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THE MONTESSORI CLASS AT THE TULALIP INDIAN SCHOOL

By NINA M. HURLBUT

THE Tulalip Indian School was, we believe, the first school of any kind in the North Pacific Coast country to introduce the Montessori Method. Miss Hurlbut has been conducting her Montessori Class of Indian children for several years now and she is getting results. We have seen her work and know it to be good. Her success is no doubt due largely to her interest, industry and enthusiasm. And these applied to any good teaching method will bring success.—EDITOR.

THIS is the sixth year I have taught the Montessori Method in the Tulalip Training School. During the first year the little folks were in an ordinary school room, equipped with stationary desks, etc. Since that time the work has been carried on in a room that more nearly conforms to the principle of freedom. It contains low tables, chairs, stools, small Crex rugs, blackboards of suitable height, and cupboards for the Montessori apparatus. The floor space is ample for the various activities of the children.

During the first few months of school, no systematic instruction is given in the "three R's." Conversational exercises form part of each day's work. Some attention is given to story telling and dramatization of Mother Goose Rhymes and every-day activities. In the conversational exercises, the children are given opportunities to express themselves freely. They talk about the moving pictures we see every Saturday evening, our guinea pig, the growing plants, pictures, personal incidents, etc.

The greater part of the time is devoted to the education of the senses.

The sense training games and exercises prepare the child for writing, reading, and number work. The materials are large enough to prevent nervous strain or eye strain. They are attractive to the child. He repeats an exercise again and again of his own accord. Nearly all of the materials are self-corrective.

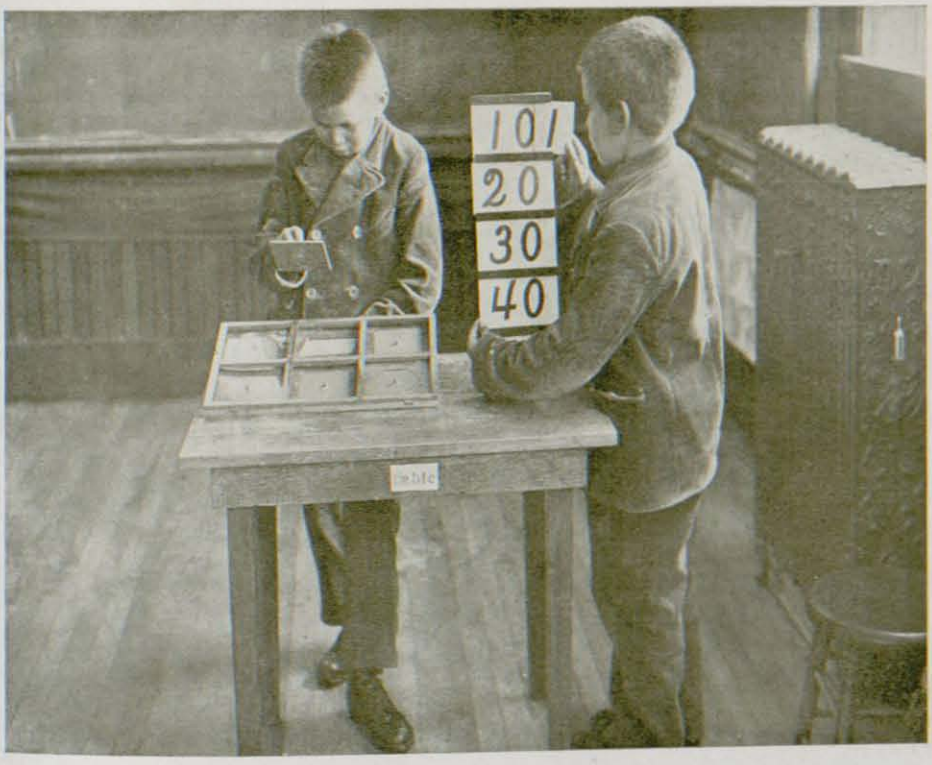
Perhaps that is the reason why he continues the use of them for such a long time. He develops the power to concentrate his attention on the chosen occupation. He learns to observe, to compare, and to classify.

Some of the exercises are as follows: Replacing the cylinders by the sense of touch, buttoning, lacing, hooking, and tying with the dressing frames, building the Tower, the Broad Stair, and the Long Stair; distinguising various kinds of fabrics; matching and shading colors; replacing the plane geometric insets by sight or by touch; modeling with pasteline.

The preparatory exercises for teaching the child writing are very interesting. They are: "Filling in." One day, when Violet was making designs with the metal insets and colored pencils, she said to me. "This is lots of fun." By combining the forms, many designs may be produced. Great individuality is shown. Sometimes stencils and hektographed copies of pictures are used. 2. Tracing large sandpaper letters. These are mounted on cards. While a child is tracing a letter he gives its sound after a consonant is taught, it is united with a vowel, thus, m-a. 3. Building words with the movable alphabets. These cardboard letters are not mounted. Phonetic words are pronounced and the child builds them. After he has finished this work, he puts the letters in their respective compartments in the box.

Matching letters is a game that the children enjoy. The west blackboard was not needed so I covered it with green denim. On this I fastened one of the movable alphabets. The cardboard letters on the sandpaper ones may be used in matching. They are placed on the blackboard ledge, and cover the mounted alphabet. Sometimes I find the letters arranged in order on the rugs.

THE CYLINDERS. DIMENSIONAL CONCEPTS



NUMBER COMBINATIONS. GEOMETRIC INSETS

SIMPLE WORD FORMATIONS

IDENTIFICATION OF FABRICS. COLOR GROUPINGS AND SHADINGS. TRACING SAND-PAPER LETTERS. (Muscular direction and control; last step in preliminary to writing.)

THE DRESSING FRAMES. MUSCULAR CO-ORDINATION. DRESSING OPERATIONS

The movable alphabets are also used in the reading lessons. The child reads the words he has formed. Other materials are objects, word cards, slips containing groups of words, cards containing action sentences, primers. Silent reading receives much attention.

Above the alphabet on the denim, I fasten objects—doll, ball, fir cone, bell, toy duck, etc. Under each object I pinned the name in script and in print. When matching, the duplicate cards are slipped under those on the denim.

Some of the materials for teaching numbers are: The Long Stair, counting boxes, counting cases, sandpaper figures and cardboard figures. The children have access to numeral frames, inch cubes, measures, toy money, and illustrated number cards. They are very much interesed at the present time in counting and measuring. Some are making number cards, using figures cut from calendars and animal stamps. Others are making their figures.

I have seventeen little folks in my room. All, except one, entered in September. The writing is good. All have not learned to write. Margaret and our baby, Isabel, are still performing the preparatory exercises. Eight are reading primers or the Mother Goose readers. Seven are using leaflets, or the reading cards I have prepared. Two, including Isabel, have apparently no desire to learn to read.

Sometimes the children are engaged in free-hand drawing or paper cutting. Last Friday Raymond, for the first time, cut his initials. Soon others were trying to cut letters.

All take a decided interest in pictures. For a matching game I mounted the Perry pictures, including some in colors, and copies of famous paintings. We often talk about these. When Walter first saw the picture of

AUDITORY IDENTIFICATION. TACTILE IDENTIFICATION

THE LONG STAIR. THE BROAD STAIR. PUPIL TEACHER

Baby Stewart, he said, "What is he holding in his hands? I bet it's an orange." One day Raymond looked earnestly at a picture of the snowy owl, then remarked, "I like that bird. He looks so clean."

Much of the instruction is individual, but the children often form themselves into groups. I am always in the center of a group when I read or tell a story. A number gather around the Victrola whenever a selection is played.

The little folks help one another. It is seldom that a sandpaper letter is traced backward or upside down. Somebody sees and extends a helping hand. Several times I have seen Albert gently lift Margaret's hand to the right side of the card. She is left handed.

Freedom is allowed but there is no disorder, idleness, or aimless play.

The children enjoy their work, I believe, because they are doing what they want to do.

SPIRIT AND PURPOSE OF THE FEDERAL VOCATIONAL EDUCATION ACT

THE vocational education act provides a scheme of cooperation between the Federal Government and the States for the promotion of vocational education in the fields of agriculture, home economics, and industry. Under this act the Federal Government does not propose to undertake the organization and immediate direction of vocational training in the States, but does agree to make from year to year substantial financial contribution to its support. It undertakes to pay over to the States annually certain sums of money and to cooperate in fostering and promoting vocational education and the training of vocational teachers. The grants of Federal money are conditional and the acceptance of these grants imposes upon the States specific obligations to expend the money paid over to them in accordance with the provisions of the act. The States must show the kinds of vocational education for which it is proposed that the appropriations shall be used, and the kinds of schools and the equipment of the school in which the instruction is to be given. The State must set up courses of study, methods of instruction, and qualifications of teachers who are to give such instruction.

With all the restrictions which have been placed around the expenditure of Federal funds as safeguards, the autonomy of the States has been entirely preserved by the following provisions:

1. The Federal Government deals with the work in the States only through an official State board created by the legislative machinery of the State.

2. The Federal Government deals with the State only in terms of standards and policies and not in terms of particular institutions or individuals. This means standards and policies rather than personalities.

3. The Federal Government deals with a State in terms of the conditions within that particular State and not in terms of the United States as a whole. This is possible through the provisions of the act which provides for standards but do not specify such standards in terms of equipment, courses of study, or other uniform requirements for the country at large. This cooperation of the Federal Government with the States in the promotion of vocational education is based upon four fundamental ideas:

(1) That vocational education being essential to the national welfare, it is a function of the National Government to stimulate the States to undertake this new and needed form of service.

(2) That Federal funds are necessary in order to equalize the burden of carrying on the work among the States.

(3) That since the Federal Government is vitally interested in the success of vocational education, it should, so to speak, purchase a degree of participation in this work.

(4) That only by creating such a relationship between the Federal and the State Governments can proper standards of educational efficiency be set up.

The machinery established by the vocational education act is devised to secure effective cooperation in promoting vocational education. The law provides for the appointment by the President of a representative Federal Board for Vocational Education. The members of this board are the Secre-

tary of Agriculture, the Secretary of Commerce, the Secretary of Labor, and the Commissioner of Education, together with three citizens who represent, respectively, the labor, the manufacturing and commercial, and the agricultural interests of the Nation.

On July 7, 1917, the Senate confirmed the following appointments by the President: Arthur E. Holder, a representative of labor, for three years; Charles E. Greathouse, a representative of the agricultural interests, for two years; and James P. Munroe, a representative of the manufacturing and commercial interests, for one year.

On July 21 the Board met and organized, electing David F. Houston, Secretary of Agriculture, as chairman; James P. Munroe, vice chairman; and P. P. Claxton, temporary secretary.

For purposes of administration and inspection under the vocational education act the Federal Board has divided the country into five sections or regions. In defining these regions the States are grouped as follows:

I. *North Atlantic.*—Maine, New Hampshire, New Jersey, Vermont, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, Delaware, and Maryland. Headquarters in New York City.

II. *Southern.*—Virginia, North Carolina, South Carolina, Georgia, Florida, Tennessee, Mississippi, Alabama, Arkansas, Louisiana, and Texas. Headquarters at Atlanta, Georgia.

III. *East Central.*—Michigan, Minnesota, Ohio, West Virginia, Indiana, Kentucky, Wisconsin, Illinois, Iowa, and Missouri. Headquarters in Indianapolis, Indiana.

IV. *West Central.*—North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, Montana, Wyoming, Colorado, and New Mexico. Headquarters in Kansas City, Missouri.

V. *Pacific.*—Idaho, Utah, Arizona, Nevada, Washington, Oregon, and California. Headquarters in San Francisco, California.

Two agents of the Federal Board have been assigned to each region. One of these agents is for the field of agriculture and one for the field of trades and industries. An additional agent responsible for agricultural education for Negroes is stationed at the Atlantic office. The Federal agents for home economics and the special agent for trade and industrial education for girls and women are stationed in the Washington office. All these Federal agents are in addition to act as administrative representatives of the Federal Board in the field, to gather information regarding methods adopted by the several State boards for the administration of the act, and to inspect the work of the State boards in so far as it has to do with the requirements of the law, with the decisions and policies of the Federal Board, and with the approved plans for the States.

