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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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Published monthly, except July and August, by the
NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C.

Entered as second class matter October 28, 1920, at the postoffice at Washington, D. C., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized January 26, 1921.

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FOR TEXTBOOKS

What's Right With the Schools?

THE POINTING out of what is wrong with the public schools has been going on for so long that what is right with our schools has been almost entirely overlooked. In 1884, it was said: "Our present educational system unfits young people to deal with actual necessities; it takes away self-reliance, begets conceit, and draws attention to what is ornamental rather than what is fundamental." Educators knew that the statement exaggerated the weaknesses of the schools. It was not seriously regarded, because it was looked upon as a practical method of forcing desirable changes in courses of study. This was the use of the destructive method to secure constructive results. This sort of criticism has been going on all these years. It has given the public, in exaggerated form, every weakness and shortcoming of the schools. It is high time to give attention to what is right with the schools.

Many persons educated in the public schools have been surprised to know that the schools have been so bad. In view of their own knowledge and experience, they are surprised to learn that even now the schools breed lawlessness, but they say it must be true because the charge comes from high educational authority. But what are the actual facts?

To begin with, we have in the United States a school system which is for the education of all, regardless of race, creed, or color. In some countries the education of the "classes" and the "masses" is provided for under separate and distinct systems which make a social cleavage between the leisure or aristocratic class and the producing or industrial class. In direct antithesis to this, the education system in the United States is designed to give equal educational opportunity to all, regardless of birth or social position. And the opportunity

is offered to all on exactly the same basis—namely, similar training for all, and entirely free of cost. A rich man's son may attend the same class and be put to no more expense than a poor

is supplied by taxation, and since education increases the wealth-producing abilities of a people, it is but fair that a portion of the wealth produced should be spent for education. All property holders in the United States pay a school tax, regardless of whether they have children to be educated or not.

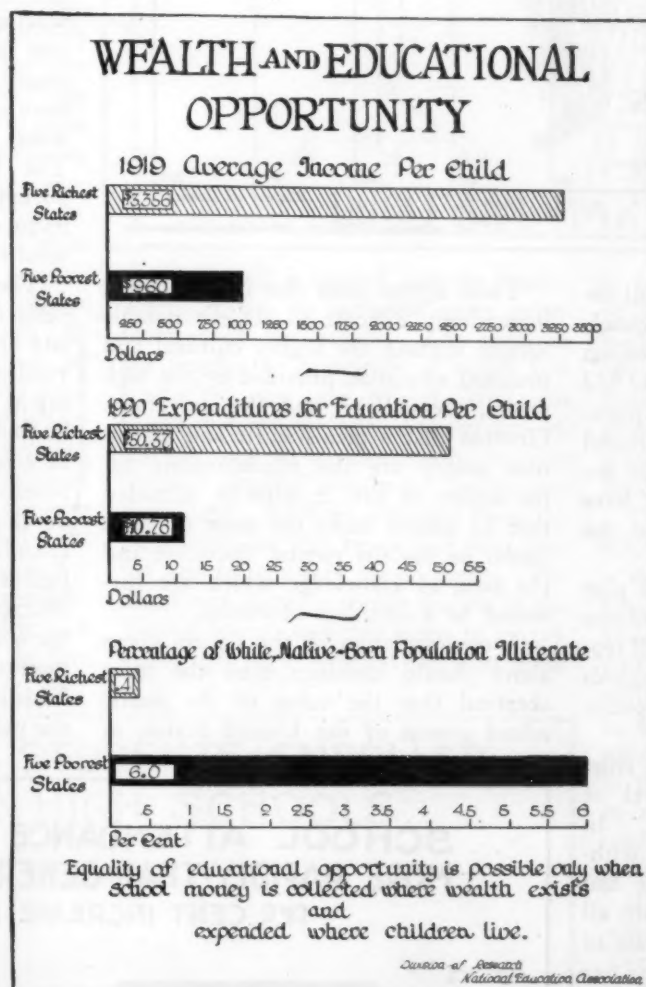
This is a new idea in public policy. Less than a hundred years ago, Henry Barnard was threatened with personal violence for proposing the taxation of the property of all to educate the children of a few. But it was soon seen that, since education makes life and property more secure, when a man pays for the education of his neighbor, he makes the world a safer and better place for himself and his family.

The public schools of the United States are in the control of the people themselves. No creed, no special propaganda, no class distinctions are given place in our public schools; hence, they enjoy the continued confidence and support of the people.

Our public school system offers a complete education. Many States have such a full realization of the benefits of learning that they provide free schools with courses extending from the kindergarten to the university. Industry and brains, rather than caste and wealth,

are the keys that open the door to educational opportunity. Our public school system has been a stimulus to the hopes of parents for a complete education for their children, and they are making great sacrifices in order that more young people than ever before may receive a higher training.

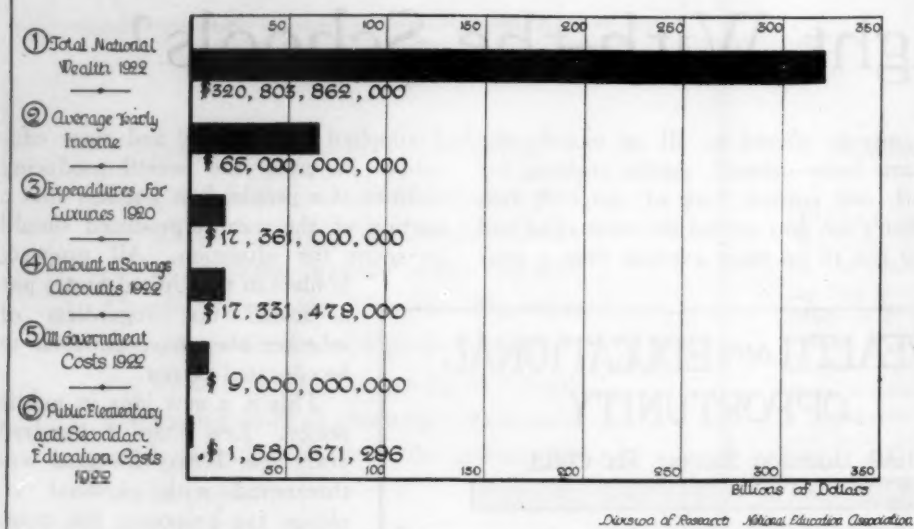
In 1870, six children out of every ten, from five to eighteen years of age, were enrolled in the public schools. In 1922, eight of every ten children, from five to eighteen years of age, were enrolled in the public schools. Not only were more enrolled, but those enrolled were at-



man's son; the daughter of a carpenter may receive the same cultural and practical education as the daughter of a millionaire. The American ideal is: *The best in education for all.* That is what every parent wants for his child, and what the community wants for all children. In 1922, there were more than twenty-two million children in our public schools.

The American public school is supported by the state. Both the Federal Government and each individual State spend large sums of money annually in our educational interests. The money

CAN AMERICA AFFORD EDUCATION ?



tending more regularly. In 1870, all the public elementary and secondary schools provided 539,053,423 days of schooling. In 1922, they provided 3,022,882,932 days of schooling. If the general population of the United States had increased as rapidly as the school attendance between 1870 and 1922, we would have more than 216,227,633 persons in the United States at the present time.

Our compulsory education laws play a large part in keeping school attendance up to a high mark. These laws well represent the will of the people as regards education, and are a reflection of public confidence in our school system.

The public school has been the chief agent in lifting the general level of education in the United States. In 1880, one person in every six was without schooling. In those days, we had 6,239,958 illiterates. In 1920, with all our increase in population, this class of people was reduced to 4,931,905, or one in seventeen.

An examination of the biographies of more than twenty-two thousand notable persons in America, shows conclusively the importance of education for success in life. Of the twenty-two thousand examined, seventeen thousand showed college training; more than three thousand had high school training, or its equivalent; and eighteen hundred had less than high school training. In 1900, eleven men out of every hundred listed in *Who's Who in America*, had had less than a high school training; in 1923, eight out of every hundred had had less than high school training.

These figures show that it is becoming increasingly difficult to achieve notable success without the higher cultural and practical education provided by the high school, the college, and the university. Granted that a man's spirit and his innate ability are the fundamentals for his success in life, it must be admitted that he cannot make the most of them unless he has the mental discipline and the fund of knowledge which are furnished by a complete education.

A contemplation of the figures given above should convince even the most skeptical that the value of the public school system of the United States, in

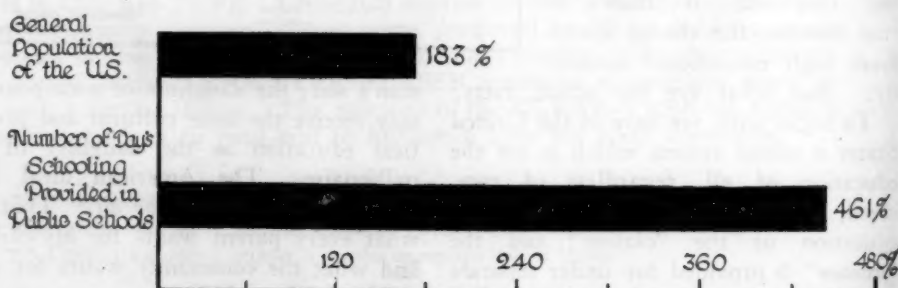
terms of spirit, intelligence, morals, industry, and general culture, can never be estimated.

Never before has the public school had sounder and more worthy objectives than it has today. It is a great constructive institution with a purpose and scope broad enough to enrich every department of life, and an influence wide enough to reach every citizen. In 1922, more than twenty-two million children came under the tutelage of more than seven hundred thousand public school teachers. One person in every five in the United States devotes half of his waking hours to school activities. The rest of our one-hundred-ten million people, either as parents or taxpayers, have a less direct but no less important stake in the schools' accomplishments. The United States has no more important institution into which to pour its superabundant energy and tremendous wealth than the public school.

The public school aims, first, to develop character, by fixing right standards and habits of conduct. Right habits are fundamental to moral integrity. Preaching at the child does little good. When he finds that it is pleasant to be honest, to cooperate with his neighbors, and to reverence things that are reverend, he develops in character. The public schools, although they do not teach religious creed and dogma, do develop character, and do create, in the minds of the students, ideals and standards which motivate them throughout their lives. This is evidenced in the perpetuation of the public schools themselves, and in the

SCHOOL ATTENDANCE HAS INCREASED MORE RAPIDLY THAN GENERAL POPULATION

PER CENT INCREASE 1870 TO 1922



If the population of the United States had increased as rapidly as school attendance, the population in 1922 would have been 216,227,633 instead of 109,248,393.

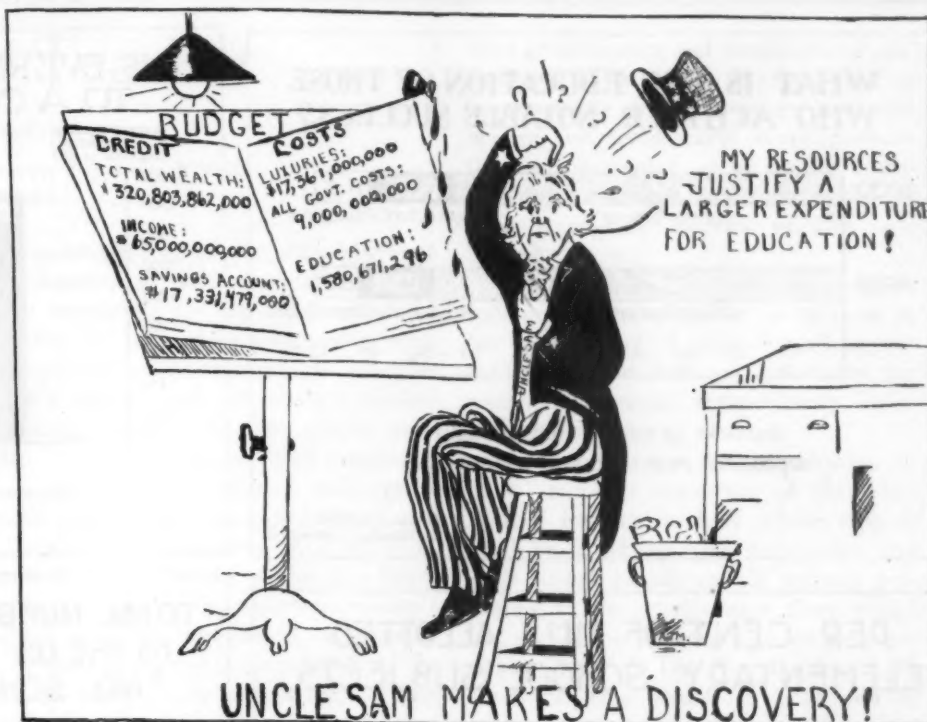
Division of Research
National Education Association

confidence and support which the schools receive from each succeeding generation. The programs of the schools are being so shaped that they will contribute more and more to the development of character, and among teachers character education has become a major subject of study.

Reading is said to be the mother of all study. Reading and writing are almost inseparable, and neither of these subjects can be considered without spelling and language. Therefore, more than half the time of the children in the common schools is devoted to the three R's—reading, 'riting, and 'rithmetic—to which is added spelling and language. This gives the children the groundwork for any amount of further education which their conditions may permit them to acquire, and even if compelled to leave school before taking a high school course, they have the tools for taking unto themselves as much learning as they will.

The modern public school gives more instruction in less time than was possible a generation ago. As a result of experimentation and research and by profiting from past errors, methods of teaching spelling and reading have been evolved which conform to the psychological laws of learning—of understanding and retaining—and children are now taught more quickly and with less effort; and they read faster and better and with less instruction than their forebears.

The public school is doing a remarkable work in education in health and wholesome living. This work is far-



reaching as it is carried into the homes, where it has its influence upon every member of the family. The children are taught the principles of health and sanitation, and are drilled in health habits that become fixed and permanent, contributing in an inestimable measure to their physical and moral health and cleanliness. Such an influence from the public schools will be carried over into the generations that are to come. The death rate shows a steady decline in the United States, and this seems to be evidence that some progress has been made

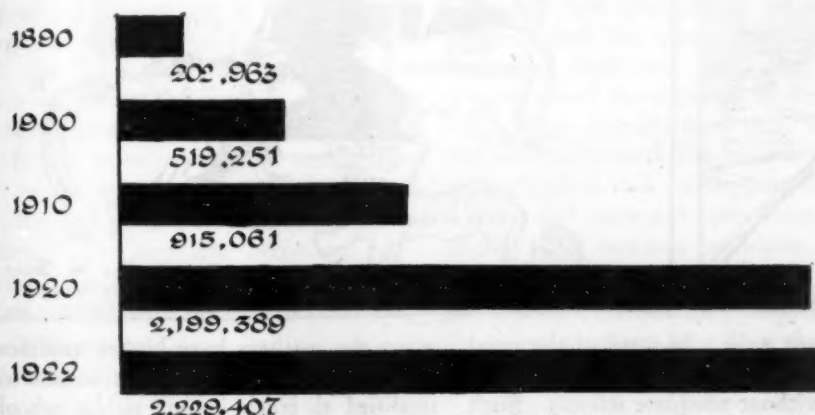
in achieving the health objective. One of the many results of public school health education is shown in the fact that city children, in whose schools health lessons are emphasized, are superior in physical health to rural children, in whose schools health lessons are given little attention.

One of the first aims of the public school is to develop good citizenship. It is now recognized that something more than a knowledge of governmental form and organization is necessary for good citizenship. The citizen must be imbued with a sense of duty and responsibility to his government as a voter. Modern schools give the children actual practice in the activities of a good citizen, and in an effort to quicken the civic conscience, the schools extend their influence to the parents through the children.

The public schools give training which is essential to effective home life. The school curricula are so designed as to include activities which will develop in the child the qualities necessary for harmonious and complete coöperation in the family.

The schools also strive to increase the general mental efficiency of all children. The training given in habits of study and the required exercise of independent thought cultivate the mental alertness and strength essential for success in adult life. In the army intelligence tests, the average mental efficiency of the men from the States having the better education systems was shown to be higher than that of the men from the States

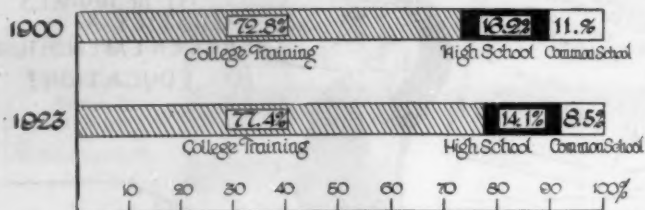
NUMBER OF STUDENTS ENROLLED IN PUBLIC HIGH SCHOOLS



If the population of the United States had increased as rapidly as its high school enrollment since 1890 its general population would now be 687,861,581.

*Division of Research
National Education Association*

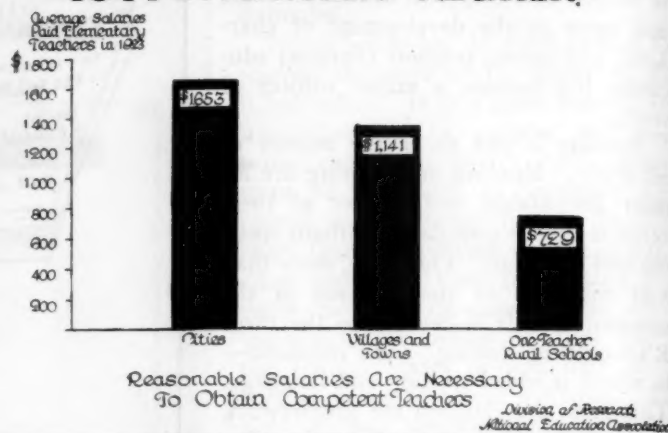
WHAT IS THE EDUCATION OF THOSE WHO ACHIEVE NOTABLE SUCCESS?



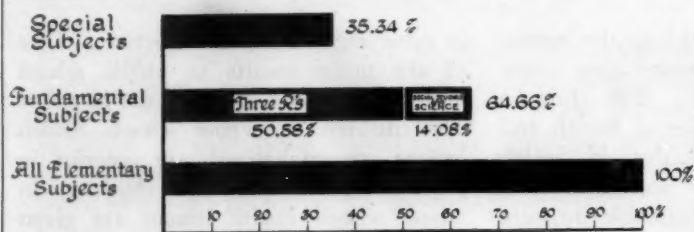
Success in life is increasingly dependent on a complete education.

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IS EVERY CHILD ENTITLED TO A COMPETENT TEACHER?



