declared that they were compelled by law to let the contract to the lowest bidders.

Posters and pamphlets on the necessity and advantage of consistent saving and investment in Government securities, prepared in foreign languages through the foreign language bureau of the Savings Division of the Treasury Department, not only are having a widespread effect among the workers of New England but are being widely used in the schools in the regular courses of study.

Thousands of the thrift pamphlets in French have been distributed to Connecticut High School pupils as exercises in sight translation. At Williamsburg, Mass., the latest high school debate between the junior and senior classes was on the question "Resolved that the man who practices thrift is a better citizen and has a better time than the man who spends his money freely." The prizes for the winning team and for the individual speakers were War Savings Stamps. The debate was won by the senior class supporting the affirmative.

Superintendent of Schools B. W. Tinker, of Waterbury, Conn., reports that the 15,000 pupils in the high schools there bought \$14,525.15 worth of War Savings Stamps in September and October and that 33 per cent of the pupils are regular purchasers, while many more are holders of Stamps.

The school children of Minneapolis are being taught the ways of hygienic living through the effective medium of entertainment. "Ha-Ha," a health clown, trained under the auspices of the Woman's Community Council and the Hennepin County Tuberculosis Association, is visiting every public, private and parochial school in Minneapolis. Through his jokes and his tricks, he impresses unforgettably upon children the value of fresh air, wholesome food, cleanliness, sleep and other necessities of perfect health. In his acts Ha-Ha poses as

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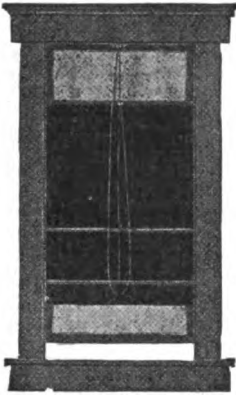
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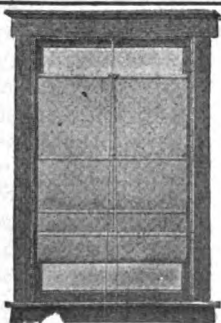
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the "horrid example" in recounting what happens to him when he neglects the laws of hygiene, and as a pattern of health and vigor in demonstrating what follows from taking proper care of the body. The health clown was initiated by the National Child Health Organization with "Cho-Cho" over a year ago. It is now gaining favor among certain communities where several schools find it possible to combine their resources for the training of a health clown. Minneapolis, however, is probably the first city of its size to put on the "Cho-Cho" program in all its original dimensions.

The Wisconsin Federation of Teachers, affiliated with the American Federation of Labor, was organized in Milwaukee, April 24, when delegates from 11 local teachers' unions in the state met for the purpose of finding ways and means to force an increase in salaries. The federation, according to the constitution it adopted, will work for higher salaries, better conditions, and the improvement of the educational system of the state.

Casper, Wyoming, a city of 18,000, has announced the following salary schedule for 1920-21: superintendent, \$6,000; high-school principal, \$3,000; high-school teachers, supervisors, and grade principals, \$1,900 to \$2,500; grade teachers, \$1,560 to \$1,980. Superintendent Wilder will receive a higher salary than the Governor.

A recommendation to the congressional districts of Minnesota on the subject of better pay for teachers was passed at a recent meeting of the executive board of the Minnesota League of Women Voters. After an address by Miss Elizabeth Hall, assistant superintendent of the Minneapolis public schools, and a discussion on what was termed "dangerous underpayment" of teachers throughout the state, and the consequent "lamentable results which will acquire in the event of no immediate remedial measures," the action was taken. The recommendation as read by Miss Marguerite Wells, second vice president of the league, and unanimously endorsed by the board, was:

"Recognizing that the notorious underpayment of teachers constitutes a serious menace to the future of the children of the state, the Minnesota League of Women Voters recommends to its various congressional district branches, that they appoint commit-

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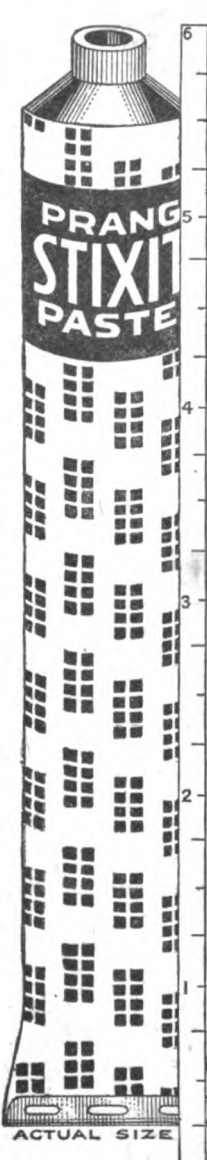
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tees to take up the matter immediately, with a view to offering the co-operation of the league in obtaining relief."

Copies of the recommendation will be sent to Governor J. A. A. Burnquist, to the state and county board of Education and to all parents and teachers clubs in the state.