To provide agencies representing the State the act requires that State boards of not less than three members shall be designated or created by act of legislature. Each State board works in cooperation with the Federal Board in carrying out the provisions of the act. On or before December 31, 1917, each of the 48 States had through legislative enactment or the governor accepted the provisions of the act.

The scheme of cooperation contemplates that each State shall submit to

the Federal Board a plan outlining the method by which it proposes to conduct its vocational education activities. These plans the Federal Board must examine and if it finds them to be in conformity with the spirit and purpose of the act it directs that the moneys apportioned to the various States be paid; thus, partly by the act itself, partly by the Federal Board, and partly by the State board in cooperation with the Federal Board, standards on vocational education are established which meet with the approval of both the State and Federal Governments.

On or before December 31, 1917, each of the 48 States had submitted plans which met with the approval of the Federal Board and each State had been certified to the Secretary of the Treasury for the allotment for the fiscal year ending June 30, 1918.

The staff appointed by the Federal Board for carrying out its policies relative to the administration of the vocational education act consists of a director, who is the executive officer, a chief of the Division for vocational education, and four assistant directors, one for agricultural education, one for industral education, one for home economics education, and one for commercial education, and regional and other agents reporting immediately to the assistant directors, a chief of the Division for Research and a staff of specialists and experts reporting immediatly to him.

The two most important factors in the success of a State program for vocational education are supervision and teacher training. Proper provision for supervision and an adequate plan of teacher training in operation insure success.

The Federal Board is concerned with State administration and supervision because the State boards are the cooperating agencies with the Federal Board for the promotion of vocational education. The Federal and State boards become partners in carrying out the provisions of the act. The duties of each partner specified in the law. The success of a partnership depends upon the ability of each member to carry out his part of the agreement. The provision which a State makes for administration and supervision is the best single index of the ability of the State to carry out its part of the agreement set up under the terms of the vocational education act.

The State board is concerned with State administration and supervision because the State has placed upon the board the responsibility of cooperating with the Fedral Board in the promotion of vocational education in the State and because the State and Federal Governments have placed upon the State board the responsibility of disbursing Federal (and State) funds to schools which meet certain specific requirements and conditions. A State board can perform this double task of promotion and inspection only through representatives who are qualified by training and experience to encourage and stimulate, to advise and assist, to inspect and suggest, to approve and disapprove.

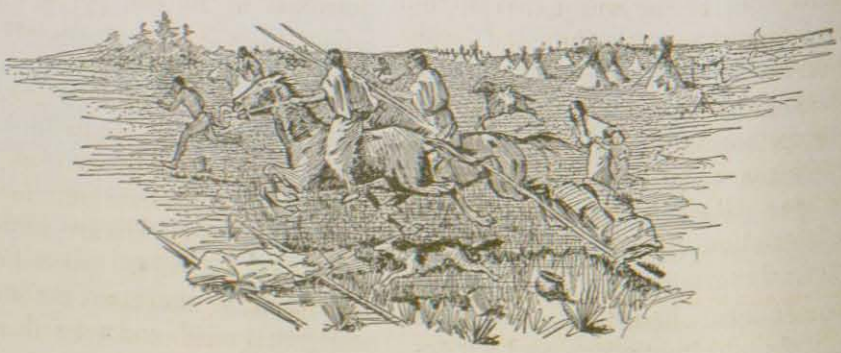
Both the Federal Board and State boards are vitally concerned with the question of so equipping the State board for vocational education as to enable it to discharge properly the responsibility placed upon it by the State legislature and Congress and to maintain its own prestige in the State. There has been much discussion to the effect that vocational education would be unable to maintain its standards and justify its existence if adminis-

tered by the same board which administers the general education of the State. The sure way to prevent any such occurrence is to provide the board with a trained staff upon whose recommendations they can rely. Such a provision would also have a solutary influence upon the attitude of the State toward proper assistance to the board in the administration of general education. In 32 States the State board of education has been designated as the State board for vocational education. In nine States there is no board of education. With two exceptions the executive officer of the State board of vocational education is either the State superintendent of public instruction, the commissioner of education, State superintendent of schools, secretary of the State board of education, or the chairman of the State board of education.

No absolute standards for the administration and supervision may be projected for the country as a whole; what is adequate for one State might be entirely inadequate for another. The provisions which a State makes necessarily depend upon conditions in that State. It should be noted, however, that the number of schools in operation is not the sole mark of need of supervision, since the promotion side of supervision in some States may be more needed than the actual inspection of schools under way.

A complete system of State administration of vocational education involves the following duties:

1. Directional:
   - (*a*) Outlining policies to present to the State board.
   - (*b*) Preparing State plans (with assistance of specialists).
   - (c) Directing the promotion of vocational education.
   - (*d*) Medium between State and Federal boards.
   - (*e*) Directing work of vocational staff.
   - (*f*) Preparing forms for reports of vocational schools and teacher-training classes.
   - (*g*) Recommendations to State boards regarding schools and classes for approval and reimbursement.
   - (*h*) Bringing together all parties interested in vocational education to the support of a State program.
   - (*i*) Educating the State as to the meaning of vocational education.
2. Supervisory:
   - A. Fields of supervision.
     - (*a*) Agriculture.
     - (*b*) Home economics.
     - (*c*) Trades and industries.
     - (*d*) Teacher training.
   - B. Duties within each field.
     - (a) Assist the directive officer in special field.
     - (*b*) Inspect schools.
     - (*c*) Assist teachers in improving work.
     - (*d*) Studying conditions of State in special line with a view to recommending establishment of schools or classes.
     - (*e*) Assist in establishment of schools or classes.
     - (*f*) Preparing bulletins and other special literature.



THE SPIRIT THAT WINS*

By James G. J. McClure

MY theme is "The Spirit That Wins."

In every man there is what we call his "Spirit." It is as different from the mind as it is from the body. Two men may have equally acute minds, similarly trained, and still each may exert an entirely different influence and be an entirely different personality from the other according to his spirit; one man's spirit may be hopeful, another's despondent; one's spirit structive, another's destructive.

Spirit, too, is entirely different from a code of morals. Two men in business may have equally positive views of honesty, may have the same ethical perceptions and standards, and still they may be antipodes in the atmosphere they carry into trade and in the impression they make on tradesmen. One man may drive the customer from him, while the other draws the customer to him.

Spirit is the intangible something that flows in and all around mental process, all moral ethics, and give them a flavor and perfume.

It is really the deteminative factor of character; it is the spirit of our thoughts rather than the thoughts themselves which makes us what we really are in the sight of God, and what we seem to be in the sight of our fellows. The matter of spirit is, therefore, of supreme significance to ourselves and to the world. What our spirit is shapes our procedure and decides our destiny.

A man's spirit has much to do with his acceptability to his comrades, with his power of co-operation, with his winsomeness. Other things being equal, in any association of men, it is the spirit, the spirit of fellowship and helpfulnes- that decides a man's sta nding and effec tiveness.

Spirit, too, is a contagion. Nothing is more suggestive than the experience of Henry M. Stanley when he was sent into Africa to search for Livingston. Having found him, he tarried with him day after day in close contact, not receiving a single word of instruction, but constantly being under the influence of Livingston's spirit. In due time the man that had gone to Africa without concern for personal religion became, simply through Livingston's spirit, a disciple of Livingston's Christ.

What is true of spirit in an individual is equally true of spirit in an institution. Every institution has its distinctive spirit. There may be two homes equally well constructed, with all outside surroundings and inside appurtenances quite alike; but we go into one and we immediately feel the spirit of calm; we go into the other we as speedily feel the spirit of turmoil. There may be two great church organizations, holding, as they claim, the same creedal faith and the same general principles of policy, both aiming for the same end; and yet the spirit of one church gives encouragement to thought, and the spirit of the other represses thought. So in a college or an institute there comes to be in due time what we call "the spirit of the institute." Every student breathing it realizes that he has something different within him than exists in any other educational institution, perhaps in its love of truth, or perhaps in its fear to follow the leadings of the truth.

What is true of other institutions is true also of a nation. Two nations may speak the same language, may use the same codes of law, domestic and foreign, may look to the same literary leaders for inspiration, and still the two nations may be thousands of miles apart in the distinctive spirit that molds and determines their life.

* Baccalaureate sermon of the commencement exercises of the Rice Institute, preached by James G. K. McClure, President of McCormick Theological Seminary, Chicago, Illinois, June 9, 1918.

What is "The Spirit That Wins?" By winning I do not mean succeeding in any mere meteoric way. There is no implied thought of the powder flashing in the pan, bright for the moment, and then dark; but by winning I mean succeeding in some permanent manner that is worthy and noble, so that valuable results abide, and the results are of such a character that we can point to them with approval and feel that within them is the potentiality of eternity.

In the case of the individual there are four elements absolutely essential to this spirit that wins. The first is Genuineness. I speak of genuineness as a spirit. Back of our efforts of kindness, our professions of interest, our expressions of sympathy, there is something necessary to make them acceptable to others and profitable to ourselves, and that is the spirit of genuineness. Wherever there is an individual who in any of his relations to his fellows fails to be true to himself and true to them, there is a man who fails at the threshold of power. Whatever the origin of the word "sincere," whether it means "without wax," or "seen in the sunlight," this is certain, that in due time every one is known as sincere or not; face, manner, look, discover us. Here lies the distinction between the perfunctory and the genuine. The child learns to distinguish between the service perfunctorily rendered by the hireling and the service rendered by the mother. In this life of ours, when there are the bright eyes of childhood and the bright eyes of students, they see immediately into the inner spirit of our conduct, and if they find that back of words and deeds there is the hypocritical, there is the mere appeal to the galleries, there is the impulse of jingoism, doubt immediately fills the minds of these onlookers and they discount what we say and do.

The heart is not always to be worn on the sleeve, though I am convinced it should be so worn much oftener than it is if we are to comfort the sorrowful and if we are to give incouragement and cheer to the young. But when the heart is worn upon the sleeve, it must be the true heart. No one unless he is sincere in spirit can understand others. If he is deceitful himself, he will be full of distrust, and his judgment with reference to the promises and procedures of others will necessarily be false. This does not mean that we are always to tell everything that is passing within our hearts and minds; but when we do make expression, either in times of grief or in times of joy, we are under necessity of expressing the truth for the fundamental element of character is truth, and only as truth prevades the individual can the individual be loyal to himself and loyal to the world.

The second element of "The Spirit That Wins" is Fairness. Lately the man who was formerly in charge of the Krupp Works in Germany, where Germany's great cannon and other munitions have been made during quite a series of years, gave to the world a statement with reference to a scene in the palace of the Emperor at Berlin—a scene that almost immediately followed the outbreak of the present war. The leading people of Germany were invited by the Kaiser to accept his hospitality. Such an invitation is not merely a request; it virtually is a command. When a person has accepted such a command, it is almost impossible for him to do otherwise than his host may ask. At the conclusion of the meal, the Emperor arose and said, "Gentlemen, advance and as we grasp hands promise me that you will stand with me to the last breath." Such a request, in my judgment, was not fair; it was taking wrong advantage of a predicament. Fairness means that in any individual case all the facts of the person, his temperament and his surroundings, are brought into kindly consideration and are treated decorously. Fairness, indeed, is to call a thing black when it is black, and to state that a procedure is evil when it is evil. In fairness there should be no overlooking the fact of righteousness or unrighteousness. But fairness as a spirit means also that every element that enters into the situation receives its due heed. A young woman was singing in the quar-

tette of a church in New York City when her voice trembled. The chairman of the musical committee of the church came forward at the close of the service to tell her that her singing was no longer desired because her voice had trembled. What were the facts? That morning the woman, a widow, had left her only child, a boy, in Brooklyn, upon a dying bed. She had come to the church to fulfil her engagement, irrespective of the fact that her boy was dying, because she intended to be faithful to duty: no word could be sent whereby some one could be secured in her place. No wonder, as she sang with her heart full of the thought of her dying boy, her voice trembled. Fairness in estimating every case takes all qualifying facts, all preplexities, all prejudices, all doubts, all burdens into consideration. Fairness as a spirit is always open to light, continues receptive to truth, never closes its judgment until it has ascertained with comprehensive vision everything that bears upon the situation. It has no element of browbeating in it. It is "just" in the sense that it "gives to every man and every thing its due."