PER CENT OF TIME ALLOTTED ELEMENTARY SCHOOL SUBJECTS

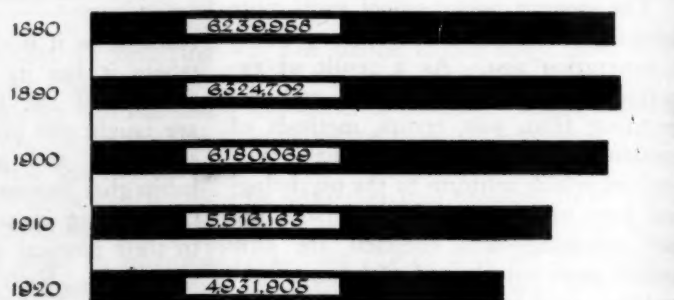


Based on a study of 49 representative school systems

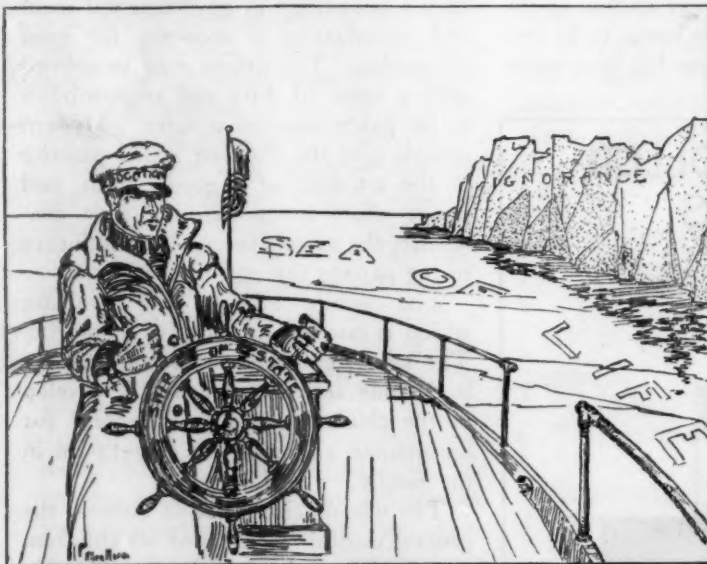
Per cent of Time

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TOTAL NUMBER OF PEOPLE WHO, ACCORDING TO THE U.S. CENSUS REPORTS, HAD "NO SCHOOLING WHATEVER"



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with inferior education systems. The greater adaptability of high school and college men was manifested in every branch of the service.

Notwithstanding the many good features of our education system, it has its weaknesses. Among the most noticeable are inadequate country schools and the low standard of qualifications for teach-

ers that now exist. In some of the rural and sparsely populated regions, the people are still without adequate schools. Such a condition encourages illiteracy. Some of our teachers are without sufficient preparation for the intensive and diverse service required of them. The schools will more nearly approximate the complete fulfillment of their high mission

DOES EDUCATION GET A FAIR PERCENTAGE OF THE NATION'S INCOME?



BASED ON "HOW WE SPEND OUR INCOME" IN AMERICAN EDUCATIONAL DIRECT.

when the teachers have higher qualifications. No person should be considered qualified to teach in our public schools unless, in addition to knowledge, training, and experience, he has an American background, the highest moral standards, a passion for service, and a full realization of the tremendous responsibility the position involves.

The Citizen Teacher¹

JULIA A. SPOONER

*President, Department of Classroom Teachers, 1924-25
Portland, Oregon*

TO TELL in fifteen minutes' time what are the outstanding contributions of the classroom teacher to education, is a task of some magnitude. The classroom teacher is a considerable factor in the educational body, not the directing brain, perhaps, nor the sustaining heart, but surely equivalent to the nervous system, with all its ramifications and manifold duties, and without which the brain would be helpless and the heart futile.

Many classroom teachers have appeared on this platform, in the past, to discuss various phases of their activity, but this is perhaps the first time we have been called upon to present group accomplishment for your consideration.

Probably the outstanding contribution of the past two decades by classroom teachers is their organization of teachers as teachers. Not until the classroom teachers were so organized, did they begin to realize their comparative positions in the educational scheme or attempt to develop themselves in harmony with that position. Teachers are organized to promote education, and through organization education has been given a wider publicity and a more democratic interpretation than has ever been possible in the previous history of schools. A dozen cities report teachers, organized to put over bond issues or tax levies, using their strategic position in the community to secure publicity which otherwise would cost more than could be spent for the purpose. Financial aid is a small thing compared to the educational publicity and the National educational unity which are slowly being achieved through teacher organization. It is no accident, nor is it a purely economic result that our young people are seeking higher education as never before in the world's history. Teachers are becoming promoters, engaged in selling an investment which brings large returns to every one except themselves.

As an individual in the organization, each teacher is doing publicity work. Through coöperation with women's clubs and parent-teacher associations, the teacher is helping to bring about a bet-

ter understanding of the ends and aims of education as well as of its processes. It is impossible for any other group to develop the same close relationship with parents as does the teaching group. The child's parent and the child's teacher working together for the child's welfare, form a combination that eventually will secure results. Mutual understanding is the basis of the coöperation.

Added to these two positive contributions in relation to the public, is a third, a negative one. The classroom teacher's repudiation of the absurd assumption that child character is the product of the schools solely, in the face of the fact that the school has him but eleven per cent of his time, while his leisure hours cover forty-four per cent of his time, is compelling public attention to the disposition of those leisure hours. The public is beginning to take into consideration the fact that the child is the joint product of home, school, and community, and that all must equally share responsibility for his teaching, and that to that extent a finer type of coöperation is being established between those responsible for the youth of the country.

In relation to the child himself, what have been the classroom teachers' contributions to education? There seem to be two outstanding ones, both probably directly traceable to the sex of the teacher, for the classroom teacher in America is predominantly feminine. We are told that women are more practical and less philosophic, more conservative and less imaginative and less theoretical than men, less given to abstractions and more prone to direct action. It is not strange, then, to find that classroom work has become increasingly practical and usable, that emphasis is more and more put upon those things which will function somehow, somewhere, some time in a child's life. There are those who mourn this condition, but classroom teachers have been forced to see that education is a living of life, not a fitting for life. The second is closely related to the first—and I offer it not solely upon my own responsibility but supported by the testimony of Rudyard Kipling. It is that, because of the influence of the classroom woman teacher, the emphasis of education has shifted

from mathematics and languages to citizenship. What profits it a man that he can translate every language past and present, or demonstrate every proposition ever presented, if he cannot translate right thinking into right action or demonstrate his theories of life into living?

What has been the classroom teacher's contribution to education in relation to her co-workers? I quote from a speech made upon the National Education Association platform, tremendously interesting to me:

"I wish to urge the organization of school faculties consisting of the selection of leading teachers whose duty it shall be to advise with each other and with school boards on all matters pertaining to the schools, save those which are personal or incongruous to their position. . . . The true dignity of the teacher's office would be recognized by such a relation and position in the school work of the city, town, county, or State. The proper balancing of influences, educational and administrative, would be secured in the most important decisions relating to the educational work of the community, and unity, harmony, and permanence of relationship would be readily secured and maintained. Much of the power of our teaching talent is now wasted in the merciless wear and constant friction between the authority that contrives and the hands that execute. How glad the day when the teacher and the officer can see eye to eye and work shoulder to shoulder, animated by a common purpose each with the freedom of his own personality but governed by the loyalty of all true hearts to duty, conscience, and the higher law!"

From what do you suppose I was quoting? From some of the hysterical, morbid leaders of classroom organizations about whom we heard at the Chicago meeting? Indeed, no! It is from the opening address made by the President of the National Education Association, but I doubt if any of you, with the exception of Dr. Winship, or Major Clancy, perhaps, remember it, for it was given the year that I was born, when the National Education Association met in Madison, Wisconsin, my native State. I read through the National Education Association proceedings of that year, to see what he was doing then, and if he was featured as a radical, and I found some interesting things. In his annual address, this President reviewed the progress made by the organization during its twenty-eight years of existence;

¹An address before the General Session of the National Education Association, Washington, D. C., July 1, 1924.

he cited that it had adopted an honorary membership annex for ladies engaged in teaching, admission to which by a board of gentlemanly directors gave women teachers the right of presenting in the form of written essays (to be read by the secretary or any other member whom they might select), their views upon the subject assigned for discussion. He went on to say, "The rights thus gallantly accorded . . . have not frequently been exercised, through whose neglect we cannot bear testimony, and the large opportunity granted to women at the present meeting may be regarded as a confession and a penance for past shortcomings."

Now, what was the large opportunity granted to women at that meeting as a confession and as a penance for past shortcomings? This extremely liberal President had arranged a symposium on "Woman's Contribution to Education," at which five women were permitted fifteen minutes each at one of the night meetings in which to sum up what they considered the outstanding features of their work, which would justify them in continuing as co-workers with men in the field of education. It is worthy of note that at least half of the previous speakers of the convention had stressed the importance of bringing more men into the work. They had called attention to the fact that in the northern States at least seven-eighths of the teachers were women, and while it made education cheaper and the condition had therefore at least one virtue, the occupation could scarcely be called a profession so long as it was predominantly woman's work, for woman's sphere was domesticity.

I am quoting one of these women for the benefit of the teachers. She said: "Actual teaching does not wear out the teacher; it is the expenditure of nerve and will-power to hold the pupil in a necessary condition to be taught that saps the teacher's strength." She quoted the authorities as saying, "Each generation is more carelessly trained than the last," all of which has a distinctly familiar sound. Her conclusions I quote for the benefit of the men present to-night.

She said that through women's entrance into the educational field, there had been a general amelioration of discipline. Due to her physical weakness, woman had substituted spiritual and moral forces for physical agencies of discipline. Woman had made the discovery of the child's moral powers; she

had effected an economy of childish power, zeal, and love; she had introduced inspiration into the profession, and lastly, men, through competing with women in the profession, had attained an almost feminine purity.

Frances E. Willard used part of her precious fifteen minutes acknowledging the unusual opportunities given her sex in this advanced organization by saying: "I thought it a very liberal idea on the part of the President of the Association and certainly liberal on the part of our friends who have gathered here to listen while the women have their say about their views."

But while three of the ladies were ladylike and did not take advantage of the situation to cry out upon the gallant sex that had been generous enough to give them a hearing, there were even in that day, apparently, thorns in the flesh of the governing body, and one of these prefaces her remarks by this comment on the woman's symposium: "This evening I regard as an historic survival from a time now dead, when every church held its distinct corner for inferior classes." Yet, while she apparently objected to being segregated as a woman, she was inconsistent enough to call attention to the fact that although everywhere, except in the superintendent's department, the audience was made up in major part of women, the speakers, gentlemen all, persistently addressed their remarks to the gentlemen, and had been unable to admit the women within their line of vision.

We have traveled a long way since that historic night in the National Education Association; how far we have come it is hard to gauge unless one does frequently retrace his steps to the point of departure; women as women serve in all departments of the National Education Association today, and in the one committee meeting in which I have participated, where the chairman insisted upon recognizing only the masculine members of the committee, they were much more embarrassed than I.

The point of direct emphasis has shifted during these years from sex to departments, or as some insist upon thinking, to class distinctions, though it really is only a part of the process of evolution of education through which we are going, which brings me back to my query as to the classroom teacher's contribution to education in relation to her co-workers.

Just as the contribution of woman to education and to civic life has been the

insistence that civic life must include her in its functioning, must recognize her as a definite, responsible, contributing factor in the development of civic projects, so the contribution of the classroom teacher to education is the insistence that education is a job for all departments; that none can be outstandingly conspicuous, that all must share the labor, the responsibilities, the recognition, and the rewards involved in the task. No department can accomplish alone—it is contrary to the law of life—and until all groups engaged are equally participants and equally respected in all processes of education, education will fall short of the reality it might become, the creative force directly influencing the lives of men.

When the classroom teacher insists upon the recognition of the fact that no single group in education can lay its hand upon one single educational achievement and say, "This work is mine," she is doing what lies in her power to bring about a true coördination of our educational forces based upon sensible and sound principles.

What has been the classroom teacher's contribution to herself—to her own development and outlook?

Self-preservation is the first law of nature, and therefore she has devoted much energy to bettering the conditions under which she works. Fortunately she has not had to work entirely alone, for other departments, realizing that whatever improves individual conditions, improves group conditions, have ultimately recognized the value of her efforts along this line. Hand in hand with the demand for improved teaching conditions goes the demand for higher standards of preparation and for growth in service. A survey of the local publications shows how definitely the organizations have answered this demand and are trying to make their deeds match their words. Her best contributions to her own group have been the awakening of her professional self-consciousness, her determination within her own group to raise and reach standards which match those set by the ablest leaders in education for themselves, and her consecration to the creed that not the supremacy of one but the equality of all brings best results to our Nation.

In conclusion, I wish to go back to that fifth woman who took part in that National Education Association symposium so long ago. It is well for this generation of women to pause and return thanks to the pioneer teachers who

were caught in the maelstrom of changing conditions, educational and economic, and who ardently yet sanely worked toward the open sea of toleration, mutual respect, and coöperation. She was pleading for recognition of woman's right to work, saying, "I would have her feel that there need be no superfluous woman in all the land; if there be one indifferent to woman's cry for more of the bread of life, I would say to him, 'Why trouble ye the woman?' She has wrought a good work for me.'" She went on to tell of a conversation with a university man, in which she said, "If I were eighteen years old tomorrow, I would knock at

the door of the Tennessee University, and say, 'Gentlemen, may I come in?' His answer was 'If I were there, I would say in reply, 'Come in, Miss Clara, have a chair and make yourself perfectly at home.'"

The classroom teacher is knocking at the door of the educational workrooms of the Nation. We do not want to hear—"Come in and have a chair," for we have been sitting around long enough. We want to hear, "Come right in. Here's the dishpan; there's the broom. Hunt up the dust cloth, and let's get the work done, in order that we can all go exploring and adventuring together."

trivial. I have attended fifteen or twenty plays and I have spent two or three hundred hours playing bridge. I have read trash and I have wasted no end of time in the inanities of conversation. All these things I have preferred to writing to you; and the accumulated pressure of an entire year has now barely sufficed to make this act seem too important to be further neglected."

Of course you don't say such a thing; but your friend, if he stops to think, and if he is not too deeply tarred with the same stick, will see the real meaning beneath your subterfuges. The fact is that we are unaware of our mendacity. We are inveterate posers, and in our actions we are never so clever or independent, so honest or haughty, or courageous or inscrutable as we would like to imagine.

Accordingly, the springs of our action are not necessarily what we think they are, and by no means what we would often have others believe they are. We do the things which to us have the greatest value, and the criterion of value is some form of satisfaction.

When the farmers of a certain county elected two or three new members of the county board on a retrenchment program, they talked about the little red schoolhouse and local independence, but they were actuated by the desire to save \$2.17 apiece in taxes. When the board members whom they had elected reduced the superintendent's salary and cut his assistants off the payroll, they didn't have to do any talking. They had the power, and power is not talkative. They were actuated, however, by the same motive as their electors, and they deprived the county schools of supervision to save cash enough for each of them to take his family to one more movie each year.

Still more fundamental, however, than the love of money, in the case of these men, is the low estimate in which they hold education. On their list of the things of life the school is pretty well toward the bottom. Perhaps the kind of education they know about isn't worthy of a high valuation. Perhaps for them it means a drab and joyless activity carried on in a dark and ill-ventilated room under the eye of a crabbed human flail—a strait-jacket activity involving sitting bolt upright in impossible seats and learning a fixed amount from a prescribed book—an activity carried on in violation of childhood, with play banished, spontaneity left at the door, and interest distrusted.

The Root of the School Question

WHERE do the people place education in their scheme of things? This is the basic, and ultimately the only, question regarding the development of the American public school.

Everyone has his "scheme of things," just as everyone is said to have his philosophy. The golf score of this one is absorbing; to that one a dog-eared first edition is especially delightful. My lady goes in for uplifting, while the master cultivates horses and dogs. The world is full of a number of people and they all attach different values to things. In virtue of this, matters that in an objective sense have the same nature take on vastly different subjective meanings. The question we raise is this: What is the personal, subjective meaning of education for the individuals who constitute the public—the meaning which actuates them when they vote, talk, pay taxes, and take certain attitudes?

People have posted on the inside walls of their heads and hearts a list of the things with which their lives are concerned. The items on this list are apparently assigned certain values, and at a given moment these items are arranged in the order of their supposed worth. The list constantly changes. New items are being added as new interests arise. Old items disappear or drop far down on the list. And all the time the values of these items, like market quotations, are changing. Around New Year's Day certain quotations are high, such as quitting smoking, or going to bed early, or agreeing with one's mother-in-law. At times, due to proximity or urgency, or to some unes-

sential circumstance, relatively trivial things take on an aspect of exaggerated importance, and get in the way of things whose right to precedence is intrinsic. Yet even then we shall have to say that this proximity, this urgency, this artificial inflation is part of the immediate basis of value; and if a person becomes a putterer, forever busying himself with little things, it is quite proper to say that the fault is with his sense of values rather than with his failure to put such values as he has into practice. In other words, he acts according to his present personal sense of values, although his values may be quite different from those entertained by people in general and indeed quite different from those which this hypothetical person would himself entertain if he could be made to do a little thinking. If he is to act wisely and rightly, he must be brought to a better sense of values, for it seems to be essentially true that people act or refrain from acting, persist or quit, spend much or little, according to the valuation they put upon the objectives which compete for their attention.

For example, when we fail to attend a meeting or to write to a friend or to vote on election day, we really fail because these things appear to be of little importance. When, therefore, after a year or so of silence, you write to your friend and seek to excuse your long delay on the plea that you have been "so busy," you in effect say to him, "for an entire year writing to you has seemed to me less important than any of the thousands of things I have done. A certain number of these things were truly important, but many of them were

If this conception of education, or something like it, prevails, it will account for slow progress and the tendency in many quarters to retrogression. We are accustomed to believe that the faith of the people in education is strong. This is indeed the case, but it admits of many exceptions. It makes a great deal of difference what kind of education the people have in mind. If they realize the nature of it in its modern setting, they will place it high in their scheme of things. They will put a high valuation upon it. They will realize that it accomplishes vastly more than it even attempted to accomplish in the days of their childhood.

Under these circumstances our task is clear. The public school belongs to the people. Its possibilities depend upon their faith in it and their support of it. No school deserving the name of public will be run behind closed doors. It will take the people into its confidence and

assume the rôle of leadership for the purpose of realizing the best aspirations of the people. Under these circumstances, it will not lack support or prestige or dignity. The people will have faith in it and will set too high a valuation upon it to permit it to fall short of its largest mission.

Viewed in this light, the fundamental question is not good teachers nor adequate support, for both of these rest upon a deeper consideration, namely, the estimate of education which lies in the minds of the people. If this is true, it is certain that some superintendents are trying to secure financial support by devoting too much attention to salary schedules, budgets, and unit costs. Let them show the people that the school is worth their money, and the money—to say nothing of other things—will not be withheld.—B. R. Buckingham, Ohio State University, *Journal of Educational Research*.

Getting Out the Vote

MINNIE FISHER CUNNINGHAM

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Washington, D. C.*

IN ITS campaign to get out seventy-five per cent of the possible vote in the Presidential election of this year, the National League of Women Voters has asked all good citizens as individuals and through their various organizations to help. Many State and National organizations have made ready response, for thinking people do not need to be told that rule by the minority is a National danger and political apathy a menace to American institutions.

Fewer than half the voters of the country voted in 1920. United States Senators in some instances were elected by the vote of one fourth the voters in their States and grave questions of local and State government were decided by as small a proportion of the electorate.

The campaign, of course, will be largely one of education. Men and women must be reminded, for assuredly they will all admit it if they are reminded, that no qualified voter who fails to vote fulfills his obligation of citizenship.

When our Nation was made, the franchise was so precious a possession that it was not granted to every man, much less to all women, and under our laws still, conviction for a crime carries

with it the added penalty of disfranchisement, for in the elder day it seemed to lawmakers that men who had grievously offended against the laws could not be safely trusted afterward with the responsibility of selecting men to make laws. It is apparent that to our forefathers it was incredible that any man should possess the right to vote and not prize the possession.

