

He shipped a crew and a mate or two,
And headed down the bay,
But young Sebastian Cabot Black
Now rues that fateful day,

He steered 'er round the Cape 'o Cheer,
And headed for the sea,
But doomed was he to meet his fate,
Far from a peaceful lee.

The wind was blowin' 'alf a gale,
And the craft, she pitched and tossed,
And young Sebastian Cabot Black
Knew that his ship was lost.

He reefed the sails and kept his course,
But the wind and waves and rain
Was more than he could overcome,
Tho he fought with might and main.

At last he headed for a port,
But the dreaded deed was done,
And now a derelict, on the rocks,
Shows where the weather won.

Now young Sebastian Cabot Black
Has a grave in the deep sea lan'
Which shows that 'tain't the clothes, my
friend,
That makes a sailorman.

EDWIN R. BOWMAN, JR.

THE BUTTERFLY AND THE BUBBLE

In a valley one night
I found a beautiful butterfly.
The moonbeams gently touched its snow-white
wings,
As it softly kissed each drooping lily.
I blew a beautiful bubble—
For I was a blower of bubbles—
And in it I placed my pure little creature.
What a beautiful thing it was,
The little butterfly—its pure, white delicacy—
Its lepidopteran beauty and grace,
Surrounded by my wonderful bubble—
A bubble made of dreams, hopes, desires.
How I wished to clasp it to my heart!
How I loved it! How I craved it!
But, no, I must not:
It would break my beautiful bubble of dreams.

But then, my pretty little butterfly became
restless.
It did not mean to hurt me, I know;
But, oh! What pain it caused to see my dream
broken,
And vanish into the cool, blue atmosphere!
The butterfly was gone.

What a fool I was to think that it would
stay!

MAURICE W. BUTLER

THE SCHOOL ASSEMBLY— ASSET OR LIABILITY?

IN so many of our schools throughout the country is found the problem of the school assembly or chapel. This is especially true of the type found in smaller communities where the school system is represented by one elementary and one high school usually under the same roof.

From the knowledge of the way in which this important adjunct of the school's curriculum is conducted and the attitude of many principals toward it arises this question: Is this period, in which the entire school comes together as a unit, really an asset or a liability? Is it a gathering which materially aids in the progress toward the goal of education or is it conducted along the lines which tend to discredit and overlook some of the fundamental values of school life?

The school assembly period is fraught with many possibilities for the development of the pupils along the lines of the school's avowed purpose for being. The principal who does not realize this opportunity or more often assumes an indifferent attitude is losing the best results in training for citizenship and larger social intelligence.

The city schools with their more progressive systems, better trained supervisors and principals, are becoming more and more alive to this factor and are studying ways and means of broadening its usefulness. They are developing programs and testing various schemes of making the school assembly a vital part of the life of the school. They are experimenting on the subject matter with as much concern as on that of any course in the curriculum.

But many of the heads of the schools are not awake to what their more active and resourceful brethren are doing. They have received the traditional chapel period as a bequest from their predecessors along with the stone steps in front of the building and the old maple trees in the rear. And truly said, it gives them no more concern than the steps or the trees. They conduct the period with the same deadening routine and lack of interest that have characterized it in the past. In such a place the assembly is a liability and the reaction on the pupils is harmful.

A pupil is heard exclaiming when starting to school late or on being urged to hurry, "Oh, I'll get there by the time chapel is over and before classes start. They don't do much in chapel any way, and if I miss they don't seem to care much." The principal aids in this impression by following a fixed routine for the assembly which varies but slightly during the entire session, the changes which occur being rarely due to his ingenuity. A school board member comes in occasionally and is easily induced to make a talk, or there happens to be a speaker of some prominence in the vicinity who is brought around and holds forth at length to the secret delight of the pupils, in whose minds is a picture of deranged schedule and the possible omission of several classes.

The routine just mentioned is composed of about the following procedure as it has been observed in several schools, and it will no doubt answer for many more of the same type. There is an opening song, in many cases from a book supplied by a music house as an advertisement but characterized as a "compilation of one hundred best state and patriotic songs." This is a type of song with which everyone is familiar and has been since he can remember. There is no argument against them, but in their continued use every day, sung in the same spiritless manner, there fades away the stimulating effect of aroused emotions and ideals. Let rest for the time the strains of Old Black Joe, Tenting Tonight, Columbia the Gem of the Ocean, and their kindred tunes.

Following the song comes the scripture reading, usually taken from the last few pages of the song book wherein are found about twelve selections. Frequent repetition dulls their reception and after the first few weeks they become a part of the listless exercises. Announcements and a closing song completes the assembly. Thus it goes from day to day, week to week, and month to month.

The tendency today, as stated before, is swinging away from this condition and the school assembly is taking its place as a big item among the school assets.