The third element of "The Spirit That Wins" is Magnanimity. Magnanimity is that great-heartedness which causes a man to look on the world without jealousy and without envy, and makes him willing to surrender his own profit that another may have advantage. It was magnanimity that caused Abraham, the father of our faith, to treat his nephew Lot, so much younger than himself, with generosity when the strife arose between the herdsmen of the uncle and nephew as to the occupancy of the land. Abraham, in the grandeur of his nature, said, "You take what land you please, and I will take the rest."

Lately in Chicago a game of golf was being played. As two professors in an educational institution were pursuing the course, they came upon a man cutting sod, who inquired the hour of the day. Consulting their watches, they answered that it was fifteen minutes past five. The man's day had expired at five. As soon as he ascertained that by an error of calculation on his part he had spent fifteen minutes in over-work on his part he began to indulge in expressions of lament, and began to wonder how he ever could make up for those lost fifteen minutes. When the professors heard these expressions, their judgment was that the man would be a cutter of sod, and no more, all the days of his life.

But Mr. Edison tells us of some young students who were employed in his factory-works in New Jersey. When the hour for closing the factory came, three of these students, who had started a task, had assembled all their materials, and had reached a place where there was a little more work to be done in order to complete their task, stayed over their work until it was complete. The bell for noon rang; all others went; they remained. Edison said, "Those three men will advance more and more in their development."

We often say that there are flowers that are "born to blush unseen and waste their sweetness on the desert air;" but the statement is not wholly true. The very superabundance of the flowers, as we pass them on the prairie, or even as we do not see them at all, is an expression to us of the wonderful magnanimity of God. In more senses than one God causeth our cup to "overflow." His munificence is a constant appeal to us likewise to be munificent. God's heart is never niggardly, nor should our hearts be other than superabounding in goodness. When it is in our purpose to render to this world "good measure, pressed down, and running over," there is something in us that in itself is sweet: and as that sweetness imparts itself to our spirit, it gives us power to go into life, securing victory in ourselves and victory in others.

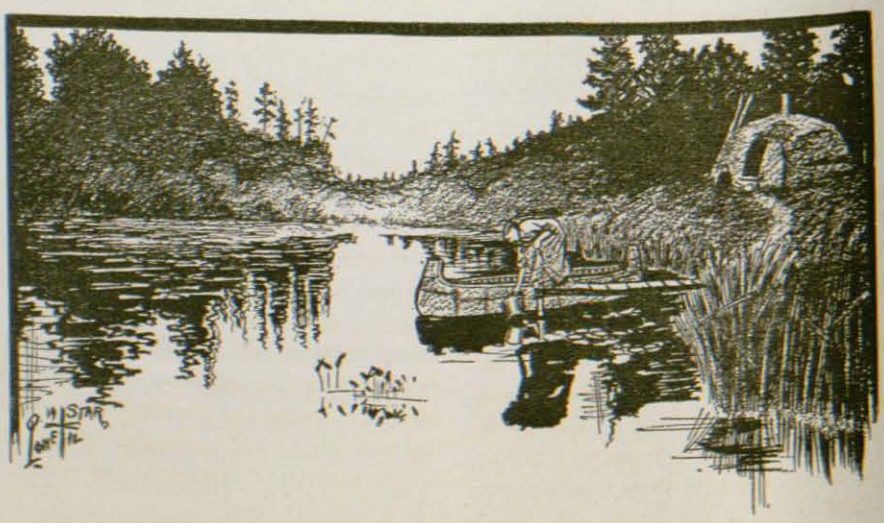
The fourth element in this "Spirit That Wins" is the element of Burden-bearing. If you go to Naples, Italy, you will find men carring upon their heads great baskets of grapes. Notice them. The burden causes them to stand erect, the shoulders are thrown back, they watch their step. It is burden-bearing that brings a man

to his development, to his steadiness, and to his joy.

Some years ago I was on my way to Richmond, Virginia, and along the line of the Pennsylvania Railroad the train stopped at a cross-road station. As I looked out of the window I saw a laboring man (the day was drawing toward evening) pushing his heavy wheelbarrow up a hill toward his home. His brow was furrowed, his form bent. He looked like a worried man. As I was watching I saw his two little children, clad in their cleanest and brightest clothes, come around the corner of the hill, burst upon him with gladness in their eyes, and jump into the barrow. Immediately the man straightend himself up with a new elasticity and a new strength. His burden was his refreshment and his joy.

Yes, it is only when in life the superman becomes the subman, getting under life's burden and spirit, and later in deed, that he preserves his strength, secures his equipoise and developes progressive power. It is very noticeable that the heroes of our hearts, continuing as such year after year, are always life's burden-bearers. In due time every Napoleon must give way to a Pasteur. Admiration for the self-centred spirit fades, but admiration for the spirit of the burden-bearer ever increases.

Side by side with these four elements of "The Spirit That Wins," there must be indeed determination, courage, and the purpose of growth, so that when any of us has made efforts to entertain within him this spirit he sees to it that a grim will, an unceasing bravery and a desire to grow in ability likewise possess him. From the instant a man, thus endowed through his own self-choice, wins out, see what magnificent factors of power come into his very being! Such a man is in every respect a splendid character. All of us who know him are proud of him. Sooner or later every one who comes in contact with him does know him. Atmosphere is telepathic; so is spirit. We become aware, we feel, what is a man's spirit. It was this spirit that has determined for all time the place in human regard of Washington and of Lincoln. Both of these men embodied every one of these four elements of "The Spirit That Wins." If you and I are to be worthy of more recognition, if we are to answer to our potentiality, this spirit must win out within ourselves, and it must win out with those who, being nearest to us, see deepest into the secrets of our being.



Notes on Educational Progress

CURRENT PRESS COMMENTS ON DOINGS IN THE VOCATIONAL FIELD

Trade Course Draws Boys.

More than 250 boys have enrolled for the industrial trade courses to be inaugurated in St. Paul's schools at the spring semester, Commissioner Albert Wunderlich announced yesterday.

The educational head introduced an emergency ordinance in the Council which will give him the necessary authority to employ additional instructors for the classes. — *St. Paul* (Minn.) *Pioneer-Press.*

Wants Yanks to Take Vocational Training.

Relatives and friends of wounded soldiers were requested on Friday by Secretary Baker to cooperate with the war department in extending the benefits of vocational education.

Soldiers who have suffered permanent injuries, the secretary said, should have impressed upon them the opportunity that is being given them to "live the productive, self sustaining and happy live to which they are entitled."—*Milwaukee* (Wis.) *Sentinel.*

Dr. C. W. Dabney Pleads for Practical Vocational Instruction.

"The German monarchical system of vocational education was efficient, but founded on the wrong principles. That is why we licked them."

So declared Charles W. Dabney, president of the University of Cincinnati, speakng on Vocational Education in Memorial hall, Thursday night.

Manual training and industrial schools are out of date, and vocational training is the thing today, Dr. Dabney said.

"Vocational training gives a boy real work under real conditions; the other schools didn't," the Cincinnatian said. "Vocational training is the method of preparing a boy or girl to produce under real shop conditions in the broadest sense of the term. It makes boys real industrial workers and girls genuine practical housewives." — *Toledo* (Ohio) *Blade.*

Overland Company to Open Vocational School in Great Factory.

The Willys-Overland is to establish a vocational training school for employees at its Toledo plant.

This was announced by officials Saturday. To start, training will be given in machine shop work. The school is to occupy a separate department in one of the factory buildings.

Employees will enter the school, giving their whole time to it until they prove themselves efficient to go back into the factory at new work, and will receive part pay during the time. Instruction will be given in operating machines used in the Overland plant.—*Toledo* (Ohio) *Blade.*

Training in Industry to End Bolshevism.

Advocating the teaching of American citizenship and the equality of capital and labor as the duty of vocational and public schools brought applause last evening from several hundred educators at a banqut in the gold room of the Congres hotel, held in connection with the convention for vocational education. The speaker was L. D. Harvey, director of Stout Institute, Menomine, Wisconsin.

"The first duty of the school is to teach American citizenship," he said. Children must learn the meaning of being created free and equal, and to be willing to pledge their lives, their fortunes, and their honor.

"I would deprive of citizenship everyone who does not vote.

"Men who work with their hands eight hours a day must learn they cannot get along without the brain workers who toil from ten to eighteen hours a day. Right ideas concerning the interdependence of capital and labor must be taught in the schools before a reconcilliation will take place." — *Chicago* (Ill.) *Tribune.*

GREAT culture is often betokened by great simplicity.—MME. DELUZY.

Fifteen Recommended for Vocational Training.

The case board for District No. 10 of the Federal Board for Vocational Education met yesterday and recommended vocational training for 15 wounded soldiers, whose cases were presented. The recommendations will now be sent to Washington for approval. There now are more than 300 cases before District No. 10 of soldiers who are seeking vocational training. Of these the facts about 80 have been sent to Washington and are pending ratification. District No. 10 comprises the states of Minnesota, North Dakota, South Dakota and Montana. —*Minneapolis* (Minn.) *Journal.*

Manufacturers and Business Men Subscribe Fund for Vocational School.

The board of education at a joint meeting with the manufacturers and business men Friday night, announced plans for the development of a large technical high school here.

In order that the board may avail itself of federal aid, offered to cities under the Smith-Hughes act, recently passed by congress, the business men subscribed $25,000 for the purchase of equipment for a machine shop. This will be established at once in the old central high school building.

The machine shop is to be the beginning of a new vocational school for Toledo, which is to be operated under federal direction, and for the maintenace of which the government will pay 80 per cent.—*Toledo* (Ohio) *Blade.*

Manual Training Schools Are in Need of Trained Men.

Vocational schools are becoming stronger and thicker over the country each day and interest is becoming very much set upon widening their scope even faster than is already being done. The teachers for the schools must be trained men, mechanics, at the different trades that are taught. It is therefore preferred that the teachers be selected from the mechanics of the industries where the schools are located.

Skilled mechanics in this city are being made the offer to become trained in this line and become teachers in the vocational schools here, as well as the schools in other localities. Courses are being offered by the Indiana university and tradesmen who wish to take advantage of these will be prepared for the positions, which may be done in connection with their regular duties in the shops or they may devote all of their time to the teaching in the vocational schools. The courses for teachers are fifteen weeks in length and extend from February until May. The courses are given without cost. The rooms are furnished with light and heat by the local school board and the instruction is furnished by the university, which has been delegated by the State Board of Vocational Education.—*Fort Wayne* (Ind.) *Gazette.*

The University and the Trade School.

The idea that education is the stepping stone to success in life, the open sesame before which closed doors must fly apart, has been our national thought. When college alumni were found driving street cars or selling dry goods over the counter, it was alleged there must be something wrong with the college and the educational idea took a new angle in the agitation for vocational training. Education in particular occupations for the sake of increasing the earning capacity of the individual or the wealth of a special section is undoubtedly desirable, and is a result of our American belief in the value of the material, and that a man should be fitted to make his living along those lines to which he is most attracted.