There is no way in which we could explain to a man from Mars, these things being true, why we are ruled by the minority and the people have let power drop from their careless hands.

"Hail Columbia" bids us "let independence be our boast" (and it is), but we have forgotten to be "ever mindful what it cost" and still more to be ever mindful of what the loss of it is costing us and will cost us unless we mend our ways. We are not, in fact, a democracy, for the basis of democracy is that the people shall rule.

It would be idle to speculate as to how this deplorable condition came about and as to precisely why in our boasting of independence we have not made it clear that independence imposes a solemn obligation. In our scheme of education we have been so busy with a number of

things that perhaps we have not had time to teach our children that patriotism is not a mere pledge of allegiance to the flag. It is the willingness to perform and the habit of performing the every-election duty of the citizen—the casting of a conscientious vote.

There is nothing more heartening to the National League of Women Voters than the hearty response the teachers of the country have made to the suggestion that this understanding of devotion to our country be impressed on the children under their care. In innumerable schools throughout the country, where the work of getting out the vote has been undertaken, the help of teachers has been beyond calculation, and the Nation will need that help continued if the campaign which the League of Women Voters has opened to bring seventy-five per cent of the voters of the country to the polls in the next Presidential election is to meet success.

We have put heavier and heavier burdens on teachers, and teachers have borne the added loads willingly, not complaining even when duties properly those of the parent and the home have been shunted over to the school. In the work of getting out the vote I believe the teacher will have an opportunity to remind the home that the school can do no more than build on the foundation and with the material the home furnishes.

In one of the States where local elections were held in 1923, the League of Women Voters furnished thousands of little tags to be distributed in the schools. Each tag bore the question, "Will your parents vote?" above a space concealed by a bit of blank paper. Thousands of children wore those tags home and came back proudly next day with the bit of blank paper torn off and "Yes, they will" revealed in clear black letters.

In other States through the cooperation of teachers the dates of registration and election have been lettered on hundreds of blackboards. We shall need every blackboard to help get out the vote. There are few fathers and mothers who will be able to give a satisfactory reason for not voting when John's parents next door and Lucy's across the street are known to vote.

It is to remind all citizens of their duty that the League is working shoulder to shoulder with organized men and women for a crusade to rescue our sacred inheritance—rule by the majority of the people—from the evils and perils of un-American, unpatriotic, political sloth and rule by the minority.

Radio in Oakland Schools

VIRGIL E. DICKSON

*Deputy Superintendent of Schools
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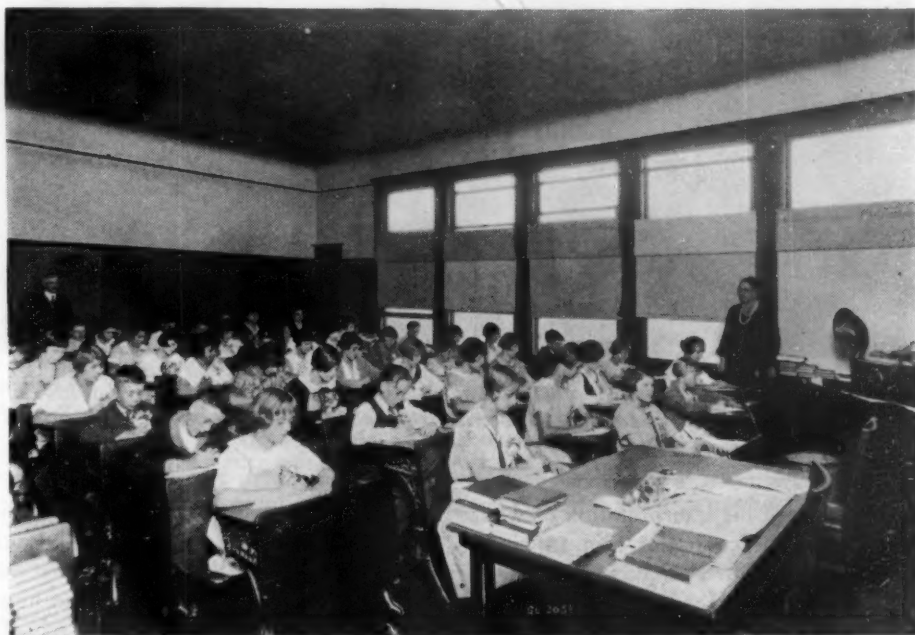
CAN radio be used to advantage in the public schools to assist or to supplement regular classroom instruction? Are there any types of lessons or demonstrations that can be presented successfully to pupils or teachers without the personal element of the teacher in the room with the class?

These questions are here considered by Dr. Dickson, describing a series of eight tests carried out by the Oakland Public Schools and KGO, the General Electric Pacific Coast Broadcasting Station at Oakland. Dr. Dickson's conclusions will be of especial interest to school workers who use radio in connection with American Education Week.

THE FEELING among teachers, principals, and administrative officers, with whom I talked about radio in public school work, seemed to be universal that a musical entertainment, or a lecture by some noted person, might occasionally be of value to a class. Beyond that they could see little or no possibility of radio being of value for pupil instruction. However, the best way to learn is to try.

On April 30, 1924, the superintendent's council of the Oakland public schools authorized me to proceed with

an experiment involving eight lessons. This was to be conducted through the



PUPILS in the Melrose Heights School, Oakland, California, receiving a penmanship lesson by radio as it is being broadcast from KGO during tests made to determine the value of radio in school work.

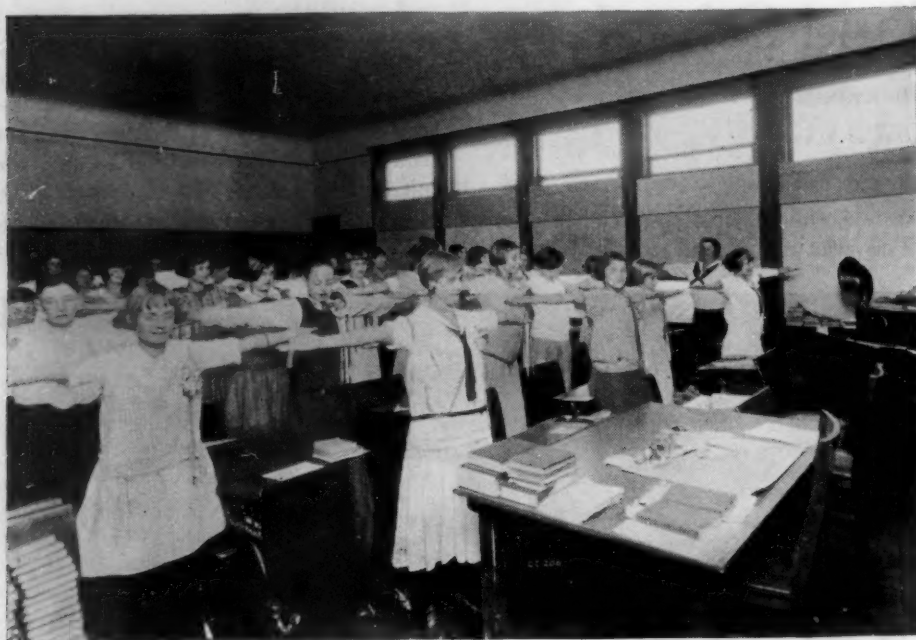
courtesy and coöperation of KGO, the General Electric Radio Broadcasting Station.

(nobody knowing how many more might be listening in), realizing that invisible critics were actually stationed in every school and that thousands of people in homes, shops, stores, and everywhere in the community, were listening in, or could listen in if they wished? After carefully considering the matter the committee asked eight teachers to prepare lessons. All hesitated at first, but not one refused. Six out of the eight had never talked before a microphone. Our experiments, therefore, covered virgin soil, the participants coming absolutely from the unknown to face whatever truths could be developed.

Lesson number one was conducted by a high school counselor. She discussed with eighth grade classes, just graduating from the elementary school, the courses of study and problems they would face upon entering the ninth grade in high school. After the broadcast many letters were received. A father of one of the eighth grade boys wrote us, "I was glad to hear the radio teacher explain what, heretofore, I have had to get through the medium of my



MISS MYRTLE PALMER, penmanship instructor, and the studio class which she uses to give instruction, that is followed by classes which she cannot see.



PUPILS in the Melrose Heights School, Oakland, California, receiving a physical education lesson by radio during recent tests made by the Oakland Public Schools and the broadcasting station KGO.

boy as he gave his interpretation of what his teachers or counselor said to him."

Lesson number two was given by a music teacher. Her subject was *Folk Songs*. This lesson was adapted to grades seven, eight, and nine. "I found out what a folk song is and why people generally like folk songs," wrote one pupil. "Illustrations of Irish, Scotch, Jewish, Negro, and American folk songs were sung for us over the radio."

Lesson number three was given by an eighth grade teacher. She developed a geography lesson on the topic *Petroleum as One of the Three Resources of Our State*.

Lesson number four was given by an English teacher. She presented Shakespearian literature to eighth, ninth, and tenth grades in preparation for an approaching Shakespearian festival to be participated in by the schools.

Lesson number five was presented by a principal to seventh grade pupils only. His subject was *The American Indian*.

Throughout the foregoing six lessons pupils in practically all of the schools were able to follow the discussions completely and took down references for further reading and development of the topics presented by the radio instructors. Some of the teachers in the schools had English composition lessons based upon the stories that were presented and the references that were given over the radio.

Lesson number six was given by the head of the commercial department of a

high school. This was a lesson in addition and in checking for accuracy. Four pupils were seated at a table before the microphone. They, as well as the hundreds who were listening in the schools over the city, were provided with pencils and paper and followed the directions of the radio instructor solving problems and checking results. At the close of the period all handed in their papers for comparison and grading. This lesson brought responses of unusual interest

from many sources. "I have three children in school," wrote one mother. "Often I want to help one of them either in arithmetic or writing or some other subject, but am told 'Mother, we don't do it that way now.' I am tied down so that I cannot get to the school building and radio will help me very much to understand their viewpoint."

Lesson number seven was given by a supervisor of penmanship. It consisted of a drill for seventh and eighth grade classes. Again, four pupils were seated at desks before the microphone in the studio of KGO. All pupils, both in the studio and in the schools, were furnished with pens and paper. A regular lesson was then given. The small class in the presence of the instructor acted as a control group by which she determined the speed and the effectiveness of her instruction as it was going out to the other schools over the city. At the close of the period the papers were collected and sent in to the radio instructor for observation and criticism. Many letters were again received from parents. One of them wrote, "When I was told to use the push and pull movement, I didn't know exactly what to do. I didn't know that music was used in the schools to help in the teaching of penmanship. I wish I could know more about this work and have somebody who knows to answer my questions."

The greatest surprise came to the committee when reports indicated that arithmetic and penmanship lessons were



JAY B. NASH, director of physical education, and a studio class before the microphone at KGO, broadcasting a test lesson into fifteen Oakland Public Schools.

the most popular and apparently the most helpful.

Lesson number eight, several corrective physical exercises by a director of physical education, completed the series.

Throughout the series of eight lessons the committee provided about five minutes of music at the beginning of each lesson, so that classes in the schools might have a brief time in which to get the receiving set properly tuned in with KGO.

The experiments have revealed to us a number of facts that we can state with comparative certainty and has opened up a rich field of exploration and discovery in new methods and means for public school education.

Outstanding among the results is the fact that parents and adult members of the community are intensely interested in the lessons taught in the school, and from secluded spots far removed from the classroom will listen in and will be inspired to study and to know educational practices as they have never known them before. Likewise the most perfect planning may be expected for the lesson to be broadcast, for common prudence demands that what is said before an all-hearing ear be most carefully thought out.

I see no reason to believe that radio lessons will in any sense affect the number of classroom teachers needed or the general nature of classroom organization. It can supplement class instruction through occasional lessons by the best supervisors or teachers that can be procured. Almost any teacher can and will be inspired to better work and better methods by observation of the development of a lesson taught by an expert in the subject. For example, a supervisor in a large system could conduct a demonstration lesson—give instructions to thousands of pupils and hundreds of teachers by radio in a period of thirty minutes which would take several weeks to give by personal visits to each room.

Schools in remote or inaccessible districts in the country may come in touch with the best supervision and methods of instruction that is afforded in that part of the State.

It seems to me to be possible, through radio, to plan for more effective use of standard tests and measurements. There is intense concentration on the part of pupils who are listening in. The pupil's returns from a radio lesson depend upon his ability, concentration, and effort.



THE ELMWOOD School of Springfield, Ohio, is seen celebrating the promotion of world peace and fellowship among nations. Note the symbolic flag under the Stars and Stripes, designed by Mrs. Alice H. Allen to express the teaching of the Golden Rule. The square flag has for its center a white seven-pointed star surrounded by colored rays, squared at the outer edge and bordered by a strip of white. The star symbolizes Divine Love, the rainbow colors the prism of good, the white background stands for a permanent truce—the end of war.

Laxness in any one of the three traits will seriously affect the product. A teacher watching the development of a lesson by another can often detect elements of strength or weakness in her pupils which she cannot so easily detect while instructing the class herself.

Training in concentration has been mentioned by many teachers and principals as one of the most valuable possibilities in radio instruction. A period of twelve or fifteen minutes seems to be about the maximum time that instruction should be given without some break. The need for discipline seems almost negligible during the time of the radio lesson.

The training of radio instructors for planning and delivery of lessons will become a new art. Only one who has tried can know how easy it is for the knees to be shaky, the voice tremulous, and the mind to be groping for suitable means of expression when he is standing alone before a little silent machine in a quiet studio far removed from the listening throngs, yet realizing that every sound he utters is registering through hundreds, if not thousands, of personalities, whose attention is riveted upon him and whose only means of getting his message is through the sounds he makes. The patrons of the schools will be listening to the radio lessons. Yes, we may

rest assured that these lessons will be carefully planned.

Our experiment with radio classroom instruction leads me to predict that development in this field will be very helpful and very rapid. Through it will come a stronger tie between home and school than has ever been possible before.

Better training of children in concentration, in quick, accurate, thoughtful obedience to a single direction is surely one result. All teachers will receive a stimulus by occasionally observing a lesson developed by another. Supervision of new methods and new subject matter will be more direct.

The invention of the telescope and the study of astronomy puts the immensity of the universe before the humblest citizen. What effect will it have upon the constructive, creative imaginations of millions of children who will be led to contemplate the energy and the mechanisms that are at work when radio produces such results by a controlled stimulation and capture of waves in ether? Travel, or contact with the world through the eye, has long been recognized as having a liberal and wholesome effect upon the education and character of a child. Who can vision the significance of the fact that distance for the ear has been annihilated; that by voice the world becomes

one neighborhood; that no matter what the size of his school, or where it is located, the great of all the earth who express personality and talent by sound may visit the pupil in his own class-

room? So far as those influences that may be made effective through the voice are concerned, the lid of the classroom has been blown off, and the walls have been set on the circumference of the globe.

Education and the New School

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A LARGE part of the school work of today is preparation for adult life. Many of the so-called failures in life are charging their defeats to lack of foresight and preparation. To obviate probable failures, we begin to prepare boys and girls for what they will need when they become men and women. In other words, what children get in school is not supposed to be of any special use to them while they are still children, but of use only when they become adults. The function of school, then, has been primarily to prepare for adult life. Is this pedagogy sound? Is it an economic policy?

The needs of the child and his native capacities must be the law of the school. Education must come from within the child; it cannot be forced upon the child from without. We must teach the child primarily what the child needs as a child, and not what it may need as an adult. Children must be children before they are men and women.

The trouble is that we think too much of school and education in terms of adult life. School too often provides very little of that larger education of life. At best, it is some sort of a laying-up process during childhood and adolescence for the period of adult life. We often reverse the learning process at the age of six. Prior to this age, the child learns what is most needed by him. This he learns very rapidly. Wouldn't it be well for school people to pause for a moment in order to ask how the child does it? Before school age, the child learns what it needs as a child; after the age of six, we attempt to teach the child, primarily, what adults need to know. Is it any wonder that some children dislike certain studies for which they have absolutely no immediate need?

It is just as natural for the mind to learn as it is for the stomach to receive food, but the quantity and quality of the food must be determined by the age

of the person. If the child were a little man and the man a big child, our present system would be more desirable. Time so-called lost is well lost during the period of childhood.

Life in the school must be made more like the life outside of school. We must pay more attention to things that children need as children. We learn best what we use most. There is no economy in learning things now that we may possibly need twenty years from now, especially when we neglect many things that we need now. A boy of twelve gets training preparatory for adult life, and practically none for the life he now lives. Suppose the boy dies. Do you think his life was worth living? Undoubtedly we have too much preparatory work for conditions and positions in life which the vast majority of children never reach.

Certainly we wish our boys and girls to grow up to be efficient units in the social group. We certainly want them prepared for life's battles and problems. In this respect the new and the old schools are in perfect harmony. They differ only in what constitutes the best method of preparation. The old school says we must prepare now—during childhood and adolescence—for adult life. We must teach arithmetic and algebra now, because as men and women these facts will be needed. The new school says in substance, "Let the dim distant future of each life take care of itself." Teach boys and girls what they will need as boys and girls. Efficiency for the future is best brought about by developing an efficiency for the present. The best way to prepare for adult life is not to prepare for adult life.

Getting an education, then, is not to be regarded as accumulating experience during childhood and adolescence for the period of adult life. It is to be a process of natural development, efficient and useful in the future only to the extent that it is efficient and useful in the

present. I presume it will always be necessary to learn to read, write, and cipher. Such things are needed in our artificial environment, but we need not continue to teach them as ends in themselves. In the past we had a uniform curriculum. There was no material difference between the curriculum of a rural school and that of an urban community. The country boy studied precisely what the city boy studied, although he lived in an entirely different environment. By a uniform curriculum, we had hoped to reach everybody, but in our enthusiasm, perhaps we failed to reach anybody completely. This means that in the new school we must have curricula that will bring about complete environmental adjustment. Each community will have an ever-changing curriculum. Its making must be perennial. The curriculum must meet the needs of the community, and the needs of a community constantly vary. To say the least, it should be of the loose-leaf notebook type.

The new school will recognize more completely the individual differences of children. Children have different capacities and ever-varying needs. These capacities and needs must be the law of the school. A principle of democracy is that government exists for the individual and not the individual for government. So school must exist for the boys and girls; they must not be required to live for the school.

In the new school there will be a place for all. Education will be universal in the true sense of the term. The needs, capacities, and activities of the children will determine the nature of the work, so that all will be given an opportunity to become all that they can become. Education and democracy will be members of the same household.

The new school will make better use of the physiological activities of children. Instead of being suppressed or neglected, they will be nurtured and developed. Instincts and bodily activities are the basis for the educative process.

The old school would have the child perform a number of distasteful, uninteresting, and useless tasks as merely disciplinary measures. The new school will not manufacture difficulties for the children; it believes that every useful subject has difficulties enough and to spare. Subject matter is to be in the curriculum because of its intrinsic value and not for the purpose of formal discipline. The primary purpose of school must be to conserve the boys and girls.