The Minnesota Bookmen's Department held a very interesting and profitable meeting at the West Hotel on the evening of April 1. There were nearly forty people present including invited guests. The following new memberships were added to the Department: W. M. Morton, Chicago, American Book Company; F. S. Ladd, Mazeppa, American Book Company; R. H. Boothroyd, Hinckley, American Book Company; A. G. Brooker, Minneapolis, Scott Foresman and Company; M. A. Morse, Buhl, The John C. Winston Company; Charles F. Moller, 215 Walnut Street, Minneapolis, Northwestern School Supply Company; H. F. Schell, Keystone View Company; C. H. Maxson, St. Cloud, Ideal Sanitary Supply Company; R. C. Hunsinger, Glenwood, Ideal Sanitary Supply Company. The Bookmen's Department now has 43 members. An interesting program was presented at this meeting the leading feature of which was a clever and spirited address by J. Richard Olson, church editor of the Minneapolis Journal. A constitution to govern the affairs of the Bookmen's Department was adopted. A. E. McQuarrie, principal of one of the schools in Minneapolis, said in an address given before a Parents-Teachers' association that parents should neither visit school classes nor cross examine pupils outside of school. He said he knew of no good which resulted from visits of parents in class rooms, that they upset the teaching program for the day, and that parents could not judge the ability of a teacher by visiting a class.

The O'Brien Co., Iowa, Inspirational Institute which convened at Sheldon April 1-2 under the direction of County Superintendent J. J. Billingsby was indeed a fulfillment of the object for which it was called, "to inspire the teacher to higher ideals of life and service." The faculty included C. W. Wasson of the State University, Iowa City; J. M. McGlade, Ex-Director Extension Work, Cedar Falls; S. H. Buntley, Sheldon; and Miss Ora K. Smith, Normal Training Instructor, Girls' Vocational High School, Minneapolis.

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King County schools attendance outside of Seattle has increased to such an extent during the past year that new buildings must be erected at once in a large number of districts. During the year 1919, new school buildings and auditoriums have been erected as follows: Snoqualmie, \$30,000; Riverton Heights, \$5,000; Mountain View, \$2,000; Cedar Falls, \$5,000; Hunt's Point, \$4,000; South, Mercer, \$8,000; Tye \$10,000. Portables have been installed at Lake Forest Park, Lake Burien, Mountain View, Manhattan and Bothell. Teacherages have been erected during the year at Fall City, Cedar Falls and Skykomish. Gymnasium buildings were built at Vashon and Fall City.

The building program for our schools for the year 1920 is now in the formation stage. Several districts are ready to hold bond elections in order to begin construction early. These are Maple Valley, \$40,000; Richmond Beach, \$35,000; Bellevue, \$30,000; Kent, about \$46,000; Auburn about \$75,000; Orillia, \$20,000; Duvall, \$6,500; Honey Creek, \$4,500; Black Diamond, \$23,000; Bryn Barr, \$9,500. Renton, Enumclaw, Foster, Oak Lake, Bothell, Kirkland and Redmond are all so overcrowded that building provisions are urgently needed and these boards of education are now planning to meet the need before it becomes too acute.



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## Vacation Time For The Teacher

means the opportunity to get still farther ahead in his profession. The shortage of teachers is very great and there is a fast growing demand for commercially trained teachers. Of all branches of teaching work this is the most promising both for salary inducements and general advancement. To ambitious teachers looking for bigger and better things the American Business College this year offers an unusually attractive



Mrs. W. M. Greenwood, for several years principal of Shorthand in the North Dakota State Normal School at Valley City, writes: "It gives me great pleasure to testify to the efficiency and thoroughness of the instruction in the American Business College. I received my stenographic training there and it was a happy and profitable experience. The School secured me an excellent position and my training there has enabled me constantly to climb higher."

## Summer Course for Teachers

It comprises the following branches: Bookkeeping, Auditing and Certified Public Accountancy, Shorthand and Typewriting, English, Commercial Spanish, Civil Service, Multigraphing, Dictaphone and Comptometer Practice. Proper application during the vacation period will equip any teacher for largely increased remuneration at the opening of the school term next fall.

## Positions for Students

We long ago developed the habit of securing positions for our students, and our teacher-students who now have fair positions may secure much better ones through the training they receive during vacation time, combined with our knowledge of teaching needs of the Northwest. We keep constantly in touch with many of the best schools in the country, and they rely upon us to supply them with competent commercial instructors. We are making a special offer to public school teachers—a Commercial Normal Course during the vacation months. Enter now and be ready for one of the splendid positions awaiting the teacher who qualifies. For those teachers who wish to enter other professions there are numberless opportunities and fine inducements in secretarial, bookkeeping and stenographic positions awaiting them. Write for our special offer to teachers.



Miss Mirah Congdon, instructor in the Commercial Department of West High School, Minneapolis, says: "The insight into the world of business which I received in the American Business College has been of inestimable value to me. Of all the business schools in Minneapolis I chose the American Business College in which to take a secretarial course, and I have ever since been increasingly glad of my choice. I shall always prize the knowledge of the business world which I gained there."

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West Lake  
Street

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**BUSINESS COLLEGE**

Minneapolis,  
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