The introduction of vocational training into university work should be vigorously combated by alumni. We need and should keep one citadel of the higher education, uninvaded by materialism. The function of the university is the advancement of knowledge and the development of that apprehension of the finer nuances of life we call culture. President Lowell of Harvard recently remarked, in an address at a freshman reception, that the American contribution to the intellectual advancement of mankind had been very much less than those of England, France and Germany. In the hope that America may do her share in the productivity of the future he urged the new students to develop their intellectual facilities to the limit. The university's work is exactly along such lines. The vocational school, admirable in its place, develops trained hands and mentality along kindred lines. Why encumber the university with an adjunct so foreign to its purpose, which is, and

should remain intellectual development. As Dr. Wenley observes, in the Michigan Alumnus, "Vocation is vocation, and has nothing to do, and never can have, with the higher learning." Why try to force an alliance?—*Detroit* (Mich.) *Free Press.*

Vocational Course for Soldiers, Plan.

Surveys of equipment of all public and private schools of the city will be made immediately by W. F. Webster and H. W. Kavel, appointed as a subcommittee of the educational committee of the Civic and Commerce association, to determine how many returned soldiers may be given short cources in vocational training.

From 700 to 1,000 soldiers are coming to Minneapolis each week, James H. Ellison, chairman of the citizens' readustment committee on employment for returned soldiers, declared at a meeting of the joint committees yesterday. This makes the problem of placing unskilled men in desirable positions difficult, he explained.

The survey will include schools having business courses. Dunwoody Institute will accomodate schools having 1,500 to 2,000 men if additional equipment is installed, according to members of the committee.—*Minneapolis* (Minn) *Journal.*

National Education Association Meets.

The next meeting of the Department of Superintendence of the National Education Association will be held in Chicago, February 4-March 1. This meeting is one of the most important educational gatherings of the year. This year, it is of special interest to teachers in all parts of the country, because, in addition to thirty-five unusually valuable conferences and round tables on special subjects, the general meetings will be given over to the National Emergency in Education—salary situation; necessity for better training of teachers; better supervision; and better working conditions.

There will be an explanation of the bill now before the United States Senate, asking for a National Department of Education, and for $100,000,000 for training of teachers, physical education and health education, immigrant education and Americanization, and rural education. The provisions of the bill will receive full discussion.—*Educational News Bulletin.*

Vocational Training at Night.

In some of Chicago's night schools which have just reopened numerous courses of a vocational nature are given. They are well attended, of course, inasmuch as the demand for vocational training far outruns the facilities afforded. The board of education does well to include these subjects in the night courses.

The fact that these courses are so included, however, emphasizes an acute lack in the educational system of Illinois. Experience has proved that young people who work in daylight hours do not make the best and most rapid progress in evening schools. Minds and bodies are not fresh, and the burden of the added study too frequently brings a condition bordering on exhaustion. This applies particularly to persons under 20 years of age.

Authorities beleive that to attain the best results vocational training should be given in daylight hours. It should be part of the regular education of young people, co-ordinated with the cultural instruction. Vocational education, indeed, should be established as a state policy in Illinois, and provision should be made for its establishment as a permanent institution. Controversy and disagreement have caused postponement of legislative action on the matter several times. It is to be hoped that action will no longer be postponed for any reason beyond this year's session of the legislature.—*Chicago News.*

Vocational Guidance.

The second day's session of the fifth annual convention of the Vocational Education association of the middle west in the Florentine room of the Congress hotel today was a joint session of the Vocational Education association and the Vocational Supervision league, and the principal address of the session was on "Studies in vocational guidance," by Frank M. Leavitt, associate superintendent of schools, Pittsburgh. Pa.

He said in part:

"Vocational guidance to different people, ranges all the way from a sort of occult science of vocational mind reading to an exact science based on the classification of thousands of cases. Meanwhile thousands of children stand in dire need of vocational guidance in the simple and literal meaning

of the two words. We must undertake to say just what a school system ought to do in order to afford some measure of guidance to its children.

"Vocational guidance is essentially an educational matter, and—one might say—the paramount business of the public schools.

"Vocational guidance will mean that edutional authorities will be charged with the supervision of all young people up to at least 18 years. This will mean employment supervision as well.

"As organized in Pittsburgh, the vocational guidance department now consists of a director, a field secretary, a placement secretary and clerk. Its work is divided under four heads: 1. Guidance in upper elementary grades. 2. At the time of leaving school. 3. Through part time co-operative work. 4. Guidance through high school by vocational counselors.

"A number of employers are now asking the schools for the establishment of part time co-operative work. Evey such course established gives diversified opportunities in vocational guidance.—*Chicago Journal.*

Compulsory Education in Missouri Bill.

Proposed legislation which will be submitted to the General Assembly for the betterment of Missouri schools was drafted here today at a meeting of more than 100 county and city school suprintendents.

The enactment of a compulsory attendance law, with the necessary machinery to enforce it, more support for the weak schools in the rural districts, and the appropriation of $205,000 for vocational training purposes to match dollar for dollar the federal money assigned to Missouri for vocational work, were principal features embodied in the recommendations of the school men.

All of the proposed measures will be drafted by the Legislative Committee of the State Teachers' Association, and will be ready to be introduced in the Legislature next week.—*St. Louis* (Mo.) *Republic.*

Haskell Biggest Indian School.

The Gazette received yesterday the following telegram from Congressman E. C. Little:

"The house passed the Indian Bill with Haskell as the biggest Indian school in the United States again."

Haskell is and has been for some time the biggest Indian school in the United States, and this means that it is to continue to be the biggest.

No doubt it will be a great surprise to those who are not informed on the subject that the total appropriations made for the support and maintenance of the school amounts to only fifty and two-thirds cents per day for each pupil. This includes the board and clothing for each pupil, the payment of salaries to teachers, the incidental expenses of the school, and everything in connection with it save repairs and improvements.

Just how the school can run on that basis is a mystery. Of course, the farm and garden aid in the support of the school, but all of the farm expenses and labor must be paid for out of this fifty cents a day.—*The Lawrence* (Kans.) *Daily Gazette.*

Board of Education to Have Own School.

A "School for the School Board" will be added to the Minneapolis educational system. The new "extension class" will be "called" following regular meetings of the board of education during the coming year. It will have for its purpose the "higher education" of members of that body in regard to what the schools are doing. Heads of special departments whose work is little known to the educational layman will be the "teachers."

The plan and purpose of "vocational guidance" and of "home visiting," the way subnormal pupils are taught, the training of young women for industry in the Girls' Vocational high school, the activities of the school health department and the school attendance department will all be included in the "course of study" which the school board has laid out for itself.

The "School" was instituted by the board yesterday at the suggestion of C. E. Purdy. —*Minneapolis* (Minn.) *Tribune.*

Will Aid School.

Andrew Karzas, owner of the Woodlawn, has turned his theatre over to the Parent-Teacher's association of the John Fiske school, next Friday and Saturday. Part of the proceeds of the house will go to the vocational fund of the school. On this occasion the filmed version of Louise M. Alcott's story "Little Women" will be on exhibition. —*Chicago* (Ill.) *News.*

LOGIC is the armory of reason.—FULLER.

Said of the Indian and His Way

THIS DEPARTMENT IS OPEN FOR CONTRIBUTIONS CONCERNING THE INDIAN AND HIS PROGRESS EVERYWHERE

Indians Die of "Flu"

Dispatches from Phoenix, Arizona, state that two thousand Navajo Indians, residing on that part of the reservation in Apache county under the jurisdiction of Fort Defiance, have died of influenza. The chief clerk of the Navajo agency made the report.—*Walkerton* (Ind.) *Independent.*

Vocational Training in Bucyrus.

Vocational training in the Bucyrus public schools has been given a renewed impetus by an offer of the Bucyrus Manufacturers' Association to pay one-half the cost of a separate building for vocational training, and to stand all of the expense of equipping the building with machinery and material. The cost of erecting such a building is estimated at $5,000.00. This matter is being given serious consideration by the Bacyrus school authorities.—*Newark* (Ohio) *Tribune.*

Local Society in First Session Approves Hayden Bill.

Approval of the Hayden Bill, which provides for the education and franchise of the Indian, was voiced yesterday at the first session of the Friends of the Indian Society. The meeting was held at the City Club, 313 South Broad Street. Thomas C. Moffett, a prominent worker among the Indians, presided.

The Hayden Bill provides for the citizenship of the Indian on certain conditions. The most important condition is the abolition of the drug, "peyote." Peyote is a deadly narcotic made from the cactus plant and is used largely by the Indians. Herbert K. Welch, president of the Indian Rights Association, was urgent in his appeal to reopen the Carlise Indian School. Owing to war conditions the school was closed at the end of the last term and is now being used as a rehabilitation hospital.—*Philadelphia* (Pa.) *Enquirer.*

Indian Fighters Now Over There Honored in Tomah.

By a strange coincidence three of the six soldiers who are to be graduated with the class of '19 from the Tomah high school, although they are overseas, are Indian boys.

Edward De Nomie, Francis La Motte and Vincent Guernoe are their names and all are graduates from the Tomah government Indian school before entering the public schools.—*La Crosse* (Wis.) *Tribune and Leader-Press.*

$50,000 Recovered for Indians in Land Suit.

Lawsuits in the White Earth Indian reservation litigation were setteld recently by the payment of $50,000 to the government by the Chisholm Lumber company of Frazee, Robert C. Bell, special federal attorney, announced.

The lumber company became involved in the government lawsuits to recover timber land for the Indians after it had bought lands from real estate dealers who had purchased from Indians, which purchases were made illegal by the provisions of the Clapp act of 1916.

The government, to date, Mr. Bell said, has recovered $750,000 in lands and money for Minnesota Indians and expects to recover $1,000,000 in cash or property from the Blue Earth Indian reservation lawsuits, of which 600 remain yet to be settled.—*Minneapolis* (Minn.) *Tribune.*

No Automobile Spendthrift.

It is not the young fellow who speeds along comfortably couched in his low, rakish roadster who is the automobile spendthrift of today. The motor extravagance of the American Indian dwarfs that of his cousin by a wide margin.

Oklahoma Indians are said to be sharing their prosperity in oil and minerals with the automobile dealers and their tendency is toward the high-powered, expensive car. In Palston, a town of 750 inhabitants, locatetd between the Osage and Pawnee districts,

one dealer sold 242 automobiles in 1918. One Indian bought 13 cars in 12 months.

Indians are making great fortunes from mineral wealth of their lands in Oklahoma, and nearly every Indian family is a prospect for the automobile salesman. — *Columbus* (Ohio) *Dispatch.*

Arizona Tribe Lives Isolated.

The Havasupai Indians of northern Arizona, known by few white men, have just been made the subject of scientific study.

The younger men among the Havasupai claim to have seen the first white men ever to come among them.

They live in the bottom of Cataract Creek, a gigantic chasm which joins the Grand Canyon of the Colorado in western Arizona. The nearest trader's store is 120 miles away, and a nearly waterless desert lies between it and the precipitous trail into the narrow canyon. The canyon walls are 3,000 feet high—four times the height of the Woolworth building—with sheer sides to which the horse-trail clings until it plunges in zigzags down a corner of the wall.

Leslie Spier of the staff of the American Museum of Natural History has brought back to New York a collection showing the life of this people. The collection had to be transported up this 12-mile rocky trail on horseback.

The canyon bottom in which they live is an oasis in the semi-desert which covers northern Arizona. Here great fields of corn, beans, squash and fruit are raised. The tribe is wholly self-supporting. Wild seeds and cactus are gathered on the surrounding mountains. Deer, antelope, mountain sheep wild turkeys abound.

The Havasupai live in shelters thatched with reeds, branches and earth, in summer, and often in natural caves and crevices in winter. The women make baskets, which, when lined with pitch, serve as cooking utensils. They depend on deer-skin for clothing.—*Manchester* (N. H.) *Union.*

The Stone Age.

The race that inhabited this country in 1492 when Christopher Columbus discovered it was by a mistaken idea named "Indians." Through a later oversight the continent was named "America" after one "Amerigo Vespucci" who had made several voyages over the mighty deep after the voyage of Columbus.

If any respect had been shown priority of discovery the continent should have been called Columbia and the inhabitants discovered here might more appropriately have been called "Columbians" than "Indians." The name would have been just as correct as the name since given them.