Education in Holland

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ALTHOUGH Holland is but slightly larger than the State of Maryland, its population in 1920 was five times as large as the population of Maryland, numbering 6,841,155. It is literally a kingdom of large towns, having no less than thirty with populations above 20,000. Situated on the main outlets from central Europe and Russia, it is exceedingly prosperous. The Holland Government realizes the importance of education for the Dutch people, and an elaborate educational system is therefore fostered and supported by the State. Prior to 1917, the administration of education was under the Ministry of the Interior. Since that time it has been under a Minister of Education.

For the purpose of administration, the eleven provinces of the kingdom are divided into four districts with a chief inspector for each district. The minister and the four chief inspectors have under them a total of twenty-seven inspectors and seventy assistants. Their control of public schools is more direct than of private schools, particularly in regard to the appointment of teachers. Private institutions, however, wishing State subsidies must satisfy the inspectors who report to the central board on the character and efficiency of the instruction.

The local elementary and infant schools are under the immediate supervision of the mayor or the magistrate, although the community council may appoint a committee with inspectorial control. The compulsory school age is from six to twelve. The secondary schools are under the supervision of two general inspectors and a number of specialists. Many vocational schools are maintained for persons desiring training for the semi-professional occupations. Most of them are private organizations drawing subsidies. Higher education in all cases is under the control of special boards.

Each year the Queen causes a complete report of the conditions of education to be submitted to the States General. The States expended, in 1919, the sum of \$38,511,620 on education; the provinces, \$370,500; the communes, \$5,360,000; a total of \$44,241,620, or approximately \$6.50 per capita.

The kindergarten, usually referred to

as the Froebel school, is found in many parts of Holland. In addition, many infant schools which offer pre-school training have been established. In 1919-1920 there were 211 municipal schools of the kindergarten or infant types with an enrolment of 18,926 boys and 16,674 girls. At the same time there were 3,476 private organizations of this kind



CANALS bordered by homes are a unique feature of the landscape of Holland.

with an attendance of 54,726 boys and 56,629 girls. In recent years, pre-school instruction has been greatly influenced by the methods of Montessori.

Elementary education comprises instruction in reading, writing, arithmetic, Dutch language, natural history, geography, nature study, drawing, physical exercise, and plain needlework for girls. In addition there may be given at the elementary schools instruction in French, German, English, mathematics, commercial science, international history, manual work, agriculture, horticulture, and fancy needlework for girls. French is usually begun in the fifth grade of the more expensive six-grade elementary schools. The other studies of the second group are usually included only in the curricula of the extended elemen-

tary schools. The extended elementary school provides three more grades for those who are not satisfied with the work of the regular six-grade elementary school and who find it more convenient to attend a school of this kind or who plan to enter commercial or office work. In many cases these courses have been strengthened and extended upward until they are secondary in character and resemble elementary schools only in that they keep the elementary organization of a single class teacher.

To qualify for the lower elementary teachers' examination, the applicant must have attained the age of eighteen years. Attendance at a training school for teachers is not necessary. Upon passing of the examination, the "contender" is issued the lower elementary school certificate. Very few persons become teachers by this route. Most of them attend normal school for four years before attempting the examination. The lower certificate is a prerequisite for the higher certificate, the procurement of which must be preceded by courses of education together with two years' teaching experience and the attainment of the age of twenty-three years. Still another examination is necessary for the office of headmaster or principal. Special examining bodies grant these certificates. The examinations are both written and oral. The training schools or teachers' colleges may be entered from the elementary school by persons who are fourteen years of age. All courses in normal schools are four years in length. Training schools are maintained by communes as well as by the State. Some training schools are private. Most private normal schools are State-supported. All are supervised by the inspecting bodies for elementary schools.

As provided by recent legislation, the State has undertaken to pay the salaries of all teachers in both public and private schools. This step was bitterly opposed by public school teachers, particularly in the large centers, because the schedules proposed lowered their salaries and raised the salaries of teachers in most private schools and in the public schools of the smaller centers. In 1920, the fixed annual salary of a married teacher with the lower grade certificate



THIS GREAT amphitheater at Amsterdam has been the scene of many notable athletic contests.

in a smaller center was from \$1043 to \$1084, and that of a principal in a village school was \$1608.

The school year for elementary instruction begins the first of September and closes the middle of July, giving a vacation period of approximately six weeks.

Pupils, who have completed the six-grade elementary school, and who wish to pursue advanced studies with the idea of possible entrance to a university, may enter the *gymnasium*, the high school (*Hoogere Burgerschool*), or the lyceum. The *gymnasium* is really the classical secondary school of Holland, but there, since 1876, it has been classified as a part of higher education to indicate that it is strictly preparatory to the university. Its courses are six years in length, with differentiation beginning with the fifth year, at which time the student selects the classical studies if he wishes to take up law or the liberal arts, or he selects the sciences if these seem better for his chosen line of work.

The high school (*Hoogere Burgerschool*) was planned originally to give an education for the problems of life, providing a general cultural education and a preparation at the same time for service in industry, agriculture, commerce, and official life. The law provides for two kinds of high schools, one with a three-year course and one with a five-year course. The three-year course is adapted to local needs. The five-year course now resembles the curriculum of the *gymnasium*, with the exception

that it offers no Latin or Greek. Graduates from the five-year high-school course are now admitted to the university on certain conditions without additional examinations.

As in the *gymnasium*, all class periods are fifty minutes in length. It is reported that the severity of the final examinations, coupled with the large number of subjects in the course, leads to considerable cramming. In 1918 there was a total of 102 high schools, of which 33 were State schools, 48 municipal schools, and 21 private schools. Five of

these were schools for girls; the rest of them were coeducational.

The lyceum offers a five- or six-year course. Completion of two years in the lyceum will admit to the third year of either the *gymnasium* or the high school. The pursuance of studies in the lyceum thus defers choice between entrance into the *gymnasium* or the high school for at least two years and insures some study of the individual with a view to vocational guidance. If the student chooses to remain in the lyceum he may elect courses comparable to either the *gymnasium* or the higher *burgerschool*.

Continuation courses are offered for persons who enter the trades and industries, and thus do not enrol in other schools upon completion of the first six grades. Broadly speaking, there are two kinds of continuation courses, those in general education, as reading, writing, mathematics, elements of political economy, and those dealing with training for the semi-professional occupations.

For years the three State universities, Leiden, Utrecht, and Groningen, and the municipal university of Amsterdam have offered splendid opportunities for higher education. In 1918, the veterinary school at Utrecht and the agricultural college at Wageningen were given university standing. At Delft there is a technical or engineering school offering courses in civil, electrical, mining, and chemical engineering as well as in canal and dike construction. Recently in southern Holland, Nymegen, a Catholic university, has been established for persons desiring higher education.



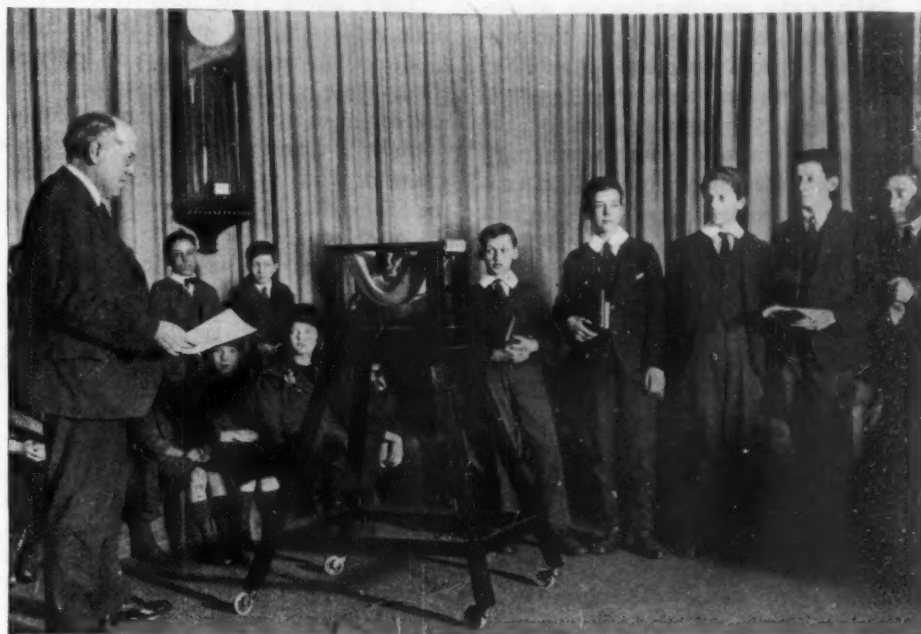
WOODEN shoes have not yet disappeared from some of the rural sections of Holland. Perhaps they are more comfortable. Who knows?

Radio in London Schools

THROUGH the courtesy of the *London Teachers World*, THE JOURNAL is able to present these two photographs which show the first experiment in London schools with wireless lessons broadcast on Friday, April 4, 1924, by the British Broadcasting Company, which has a monopoly on radio broadcasting in that country. In the upper photograph Sir Walford Davies, the famous musician, is shown giving lessons in music to his visible audience of twenty-five and to his invisible audience of ten thousand children in the London schools. The lower photograph shows the scholars of the Hugh Middleton Central School at Clerkenwell receiving the lesson. The representative of the *Teachers World*, describing the scene in the studio, writes:

There was tense excitement in the B. B. C. studio at Savoy Hill. This airy chamber, so picturesque with its gracefully hung curtains, and so awe-inspiring with its mysterious microphone, was alive with eager curiosity. There were, first, a few adult and specially invited visitors. There was a class of boys and girls from a neighboring elementary school (nearly everyone of whom was extraordinarily impressed by the occasion), a few boys from the Temple Church choir, who were rather more *blasé*, Mr. Arthur Burrows, who made the preliminary announcements, and Sir Walford Davies. There really was an air of suppressed excitement about this experiment of broadcasting to schools. Even the principals were not free from it. Sir Walford afterwards confessed to the nervousness that seizes the most experienced of lecturers when he faces the microphone for the first time. And even Mr. Burrows was taking those extra pains

to ensure perfection that showed he, too, was superintending something out of the ordinary. Perhaps the culmination came when the children were asked not to cough unnecessarily. Deathly silence succeeded. Mr.



Burrows made his announcements and introduced Sir Walford Davies—and the first transmission to London schools began.

To Sir Walford's admirers there was perhaps little in his "lesson" or address of absolute novelty. But it was admirable material—perhaps a little advanced for the age of some of his listeners, who were younger, I think, in the main, than Sir Walford expected. But he adapted himself to wireless possibilities remarkably well. Little intimate touches ("Are you listening, children?" "Hold up your hands all who know") indicated that he visualized his larger unseen

audience. Indeed, I thought the actual class in the studio quite unresponsive and of little use. The children were obviously overweighted by the occasion, and I think, too, a little puzzled by Sir Walford's attempt to speak to two audiences at once. Experience will remove imperfections of this kind. Sir Walford went smoothly on, the floor was

littered with the spent sheets of his notes, the choirboys sang, Sir Walford composed his little tune on the grand piano, and the transmission came to its appointed end.

It had been proved possible for one man to speak at one and the same time to all the millions of children in the schools of Great Britain, and to be clearly heard and understood by them. That was what Friday's experiment meant to those who understood.

Commenting on the significance of the experiment, the editor of *The Teachers World* says:

But the wonder of wireless, even for children, will soon pass, and the interest that has been aroused by Sir Walford Davies's broadcast "talk" has sprung from more practical considerations. A new medium of imparting instruction in schools is gradually being perfected, and in a comparatively short time we shall be able to look back upon Friday's experiment as but the first clumsy venture of a new arm of the educational service, which the reinforcement of wireless television will some day make still more effective an ally of the teacher.

Sir Walford was delighted with the experiment and expressed the hope that many talks would be forthcoming by men of science and letters. He says:

The possibilities are wonderful. I could not refrain from remarking in the talk that were Shakespeare or Handel alive they could have been pressed into the service of addressing 10,000 children this afternoon, and have spoken memorable things in a conversational voice, heard, if necessary, by every school in the kingdom.



State Association Publicity¹

ARTHUR L. MARSH

*Executive Secretary, Washington Education Association
Seattle, Washington*

USING the amplifier for the profession and the soft pedal for the public is the twofold problem of publicity for a State teachers' association.

The necessity of getting over to the profession, for sake of their membership and support, the fullest information concerning the association and its program and achievements needs no emphasis in a body of executive secretaries of State associations. For States of small teacher population, publicity aimed at the profession must be the first and fundamental feature of the association's program. In Washington we utilize the teachers' institute, a membership leaflet, and mimeographed letters; and for the cultivation of enthusiasm and information in our professional leadership we have a much-used mailing list of our board of directors, members of representative assembly, presidents of local units, county and city superintendents, and presidents of higher institutions. It means an intensive campaign for many weeks and a persistent year-round program to make "organized teaching profession" more than a name. A membership of more than eighty per cent is the result.

But publicity for the public concerning the association is another thing. For example, the executive secretary goes to our legislature not as a lobbyist but as a reporter. His legislative headquarters are as inconspicuous as possible, and he does not intrude himself on legislators. He is eyes and ears rather than tongue and pose. He gets the news, as a good reporter should, and broadcasts it regularly to the organization through its leaders. For influencing legislation, dependence is placed on expression direct from "home"—letters, telegrams, visits—rather than from association headquarters. Similarly our association's permanent headquarters are unpretentious, and newspaper publicity for the organization is studiously avoided. Any impression that the teachers' association is a powerful organization controlling its membership and dominating the public in educational matters is precisely what we don't want.

The problem of information service to both profession and public on matters of direct educational import is today, I think, the biggest and most fundamental and far-reaching problem in every State.

On this phase of the publicity program, in which, it seems to me, most of the States that have seriously undertaken the problem are in the stage of tentative theory and experimentation, I would not assume to offer anything more than a brief report of our own empirical beginnings. We may be using the wrong methods entirely, and, of course, we do not presume to recommend or even to suggest our procedure to any other State association.

Our starting point was a resolution passed by our representative assembly in September, 1922, declaring the need of a methodical program of information service for the public on vital school matters. Instead of undertaking some immediate action, however, we took a year to think about the problems involved and arrived at the following simple tenets of conviction:

1. The objective should be the dissemination of general pertinent information rather than specific propaganda. Its aim should be constructive and preventive.

2. The objective of functioning should be a program rather than a campaign. Continuous information service rather than a periodical or occasional splurge is needed.

3. The program should be executed through the coöperation of many unpaid representatives rather than through paid officers. It is advantageous to be free from any commercialization, to make contacts with editors through local representatives, and to secure the by-product of professional benefit through the largest possible participation.

4. Information to be supplied to the public should be first local, second State, and third, National, in order of importance and in space proportions.

5. State headquarters should render its service largely in stimulation, organization, and education of local publicity workers and in supplying material for local use from the State and National fields.

We had already begun publication of our journal for the service of the profession and that year inaugurated mimeograph bulletin service on educational legislation, teachers' salaries, and other matters for association leaders throughout the State.

Our next step was to feature in the program of the representative assembly (October, 1923) a high-powered address on educational publicity by the dean of our University of Washington school of journalism, and this address by Dean Spencer was broadcast through our journal and was delivered afterward to several local units.

In the same assembly a special publicity committee was appointed to work out a plan and program and, under direction of the board of directors, to put them into execution. The committee held several meetings in which they called in expert counsel and determined upon objectives and procedure. Plans adopted were in substantial conformity with the principles previously stated. As procedure it was decided first to call on local associations to name one or more representatives to cover every newspaper in their territory and to report these names to headquarters. For the guidance and help of the local press representatives, it was decided to prepare a manual of instructions. Initial compilation of this manual was assigned to a member of the committee, who should submit his draft to several high-school teachers of journalism for criticisms and suggestions. After revision and approval by the publicity committee, the manual is to be submitted to the faculty of the university school of journalism for final revision. This manual we hope to have ready in the fall, so as to get our plan into operation before the legislature opens in January next.

Another product of the committee's work was a discussion of school publicity before the annual meeting of the State press association, in which the chairman of the committee discussed the subject, *Educational News the Schools Want*, and an editor discussed the other point of view, *Educational News the Newspapers Want*.

If the plan we are developing fails to function, and to the extent that it fails to function in different localities, we shall endeavor to substitute direct press service from headquarters. But we are more concerned now with ultimate than immediate effectiveness. If, after due time, fruitage fails to appear, we shall turn to the plan of some other State.

¹An address before the National Organization of Secretaries of State Education Associations, Washington, D. C., June 30, 1924.

Activities for Patriotism

HARRIET CHAPPELL

Westerville, Ohio

THERE is an increased demand upon the public school for ethical, social, and civic training. Although brilliant work is done in civics and history classes, there is with the public an increase in lawlessness and civic indifference. Whatever the natural causes for this condition, the Nation cannot afford to let it grow unchecked, so—appeals to the schools.

All the texts and topics in use for civics are needed, but perhaps further activities may be found that would improve the grade of our citizenship.

There are already a multitude of attractive organizations in existence with programs for mimic civic activities. Their usefulness awaits the teacher's judicious selection. With admiring acknowledgment of their excellence, it is not needful to catalog them here. Teachers also have ample suggestions for such class activities as visits of observation to public institutions and school board meetings.

There are projects and official duties awaiting the school child in regard to town ordinances, in relation to health week, safety-first instruction, his sports team, clubs, camps, class organizations and celebrations, all for the sake of giving him practice in civic activities in miniature. But rather let us think of activities to foster his general normal development.

He may even become one of the junior police and serve at a crossing like a real traffic cop, or look out for keeping a street or park clean of rubbish.

A supplementary organization pre-eminent for its success in character-building is the Boy Scouts, with its active care for forest and field and its aid rendered to persons who need it.

These are all good, but there are limitations on early practice arising from the very nature of patriotism, which is not a skill needing drill, but a principle

and an enthusiasm. The technique of voting or of jury duty needs little practice. Certainly as a definite loyalty, in its political activities, and in its part in National administration or de-

At least, all such activities could be kept elementary and transient, within the limits of the play impulse, and short of boredom. Organization might be attached to purely temporary affairs, such as a seasonal sport, or a picnic or a pageant, and allowed to dissolve promptly when the occasion is past.

Learning by doing, however, has its effective place in training the democratic citizen in several ways: First, in corrections upon his daily living and development. Our present good citizens usually come from strong and gifted children who have always felt they had something to give their companions. They also include those whose ideals have not been twisted or blighted, and whose social activities have not been thwarted. It is the backward child or the thwarted child, the one who never was in the team or the pageant, who develops a sense of injury and becomes the adult criminal or bitter revolutionist. Radical teachings of class hatreds will come to such children as fire to tow, and therefore should be strictly excluded from all schools.

The teacher will need to do case work, to watch the less promising child and repair any breaks in his performance in the widening relationships, from the family, to those of the gang, the school, the church, the town, the Nation or race, and all humanity. From being serviceable to his mother and the babies at home, he should naturally become a helpful school-mate, a defender of dumb animals, and a loyal team-mate, as a matter of growing habit. More gifted children should be charged with the responsibility of not letting the others drop out of class activities. The important thing is to guard against disasters that might deflect a child into the ranks of the unsocial.

Second is the utilization of adult example. While children extend the

Enlarging Ideals in Public Recreation

A Parallel That Isn't Deadly

James Edward Rogers in *The American City*

FROM summer playgrounds and private support TO a year-round recreation system supported largely from municipal funds.