One of the fundamental principles is—no assembly without a definite purpose. What is the use of meeting every day to go through exactly the same program? Another

principle is the participation and co-operation of the pupils themselves; the creation of the personal interest of the students in the program and the sharing of the responsibility for its carrying out. This conception is different from the old idea of the chapel period. It recognizes the school as a cross-section of the life of the community and in these gatherings of its future citizens a great opportunity for training in social ideals.

Here is one school's assembly program which shows a step in the right direction. This school takes the week as a unit. On Monday morning the school as a whole meets for a short session with the principal presiding. He conducts devotional exercises, makes announcements and outlines the week's program. The Tuesday morning period is a music assembly for the first and second year students, while on the following morning the two upper classes take the period for the same purpose. The period is omitted on Thursday and work is so arranged that the period may be lengthened on Friday without deranging the schedule. The Friday period is for the student activities, and the student body president is in charge. The program for this meeting is carefully worked out by a student committee with a faculty advisor. The result is a period brimful of interest to all the students. Space is too limited to mention the many things of value that are presented at these meetings. Matters of school policy and conduct, athletic relations and ideals, student publications and societies, all come in for intelligent discussion and consideration by the students themselves.

Other schools have no definite schedule for assemblies but place the holding of them in the hands of a joint committee of students and faculty which decides as occasion and circumstances warrant. These are fairly numerous during the year and are of various natures. The Lincoln School of Teachers College, New York City, divides them into five different types. First—class study assemblies. Discussion by the whole group of some subject which at a certain time is claiming attention of various classes. Second, co-operative assemblies by several grades. Certain grades will present features of their work in an interesting way to the whole school. Third, current interest assemblies.

Under this head comes the observation of national holidays, birthdays of prominent men, better English week, and similar events. Fourth, programs by artists and specialists. Fifth, music assemblies.

Such an idea of a school assembly clearly illustrates what an asset it can be made. Many of the values of such a program are very evident. It gives practice in the organization and presentation of material. It puts the pupils actively to work and makes for quick thinking. The audience gets useful and interesting facts and an increased respect for subject matter. The assembly reacts directly on and stimulates work in the classroom. Then also there is developed a unifying influence so essential to community and national growth.

This newer and larger conception of the assembly is rapidly growing. Many schools are conducting interesting experiments and are getting splendid results. Progress is very noticeable, and many have caught the vision of the ideal which has been characterized as one of vital school meetings where pupils learn to share their interesting experiences, to express themselves intelligently, easily and naturally, and where they crowd toward higher standards of comradeship, citizenship and scholarship through co-operative efforts in school affairs.

It behooves those who are following the old path to arouse themselves and start actively to work on this new ideal which when achieved will mark a big step forward in school efficiency.

H. GRAY FUNKHOUSER

CONFLICT OF OFFICIAL OPINION ON RELIGIOUS TEACHING

Use of schoolhouses in Utah for religious instruction, specifically by the Mormon Church, is forbidden by State laws and the State constitution, according to an opinion rendered by the Attorney General of the State, himself a Mormon. On the contrary, Dr. C. N. Jensen, State Superintendent of Public Instruction, has recently advised a school board that such use of school house is permissible. Under the status of Utah the State Superintendent is legal adviser to all school boards, and his advice will govern the boards unless prevented by judicial action.

REPORT OF THE MEETINGS OF THE AMERICAN HOME ECONOMICS ASSOCIATION

THE American Home Economics Association met in New Orleans December 28, 1923, to January 4, 1924. The members of the association were welcomed most cordially by Miss Cleora Helbing, Louisiana State Supervisor of Home Economics, Mrs. P. J. Fredericks, who represented the women of Louisiana, and by Mrs. Jesse Penrose Wilkinson, President of New Orleans Federation of Women's Clubs.

No stone was left unturned in planning for the entertainment of the city's guests. Never has the American Home Economics Association met greater hospitality than was shown in New Orleans at the recent meeting. Great care had been taken to plan recreation and sightseeing tours between programs. On Saturday night, Louisiana was our hostess at a banquet given at the Southern Yacht Club. Sunday morning we were piloted through the old French Quarters by New Orleans women who pointed out the places of interest. In the afternoon the Parent-Teachers Association took us on an automobile trip through the parks and residential sections. From this we went to the Joseph A. Craig School, where an exhibit of Home Economics and Industrial work of the negro schools had been arranged. On Monday afternoon our hostesses took us for a trip in the harbor, second port of the United States. This gave us a real opportunity to get acquainted. Another trip of interest was a visit to the School of Art at Newcomb College. Many of us took advantage of the opportunity to visit New Orleans' two big vocational schools, Delquado for boys and Nicholls' for girls.

The Association held its first meeting at the Roosevelt Hotel Friday evening with an audience of more than four hundred. "Parenthood, a compulsory course in schools and colleges," was advocated by Miss Alma L. Binzel, assistant professor of child training in the University of Minnesota. Miss Binzel explained how this was possible through the Shepherd-Towner Infant and Maternity—Hygiene bill.