Later some research fellow named them "Mound Builders" because they built the mounds found over this country. In our opinion the so called "Indian" built the mounds. Because a pig roots, on the same theory the "Indian" was called "Mound Builder," the pig should have been called a "rooter."

However fortunate or unfortunate the name the "Indian" was counted by the million. He was divided into tribes with big names, with big chiefs at the head of each tribe.

In the early days the "Indian" was termed a savage and, no doubt, he was not a "drawing room gentleman." He roamed the wild country and lived on the fishes and animals of the earth.

But he was an artist just the same. He showed a disposition to be civilized by decorating his person with beads made out of shells. He made stone axes, discs, plumbs, fleshers, flint arrow points, flint agricultural implements and maize mills with an artistic finish that can not be excelled by an expert marble cutter of today. How this was done is now the study of medern students.—*Carrolton* (Ill.) *Gazette.*

Honor for Indian Chiefs.

A plan to perpetuate the names of ancient Indian chiefs who once inhabited the forests in and about what is now Chicago has been presented to the forest preserve commissioners by Peter Reinberg, president of the board. He suggests that various forests be given the names of the old Indian chiefs.

Purchases of virgin forests, he announced, have been made in different portions of the country which have disclosed many forgotten monuments and traditions. Sites of Indian villages and old time trails have been located and will be marked with permanent tablets or monuments.

"These tell the story of Indian leaders long since forgotten except on book shelves,"

said Mr. Reinberg. "Some of these old chiefs possessed the virtues of which heroes are made, and it has been proposed to perpetuate their names in the beautiful forests that once were their homes and the scenes of their exploits.

"These monuments will be more enduring than stone and more appropriate and eloquent exponents of their lives and virtues than emblems of bronze or marble.

It has been suggested that Sauganash, his Indian name, be applied to the preserve containing portions of the Billy Caldwell reservation. He organized education among Indian children.

Shabonee forest has been suggested as the name for the woods on the north branch of the Chicago river in the township of Niles. In 1832, it is reported, he risked assassination at the hands of the Sauks and Foxes in a ride from near Princeton to Chicago to warn the whites of the attack of hostile tribes, and kept his own tribe, the Ottawas, from joining the forces of the enemy in the Black Hawk war.

"The forests on the east side of the Desplaines river in Leyden township should bear the name of Chief Waubansie," said President Reinberg. "He was one of the good and brave Indians who tried to save the lives of the whites at the time of the Fort Dearborn massacre.

"Black Partridge is another who should be honored. He was so good a friend of the early settlers and so well known over the country that his name might be given to almost any preserve. He was a Pottawatomie chief and exerted every effort to prevent the Fort Dearborn massacre."—*Chicago Tribune.*

Iriquois Indians' New Year.

Rites and ceremonies that have remained unchanged through the centuries will mark the celebration of New Year by the Iroquois Indians of New York State, Wisconsin, Ontario and Oklahoma. The quaint observances will have their culmination with the rising of the first sun of the moon, Nis-ko-wuk-ni, which to the aborigines means the dawning of the 469th year of the Iroquois Confederation.

The Iroquois Confederation was originally composed of the Mohawks, Oneidas, Onondagas, Senecas and Cayugas, known as the Five Nations. Two centuries ago they were joined by the Florida Tuscaroras, and the union was known as the Six Nations. When the white men first began the settlement of America, these tribes occupied central and western New York State, the larger part of the basin of the Great Lakes, and the upper valley of the St. Lawrence. Never friendly to the French, they became strong allies of the English. Several times defeated in battle, the Iroquois made a treaty with the United States in 1784, when a majority of them crossed the lakes into Ontario. In the last war between the United States and England the confederacy was a house divided against itself, a part of the Indians fighting under the Stars and Stripes, and a larger part bearing British arms. Of the various Iroquois tribes the Senecas have been the most faithful to the ancient traditions, and it is on their reserves that the New Year will be best observed.

The ceremonies begin at sunrise, when a company of "Buffalo Heads" go about which recites that the old year is gone and a new one commenced. The announcers light the fire of the New Year, and receive in payment a pouch of Indian tobacco, the giver saying of the weed that "It sobers the thoughts and clears the mind." It is very strong tobacco, and the paleface is not likely to find his mind the clearer from smoking it.

"Walking the chalk line" is another New Year ceremony. Braves and squaws alike walk this line, a half mile in length, resolving to walk straight through the year, and to deviate from the line a step is thought to be evidence of a crooked character. The ceremonies continue several days, and include a sermon by the high priest that occupies three entire days. The preacher eloquently describes the joys which will be the eternal heritage of the faithful in the Happy Hunting Grounds of the Great Spirit, and the horrors of the other place. The present religion of the Iroquois bears about the same relation to their ancient creed as Christianity bears to Judaism. The new revelation from the Great Spirit was received by Handsome Lake, who was born about 1735 and died in 1818.—*Bridgeport* (Conn.) *Times.*

TRUTH, such a is necessary to the regulation of life, is always found where it is honestly sought.—JOHNSON.

Full-Blood Indian is Prosecuter.

Fifty years ago Charley Light, full-blood California Indian of a tribe in Stanislaus county, roamed the Sierras barefoot and crudely clad, stalking small game with bow and arrow.

On January 6, 1919, Charley Light, aged 57, but looking no more than 40, will take office in the city of Stockton, as district attorney of San Joaquin county.

No other Indian has ever been chosen to so high an office by a white electorate. San Joaquin is one of the largest counties in the state. Light was elected by a large majority.

Sheer brain power, strength and geniality, coupled with the Red Man's fine native gift of oratory, raised this member of an almost extinct tribe to his present unique position. For thirty years he has practiced law in Stockton with much success. His clients have included many persons of first rank in the community, and he is personally popular.

"There was a turning point in my life, as there is in everybody's," explains Charley Light. "There was when my parents sent me to the little district school at La Grange, Stanislaus, and I wore regular clothes and chummed inseparably with young Dickie Stalter, an American boy of my own age.

"Dick and I were 'partners in crime' in putting over harmless pranks on the teacher. From him I learned American ways. I began to grow beyond the simple customs of my tribe.

"Dick talked often about the greatest, grandest man he had ever seen—old Russ Stevens, a lawyer and politician famous in the San Joaquin in the early days. I was all on fire to be like Russ Stevens, make wonderful speeches and wield a great influence. He seemed to be the greatest man in the world.

"Finally my father took me down to Stockton in our rickety old ox-cart. A crowd was gathered in Hunter Square — Henry Edgerton, of Sacramento, candidate for governor, was delivering an oration. I listened, almost in tears. After that it was all off—I must be a lawyer.

"I started my education right away."

For four years Charley Light drove a dirt wagon around Stockton and attended night school. He wrote and re-wrote his compositions on butcher paper, and became a remarkable penman.

Making faster progress than many white lad, he passed the state bar examination in 1888 and began to practice law. His professional rise was rapid. In 1893, when he was 32 years old, he married the daughter of a Methodist minister of Stockton.

"I suppose," mused Charley Light, "no man's wife ever had so fine an influence over his character and career as mine had."

Politics interested Charley Light from the outset. In 1897 he was appointed city prosecutor for one year. Returning to private practice, he ran in 1914 for superior judge, being narrowly defeated in a field of four candidates.

During the recent campaign his remarkable speaking ability was much in evidence, also the large number of his personal friends.

"I'll be judge yet, if I deliver the goods well enough as district attorney," he confessed his ambition. "For generations before the Europeans came, men of my race made great judges." — *Fort Wayne* (Ind.) *Gazette.*

Taos Indians Inspire Art Society.

Some time in February Detroiters will be given an opportunity to inspect a group of canvases by a little known but notable group of painters. At this time the Detroit Museum of Art will house the annual exhibit of the Taos society—which name might mean almost anything, or nothing, to one unfamiliar with the organization, its history and its aims.

The Taos society is a little group of painters, famous at home and abroad, who each year gather at the Indian reservation just outside Taos, New Mexico, to perpetuate on canvas types of the fast-disappearing Red Man, who is found at his best here, the most heroic specimens extant of a race that is all but gone.

The Taos society is a bit exclusive. Membership is not bestowed by favor, but because of performance. One of the requirements that an artist spend three consecutive seasons painting at Taos, and even this may not make him eligible. Detroit has the distinction of having one representative among the ten men who make up the society, Julius Rolshoven, whose exhibit of Indian studies at the Detroit Athletic club has been attracting much attention. It was due to Mr. Rolshoven's efforts that his fellow artists finally consented to have their pic-

tures hung in the Deroit Museum of Art, they having steadfastly refused up to this year, because of the belief, mistaken, Mr. Rolshoven insists, that Deroit offered no encouragement to real art.

Each year an exhibit is arranged by the society, every member being permitted to enter three canvases. These are shown in a limited number of cities, and Detroit is to be one of the points favored by the visit. The exhibit promises to be one of the notable art events of the year, because among those whose canvases will be hung are Henry Sharpe, who first gave Taos prominence in the art world; Bert Phillips, Ernest Blumenshine, Herbert Dunton, known as the cowboy painter; Victor Higgin, Walter Uffer, Robert Henri, Oscar Berninghouse, Irving Couse and Mr. Rolshoven.

Taos first began to win art honors twenty years ago, when Henry Sharpe stumbled on it quite accidentally while prospecting in New Mexico. Struck by the splendid type of Indians to be found here, he remained for some time painting them. Later, in Paris, he told such glowing tales of the region and its people that Bert Phillips and Ernest Blumenthal, won by his description, decided to do a little investigating on their own account. Going to Denver, they purchased a horse and wagon and drove overland to Taos, passing on the way through some of the most picturesque country in the world. They speedily found that the Sharpe eloquence was not adequate to covey the full truth regarding the comparatively few remaining representatives of the original American. Gradually the fame of Taos as a painter's paradise was spread about and the group that repaired here was enlarged until today dozens of artists spend more or less time on the reservation each year.

Members of the society all have their own studios, several of them fitted out largely from the furnishings of the centuries-old mission that was one of the landmarks of Taos and which a few years ago was a sacrifice to the desire for something more modern on the part of a padre totally lacking in the appreciation of art.

Mr. Rolshoven's discovery of Taos was quite accidental, and in a large measure typical of the way others have found it. At the San Diego exhibition, some years ago, he was struck by the unusal architecture of one of the buildings. Upon investigation he learned that it was a replica of an old mission in northern New Mexico. Curiosity prompted him to seek it out, and to his surprise and delight he eventually found himself with a group of old-time artist friends among the Taos Indians.

Mr. Rolshoven's work is as well known abroad as it is in America. He has spent much of his time there, painting in the various countries of Europe and in Africa.

"Nowhere else have I been able to find such subjects as can be obtained at Taos," is his tribute to the southwest. "The Taos Indian is a blending if the Castilian, the Moor, the Bedouin, with the primitive American at his best, while the country in which he resides is—well, the best way I can express it is nature plus conception."—*Detroit* (Mich.) *Free Press.*

Former Carlisle Student Made Good.

AMERICAN INTERNATIONAL SHIPBUILDING CORPORATION
AGENT
UNITED STATES SHIPPING BOARD
EMERGENCY FLEET CORPORATION
HOG ISLAND, PA.

February 13, 1919.

TO WHOM IT MAY CONCERN:

This is to certify that Mr. Carmelito Torres has been employed by us since July, 1918, in ship construction as a pneumatic chipper and caulker. He has developed into an excellent worker, received the maximum rate of pay and proved himself to be thoroughly reliable and dependable.

His loss to us is a serious one, as he is a man who would be hard to duplicate.

He is resigning at his own request.

Yours very truly,
JNO. KEENAN,
Asst. Supt. No. 1 Division.

Tonkawa Seeks School.

A number of Tonkawa citzens interested in the establishment of a vocational school in the building formerly occupied by the University Preparatory school at Tonkawa, have established headquarters in room 903, Skirvin hotel. A bill establishing a vocatonal school at this place, is to be introduced shortly in the legislature. The preparatory school at Tonkawa was abolished two years ago when its maintenance appropriation was vetoed.—*Daily* (Okla.) *Oklahoman.*

American Indians Demand Loyalty.