FROM the restricted idea of play and playgrounds for children TO the conception of indoor and outdoor community centers to be used by people of all ages.

FROM the notion of play supervision TO the conception of play leadership.

FROM the stress put on the need for apparatus alone TO the new emphasis on trained leaders to make apparatus most useful.

FROM the narrow field of the playground TO the larger group of spare time activities involved in the term "community recreation."

FROM calisthenics and drills TO athletics, social recreation, community music, community drama, and neighborhood organization.

FROM the old-fashioned coach TO the worker who trains leaders in community recreation.

FROM the system that trains for picked teams, elevens, nines, and fives TO the present emphasis upon mass and general participation.

FROM the tendency to let the paid executive do all the work TO the idea of securing and training volunteers who shall be organized by the paid executive and through whom the executive multiplies his influence and accomplishments.

FROM the idea of confining the program within the four walls or a fence TO that of service throughout the neighborhood and community.

fense, patriotism is an adult function, like love and parental devotion.

Josiah Royce warns against the damage of premature demands for loyalty. There are stages at which urging children into organizations and steady official responsibilities, when their instincts are fighting for a healthily selfish development, may be as little helpful as stimulating premature morbid religious experience or precocious love affairs.

habits of social action from small beginnings to wider relationships, they can glimpse their ultimate ideals in the example of adults and work that inspiration backward into lesser relations. They naturally want to observe what older people are doing, to gather what explanation they can, and to imitate a little in play, as in "playing house" or playing with dolls or pets. For citizenship their greatest inspiration is the adult citizen in his activities of voting, paying taxes, serving on a jury, subscribing to town enterprises, reporting violations of law—and, shall we say, being an alderman and making speeches? This includes the professed motives in such action.

The school can utilize parental examples through English themes and current events reports. The teacher can also let her own performance and motives be observed. This is where woman suffrage is an asset to good citizenship, since now the woman teacher is a voter, and if she also has strong roots in the community and strong public spirit, she is worth far more than a transient.

The following is suggested as a device for contact of the schools with elections: *Let each child prepare at school a decorated tag bearing some pungent saying about the duties of voters.* He can then take it home and ask some adult friend to wear it to the polls when voting, as his exclusive representative. If this results in the child's visiting the polls, all the better. A summary of reports on this at the school afterward may disclose interesting facts as to how far the children were represented in the election. Of course all matters of partisanship should be ignored.

Third, mass activities. The truly patriotic element in military drill is its mass activity. The marching of a large body of people, the rhythmic drilling of a gymnasium class, the responses of a whole assembly, the singing of a great chorus—all have a charm and powerful effect in producing the feeling of social solidarity. Not all children can sing, but all may take some part in a pageant or repeat in unison some brief ritual. For this reason the practice should be encouraged of using brief rituals of patriotic nature, for daily exercises or anniversary celebrations.¹ The Children's Code of Morals is notable material for such use.

Fourth, personal expression. "Speaking pieces" has always had its justification in child nature. While words

merely read may remain but theory, we must not forget that vocal utterance of memorized words is a real motor activity and form of self-expression the "best for abstract ideas" and most effective in building personality, as we may see in the professions of preacher, teacher, actor, and political leader. The vogue of dramatizing is built upon this fact.

The material does not "set" well in the mind unless it is evidently true and significant. The sayings and doings of

God Dances On the Hills

Mary Siegrist

From *The New York Times*

"Osiris is a dark god." Mine
Goes dancing on the hills;
He laughs from out the blustering corn
And smiles in daffodils.

Your God not dance on hills? Mine shouts
From each red sunrise—sings
From every painted sunset—lifts
In a million shining wings.

Your God not walk and talk? Mine talks
To poets everywhere;
Wherever lovers are, my God
Is always standing there.

Your God not live in dusty roads?
In forest murmurings?
My God has center everywhere—
Keeps faith with common things.

Your God not laugh and dance—not love
Earth's wildheart flowering?
Mine thrills wherever beauty wakes;
His face is in the spring.

"Osiris is a dark god." Mine
Goes singing on the sea;
He dreamed the world for laughter
And poet's minstrelsy.

our heroes are the finest material, and when gesture and action are added the effect is heightened.

As to maxim memorizing and catechizing, the fact is that this is the method that stamps the indelible characteristics on the social groups, races, and nations in the world today. In facing the time and work required for memory drill, the best protection for the teacher's strength will be the prompt adoption of some simple and fundamental code for such use. Such a code would take no more time than the miscellaneous selections and songs of popular custom. The Salute to the Flag is brief but effective, and similar "forms of noble words," easily memorized through long and pleasant use, will remain ready for instant use in the citizen's problems.

Activity thus will play its needed part in improving our civic loyalty by (1)

¹ Such as *Loyalty Drills for Patriots of the American Bond*, address: The American Bond, Westerville, Ohio.

insuring the child's normal social development, (2) utilizing childish contact with adult civic activities, (3) increased use of mass activity in pageant and ritual, (4) more memorizing of standard moral and patriotic codes.

WE HAVE an insufficient sense of proportion in our view of education. We permit ourselves to be astonished and scornful at the absence of certain fashionable scraps of knowledge, while accepting with equanimity the absence of whole bunches of knowledge that are of primary urgency. And we are thus, because we do not put any curriculum to a proper test. In fact, we have no proper test, for the reason that we generally forget to ask ourselves what is the aim of education. At the best we seize on something silly in a given curriculum, and strike it fiercely out, or we stick some missing detail in, and think we have arrived at perfection.

The way of approach is wrong. We begin by examining the means to the end instead of first ascertaining what the end is. If we first defined and clearly envisaged the end, we should be in a better position to pass a verdict on the means. I am inclined to think that no existing curriculum of any well-known educational institution has been framed exclusively in the light of the notion that the object of education is to attain complete living. And in the older universities, this obviously would be impossible; for they are, and must be, ruled by tradition, modified only by slow degrees.

And here the hasty should be warned against an unreflecting wholesale condemnation of existing curriculums. The tendency of all boys, and of nearly all young men, is to exclaim that such and such a subject is perfectly futile in the practice of after-life. It may or it may not be, but to decide definitely whether it is or is not might be difficult. My complaint against existing curriculums is not that they are full of futilities but that they show a lack of proportion and ignore essentials. I wonder whether a single educational institution could be found in this island where it is obligatory for young men and women over twenty to study the principles of the science of education. Which is equivalent to wondering whether there is a single educational expert who has effectively remembered that one of the chief purposes of young men and women is to become parents of well-brought-up and satisfactory children.—Arnold Bennett in *How to Make the Best of Life*.

School Bell Will Ring Knell of Summer Playtime for 250,000 Pupils Monday

**Must Find Room for
Many Additional Stu-
dents This Year.**

The Times 9-9-55
**Cap Stubbs Meets Heads
Of Two Schools; Joyful**

Board Votes for Experimental Course in Public

Plain Dealer 9-8-24
**SCHOOLHOUSE READY
FOR YOUTHFUL LEGION**

Overcrowding is Certain Throughout County as Increased Enrollment is Predicted

GOODBY, BOBBY! SCHOOL IS HERE AND MOTHER'S BABY IS A BIG BOY NOW



**QUARTER MILLION
MARCHING BACK
TO SCHOOL TODAY**

**County Enrollment Largest
in History; Increase Sends
City's Total to
134,000**

LAKWOOD TO COMPEL PUPILS' VACCINATION

3,000 Protest Compulsory Treatment; Hearing Set for Tonight.

Reopening of school this morning will start an army of children, estimated at nearly a quarter of a million in Carthage county, back to their studies.

The enrollment is due to history with no real diminution in the childhood which the county called upon to educate.

The increase in Cleveland is estimated at 2,000 over last year's total of 124,000, and of the school year will have grown by 20,000 in percentage to immigration of Negro youth and the steady movement from the far west for the increased

figures indicate otherwise in keeping popular keep schools must continue for the day when the children with this daughter.

Meanwhile of young life for the equals A continues to flourish in some of the

Back to Training.

Back to Training.

The little red schoolhouse of romantic memory has been abandoned, but its spirit survives. On Monday two or three hundred thousand young Americans in Cleveland and its neighboring municipalities will begin their year's scholastic labor under conditions altogether superior to those which existed commonly half a century ago. It is a popular form of sentimentalism to bemoan the passing of pioneer days in education. W.

With the opening of Royalton's new central and school the last of Cuyahoga county's "little eden" goes out of commission. They pass to the realm of poetry and reminiscence, to be cherished in memory for the splendid service they performed. They are succeeded by grade schools, improved teaching and supervision, better equipment and a fine adjustment to the needs of this community. Our responsibility is to see that the product of these better schools is of a quality to justify the greater cost.

[illegible]

Proof That the First Day of School Has Arrived



The Press 9-9-24
COMMERCE HIGH
IS PLANNED

W.-Side to Get New Building Say Officials

A new high school of commerce has been scheduled for erection on the west side of the land building

The Press 9-9-27
110,000 SCHOOL
OVERFLOW

Pupils Forced to Study in Small Rooms

When Cleveland's 165 public schools opened, 179,743 children enrolled.

The Press 9-5
135.00

**FIVE NEW BLDGS.
WILL RELIEVE
CONGESTION**

4850 Teachers Employed for Year; Telegraphy Course to Be Tried Out by Board

Next Monday 115,000 Cleveland children will take up their books and trunks to school to receive the

**350,000 PUPILS
EXPECTED AS
SCHOOL OPENS.**

Plain Dealer 9-7-24
**LIKE SCHOOL? SURE
WE DO. SAY CHILDREN**

Straw Vote Shows Three to One Majority, and Cartoonists Must Seek New Idea.

Do They Like School?

EDITH PLAIN DELER—Each year at the beginning of school, nearly every daily paper carries on the first page a large cartoon . . . pictures the schoolboy in mortal agony at leaving his father and dog to return to the barren prison of school . . .

It is well known that within a past year or thereabouts the public has been through three grades of the public schools here in advanced educational lines that from one point of view is a dramatic to the one children now love the school . . .

To see our great daily press do so much to hinder when it can render such potent assistance is positively painful to a large element among the reading public.

Leader - News 0-7-2-

Now Johnny Likes School

He Dramatizes Three R's; It's Guiding Youthful Imagination That Counts Nowadays Rather Than Teaching Methods of Lincoln's Time

BY THE EDITOR

ON the morning Johnny will go marching back to school. And how surprised he's going to be and how surprised his mother and father are going to be for the learnin' of today isn't like it used to be when every schoolhouse was painted red and made of brick and featured as one of the sights of the town. Johnny will be surprised because things won't be just as he left them last year. Education is

One man's own judgment about his. But whenever society may think of the changes that have been made since its senior members were small students who carried their educational needs in a satchel, it is not hard to think for ourselves enough of it to make up for whatever society does or doesn't think. Justice is heart and soul for the present day educational system. And why not?

He has his rockin' home right there in school. He has his pot of clay. He has his shrubbery to attend to here and there and make Florida look like Florida instead of having to turn to page 38 in the geography and learn that Florida is one of the states. He has his Florida State by the Gulf of Mexico train-trails. He has his wonder tree, too, and his

[illegible]

branches of art. We ~~good~~ imagine them. And the right kind should be encouraged. A good writer or good orator must first imagine, visualize his subject and then select the words from his vocabulary that best ex-



CLEVELAND NEWSPAPERS are known throughout the country for their intelligent and constructive use of public-school news. "It is our policy to help newspapers obtain all the facts they desire with the least inconvenience," writes Clyde Miller, director of the Division of Publications for the Cleveland Schools.

The Journal of the National Education Association

Published monthly, except July and August, by the
National Education Association of the United States

President, Jesse H. Newlon

Secretary, J. W. Crabtree

The payment of \$2.00 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL monthly.

The payment of \$5.00 instead of \$2.00 entitles an active member, in addition to the privileges of the \$2.00 membership, to receive the complete bound volume of *Proceedings*, all committee reports, and other regular publications of the Association.

One dollar of each membership fee is for a year's subscription to THE JOURNAL.

Subscription to non-members is \$2.00 per year; single copies, twenty-five cents. Advertising rates on application.

Members are kindly requested to report at once any change of address, giving old as well as new address.

THE JOURNAL is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.

Entered as second-class matter October 28, 1920, at the post-office at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of Oct. 3, 1917, authorized Jan. 26, 1921.

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Radio in Education

EVEN as the automobile has wrought a revolution under our very eyes without its educational significance being fully understood, radio is bringing about changes more far-reaching than we are aware. Merely to mention the report that nearly five hundred million dollars' worth of radio equipment is being sold during 1924 suggests the magnitude of the development. It is believed that this new means of entertainment and instruction—universal, swift, inexpensive—will raise the level of intelligence among adults generally. What will it do for the schools?

Two experiments, one conducted in the schools of Oakland, California, and the other in the schools of London, England, suggest possibilities. The Oakland experiment followed the plan of using teachers from the regular teaching staff. The London experiment brought in a famous musician, not primarily a teacher. In both methods there are large possibilities. Carefully planned teaching by experts can be followed by novices and the less skilled. On the other hand, well-known authorities in music, history, literature, art, politics, and science can speak directly to class groups in the schools, adding to the systematic instruc-

tion of the classroom the inspiration of the creative thinkers and workers who produce the knowledge that the classroom aims to transmit.

Building the Profession

THE Nation-wide campaign for members now being carried on by the National Education Association means much to the rank and file of American teachers. It will heighten the professional interest of hundreds of thousands of teachers, many of whom will not immediately affiliate with the Association. Better salaries, securer tenure, and improved working conditions generally can come only as teachers themselves take the initiative to improve the profession and increase its service to the children.

The first step is the enlistment of the thousands of individual teachers in the professional army which battles for the elevation of the profession. One can get a fair measure of educational progress and excellence by studying the map which shows the schools with one hundred per cent enrolment in the National Education Association. In such schools local and State Associations find their best support, the desire for self-improvement among teachers is generally strongest, and coöperation between school forces and the people of the community is most developed.

Now is the time to rally round the flag of professional organization. There are battles to be fought to maintain the schools at their present standard. Certainly the growth and improvement which we have a right to expect will come only with a united profession. The schools need friends and enthusiastic supporters as never before. Let every member of National, State, and local associations pay his dues promptly and let those who are not members enlist at once. To help improve the profession is the obligation and privilege of every worker who practices it and profits by it.

The Enemy Attacks

WIDESPREAD misapprehension concerning the proposed Child Labor Amendment to the United States Constitution is traceable directly to mis-statements of the National Manufacturers' Association, according to Secretary Owen R. Lovejoy, of the National Child Labor Committee. The National Manufacturers' Association has distributed widely a pamphlet, *An Examination of the Proposed Twentieth Amendment*,

by James A. Emery, the general counsel of the Association. Unfortunately, many public-spirited citizens, including editors of agricultural and other papers, not knowing of the selfish purposes of the Manufacturers' Association, have accepted its mis-statements as facts. Educational workers will do well to correct mis-impressions about this proposed amendment which does nothing more than give Congress the power to deal with a problem that is everywhere recognized as serious. The amendment has the endorsement of all candidates for the Presidency.

STANDARDS OF TEACHER TRAINING—In no phase of education is there more diversity than in professional requirements for teachers. Conditions in the various States and localities vary so widely that goals which are immediately possible and desirable for one State are not applicable in another. Through resolutions adopted by the National Education Association, four years of training beyond the four year high school has been set as a desirable standard for every American teacher. Two years of training beyond the four-year high school has been set as a standard which should be realized within the next few years.



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COLONEL JAMES A. DRAIN, National commander of the American Legion for 1924-25. The American Legion is coöperating with the National Education Association and the United States Bureau of Education in plans for the observance of American Education Week, November 17-23, 1924.

Program for Professional Study

THE ENTHUSIASTIC RESPONSE by school people and the general public to the observance of American Education Week indicates a deep and abiding interest in the public schools of the country. This Week offers a remarkable opportunity for school superintendents, supervisors, school boards, and teachers to work together in placing before citizens their responsibility toward the schools and discussing with them questions of school finance, school taxation, buildings and equipment, playgrounds and recreation centers, budget making, vocational and special classes, and other problems relating to the needs of the district.

A survey by the National Education Association of the activities carried on throughout the country during the past four years indicates that professional organizations of teachers have played a large part in the success of the Week. With the constant expansion of their activities these organizations will in the future assume even greater leadership. It is fitting, therefore, that the program for the November meeting should be built around American Education Week, as was suggested in the plan for the year, published in the June JOURNAL.

The following excerpts from letters are indicative of the way teachers' organizations are entering into the spirit of American Education Week:

Muskegon, Michigan—Our teachers' club held a noon-day luncheon at the leading hotel on Saturday of Education Week and invited the mayor, some of the ministers, members of the school board, presidents of the Rotary, Exchange, and Kiwanis Clubs, and others. Our chief speaker was a former superintendent, whose subject was *The Seven Objectives of Education*.

Omaha, Nebraska—The observance of American Education Week was chiefly under the direction of the public-school teachers of Omaha, being carried out through a committee in their professional organization, the Omaha School Forum. Classroom teachers and administrative officers of the schools talked before noon-day luncheon clubs, the Chamber of Commerce, Women's Club, and churches. A series of radio speeches was also given. As a result of the intensive program, a keener interest has been awakened in the public schools of the city. The patrons have been brought into closer contact with the work of the schools; organizations and clubs are more frequently requesting educators to speak before them.

Worcester, Massachusetts—The First Grade Club as its contribution to the ob-

servance of American Education Week, held a two days' educational demonstration in Horticultural Hall. The purpose was to present to the public in a graphic way all that the school beginner needs for health, happiness, and mental development.

Suggested Program for November*

AMERICAN EDUCATION WEEK

President in chair

Opening Song—America

Reading of minutes of previous meeting (five minutes)

Important announcements (five minutes)

Transaction of business (twenty minutes)

Statement by the President on the Significance of American Education Week, and a brief resumé of the plans for the observance locally (five minutes)

Talk by the chairman of the professional service committee, or a committee appointed for the purpose, calling attention to the plans of the organization for participating in the week's activities (ten minutes)

Brief addresses by representatives of cooperating organizations such as the American Legion, the National Congress of Parents and Teachers, the Chamber of Commerce, the American Federation of Labor, Rotary, Kiwanis, and Lions clubs (fifteen minutes)

Discussion from the floor (ten minutes)

Suggestions for the celebration of the week based on material found in THE JOURNAL of the National Education Association.

Adjournment

* It is assumed that this program will be given either before or during American Education Week.

In the center of the hall was a miniature school where class work was demonstrated at stated times in the morning and afternoon. Games, songs, dances, drills, and dramatizations were given upon the platform during the late afternoon and early evening. More than seventy-five hundred visited the demonstration, many remaining several hours.

Practical devices for American Education Week based on projects that have been tried out in the classroom:

I. Classes. A. English—(1) Subjects for investigation—(a) Progress of education in your city; (b) Location of first public school

in this country; (c) Information concerning the first free textbooks; (d) Organization of special classes in the local schools, including vocational, domestic science, and Americanization; (e) Illiteracy in the United States and your own State. (2) Assign themes relating to education for written work. Ask a committee of citizens to group the themes according to value and select the best ones for exhibition. (3) Have the pupils write pageants or one-act plays. (4) Quotations from prominent educators and statesmen. (5) Prepare publicity letters and articles. (6) Have students write book reviews and reviews on prize essays.