The American Indian, strictly loyal to the United States in the war, has no use for German, for foreign language parochial schools or for foreign societies, but would eliminate all of these things and would see more attention paid in the schools to the United States Government and the United States history, according to a petition by Eugene Bear's Heart and 46 memebers of the Teton Dakotah tribe at Ft. Yates, North Dakota. The petition was filed with the North Dakota House of Representatives, being addressed to Representative W. L. Caddell, and was made a part of the House record.—*Boston* (Mass.) *Christian Science Monitor.*

Hogs Can be Fed at a Profit.

Farmers have been asked to increase pork production by breeding more sows and by feeding the present supply to greater weight. Will it pay to feed hogs at the present prices of corn and hogs? This question is answered by the experience of actual feeding operations. The University of Missouri College of Agriculture conducted a feeding experiment last summer to obtain information which would answer such questions. Seventy-three head of Poland-China pigs, farrowed in April and May, were placed on feed about July 1 so that they could be marketed during the International Livestock Exposition at Chicago the first week in December.

These pigs weighed 34 pounds each when started on feed. They were full fed on corn, 9 parts, shorts, 2 parts, and tankage, 1 part. The shorts and tankag were fed in a slop once each day. The pigs were on rape forage until the forage was exhausted. Corn was fed by hand twice each day.

A summary of the grain fed and gains made shows that these pigs made a pound of pork on 3.9 pounds of the grain mixture. Figuring corn at $1.40 per bushel on the farm, shorts at $2.75 per hundred, and tankage at $90 per ton, the gains cost $11.15 per hundred, not including the rape pasture.

The pigs weighed 202 pounds per head on the Chicago market, and sold for $18.50 per hundred. Allowing $2 per head for pasture for the season, and not including marketing expense, these hogs netted $10.34 per head, or a total of $754.82 clear profit. Had these hogs sold at $16.50 instead of $18.50, the profit would have been practically $7 per head. Figuring corn at $1.68 per bushel instead of $1.40, the profit is $7.72 per head at a selling price of $18.50 or $4.36 per head net when sold at $16.50.

These figures do not illustrate extremes, but rather the average of what may be expected by good feeding and management. The rations used and method of feeding are common to every good feed lot. Following such practice is the surest way to profit in the hog business.

Indians in Maine Legislature.

There are two Indians in the Maine Legislature. They represent the Penobscot and Passamaquoddy tribes. While permitted to sit in the sessions, they have no voice or vote in the assembly. The Indian delegates have but one mission, and that is to present the claims of the two tribes to the legislative Committee on Indian Affairs. The present members of the tribes have little in common with the aboriginal Indian. Now and then certain facial characteristics remain.—*Boston* (Mass.) *Christian Science Monitor.*

Make Records of Indian Songs.

The American Indian has always had a strange fascination for the people of this country. His war dances, his legends, his songs, have all been the object and subject of what seems to be unflagging interest.

Yet, it is interesting to note that until very recently no effort had been made to keep permanent that art of him, namely his music.

Appreciative of the need of this and desirous of learning at first hand the songs of the Red Man, Isadore Berger, the violinist and composer, known for his futuristic music, recently lived for a while among the Pueblo Indians of Arizona and New Mexico. His experiences were highly interesting.

From the villages of San Juan, Santa Clara, San Idlefonso and Namba he learned the primitive hunting, planting, love and cradle song, by getting in close and intimate touch with the old-type Indians, those who have not in any way been under the influence of modern civilization.

These songs, by the way, are the very same that were chanted by the aborigines way back before the white man ever touched the soil.

In every case except one, he found that the songs were all based on the same monotonous notes that we always hear when listening to the music of early races.

The one exception mentioned was found in one of the villages in the itinerary of Berger. There he noticed that the melodies and strains showed a marked tendency and likeness to the music of modern times. Upon taking a deeper interset in this, he discovered that the members of this community had within the past decade been attending American schools and had unconsciously been affected by the songs they had heard there.

It is this one instance which proves the work of Berger so valuable. Even if the Indian should not entirely become extinct, the chances of our learning his original songs are growing slimmer and slimmer. The touch of the white man is being felt in the most primitive communities and is beginning to show its effect on all phases of their art.—*Detroit* (Mich.) *Journal.*

Protecting the Indians.

Robbing the noble red man, while it still has devotees, is not the wild, free game it used to be from the days the Dutch bought Manhattan island at a bargain, down to comparatively recent date. The action of Cato Sells, commissioner of Indian affairs, in holding up the quarterly payments of the Osages is evidence of this. A notably free spender when he gets it, the Indian is at least to be shielded from spending it in the worst way, which for bad whisky. Red liquor and red men never did mix to good advantage, and restrictions of this sort are warranted, even they are displeasing to Pawhuska and an aggravation to the Indians.

Ligitimate business men in that city naturally want the whisky runners put out of business, and their pressure should increase the energy of the authorities in suppressing the offenders. There is no use in lagging back and saying it can't be done, for it can; not entirely, perhaps, but at least so thoroughly that the federal government will cease to complain and the Indians will get their money, whether they need it or not.

It was to be expected that the Indians would complain, for such as don't waste their royalties in riotous living, feel they are being deprived of something which is properly coming to them, while those who do hit the high places naturally want their money while there is still a chance to invest it for the stuff that cheers. But, as a matter of fact, all the Indians are being protected by the Indian bureau, and so, to an extent, is legitimate business. While held by the government, pending a clean-up, the money will keep, which is more than most of it will do when the Indians get their hands on it.—*Tulsa* (Okla.) *Times.*

"Flu" Wiping Out Indians.

The epidemic of influenza sweeping over Humboldt county is proving particularly fatal to the Indian families along Eel river. Recently when flood waters inundated some 20 square miles of territory near the mouth of the river, an Indian family, mother and 10 children, all suffering from the influenza, was marooned on a small island. Aid finally was taken to the sufferers by means of boats, but the mother died shortly thereafter. When reief arrived the children were scattered in a helpless condition about the house.—*Stockton* (Cal.) *Independent.*

Indian is True to His Promise.

Henry Hootchen proved Monday to Judge D. R. Roberts, County Attorney Joseph B. Bates, and to the deputy sheriffs of this city that an Indian posesses a sacred regard for his solemn promise, even though that promise carries the fulfillment of a penalty.

Hootchen was arrested two weeks ago for having liquor in his possession, and was fined in the sum of $50 or fifty days in jail. Hootchen did not have the money with him to pay the fine, but, through the efforts of Attorney Halverson, consent was obtained from the sheriff to allow Hootchen to return to his home in Washington on his promise to return with the money. The Indian had been gone two weeks and the officers began to think that he had gone back on his promise. Monday he walked into town and handed 10 crisp $5 bills to Attorney Bates on the street.—*Ogden* (Utah) *Standard.*

"Culture is more enriching than treasure."
"Thinking, not growth, makes manhood."
"The hand that follows intellect can achieve."
"Self-distrust is the cause of most failures."
"Worth makes the 'man,' the want of it makes the 'fellow.'"

LETTERS FROM OUR BOYS IN THE ARMY AND NAVY

Base Hospital,
Camp Travis, Texas,
Jan. 25, 1919.

Mr. O. H. Lipps, Supervisor,
Chilocco Indian School,
Chilocco, Oklahoma.

Dear Sir:

I have been thinking of writing you for some time as I know you are interested in all the former pupils of Chilocco

CLINTON W. MERRISS

Clinton has been employed at the Union Indian Agency, Muskogee, Oklahoma, in the capacity of clerk for several years. He is married and has a fine home, a picture of which was printed in the JOURNAL some time ago.

and it is very interesting to all of them to know what has become of the others and what they are doing. I enjoy the letters from different ones that are printed in the JOURNAL and I am sure most of the ex-students are enjoying them too.

I have been in the army now for the past ten months and I will say that it has been a valuable experience for me. I have enjoyed it and have derived a lot of good from it at the same time. Of course I am anxious to get out now and I have good reasons, but I am willing to stay until they are through with me. I may be discharged by the time you get this, however, I am still here and working as hard as I did while they were fighting.

When I first came to this camp I began driving an ambulance for the Base Hospital and gained a great deal of good experience in first aid work. I drove for about four months and a cry came for office men and I was transferred to the Registrar's Office. In this office we keep a record of every man in the hospital or that has ever been in it. Since this hospital opened in November, 1917, 54,000 patients have been admitted and treated. At the present time we have only 1000 on the register, about 100 of them being over seas patients.

Yours sincerely,
CLINTON W. MERRISS.

Daun, Germany,
Jan. 12, 1919.

Miss Louise Wallace,
Chilocco, Oklahoma.

Dear Miss Wallace:

Will write again while staying inside taking care of a severe cold recetly acquired. We have a snow on the ground and this is a bleak day, one of many over here.

I haven't much to say this time excepting that I expect to be home by spring.

Am enclosing a copy of our Brigade Commander's recent letter to his men. I thought you might like to read it, and maybe it would prove interesting to readers of the JOURNAL. I have followed the line through nearly all of the places mentioned in the letter.

Give my best regards to the choir and all whom I know.

I am just patiently waiting for the order to pack up and get on a train or a road for to port.

Hope to visit Chilocco by spring. With best regards, I am,

Yours truly,
BAND SGT. CHARLES WESLEY,
358th Inf. Band,
A. E. F.

IN THE COUNCIL TEPEE

INDIAN SCHOOLS AND THE PROPOSED NATIONAL DEPARTMENT OF EDUCATION

ON January 30th Representative Towner of Iowa introduced in Congress a bill (H. R. 15400) to create a Department of Education. In Section 3 of the Bill it is provided that—

> The President of the United States is hereby empowered in his discretion to transfer to the Department of Education such offices, bureaus, divisions, boards, or branches of the Government connected with or attached to any of the executive departments, or organized independently of any department, devoted to educational matters which concern the United States as a whole or the educational system of any State or States of the Union, which in his judgment should be controlled by, or the functions of which should be exercised by, the Department of Education.

Under this provision it has been suggested that the Bureau of Education, the Federal Board for Vocational Education, and the Government Indian Schools might be transferred to this new Department of Education.

While we can see no serious obstacles in the way of transferring the nonreservation Indian schools to another department, we do see trouble ahead in the event the reservation schools should be separated from the general administration of Indian affairs and placed under another department. The school and agency activities are so closely related and intermingled on most Indian reservations as to require them, in the interest of harmony and economical administration, to remain under one head for some time to come. Before the end of the next Congress we shall no doubt have a national Department of Education. When it is created we want to see the Indian schools derive all the benefit from it possible, but we believe few will be found who know and understand conditions as they really are who will favor placing the reservation Indian schools under this new department. The obstacles in the way seem to us at this time to be insurmountable.

THE SINEWS OF SUCCESS

MOST failures in life are attributable, directly or indirectly, either to lack of courage to overcome difficulties, or to the lack of steadfastness of purpose, or to both. How often do we have students come to us and give their solemn promise that they will make good if given another chance only to fall again at the first temptation? How many times have we assisted, trusted and vouched for young men and women and then have had them disappoint us and scatter all our fond hopes and expectations to the wind? And all because they lost their nerve and wobbled.

It takes courage to win victories, else they are not victories. It requires nerve for students to endure the jibes and taunts of those of their associates who, being without high aims and aspirations themselves, have little regard for those who are striving to keep their records clean and make the most of their opportunities. Those who become disheartened, discouraged and lost in irritable reflection, while their minds may at times be luminous with great thoughts, yet because their hearts are faint and their courage weak they never arrive. They continue to wander in the dusky paths of dreams, float in filmy clouds of reverie, or, disdaining the guidance of reason, sulk in mulish obstinancy. All such lack nerve and punch and push and courage.

And oh, those wobbly fellows! How they do try our patience!