B. History—Celebrate *School and Teacher Day* by having programs in which the schools of today are compared with those of the past.

C. Civics and community life—(1) Discuss the early history which brought about the forming of the Constitution. (2) Clip and discuss newspaper articles concerning local and civic activities.

D. Arithmetic—(1) Make and solve problems using statistics for illiteracy, cost of maintaining the local schools, etc. (2) Make statistical charts on the cost of education, the amount expended for luxuries as compared with that for education.

E. Art—(1) Prepare posters using educational material.

II. Exhibits—A. Have a specimen of each child's work done in September and another done in November. This will give the parent an idea of the progress his child is making.

B. Display posters and class drawings.

C. Portfolios prepared by the children during the week might include the following—

(1) Specially designed cover page; (2) Studies of educational subjects: Education Bill now pending in Congress; Education as an investment; Vocational education; Character education; Adult education; Education for defectives; Political education (suggestions for better citizenship); A comparison of American education and foreign education; Child labor legislation; Education in the South; and Forward steps in rural education. (3) Slogans and cartoons. (4) Original drawings.

D. Composition work and the school paper.

III. Contests—A. Have every child write a short speech on an educational topic. Allow the children to get as much assistance at home as they desire. After looking over the themes select the best ones asking those children to give the speeches on a certain day. By a vote of the children choose the best speakers to try out in a school contest. Those that are successful in winning the school honors may then be designated as exchange speakers to deliver their speeches at another school according to previous arrangements made by the principals of the different schools.

IV. Demonstration meeting—In rooms that have a student organization let pupils conduct a meeting for the benefit of the parents, showing their knowledge of parliamentary law and the changes in methods and discipline.

The Children's Morality Code

WILLIAM J. HUTCHINS

BOYS and girls who are good Americans try to become strong and useful, worthy of their nation, that our country may become ever greater and better. Therefore, they obey the laws of right living which the best Americans have always obeyed.

I—The Law of Self-Control

Good Americans Control Themselves

Those who best control themselves can best serve their country.

1. I will control my tongue, and will not allow it to speak mean, vulgar, or profane words. I will think before I speak. I will tell the truth and nothing but the truth.
2. I will control my temper, and will not get angry when people or things displease me. Even when indignant against wrong and contradicting falsehoods, I will keep my self-control.
3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.
4. I will control my actions. I will be careful and thrifty, and insist on doing right.
5. I will not ridicule nor defile the character of another; I will keep my self-respect, and help others to keep theirs.

II—The Law of Good Health

Good Americans Try to Gain and Keep Good Health

The welfare of our country depends upon those who are physically fit for their daily work. Therefore:

1. I will try to take such food, sleep, and exercise as will keep me always in good health.
2. I will keep my clothes, my body, and my mind clean.
3. I will avoid those habits which would harm me, and will make and never break those habits which will help me.
4. I will protect the health of others, and guard their safety as well as my own.
5. I will grow strong and skilful.

III—The Law of Kindness

Good Americans are Kind

In America those who are different must live in the same communities. We are of many different sorts, but we are one great people. Every unkindness hurts the common life, every kindness helps. Therefore:

1. I will be kind in all my thoughts. I will bear no spites or grudges. I will never despise anybody.
2. I will be kind in all my speech. I will never gossip nor will I speak unkindly of anyone. Words may wound or heal.
3. I will be kind in my acts. I will not selfishly insist on having my own way. I will be polite: rude people are not good Americans. I will not make unnecessary trouble for those who work for me, nor forget to be grateful. I will be careful of other people's things. I will do my best to prevent cruelty, and will give help to those who are in need.

IV—The Law of Sportsmanship

Good Americans Play Fair

Strong play increases and trains one's strength and courage. Sportsmanship helps one to be a gentleman, a lady. Therefore:

1. I will not cheat; I will keep the rules, but I will play the game hard, for the fun of the game, to win by strength and skill. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.
2. I will treat my opponents with courtesy, and trust them if they deserve it. I will be friendly.

3. If I play in a group game, I will play, not for my own glory, but for the success of my team.
4. I will be a good loser or a generous winner.
5. And in my work as well as in my play, I will be sportsmanlike—generous, fair, honorable.

V—The Law of Self-Reliance

Good Americans are Self-Reliant

Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people; I will reverence the wishes of those who love and care for me, and who know life and me better than I. I will develop independence and wisdom to choose for myself, act for myself, according to what seems right and fair and wise.
2. I will not be afraid of being laughed at when I am right. I will not be afraid of doing right when the crowd does wrong.
3. When in danger, trouble, or pain, I will be brave. A coward does not make a good American.

VI—The Law of Duty

Good Americans Do Their Duty

The shirker and the willing idler live upon others, and burden fellow-citizens with work unfairly. They do not do their share for their country's good.

I will try to find out what my duty is, what I ought to do as a good American, and my duty I will do, whether it is easy or hard. What it is my duty to do I can do.

VII—The Law of Reliability

Good Americans are Reliable

Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

1. I will be honest in every act, and very careful with money. I will not cheat, nor pretend, nor sneak.
2. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself. Nor will I injure the property of others.
3. I will not take without permission what does not belong to me. A thief is a menace to me and others.
4. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

VIII—The Law of Truth

Good Americans are True

1. I will be slow to believe suspicions lest I do injustice; I will avoid hasty opinions lest I be mistaken as to facts.
2. I will hunt for proof, and be accurate as to what I see and hear. I will learn to think, that I may discover new truth.
3. I will stand by the truth regardless of my likes and dislikes, and scorn the temptation to lie for myself or friends, nor will I keep the truth from those who have a right to it.

IX—The Law of Good Workmanship

Good Americans Try to do the Right Thing in the Right Way

The welfare of our country depends upon those who have learned to do in the right way the work that makes civilization possible. Therefore:

1. I will get the best possible education, and learn all that I can as a preparation for the time when I am grown up and at my life work. I will invent and make things better if I can.
2. I will take real interest in work, and will not be satisfied to do slipshod, lazy, and merely passable work. I will form the habit of good work and keep alert; mistakes and blunders cause hardships (sometimes disaster) and spoil success.

3. I will make the right thing in the right way to give it value and beauty, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

X—The Law of Team-work

Good Americans Work in Friendly Co-operation with Fellow-Workers

One alone could not build a city or a great railroad. One alone would find it hard to build a bridge. That I may have bread, people have sowed and reaped, people have made plows and threshers, have built mills and mined coal, made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and encourage others to do their part, promptly, quickly.
2. I will help to keep in order the things which we use in our work. When things are out of place, they are often in the way, and sometimes they are hard to find.
3. In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.
4. When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

XI—The Law of Loyalty

Good Americans are Loyal

If our America is to become ever greater and better, her citizens must be loyal, devotedly faithful, in every relation of life; full of courage and regardful of their honor.

1. I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place and show them gratitude. I will do my best to help each member of my family to strength and usefulness.
2. I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.
3. I will be loyal to my town, my State, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.
4. I will be loyal to humanity. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to everyone in every land the best possible chance.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my State, and my country. If I try simply to be loyal to my town, State, and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my State and my town, to my school and to my family.

And those who obey the law of loyalty obey all the other ten laws of The Good American.

Historical Note

The Hutchins Morality Code was awarded the Donor's prize of \$5000 in the National Morality Codes Competition, 1916, for the best Children's Code of Morals, the judges being Professor George Trumbull Ladd, of Yale University; Justice Mahlon Pitney, of the Supreme Court of the United States; and President Mrs. Phillip North Moore, of the National Council of Women. All the States participated, and the competition was under the auspices of the Character Education Institution.

Verification—The Children's Morality Code has been verified as expressing intelligent public opinion as to the moral ideas which ought to be inculcated in the minds and hearts of children.

Six Ways of Verification—(1) Comparison with literature on moral education of children. (2) Popular vote by members of State character education committees. (3) Comparison with the 51 other codes submitted in the \$5000 competition, 1916. (4) Criticism by representatives of the social sciences. (5) Checked against a list of 650 childhood morality acts. (6) Checked against a list of the 91 desirable human characteristics.

In this revised and verified form, the Hutchins Children's Morality Code can be trusted as a guide for teachers and parents in their work of teaching children what is right in daily conduct.—It is not copyrighted and can be reprinted by anyone.

—Character Education Institution, Chevy Chase, Washington, D. C.

Elementary Principals at Washington

THREE years old, with rapidly increasing membership and enthusiastic leadership, the Department of Elementary School Principals assembled in Washington under most favorable circumstances. The Third Yearbook, *The Status of the Elementary School Principal*, had reached the members just before their departure for the convention. This splendid book brought new pride to every member of the Department. The editor, Dr. Arthur S. Gist, of Seattle, Washington, was the recipient of congratulations throughout the week.

Mr. W. T. Longshore, the retiring president, concluded a notable period of service by presenting a program of outstanding excellence. *The Professional Growth and Development of the Principalship*, the topic selected for Tuesday afternoon, was in line with the spirit of the Third Yearbook. It was discussed from the university's point of view by Dr. M. B. Hillegas, of Teachers College, Columbia University; from the superintendent's point of view by Superintendent Jesse H. Newlon, of Denver, Colorado; and from the principal's point of view by Miss Rose A. Pesta, president of the Chicago Principals' Club.

Mr. Newlon, in stressing the professional preparation of the elementary school principal, said:

The birth of this Department is an indication of an aroused professional conscience on the part of elementary school principals of this country. There is no more encouraging sign on the professional horizon. The organization of this Department grew out of a realization on the part of leading principals that their job was a professional job, and that the technique of their work can be mastered only by study and experience. It is my judgment that this Department can perform no more important service than that of attempting to formulate a program for the guidance of the heads of schools of education and school executives in the training, appointment, and promotion of principals.

Many men and women bearing the label of college graduates are not educated and never will be. There are numerous individuals in our profession who do not bear such a label, some of whom have never trod college halls, who are liberally educated, and some of these stand today in the very forefront of constructive leadership, but these are the exceptions.

I would set the requirement of college graduation for admission to the principalship not because it is an absolute guarantee of the culture and refinement which an elementary school principal ought to have,

but because it is one of the best ways that has yet been devised for eliminating the unfit and insuring an adequate foundation for professional study.

With such a general training, there must follow a thoroughgoing professional training. The principal must have those general foundational professional courses which are essential for all members of our profession. Under this head will be listed such studies as the history of education, educational psychology, educational sociology, the philosophy of education, method, the elements of



MRS. JESSIE M. FINK, president of the Department of Elementary School Principals and Principal of the Palmer School, Grand Rapids, Michigan.

educational statistical method, school hygiene—in a word, all the foundational professional courses that are now offered in good schools of education everywhere.

To this general professional training must be added a special preparation for the administration of the elementary school. There is a technique peculiar to the administration of the elementary school. The courses in school administration, in supervision of instruction, in educational measurements, and the use of mental tests, in more advanced educational statistics, in the hygiene of the school and of the child—in a word, all of the knowledge that the profession has gained about the administration of elementary schools and has organized into any system must become the subject of study of one who aspires to this responsibility.

The successful principal will assert his leadership rather than his authority. He will work as an associate with teachers and not as their master. The day of the autocrat is past in American education—God be thanked! The day of the leader has come.

One must demonstrate his leadership just as the athlete demonstrates his right to a place on the track team—by achievement.

Miss Rose A. Pesta defined the principal as the one who is responsible for the teaching in his school:

What the individual principal needs for his professional growth depends on his route of approach to the principalship—that is, whether he has become an elementary principal by working up through the grades or whether he approaches the work as high school teacher, or university student without any experience. Desirous as he may be to further himself professionally, there is a limitation to his attainments working alone. He needs not only the interchange of educational ideas, the checking up of his theories which come from association with his fellows in the field, but there are certain definite advances in professional growth that can be secured only by the work of an organization: by group action.

It follows that the duties of the Department of Elementary School Principals in the matter are: to encourage the development of local associations; to help these local associations to develop in the right direction avoiding both the Scylla of mere talking and the Charybdis of politics; to collect Nationwide information on professional requirements for principals, such as clerical service, tenure, and salary. It should recognize its mission as the national means of unification and standardization in the field of the principalship, and should draw up a platform or program of work for the guidance of elementary school principals in the country at large.

Ide G. Sargeant, of Paterson, New Jersey, chairman of the Committee on Educational Progress, always has something interesting to say, and his report for the year was no exception:

Unusual activity in the educational field is reported from all parts of the Nation. The broadening conception, by the people at large, of the part education must play in their own welfare is shown by the increased outlay for new buildings, better equipment, smaller classes, and better trained teachers. And this in the face of critics who view with alarm the ever increasing amount appropriated for the schools. Fortunately for the public good, these critics belong, for the most part, to a class un-American in attitude if not so by birth.

No department of school work has shown a greater awakening to the possibilities lying before us through proper organization and coöperation than the Elementary School Principals.

Chicago principals assess themselves thirty dollars annually in dues and employ a secretary to carry on needful activities in connection with their school work.

Seattle principals paid the expenses of their president to the Department meeting in

Chicago last winter. His expenses were also paid while he was making a survey of the schools at Denver, Sioux City, Chicago, Minneapolis, and Spokane.

Our study reveals the fact that in the country as a whole, the province of the special supervisor is in a nebulous state. In those systems where the special supervisor is functioning most efficiently, the supervisor acts exclusively as an expert adviser or instructor with no administrative powers, all administrative duties being in charge of the principal.

Within the last few years there has been a tendency on the part of secretaries of educational boards to organize themselves into bureaucrats. In some systems they have actually usurped the powers of the superintendent. They bully principals and teachers, belittle and misrepresent principals and teachers to members of the board of education and become insulting and petty tyrants. This is a matter that should be dealt with vigorously by our National and State associations.

The most important single element of gain to education during the last five years has been the collapse of the idea that there should be a close analogy between the school system and the military system; with its graduation of rank; its feudal notion of loyalty to the chief rather than to the welfare of the community.

The deflation of this imperialistic notion is giving us a superintendent of larger calibre, one really a leader by right of merit, one who resembles the expert chairman of a board of directors in a big business enterprise. Principals are getting away from the "cog-automaton" type and developing into real educational leaders. Teachers are sitting in council with principals and superintendents. Already the democratic idea has given us more courageous and better trained teachers.

In discussing the *Library and the School*, Mr. Joy Elmer Morgan, managing editor of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, said:

The child comes to value the precious obligation to be intelligent by actually living and working in an atmosphere of enlarging intelligence. It is to provide that atmosphere that the school library exists. Seen in this light, the tremendous significance of its task becomes apparent. It is a task that cannot be adequately met merely by a collection of books. It is a task that requires living personality. As the teacher is the heart of the school, the librarian is the very soul of that atmosphere of intelligence—of searching after inspiration and truth—without which the library is a deadly thing.

Among the next steps are these. First, let every school buy more books for children—not only story books, but books on mechanics and science and art and biography and every phase of life's activities. Second, let every school assign to some one the task of developing the library, relieving that person of all or a part of his other duties to give him time for his library opportunities. Third, let every school that can, employ on full-time a trained librarian, even if to get a trained

librarian it must select its best teacher and send him at public expense to the best library school and into the best library systems for instruction and inspiration. And finally, let there be developed adequate institutions for the training of librarians—men and women of great heart and sound mind, with love of children, with faith in humanity, with a growing sense of the importance of intelligence in every act of daily life; leaders who can play their part in building citizens to

Books to Grow On¹

SOCIAL SCIENCE

Addams—Twenty years at Hull House.

— Four years in the underbrush.

Maclean—Our neighbors.

Osborne—Within prison walls.

Panunzio—The soul of an immigrant.

Parker—Working with the working woman.

Steiner—On the trail of the immigrant.

Walker—Steel.

Williams—What's on the workers' minds.

— Full up and fed up.

— Horny hands and hampered elbows.

POPULAR SCIENCE

Beebe—Jungle peace.

Fabre—Life of the spider.

Hendrick—Everyman's chemistry.

Hornaday—Minds and manners of wild animals.

Hudson—Adventures among birds.

Materlinck—Life of the bee.

Mills—Adventures of a nature guide.

— Watched by wild animals.

Scovill—Everyday adventures.

Slosson—Creative chemistry.

Thomson, ed.—Outline of science.

¹ Prepared by Mary K. Reely, Wisconsin Library Commission.

match the great institutions and the gigantic problems of our day. Trained and sustained intelligence for the masses of mankind everywhere is the vision of this generation. In the realization of that vision the school library, leading out into the public library, will have a larger and larger part.

At the business meeting of the Department the treasurer, Mr. Courtland V. Davis, of Norfolk, Virginia, reported a balance on hand of \$907, and an enrolment of 2258 paid members. The officers elected for the ensuing year are as follows: *President*, Jessie M. Fink, Palmer School, Grand Rapids, Michigan; *first vice-president*, Sara L. Rhodes, Public School No. 8, Brooklyn, New York; *second vice-president*, John

Merrill, Lingemann School, Detroit, Michigan; *third vice-president*, H. B. Norton, 7922 Underwood Avenue, Birmingham, Alabama; *secretary and editor*, Ide G. Sargeant, Public School No. 10, Paterson, New Jersey; and *treasurer*, Courtland V. Davis, J. E. B. Stuart School, Norfolk, Virginia. *Executive Committee*—Mary McSkimmon, Brookline, Massachusetts; Anna Laura Force, Lincoln School, Denver, Colorado; Luise Krauss, Grattan School, San Francisco, California; W. T. Longshore, Greenwood School, Kansas City, Missouri. *Editor Fourth Yearbook*, Arthur S. Gist, B. F. Day School, Seattle, Washington.

Enthusiasm, good fellowship, and brief speeches by many leaders in various fields of education were the outstanding characteristics of the annual dinner at the Raleigh Hotel, Wednesday evening, July 2. President W. T. Longshore presided. The details of management were efficiently handled by the Washington principals, who were greatly in evidence in caring for the needs of visitors throughout the entire convention.—S. D. Shankland, *Secretary of the Department of Superintendence, Washington, D. C.*

Ethics for Teachers

ETHICS FOR TEACHERS—The following code of profession ethics was adopted by the Representative Council of the Oregon State Teachers' Association at its meeting December 27, 1916:

1. To govern one's conduct in public and private life by the highest principles of courage, justice, morality, and truth.
2. To be loyal to all movements looking toward the raising of the standards of the teaching profession with a reciprocal loyalty between teachers, superintendents, and principals.
3. Not to make application for an administrative position until a vacancy has occurred, nor to apply for other positions until every effort has been made to determine whether a vacancy exists.
4. Never underbid. Never undermine.
5. To withdraw immediately all applications when a contract has been signed and to notify immediately all persons who may be actually assisting in securing a position.
6. To have a high regard for the sacredness of a contract, while in turn employers should have every regard for the advancement of a teacher.
7. To take active part in all community activities of an educational nature.
8. To refuse to give or accept open recommendations.
9. To support the State Teachers' Association to the extent of subscribing to the Oregon Teachers Monthly.