They're uncertain in the morning,
At noon, their sailin' plain,
'Bout five o'clock, they're wobblin' off again.
They're up and down and sidlin',
They're this way, then they're that,
'Till betwixt their deviations
They can't tell where they're at.

They join the band, first trying one instrument then another until they have tried them all, and they learn to play none. They no sooner get started at one course than they come to you with dejected countenance and pitiful plea and try to impress you with the idea that they are entirely unsuited for it, but that they have always had a keen desire, yea, an ineffable longing, to take up some other course. Perhaps their wishes may be granted, but in a few weeks the novelty of the new work has worn off and they come to you again filled with visions of great possibilities in some other line of endeavor. After you think you have a young man of this type firmly settled in some definite and well chosen course, he may then come to you and tell you he has decided to go to business college, take piano lessons, or "go back to the blanket." This is usually the straw that breaks the camel's back.

This changing from one aim to another, from one course to another, is not only a serious waste of time but it cultivates restlessness and the wanderlust spirit. A student should select his course carefully and thoughtfully and then stick to it until he completes it. There must be fixedness of purpose as well as continued effort in order to accomplish anything worth while in life. Courage and steadfastness of purpose—these are the sinews of success. And to get Indian boys and girls fully to realize and appreciate this fact is the problem of the teacher and others who are charged with the duty of fitting them successfully to meet the requirements of American citizenship in the day that is now dawning. It is a big problem and it will require great patience, firmness and faith, backed up with unfailing industry and enthusiasm. We, too, must possess courage and steadfastness of purpose lest we also lapse, lose our nerve and wobble.

THE BOLSHEVIKI WILL GET YOU IF YOU DON'T WATCH OUT

For some time past we have been hearing discussions implying this rather startling question: "Is it possible, by any chance, that the spirit of Bolshevism may sooner or later find its way into the Indian Service?"

We hope not; but it seems to us that unless we keep cool heads and warm feet in these trying days of uncertainty and unrest we may soon see the Bolsheviki rearing his horrid front in our midst. There may even now be heard rumblings and low mutterings of unrest reverberating through the air. Hence this kindly admonition: "The Bolsheviki will get you if you don't watch out."

True, we have always had agitators in the Indian Service and on Indian reservations. And this is not to be wondered at even in in this day of schools and other civilizing agencies. As the Indian becomes more civilized and better educated the more pronounced is his "noble discontent." When we teach him to *want* things and to *know* things he then begins to think, to reason and to draw conclusions. He wants to know the why and wherefore, and he begins to ask questions and to argue the case. To deal with him during this period of his transition requires great patience, tact and forbearance. When he reaches this stage in his development he is likely to fall an easy victim of the Bolsheviki spirit. He is in the receptive mood and with this mental attitude it is not strange that he should be easily led astray by the professional agitator and malcontent. To fail to recognize this fact is to fail to take into account the psychologic laws which control the actions of restless, segregated masses. The more intelligent a primitive people become the stronger is their desire for self-determination and independence; and in the case of the Indian the more we try to suppress his attempts at self-expression the more inclined he is to question

our sincerety and even to resent the most benevolent intentions of those who mean only to do him kindness and to safe-guard his welfare. And doesn't history teach us that this has been true in all times and of all peoples, even from the time of Moses down to the present day? And isn't it also true that the history of the development of other primitive races mirrors the development of the Indian race? His human impulses are not essentially different from those of other people. So we have here fertile soil for the propagation of the seeds of Bolshevism.

Then, too, there is the spirit of unrest among employees—not as yet very marked or noticeable, it is true, still it is there in degree. They are hoping and wishing for change—change for the better we trust, but anyway a change. They are not content with the way things are going. Low salaries, long hours and the high cost of living irritate them. Living conditions at many isolated agencies and schools are unsatisfactory. Neither the more progressive Indians nor the employees are satisfied with our schools — their organization and administration—and we hear suggestions that a survey be made by a commission of unbiased and competent educators outside the Indian Service for the purpose of determining the present-day educational needs of the Indian and what should be done to make the schools more able effectively to supply those needs. Some are suggesting the advisability of transferring the Indian schools to the U. S. Bureau of Education or placing them under the Federal Board for Vocational Education. Others are hoping that the Bill now pending in Congress proposing to create a national department of education may become a law and that the Indian schools will be transferred to that department; this on the theory that educational matters should be administered by a central office composed of men specially qualified as educators. It is also urged that the schools would fare better if they were completely divorced from other Indian problems. It is alleged that legislation relating to per capita payments, leases, land sales, etc., is frequently considered of first importance while the educational needs of the Indian receive only perfunctory consideration. For this reason some think the schools should be taken completely away from the Indian Committees in Congress and placed under the Committees on Education.

We wonder if we know just what we do want? Or is it simply the spirit of Unfulfilled Desire, the Cosmic Urge, getting the better of us? Although Indians and employees in the Indian Service have for years been wont to express their dissatisfaction as much as they dared, or as they thought they dared, they seem to be daring a little more as time goes on and as the present world-wide spirit of discontent gathers momentum to strengthen their courage. It may be alright for us to live with our heads in the clouds and to strive for the highest good provided only we at the same time keep our feet firmly planted on the earth and our wills subservient to reason. Failing in this proviso means to invite disolution, ruin and the coming of Chaos and Old Night—the reign of BOLSHEVISM!

FIELD NOTES

The Tomah School's Fine Cows

We were greatly pleased on a recent visit at the Tomah school to observe the fine condition of the school dairy herd and barn. It is a delight to the eye to view those sleek coated cows as they roll their placid eyes in peace and quiet contentment, every one a pure-blood of the royal Holstein family. And what pride the Tomah boys take in caring for those cows! They wash and rub and curry them daily. A number of them they milk three times a day. The barn is kept as clean and sweet-smelling as a dining room. Every animal is as beautiful and attractive as the pictures of a fashion plate. Of the 91 registered full-blood animals in the herd, 22 have been admitted to advanced registry. No wonder the boys take an interest in caring for these animals. Indian boys are naturally fond of animals anyway, but it is pretty difficult to get any boys to love, admire, wash, curry and fondly caress a scrub. It it a great pity that more of our schools do not raise fine, pure-blood livestock. It costs no more to keep than scrubs and no argument is needed to prove the superior value of well bred animals. In next month's Journal we hope to show our readers pictures of some of Tomah's fine cows and calves, though pictures can hardly do them justice.

Two Big Educational Meetings

Last month two great educational conventions were held — the National Society for Vocational Education at St. Louis, of which Dr. David Snedden of Columbia University was president; and the Superintendents' Annual Conference of the N. E. A. at Chicago, of which Dr. George Drayton Strayer, also of Columbia University, was president. At the former meeting about two thousand teachers and directors of education were present. At the Chicago meeting ten thousand were in attendance.

Among the subjects discussed at these meetings by far the most important was that of better salaries and higher stadards. It was pointed out by some of the greatest educators of the country that while it is highly desirable that the salaries be greatly increased, that it is of even greater importance that the present standards be raised; that there are all too many poorly qualified teachers, and that simply to raise their salaries without demanding better preparation for the work will not elevate the teaching profession or improve the quality of the schools. And on this point there is little room for disagreement.

Both of these great national organizations expressed themselves as strongly in favor of the creation of a national Department of education. A number of the leading educators of the country expressed the view that before the end of another Congress such a department would be created. There seemed also to be a growing sentiment in favor of organizing the teachers of the country into one great federation of coworkers for the advancement of education throughout the nation and for promoting the interests and welfare of teachers and schools generally.

What Congressman Norton Thinks

The editor of the Journal recently received a letter from a superintendent saying, "General dissatisfaction among pupils and employees cannot be side-tracked under the present condition of things. Something sure *must* be done." He then refers to page 390 of the Hearings before the Sub-Committee of the Committe on Indian Affairs of the House of Representatives, December 10, 1918, on which page we find the following statement:

> *Mr. Norton.* Mr. Chairman, I made these inquiries of Mr. Merritt to call to the attention of the Committee what I think is a most serious complaint on the part of Congress and that is that the salaries paid to teachers and instructors in the Indian schools seem to be so inadequate that they do not attract to that service the high character of teachers and instructors that the service should have. As I go from Indian school to Indian school and from Indian agency to Indian agency, I find there are for the most part a great many men and women who would not for a moment be given

employment in a good private school or in any good State public school. I think it is nothing short of criminal neglect on the part of Congress to permit the conditions that exist in some of the Indian schools in the country. I think those Indian schools should have the very best material we have in the country for their instruction force, and they have not that. I do not want to point out any particular school, but I know of a couple of schools that during the last three years have dragged along doing practically no work because they have not had and have not been able to get competent superintendents and competent teachers. They charged the neglect of the work out there to one thing and another, but the fact is it was due wholly to the lack of energy and life and progressiveness and fitness of the employees in the schools.

And it seems to me the Indian Service or the Indian Bureau should recommend specifically to this Committee, to the Congress, legislation for fixing fair and attractive salaries for their employees. As a matter of fact work in Indian agencies and work in Indian schools is a discredit, and the ordinary man who gets into that service now is stigmatized, in going into a rag-tailed service that few people want to go into. I think they should be put upon an altogether higher plane.

We understand the Indian Bill failed in the session of congress just closed. This means the framing of a new Bill for the next fiscal year. If Congres is willing to favorably consider legislation to put Indian schools on a higher and more efficient plane—and Mr. Norton's statement would seem to indicate that it is—by all means let us have the legislation. And when salaries are raised, let standards also be raised. Simply paying larger salaries will not solve the problem. Increased efficiency must accompany increased salaries.

School Courses in Shoe Repairing

The Chief Supervisor of Indian Schools is in receipt of the following letter from the Secretary-Director of the "Trade Promotion Bureau of the National Leather and Shoe Finders' Association," St. Louis, Missouri, which should prove of special interest to Indian School Superintendents and Principals:

> I have your esteemed favor of February 7th and in reply I wish to state that so far as I know there have been no textbooks published on shoe repairing up to this time. However, I understand that Mr. L. W. Rollins of the U. S. R. M. Co., of Boston, Massachusetts, has prepared two courses on shoe repairing; one on hand and bench work and one on the use of shoe repairing machinery. I understand that these courses are adapted for individual instruction and give full details as to the equipment necessary, suggestions to the teachers for conducting the work and other complete directions for the student for practice work. I understand that the text for these courses has been turned over to the Federal Board for Vocational Education at Washington, D. C., and that the Board is now having these courses edited and will shortly be able to distribute them free of charge. I would suggest that you write direct to the Federal Board for Vocational Education, Washington, D. C., and request that they place your name on their mailing list for whatever number of copies of these courses you will need for your school.

Fred C. Campbell Back in the Service

Mr. Fred C. Campbell, Special Supervisor, assumed charge of the Lower Brule Indian School, South Dakota, March 1, vice E. M. Garber, tranferred to the Internal Revenue Service as an Internal Revenue Inspector.

Mr. Garber entered the Indian Service at Cantonment Indian School, Oklahoma, in June, 1906.

Teaching Cooking at Haskell Institute

Haskell Institute has adopted a new plan this year for giving the girls practice and instruction in cooking. It consists in providing a separate kitchen and dining room where meals are prepared and served each morning and evening to the boiler-house, dairy and farm boys whose duties prevent them from having their meals at the regular hours in the main mess hall. This is a splendid arrangement. Cooking is an art, and to acquire proficiency in any art requires a great deal of practice. The girls in this class prepare and serve two meals a day for ten weeks at the end of which time another class relieves them. Any school that can arrange to adopt this plan will do well to give it a trial. Deft hands in the culinary art are acquired only by practice — much practice.

"In the assurance of strength there is strength."

"Our chararcter is our will; what we will we are."

"Culture comes from the constant choice of the best within us."