Teacher Training at Washington

NEVER in the history of the Association was more interest shown in the subject of teacher training than in the sessions of the Department of Normal Schools and Teachers Colleges held on Tuesday and Thursday afternoons, July 1 and 3, at the Wilson Normal School in Washington, D. C. In the absence of the president, Manfred J. Holmes, of the Illinois State Normal University, Normal, Illinois, who had prepared an unusual program, Ned H. Dearborn, secretary of the department, took charge. Mr. Dearborn was formerly associated with the State Normal School, Oswego, New York, but is now studying at Columbia University and acting as secretary of The Commonwealth Fund, New York City. He introduced Mr. George Frasier, president of Colorado State Teachers College, who acted as chairman of the meeting.

The talks and discussions on Tuesday afternoon were grouped around the central theme *Some Conditions Essential to the Highest Teaching Efficiency in Normal Schools and Teachers Colleges*. Dr. Charles McKenny, president of the Michigan State Normal College at Ypsilanti, discussed the essential qualifications of teachers with special reference to social personality. Dr. Guy E. Maxwell, president of the State Teachers College at Winona, Minnesota, gave a practical talk on working conditions essential to highest efficiency and economy. Dr. Maxwell said in part:

Few institutions are so diversified as our teachers colleges and normal schools. The causes of this diversity are quite apparent. These institutions, were developed in a new continent under theretofore untried social and political conditions, and are now scarcely out of the experimental stage. They were established quite spontaneously in new States to serve newly devised systems of public schools and to meet immediate and pressing demands for teachers. These demands, however, carried wage returns of not more than twenty or thirty dollars a month, making impossible an extended and adequate preparation. Again there was no source of trained workers in the field and no institution which through outstanding leadership was accepted as typical for the group. There was little in the practice of the time, or in the writings of the leaders of educational thought, that could serve as a guide.

After paying high tribute to the achievements of the Department of Normal Schools and Teachers Colleges as the first of the unifying factors

within the normal schools, Dr. Maxwell reviewed its history and the contributions it has made to education.

The American Normal School Association was organized in 1858 and continued as such until 1870, when it became, by reorganization, the Department of Normal Schools of the National Educational Association. Thus for more than sixty years the normal schools



GEORGE W. FRASIER, president of the Department of Normal Schools and Teachers Colleges and president of the Colorado State Teachers College, Greeley, Colorado.

have had an effective National organization, and the topics and papers of this department cover a wide range of professional study. This Normal School Department in days gone by has rendered wonderful service to teacher-preparing institutions. More than any other influence it has prepared the way for effective standards of organization, curricula, instruction, and service. Shall it not now carry on in the immensely important work which is still to be done?

Dr. Maxwell declared that training teachers in the normal school should be possessed of the same general and professional preparation, experience, skill, and general worth, as other members of the normal-school faculty, and should, therefore, be remunerated upon the same salary schedule as their colleagues. In comparing the teacher-training institutions of today with those of yesterday, he said:

While fifty years ago the normal school was a modest effort to prepare young stu-

dents to teach the simple tools of reading, writing, and numbers, the teachers' college is now a complex and extensive institution with new problems and constructive undertakings, maintained in a social situation where our mechanical ingenuity has outstripped our moral and civic insight and practice. In our common task of preparing teachers for the public schools, we are engaged in the most fundamental and indispensable enterprise to which the State gives itself in its effort to maintain itself and to perpetuate our civilization.

An enthusiastic discussion of the curricula followed, led by Mr. Frank E. Baker, State Normal School, Milwaukee, Wisconsin. In his opening remarks Mr. Baker said:

We need, above everything else; a scientific study of curriculum making in teacher-training institutions. Such a study should first collect the facts in regard to the curricula of the leading teacher-training institutions of the country. Such studies as those made by Professor Bagley and his staff have rendered great service, but we have never had Nation-wide study of the curricula of these schools on a scientific plan. The first principle, that the curricula of teacher-training schools must be completely professionalized, has come to be generally accepted.

We all recognize that a course of study in American history, given in a State normal school or a teachers' college, should differ greatly from a course in the same subject given in a liberal arts college, but few teachers of history can tell clearly and definitely wherein the differences lie. When a scientific study of curriculum making in teacher-training schools is made, it will include a careful formulation of the ideals of teacher training and a scientific analysis of the work of the classroom teacher.

On Thursday afternoon the addresses were grouped around the general topic, *The Advancement of Teaching in Normal Schools and Teachers Colleges*. The speakers were Dr. William C. Bagley, Teachers College, Columbia University, New York City; Dr. Harold O. Rugg, Lincoln School, Teachers College, Columbia University, New York City; and Thomas J. McCormack, of La Salle-Peru Township High School, La Salle, Illinois, who led an interesting discussion on the importance of mental hygiene to successful teaching. He said:

To the physical inquirer the individual has no scientific value; to the teacher nothing but the individual has value; for him all values reside in the individual child and not in the types and generic concepts of child which either psychology or logic constructs. The child is a being that has a history. His personality is the summation of that history.

If we do not know the threads that bind him to his particular environment and to his social past, we are lost. A knowledge of his individual social and mental history is as necessary to his welfare and happiness—to his education or reconstruction—as a knowledge of the laws of psychology and biology that explain him as a type human being. It is not the resemblances of the individual child to other children that constitute the problem of the teacher; it is his differences from other children. His entire value and significance consists in his uniqueness, in his never having been before, and in his never occurring again. The problem of the teacher, like that of the physician, lies in the individual person that thinks, wills, feels, and acts.

The following officers were elected for 1924-25: Mr. George W. Frasier,

president, Colorado State Teachers College, Greeley, Colorado, *president*; Miss Theda Gildemeister, Department of Education, State Teachers College, Winona, Minnesota, *vice-president*; and Mr. Ned H. Dearborn, secretary of The Commonwealth Fund, 1 East 57th Street, New York City, *secretary*. At the business session the following motion was passed: That the president appoint a committee to confer with a committee from the American Association of Teachers Colleges and Normal Schools to discuss the possibilities of amalgamation of the two organizations.—*Agnes Winn*.

Summer Courses at Oxford

RAYMOND WALTERS

Dean of Swarthmore College, Swarthmore, Pennsylvania

A HUNDRED years ago Charles Lamb, passing his vacations at Oxford, wistfully lamented that in his youth he had been defrauded of the sweet food of academic institutions. Could Lamb saunter in summer now among his beloved "tall trees of Christ's" and "the groves of Magdalen" he would find that the Oxford of a more democratic age is mother to the many as well as to the few. In the vacations to-day she takes a summer brood, alternating, in the major portion of it, with her venerable sister, Cambridge.

After the hosts of youthful undergraduates leave the colleges in late June or early July and "go down" for the Long Vacation, there is a month of dulness in High Street and then, for August, there streams in a smaller host that is not youthful. For the most part it is made up of men and women who are like Charles Lamb in this, at least, that early circumstances denied them a university education. They invade Oxford and, for a month, possess it.

The summer courses at Cambridge and Oxford are of four types. Oldest and largest is the Summer Meeting for Extension Students (teachers and others) which, by a happy agreement of the delegacies for the extension of teaching of both universities, has for thirty years alternated between the banks of the Cam and the Isis.

The second type of instruction, offered each summer at both universities, are the courses for members of the Workers' Education Association who during

the year are enrolled in the university tutorial classes in economics, philosophy, history, and English. These students are clerks, telegraphists, railway workers, tailors, miners, postmen, teachers, and women working at home.

Oxford has long given a vacation course for foreign students, that is, for students whose native language is not English, and nearly every country in Europe is represented each year. Cambridge offered its first course for foreigners (again in the same sense) in 1923 and will hold another course in 1925.

Of unusual educational importance is the fourth type of summer instruction inaugurated in 1924 at Oxford: a vacation course for students qualified to do somewhat advanced work in their field. Last summer the subject was the *History of the Middle Ages*, so presented in lectures and classes as "to bring the students into personal contact with representative historical scholars and to give them a fuller conception of the meaning and the methods of serious study and research."

There is interest, first of all, in knowing that the inspiration of summer meetings in England is attributed to the United States. In their book on *University Extension, Past, Present, Future*, Mr. H. F. Mackinder and Sir Michael E. Sadler wrote that "We, in England, owe the conception of our summer meetings to Chautauqua. . . . The idea of taking the university to the people is English, that of bringing the

people together into a vacation university is American."

Oxford, the Alma Mater of the Rhode scholars and accordingly known to and knowing Americans in a peculiar way, will hold the 1925 University Extension Summer Meeting. Subject and dates are not yet announced. Both may be obtained later by addressing the Reverend F. E. Hutchinson, Secretary Extra-Mural Delegacy, Oxford, England. The meetings usually begin late in July and continue for three weeks, in two equal parts. Students may take tickets for Part I only. At Cambridge last summer the main subject was *Egypt*. At Oxford in 1923 it was *Universities, Medieval and Modern, and their Place in National Life*; the special economic subject was *Social and Economic Problems of English Country Life*; a course in *Organic Chemistry* was also given. Beside the main subjects there are always lectures in other fields, special sermons at St. Mary the Virgin, evening services at some one of the colleges, organ recitals, conferences, special visits to the colleges and gardens, and historical excursions. A guide to preparatory reading is furnished in advance. The price of tickets for the whole meeting is £2, 2s; for Part I or Part II only, £1, 10s. A number of students have been accommodated in rooms in two of the colleges. Lodgings in the city of Oxford are abundantly available.

There is every likelihood that the Vacation Course for more advanced students will be held for four weeks in the summer of 1925. Applicants should address Mr. Hutchinson as to the subject and dates. Blanks will then be sent upon which applicants may list their scholastic qualifications and their teaching experience. Classes are conducted in connection with the lectures, or the lecturers are available for interviews with individual students who want guidance in following up their particular line of study. The fee for the whole course is £10, and for each fortnightly part £5, 5s. Accommodations for a limited number of men are provided at New College (founded 1379) and for women students at Somerville College. Inclusive charge for college accommodation is ten shillings a day.

Certificates of attendance are furnished if desired. But there are no examinations, and Oxford and Cambridge do not give academic credits for summer courses as do American and French universities.

AMONG COMMITTEES *and* DEPARTMENTS

Committee work for the year 1924-25 promises to be unusually successful. President Newlon in coöperation with past officers and educational workers in the various States is making exceptional progress in the appointment of committees. The plan adopted by the Representative Assembly of having the term of each committee expire with the end of the Association year and its insistence that constructive reports shall be made if the committee is to be continued are having the effect of giving the Association fewer and better committees. A list of the committees was published in the September-October number of THE JOURNAL.

Committee on the Classification of Educational Material, 1924-25—This committee was first appointed for the school year 1923-24, growing out of the work of the Committee on the Coördination of Research Agencies, which was appointed in 1920-21 by President Hunter. President Newlon has appointed the following members for 1924-25:

B. R. Buckingham, Director, Bureau of Educational Research, Ohio State University, Columbus, Ohio.

Stuart A. Courtis, Director, Instruction and Teacher Training, Detroit, Michigan.

Albert S. Cook, State Superintendent of Schools, Baltimore, Maryland.

W. F. Russell, Dean, College of Education, State University of Iowa, Iowa City, Iowa.

J. W. Studebaker, Superintendent of Schools, Des Moines, Iowa.

Lucy Gage, Assistant Professor of Education, George Peabody College for Teachers, Nashville, Tennessee.

John K. Norton, Director of the Division of Research of the National Education Association (assigned as consulting member), 1201 Sixteenth Street Northwest, Washington, D. C.

Thomas H. Briggs, *Chairman*, Professor of Education, Teachers College, Columbia University, New York City.

The committee made the following report to the Representative Assembly on July 2, 1924:

The Committee on the Classification of Educational Material reports that it is well advanced in the complete revision of the extensive classification index prepared last year. Detailed criticisms of this tentative list of subject headings have been obtained from about 250 experts in education and librarians. The work of collating these criticisms is finished and the subject heads

are now on cards with various memoranda. The completed index should be ready for presentation and publication by October, 1924.

It is requested that this committee be allowed to use the balance of its previous appropriation of \$400 to complete its work during the ensuing year, and that an additional appropriation of \$300 be made for the completion of the work and typing.

The purpose of this index is to furnish educational workers with a uniform scheme for the indexing of educational materials appearing in magazines, books, and pamphlets and to provide for consistent cross-references. Its perfection is impossible without a standardization of terms, which we hoped to get from the Committee on Nomenclature. This committee is not in a position at this time, however, to attempt a general standardization of terms. We have gone as far as is possible without this standardization.

The committee recommends that the National Education Association undertake on its own initiative the monthly publication of index cards of current educational materials in books, magazines, and reports similar to the cards that the Library of Congress issues for general literature. These index cards of educational literature can, in our opinion, be sold to a large number of subscribers, thus saving an enormous amount of duplication by teachers, administrators, professors of education, and research workers in making their own indices of materials in connection with publications that are now being made in our field. As an alternative, if it does not seem feasible for the National Education Association to undertake this work, our committee recommends that an attempt be made to have this service performed by some other responsible agency.

Editorial Council for 1924-25—President Jesse H. Newlon has announced the appointment of the following Editorial Council for 1924-25. This group of twenty-five representative educators meets twice each year—during the meeting of the Department of Superintendence in February and during the summer convention the first week in July. Between these meetings the members of the Council are kept in touch with JOURNAL plans and policies by means of letters and outlines. The Council was first appointed for the school year 1920-21, and held its first meeting in Atlantic City, N. J., March 1, 1921. The present membership includes:

Mary E. Ahern, Editor of *Public Libraries*, 214 West Monroe Street, Chicago, Illinois.
Sarah Louise Arnold, Dean Emeritus, Simmons College, Boston, Massachusetts.

Katherine D. Blake, Principal of Public School No. 6, New York City.

James C. Boykin, Editor of *School Life*, U. S. Bureau of Education, Washington, D. C.

Arthur H. Chamberlain, Secretary of the California State Teachers Association, San Francisco, California.

Lotus D. Coffman, President of the University of Minnesota, Minneapolis, Minnesota.

Jessie B. Colburn, Principal of Junior High School No. 96, New York City.

Susan M. Dorsey, Superintendent of Schools, Los Angeles, California.

Lee L. Driver, State Rural School Inspector, State House, Harrisburg, Pennsylvania.

Jessie M. Fink, President of Department of Elementary School Principals, Grand Rapids, Michigan.

Carleton H. Gibson, Superintendent of Schools, Savannah, Georgia.

Frank P. Graves, State Commissioner of Education, Albany, New York.

John A. H. Keith, President of State Normal School, Indiana, Pennsylvania.

James H. Kelley, Secretary of the Pennsylvania State Education Association, Harrisburg, Pennsylvania.

Florence Mann, Teacher in Garfield High School, Seattle, Washington.

Lulu D. Metz, President of Virginia State Teachers Association, Manassas, Virginia.

Mary F. Mooney, Vice-principal of Washington School, San Francisco, California.

M. V. O'Shea, Professor of Education, University of Wisconsin, Madison, Wisconsin.

Walter S. Painter, Superintendent of Schools, Mt. Vernon, Indiana.

Charles F. Pye, Secretary of Iowa State Teachers Association, Des Moines, Iowa.

W. Carson Ryan, Jr., Associate Editor of *School and Society*, and Professor of Education, Swarthmore College, Swarthmore, Pennsylvania.

Julia A. Spooner, President of Department of Classroom Teachers, Portland, Oregon.

George L. Towne, President of University Publishing Company, 1126 Q Street, Lincoln, Nebraska.

H. G. Williams, Editor of *The Ohio Teacher*, Columbus, Ohio.

William C. Bagley, *Chairman*, Professor of Education, Teachers College, Columbia University, New York City.

The report of the Editorial Council was presented to the Representative Assembly on July 2, 1924. The Council has adopted the report of the director of the Division of Publications, as printed in the Secretary's Report, as its official statement of editorial policy. Extracts from the report are as follows:

The establishment of a journal was contemplated early in the history of the Association as indicated by a proposal which came up in 1859 in the form of a committee report recommending the creation of a monthly journal to be called *The National Teacher*. The first issue of the present Journal appeared in January, 1921. With but twenty pages and cover it was unimpressive as compared with the sixty-four-page magazine now issued, but the effect on the profession was immediate and the response most encouraging.

Wide correspondence and the deliberations of the Editorial Council and of the officers of the Association have defined for the editorial staff the principles around which *The Journal* may be built, as well as its limitations. Members of the Staff in their selection and treatment of material have ever in mind that *The Journal* is the organ of a great and responsible national association, whose primary duty is to deal with the broader problems of education which affect all teachers alike and which are vitally related to the welfare of the Nation and its children. If it is to maintain its broad general field and to render the maximum service in the solution of large educational problems in which every teacher and every citizen is interested, there are certain things which *The Journal* cannot do.

Departmentalization to be avoided—For example, suggestions sometimes come to headquarters that *The Journal* should be departmentalized—that space should be assigned to superintendents or principals, or classroom teachers as such. In that direction lie division and weakness. Pursued to its logical conclusion it would make *The Journal* an aggregation of departmental publications, a collection of special appeals, which would leave the reader somewhat confused as to the central purposes of the Association. Material is included which relates to the various departments of the organization, but it is included primarily because of its appeal to the profession as a whole.

Fixed editorial responsibility essential—It is sometimes suggested that certain types of material be edited by some committee outside the central office. *The Journal's* great strength has been in the centralization of responsibility and in the coordination of suggestions received from many sources. No material should go into *The Journal* which the editorial staff, in consultation with the Secretary and other officers of the Association, does not believe to be the best material that could be obtained and in entire accord with the Association's adopted policies as indicated by the minutes of the Representative Assembly and other bodies. *The Journal* does not aim primarily to express the views of the editor, of the Editorial Council, or of the other officers. It is the official mouthpiece of our Association, which has a recognized program. By promoting this program *The Journal* can render its greatest service to the profession.

Not a methods magazine—As the membership of the Association increases, including larger and larger numbers of elementary school teachers and principals, the suggestion is sometimes made that material on methods and devices be included in increasing quantity. Here it would seem that the line should be clearly drawn, leaving to private enterprise the development of journals to supply this classroom material. In this day of specialization, were *The Journal* to embark on a policy of publishing methods material, it would be difficult indeed to maintain its general appeal to the profession as a whole.

Personalities and local issues to be avoided—Another of the problems of the editorial staff concerns the treatment of material relating to localities or the work of individuals. It being the function of *The*

Journal to speak for the Association, it cannot deal in personal compliment and praise and in certain materials of local appeal in the same way that would be allowable and desirable for a journal privately issued. It cannot accord to one member privileges that would not be available to all members. Every item that is included must meet the test of its interest to the whole profession and its intrinsic merit as a suggestion to educational workers throughout the country in the improvement of professional practice. Here there is a clear lesson from the experience of official organs in other countries, which have been so filled with material of narrow, personal, or local interest that they have largely lost their broad general appeal

Wireless

Was it through you,
That the robin knew
That winter had gone, and the skies were
blue?

Did the crocus know
From you, in the snow,
That the breezes of springtime soon would
blow?

Do the violets catch
At some swift dispatch,
When they pull so gently at April's latch?
Do you tell the rose
It is time to close
Her perfumed tents ere the summer goes?

Does October hark
In the forest dark,
For your signal to kindle his flaming spark?
And is it so,
That the wild geese know
That winter is near, and 'tis time to go?

Oh wonder thing,
That on noiseless wing,
Sweeps round the earth, such word to
bring!

Spirit of air,
Still higher fare,
And thanks to a greater Spirit, bear!