FROM THE EXCHANGE EDITOR'S DESK

Good teachers everywhere are making an intensive study of the proposed constitution of the League of Nations. In the upper grades and the high schools, the teachers of history and civics are taking it up with their classes. Even in the primary and intermediate grades, its provisions and its promises should be carefully explained to the pupils. This document may be as important to the boys and girls now in schools as the Constitution of the United States is to us. Beyond this, it has been largely because of the wishes of our own people that the formulation of a plan for a world-league has been undertaken by the Peace Conference as its first great task.—*National School Service.*

Too Many Clerks

A few days ago the Washington branch of the Federal Employment Service of the Labor Department reported that it was having no difficulty in placing back in civil life and employment returned soldiers who had trades, or men who had mechanical ability and education, but that the great difficulty was with those who had merely clerical training, that they, so to speak, were almost "a drug upon the market," and the most difficult of all classes for whom to obtain employment. These comprise the clerks, secretaries, stenographers, bookkeepers, office employees, and such lines. There is an overplus of them. This instance is cited merely to show that the ordinary lines, the old lines of endeavor, are filling up, precisely as the country at large was ceasing to have a sharp demand at all times for all sorts of goods.—Girrard Harris in *Vocational Summary.*

Equipments of School and Hospital Shops

A great many of our teachers could profit by certain lessons to be drawn from the educational work of the Reconstruction Hospitals. One very noticeable thing has been the extremely limited and simple equipment used in the various hospital shops. The ordinary high school in a town of fifteen thousand inhabitants has an elaborate equipment as compared to the meager equipment of any military hospital in the country. Undoubtedly more extensive equipments would soon have been installed, had it not been for the abrupt cessation of hostilities.

Even with these small equipments the disabled men are being provided with work that is not only curative but is at the same time, in very many instances, genuinely vocational. Results have been obtained that are nothing short of remarkable both in the amount and quality of the work done. The secret is that much equipment has been unprovised and every item of equipment is being used in its utmost capacity.

It is not generally true that schools are over-equipped, but there are many conspicuous exceptions to this rule. And when we consider the point of maximum use of equipment, the schools fall far short of the achievements of the hospitals along this line. There is going to be a strenuous effort made in the next few years to eliminate all possible waste from the schools, and unboubtedly one of the greatest wastes has been idle equipment. A good rule to follow is, "Buy equipment judiciously, use it to its fullest capacity, and give it the utmost care."—*Industrial Arts Magazine.*

Let Us Hope

In the preamble to the Constitution, the American Federation of Teachers, affiliated with the American Federation of Labor, is the following statement:

"We believe that the teacher is one of the most highly productive of workers, and that the best interests of the schools and of the people demand an intimate contact and an effective co-operation between the teachers and the other workers of the community—upon whom the future democracy must depend."

This statement must meet with the approval of every thoughtful person, for education, labor and democracy can be helped forward immensely by intimate contact and effective co-operation.

The exact relation which this co-operation may effect is suggested by a quotation from

a recent address by Eugene Davenport.

"This struggle of the working man upward with nothing but his bare hands with which to earn his living and to defend his constitutional rights, is one of the most pathetic chapters in the history of democracy, challenging the sympathy of every intelligent man and woman. But it is also one of the most revolutionary and dangerous, and while no righteous man can fail to sympathize fully with the major purpose of organized labor, and while he must admit that the methods employed have often seemed inevitable, he must also feel in the very marrow of his bones that a better way than this must be found for settling questions and issues of public policy."

When education and labor affiliate there should be hope of discovering the better way. Labor is becoming interested in education. Education is becoming interested in labor. They have only become disinterested through the misconception that they had little in common. We are beginning to realize that they are interdependent and that the salvation of both rests upon their affiliation.—*Industrial Arts Magazine.*

The Smith Bill Creating a Department of Education Gaining Friends

At latest reports, the situation regarding the Smith Bill is most encouraging. To expect the enactment of the proposed law at this session would be to indulge in hopes that are against all precedents of educational legislation in Congress. But even this miracle may happen. It is reported that the American Federation of Labor will father in the House a bill that is practically identical with Senator Smith's measure. This is good news and augurs a continuance and deepening of the cordial relations that have existed in the past between organized labor and progressive forces in education. —W. C. Bagley in *School and Home Education.*

The New English Education Act

With a view to the establishment of a national system of public education available for all persons capable of profiting thereby, the English education bill provides that primary education shall be reorganized on the physical and health sides to link it up with higher education; that the full time school-leaving age shall be raised without exception to 14, and even to 15 if local authorities desire; that compulsory part-time continuation day schools shall be established for all children between the ages of 14 and 18 for a period of eight hours a week; that every form of paid employment for children under 12, and for all children during the week before school hours, shall be abolished; and that all local authorities shall be compelled to coordinate all grades of education under local schemes half the cost of which will be paid by the state. This is in brief what the Education Act says must be done.—*National School Service.*

Testing Students' Intelligence

Educational institutions throughout the United States will watch with interest the experiment of Columbia University in adopting psychological tests in admitting students. Like most eastern intitutions, Columbia has followed the practice of admitting students on the basis of a high school or preparatory school certificate alone.

Under the new plan at Columbia, any student who wishes may still enter on the old basis—an entrance examination in secondary school subjects. He will have the option, however, of adopting another plan—presenting his preparatory school certificate and taking the Binet-Simon psychological tests.

The Binet-Simon tests, which were used extensively in the army during the war, are tests principally of intelligence rather than of information. Certain series of these tests are supposed to mark the standard which the freshman entering college should have attained. The person who passes them is believed to be sufficiently alert and well balanced to profit by university training. Dr. E. L. Thorndike, who is in charge of the work, is quoted as pointing out that previous scholastic education, or lack of it, will not so much matter any longer.

As the purpose of college training is not merely to collect information, examinations, it would seem, should not emphasize information exclusively. Any college teacher knows that intelligence, alertness, and soundness are perhaps the most valuable qualities in a student. If the tests succeed in picking out the students who possess these qualities, they undoubtedly will come into extensive use in educational institutions.—*The Kansas Industrialist.*

The BOOK SHELF

PERSONAL HYGIENE AND HOME NURSING, is a practical textbook for girls by Louisa C. Lippitt, edited by John W. Ritchie. The World Book Co., Publishers, Yorkers, N. Y. Price $1.28.

HOUSEWIFERY, by L. Ray Balderson, Teachers College, Columbia University, is a handbook on practical housekeeping. It is an admirable text and reference book. J. B. Lippincott Co., publishers, Philadelphia and Chicago. Price $2.00.

AMERICAN IDEALS is the title of a new supplementary reader for seventh and eighth grades by William J. Pelo and Emma Serl. This book was designed to meet the demands of the schools for suitable material for teaching patriotism. Published by The Gregg Publishing Company, Chicago.

A WAR CATECHISM, is a little phamphlet containing questions and answers concerning the great World War, by W. W. Earnest, Supt. of Schools, Champaign, Ill. It is an excellent arrangement of the main facts necessary to an understanding of the war and is suitable for use of teachers in all grades. Send 20 cents to the author for sample copy.

REFERENCE MATERIAL FOR VOCATIONAL AGRICULTURAL INSTRUCTION, Bulletin No. 14, (Agricultural Series No. 2) has been published by the Federal Board for Vocational Education, Washington, D. C. This bulletin contains much valuable information regarding reference material to supplement textbooks on agriculture for secondary schools. Write for free copy.

AGRICULTURAL WOODWORKING, by Louis M. Roehl, Supervisor of Farm Shop Work, New York State College of Agriculture, Cornell University, includes a complete illustrated presentation of fundamental principles in woodworking and a wide variety of problems in farm mechanics suited for Pre-vocational Classes in Farm Carpentry. The Bruce Publishing Company, Milwaukee, Wisconsin, publishers. Price $1.00.

STANDARDS IN ENGLISH is a course of study in oral and written composition for elementary schools, by John J. Mahoney, Prinicpal, State Normal Course, Lowell, Massachusetts. It will prove an interesting and valuable little book to all teachers of English. The World Book Company, Yonkers, N. Y.

WHAT TO DO FOR UNCLE SAM is the title of a new textbook on citizenship for elementary schools, by Carolyn S. Bailey. The book lays emphasis on the home and the local community. Community civics, social service, and devotion to country are all combined in an interesting and practical way. A. Flanagan Company, Publishers, Chicago.

STEAM ENGINES, by E. M. Shealy, associate professor of steam engineering, University of Wisconsin, was written to be used as a textbook for correspondence students. The aim is to present the fundamental principles in as simple and nonmathematical a manner as possible. Published by McGraw-Hill Book Company, Inc., New York.

PROBLEMS IN FARM WOODWORK, by Samuel A. Blackburn. A book of working drawings of 100 practical problems relating to agriculture and farm life. Especially valuable to the student or teacher of agriculture or manual arts in rural schools and in high schools in agricultural communities, and to the boy on the farm.—The Manual Arts Press, Peoria, Ill.

OUR DEBT TO THE RED MAN, by Louise Seymour Houghton, shows the important part played by the French-Indians in the history of the United States. The treatment of the subject is interesting and instructive. The introduction is by Mr. Francis E. Leupp, formerly Commissioner of Indian Affairs. The Stratford Company, Publishers, Boston, Massachusetts.

AS is a hammer in the hand of him that driveth nails, so is a proper text in the hands of one who instructeth the young.—TEXTBOOK PROVERB.

The Teacher's New Mission

From an Address by Hon. Franklin K. Lane, Secretary of the Interior at the National Education Association, Pittsburgh, Pa.

LET ME ASK YOU to make some determinations—that you shall make this war of use to America: that you shall teach the American what Americanism is, and that you shall teach the American what Americanism is not. And the burden of doing that must fall largely upon the teachers whom you represent. What god do you serve? Under what flag do you march? What is this Americanism?

It is not internationalism; it is the most intense nationalism, because through this nation mankind is to be served. Americanism is not pacifism, because Americanism is courage, and there can be no such thing as man-hood or woman-hood without courage. Americanism is not cynicism; it is enthusiasm. Americanism is not indifference; it is purpose. It is not being carried away with the idea that there is some guiding fate that will lead us in some mysterious way into the happy land.

It is a consciousness through our whole being that things can be achieved by work and by will, and that is the lesson that you are to carry—that you are carrying, that you are preaching every day to the children of America.

And how can you do it? You can do it by teaching American history in the American tongue, by giving American standards, by letting American boys and girls know that the history of the United States is not a mere series of fugitive incidents, remote, separate, unrelated, but is a philosophy going through the history of 140 years; by teaching them that those men in America are noble who contribute to the elevation of American ideals, and that those men are ignoble who do not add to the march of this philosophy of mankind.

Americanism must be to us a political religion. And it is your function to be the preachers of this gospel, to surround your children with the sense of justice that they will realize that the United States stands for a principle that is worth fighting for; that man has been coming up through thousands of years; and now because he has liberty in his hands—because he has the right to determine his own destiny—now the day of freedom is at hand, and he can make this world what he wants it to be.

That is your great work, and surely there never was a greater responsibility cast upon any body of people in the world.

Labor and Education

ABRAHAM LINCOLN

THE old general rule was that educated people did not preform manual labor. They managed to eat their bread, leaving the toil of producing it to the uneducated. This was not an insupportable evil to the working bees, so long as the class of drones remained very small. But now, especially in these free states, nearly all are educated—quite too nearly all—to have the labor of the uneducated in any wise adequate to the support of the whole. It follows from this that henceforth educated people must labor. Otherwise, education itself would become a positive and intolerable evil. No country can sustain in idleness more than a small percentage of its numbers. The great majority must labor at something productive. From these premises the problem springs, "How can labor and education be combined?"

Free labor argues that as the Author of man makes every individual with one head and one pair of hands, it was probably intended that heads and hands should cooperate as friends, and that that particular head should direct and control that pair of hands. As each man has one mouth to be fed, and one pair of hands to furnish food, it was probably intended that that particular pair of hands should feed that particular mouth—that each head is the natural guardian, director, and protector of the hands and mouth inseparably connected with it; and that being so, every head should be cultivated and improved by whatever will add to its capacity for performing its charge. In one word free labor insists on universal education.