[Pauline Francis Camp in
The Edison Monthly, November, 1923.]

and their power as organs of national organizations responsible to the entire profession. As the spokesman of a national organization *The Journal* must deal with professional materials which concern all teachers and the Nation as a whole, in a spirit and with an emphasis which will unite and strengthen the forces that must be integrated if education is to have its proper place in the life of all of our people.

THAT the teaching profession is steadily improving is indicated by many evidences, among which are the attendance of more than 200,000 at summer school during 1924 and the increasing interest which classroom teachers are taking in their own professional improvement.

The following views show clearly the trend of the teaching profession toward higher goals:

"It is highly desirable for the welfare of our schools that the teacher set aside out of her busy life a time for serious study. The scientific study of education in recent years has brought into being a large amount of

educational science. The good of the school demands a full and prompt utilization of this knowledge. No one will deny that the influx of highly trained teachers into a system constitutes a powerful influence in leavening the entire corps. The teacher in service who has the opportunity to continue her education travels an open road, broad and level, leading to the coveted goals of life—personal efficiency, worthy character, and thoughtful, loyal American citizenship."—Josephine Fitzgerald, Director of Extension, State Normal School, Cheney, Washington.

"When we are learning to swim we know that our safety in the water will depend largely on our mastering the art. We desire the instruction of the teacher, accept his criticisms without resentment even though they are sharp, try to profit by every suggestion and help, realizing that it is all for our benefit and advancement. It should be the same with schoolroom supervision. It should be possible to rise above any personal pique or resentment and be grateful for every hint or help that makes for progress. When it is clear to all concerned that the same ideal is before us all, that of bringing the results of our work up to a certain grade of excellence, reaching over to a higher standard, holding the aim of greater achievement above personalities, then confidence is felt on both sides and the forward movement can begin. A capable, just, and strong supervisor, who has the entire confidence of the teachers, can be of inestimable service to them. By recognizing merit and effort, by tactful, judicious help and criticism, and above all, by enthusiasm and inspiration, he can raise the professional grade all along the line."—Edith L. Boyd, Classroom Teacher, Whittier School, Spokane, Washington.

"If we glance backward a few years and quickly summarize the many changes and adjustments that we have passed through in the teaching profession and realize the means by which this has been accomplished, I am sure everyone will agree that organization has been a leading factor. Public school education is still undergoing rapid development. Methods have changed entirely. When we consider seriously the real cause of this growth we will find professional organization going hand in hand with professional growth. From our local organizations we have formed State groups that in turn form one great State organization. These State organizations all through the Nation have aided our professional growth through the legislative achievements, retirement funds, tenure, and ethics. Our National Association has in itself grown to be a great aid to all educators. Since our professional growth and outlook has created a desire to keep abreast of the time in all educational details, our only way is through the exhaustive efforts of the National Association. The World Conference was our last step in expansion, and before many years we will have organized for our professional growth a great international association. We certainly are not presuming when we say that we have grown professionally through organization and that we have organized for professional growth."—Clara Mauseth, Classroom Teacher, Emerson School, Spokane, Washington.

The Socialized Library

ELIZABETH MADISON

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Oakland, California*

ALTHOUGH many of our ideas on the junior high school are still hazy, there is one which shapes itself definitely from the mists, and that is this: The junior high school is a place where a youngster learns to be a young man or a young woman. The process of passing through the junior high school is largely a process of finding one's self; of developing one's self direction. As Mr. Cox, of Oakland, has said, "One enters a strong individualist, and emerges fit for group society."

Now this process of becoming socialized is partly a teacher-guided process, and partly a self-discovering process. A very subtle and interesting mingling of impulses makes up the final determining motive of a junior high-school boy or girl. There must not be too much guidance, and there must not be too much vague, individual wandering. But very definitely, some time and through some means in junior high, selfhood must be attained.

One of the best environments for this slow process of self-discovery is the library. It is the room and the institution in the school most ideally suited to this purpose. Let us think of it for a moment: In the library the student is a free citizen; he may move about; he may select books from the well-chosen ones within reach; he may do this himself, by himself, and for himself if he desires; yet others see him doing it; in a sense, it is a socialized process, because it is a process through which other boys and girls of his own age are passing at the same time with himself; yet it is an individual process, because the element of choice enters into the book selection.

Also, in the junior high school library, the pupil is followed by a more or less elastic teacher-direction; that is, he enters the library with suggestions or instructions to find material on certain subjects, and to apply it to certain problems in hand. Thus far, he is guided. But, to this suggestion he must add his own ingenuity in securing the right thing, and his own imagination in looking for further material, and original sources of little known printed matter. In this sense, the junior high school library is an ideal place for the commingling of teacher-direction and individual initiative.

Is there any other general interest, or any other general gathering place in the junior high school where this direction from without and this direction from within can so perfectly function? Maybe you will say the school paper furnishes this same environment of semi-directed self-expression. Granted, it does. But, the junior high school paper comes out once a month, or once a week at most, and has a limited staff. The labor and the result of the labor are far separated. In the junior high school library, however, there is only a brief hiatus between the search and the reward. The experience of library-hunting can be repeated each day, as, indeed, it will be, if the young people are left to their own devices in an attractive library wisely governed.

On account of its powerful socializing influences, then, many thoughtful workers in the schools advocate the up-building of the junior high school library.

Let me stop a moment at this point to picture the kind of junior library in which the objectives suggested may have a chance to establish themselves: The library room must be attractive, sunny, if possible, well lighted as a matter of course, pleasing in tone and coloring, neat, furnished with shelving, tables, chairs, and pictures that harmonize. If the cultural influence of books is not evident in the place where they themselves reside, and among persons who are practiced in handling them, then where can it be expected to dwell? To assume that a junior high school library can "get along" with inferior surroundings just because it is a junior high school library shows poor judgment.

The librarian should be a wise teacher. It is far less important that every title have a period after it on the catalogue card than that every young borrower *leave the library wanting to come again*. When one says a "wise teacher," one means a teacher who knows when not to teach, but merely to imply. Most of the loveliest things are taught this way. Love of books, like love of persons, comes largely through implications.

For this reason it is very necessary to select the teacher to be the librarian, or

the librarian to be the teacher, who is skilled more in the art of suggestion than in the manual of directions. The teacher who has an appreciation of fine things, including boys and girls and books, and who possesses a voice that persuades rather than arbitrates, is the right kind of teacher for the library. Such a teacher must include, of course, a sense of order among her "appreciation of fine things," and also a sense which forbids her to make this sense of order militantly noticeable. The finest order is like the music of the spheres, only heard as an undercurrent, or as a current which sweeps in rhythm around the poles, while appearing to leave a free and lovely ocean open to navigation and exploration.

A professional disciplinarian should never be a librarian. However, a person who thinks in orderly fashion, and who lays things where they can be found again, and who manages these high achievements without disturbing the soul serenity or the bodily freedom of seventy-odd boys and girls, is the kind of person needed.

Junior high school libraries, even more than high school libraries, should offer the young borrowers the freedom of the shelves. It is for the very purposes of teaching the junior high school student the subtle art of doing things himself, without preventing other people from doing things themselves, that the library has a right to exist. Boys and girls coming to the junior library should be allowed the distinction of personal direction; they should be allowed to leave their tables and chairs at reasonable intervals, and go to the shelves or to the magazine rack or to the librarian's desk for consultation; the impulse to read, to see a certain picture, to secure a certain piece of information; the tendency to return to the story neglected last week, or to seek out again the "little blue book with the funny mask on the outside," which is a poetry collection, or to verify a news item, should all be possible of satisfaction within a very reasonable span of time. And the satisfaction of the longing should depend largely upon individual initiative. For these reasons it is imperative that the junior library borrower be free to go to the shelves or to other sources of material. If he is not, he might as well stay in his classroom and ask for what his limited knowledge will permit him to ask for over the inter-room telephone system.

To me it seems deadly to seat library

borrowers in fixed positions, in chairs all facing the same way—especially junior high school borrowers. If a child wants to get up from the chair by the window, secure a book and sit down again in the chair by the catalogue, why should not the laws of the Medes and Persians be scrapped for his benefit? He will be a much happier child, very likely, and therefore a quieter, more self-entertaining child. A little freedom in child life often teaches much self-control.

It is needless to say that I do not picture here a room where children are running helter-skelter about the bookcases. The opponents of the free shelf, free chair system, nearly always paint for you the alarming alternative of a small madhouse when you speak for socialized freedom in the library. But these serious-minded persons have forgotten all about the library teacher of whom I have spoken, who possesses a cheerful sense of order and a persuasive manner. She is, after all, in charge of this socialized room, and it is no more going to "get away from her" than would any other socialized room. Maybe I should add here that this library-teacher will, of course, possess a knowledge of the difference between socialized activity and mere nervous distraction. If she does not understand this difference, she has no business in a school at all, and therefore has no legitimate place in the school library.

And no "professional" charging desk! No awful ring of polished oak and formidable angles to rise, like the walls of London Tower, around the imprisoned library teacher! The very simple business of charging in and charging out junior high school library books and high school library books, too, can be performed in a space no larger than that required for a Punch and Judy show.

In a general library, the librarian's desk-consultation space usually occupies a whole room, and the charging desk occupies a few square yards in another room, which is all as it should be. But, when we come to "scale down" this equipment to suit a school library, we often go at the matter without due sense of proportion, and, while retaining the standard-sized library charging desk, in all its awful magnificence, we allow only a passageway space or a single chair for the librarian, who is really—if a true librarian in any spiritual sense—the most important single factor in the library!

Worse than this, we sometimes put the librarian behind the barred charging

desk, and there reduce her to the status of an umbrella checking clerk. So huge is the desk, and so formidable, that few students approach her in quest of real information or inspiration, and, little by little, she subdues these capacities in herself, and sternly marshals checking cards in and out of boxes, while the children go more or less unheeded.

This condition has come about partly because our good friends, the manufacturers of commercial library furniture, do not care to change their machinery so as to produce "scaled down" library equipment for schools. Why should they, when an energetic salesman or saleslady can make the confused library committee or harassed principal believe that the "standard" (oh, what crimes are committed with that word!) library charging desk, installed for five hundred dollars in their school library, will bring all the needed blessings of enlightenment and culture to the institution? The committee and the principal agree that it ought to, for that price, and the salesman checks off one more sale to his credit.

Thereafter, a perfectly good room, that might have acquired charm and the appearance of being the loved place of books and children, acquires instead an institutionalism big enough for an entire city, and the school librarian is fenced in effectively so that she can do as little as possible of a really valuable nature.

On the other hand, the ideal school library throws the accent, after fierce struggles with the commercial salesman, upon the teacher-librarian's reference desk, its lowness, smoothness, wideness, and general approachability; upon the comfort of the chair in which she will spend long hours; upon the floor space left around this desk for children who wish to consult her; upon comfortable chairs, where children may sit near the librarian, at small individual research tables while doing short pieces of supervised work.

The teacher side of the librarian having been rescued from oblivion by this method of furniture arrangement, a very simple charging desk may be arranged, either near to the librarian, so that she can step over to it and perform her merely clerical duties at the end of the busy day, or else at the different entrances to the library, where student assistants will do the charging in and charging out for short periods during the day. The charging thus becomes what it should be, merely a mechanical adjunct to the reading of books. Neither

the librarian's hospitable and ample desk, nor that desk combined with the charging desk, costs half the price of the "standard" charging desk.

Every junior high school library should have its really efficient picture file, because the pictured fact is more impressive at this age than at any other. Some of the pictures should be colored. Children understand color better than grown-ups. There should also be pictures on the walls, but not too many. Statuary should be regarded with suspicion, because it is so likely to take the form of the de Medici mourning over his tomb, or the bust of Grant. Statuary, after all, is a rather sophisticated and adult sort of thing. It bespeaks the mind of the committee of donors rather than of the children and young people who use the library. These, happily, acquire the capacity to ignore it.

There should be good ventilation in the library. This is a prerequisite of reading. There is a correlation between fine thoughts and fine breathing air which we hope somebody will one day make into a neat graph.

Don't let us have the library directly over the music room—especially the band room—nor exactly adjacent to the school shops. Being still considered an "extra auxiliary department," it is often placed with these neighbors who, excellent in themselves, have still the capacity to disturb the entire serenity of the library working hours. The cooking department, also, can prove tantalizing as a too-near neighbor.

A position near the executive offices and near the study halls, and accessible from the history, English, and science rooms is desirable.

A teachers' corner of retreat is bespoken for every school library. It is best to make this into a room for teachers, where their books on professional work may be collected, and where they may read or correct papers unmolested during their hours assigned for these purposes. Teachers should not be over-conversational in a library any more than children.

The textbook rooms should adjoin the library, if the librarian is to oversee the work of the textbook clerk. Textbooks should not be delivered through the library, however, as this disturbs all the legitimate library reading. Another entrance should be made for their delivery into the halls.

Every school library should have a work room, furnished with light, shelves, and running water.

The necessity for a librarian's office disappears almost completely when the librarian is given her proper consultation desk removed from the charging system. It is not necessary that the true school librarian be unapproachable in a special office, but rather that she be approachable—very much so—in a main reading room. Work of a concentrated sort she may carry on in the work room, or consultations that require special interviews can be done either at her own desk or outside the library. With a work room at her command, and an open consultation desk, the school librarian has no claim to a private office that might not be stressed with equal justice by any other head of a department.

The junior high school library can be made the most delightful place in the building—also the happiest. It is a wonderful place to teach manners and customs. I know a junior high school library which is crowded all the time, because the students want to come and

don't want to go. It has a clientele among the students who are digging or skimming through their assignments, as the case may be, and among the athletes and the "tough guys" of the school, because it is considered a "peppy" place; and is popular with the general average of students, who come because they like the freedom and the opportunity to work.

This is the kind of junior high school library that is bound to succeed. I asked the librarian at the school how she felt about "her" socialized library, and she replied: "Why, I am so busy all the time that I don't have opportunity to study my feelings; I think I have just enough disappointments and surprises in my work to make me realize that I am happy here about ninety-seven per cent of the time!"

"And the young people?"

"I think I take my average from them," she said, with a grave little smile. "I couldn't be happy if they weren't!"

legiate debates has been held with success. I have recently read in three different newspapers comparatively detailed accounts of decisionless debates. In one story much attention was paid to the open forum which was held after the debate. Of the seven debates on the schedule of the Central Missouri State Teachers College, only one is to be *judged*. It takes two teams to have a debate; this means that others are willing to give the plan a trial.

The decisionless debate ought to appeal especially to those who advocate making education, like some dentistry, painless. Those who see in examinations a menace to the nerves ought to be able to see that nothing quite equals the *judged* debate as an excitant to those who participate. An almost hysterical condition is frequently the result—with many girls and some boys.

What might be called the modified Oxford plan seems altogether worthy of a thorough trial by American colleges. The Oxford plan is to have the audience render the decision. The vote is taken on the merits of the proposition as they exist in the minds of the members of the audience after the debate. The vote is not on the merits of the debate.

The auditors can be lead to participate in the debate in a mild way by taking a vote on the proposition ("for," "against," or "neutral"; not "affirmative" or "negative") before the debate begins. After the debate has been concluded, another ballot can be taken on the proposition. It will be found that many who were neutral at the outset vote "for" or "against" on the second ballot. Others change from one side to the other. These changes are noted and announced. Ordinarily nothing conclusive is arrived at. But what of it?

Doing away with an official decision seems to present a situation that makes more nearly for a search for truth. The temptation to present "stuff that will win" is reduced to a minimum. The real argumentative admission of whatever of truth there is in an opponent's case is made easier. The issues are boldly drawn, not obscured. Debate teams ought to want a square deal even at the hands of home audiences. Their performances are more critically judged by their auditors if there is no expert opinion rendered. And, after all, debaters are speaking to their auditors, every one of whom is a self-constituted judge.—Walter W. Parker, State Teachers College, Warrensburg, Missouri.

Why Should Debates Be Judged?

IN the March number of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, my friend, P. Casper Harvey, of William Jewell College, propounds a timely question when he asks how debates shall be judged. The question, however, really involves the unwarranted assumption that interscholastic debates must of necessity be "judged"—by experts, near, relative, rare, or absolute. Mr. Harvey makes a good case for the one-judge plan. There is some suggestion, however, that he regards it as being something of a panacea for the seemingly constitutional ills of forensic contests.

It seems improbable that poor judging is to be charged with the lack of interest in forensic contests. There is a complex of causes more fundamental than this one. As is usually the case with such phenomena, the cause is complex, not simple. Some who contend that there is a shameful lack of interest in debate in school and college claim that to do away with the high-powered decision would kill the interest. Kill an admittedly non-existent interest? This seems to be poor argumentation. The field for experimentation in the methods of conducting debating contests is an inviting one. It appears to be a game in which there is little to lose, and in all probability something to gain.

After drawing an analogy from the gridiron, Mr. Harvey asks: "How far would athletics get with such a system of judging contests?" Probably not to the ten-yard line. But what about this one: What would happen to football contests if they were judged by an official who was enjoined to place the wreath on the team which in his judgment displayed the greatest *skill* in football, regardless of the *case*, yardage, and touchdowns? Every football fan has seen the more *skillful* team lose. *Skill* is often overcome by forces resident in the opponents. Beef, brawn, speed, nerve often put skill to rout.

For the affirmative to cross the goal it must successfully shoulder the inherent burden of proof without saying that two plus two equal seven and a half. Whether there is one judge, three, or five, each one has to render this decision. It is frequently difficult, but no more so than decisions which often confront referees. And the debate judge has a better opportunity for deliberation. It is easy to make too much of a necessarily imperfect and more or less inherently uncertain standard of judgment, whether we call in one judge or three.

What is the necessity for having most interscholastic debates judged? This, also, is a timely question. A considerable number of decisionless intercol-

Our State Associations 1924-25

STATE and Territorial associations affiliated with the National Education Association are here listed with important information about each. The associations employing full-time secretaries are indicated by an asterisk.

*Alabama Educational Association, E. M. Shackelford, President, Troy; H. G. Dowling, Secretary, Cullman. Date and place of annual meeting to be announced later.

Alaska Education Association, William K. Keller, President, Juneau; Bernice Scoville, Secretary, Douglas.

Arizona State Teachers Association, J. O. Creager, President, Dean, Department of Education, University of Arizona, Tucson; W. R. Hull, Secretary, Clarkdale. Annual meeting to be announced later.

Arkansas Educational Association, Annie G. Griffey, President, Little Rock; H. L. Lambert, Secretary, Little Rock. Annual meeting, November 13-15, 1924, at Little Rock.

*California Council of Education, Mark Keppel, President, Superintendent of Los Angeles County Schools, Hall of Records, Los Angeles; A. H. Chamberlain, Secretary, 933 Phelan Building, San Francisco. Section meetings, North Coast at Ukiah, September 22-24; Bay Section at Oakland, December 15-19; Central Section at Fresno, November 24-26; Southern Section at Los Angeles, December 15-19. Annual Meeting, April 9, 1925.

Colorado Education Association, I. E. Stutsman, President, Fort Morgan; H. B. Smith, Secretary, 520 Commonwealth Building, Denver. Section meetings, Western Division at Grand Junction, November 6, 1924; Southern Division at Pueblo, November 7, 1924; Eastern Division at Denver, November 8, 1924.

Connecticut State Teachers Association, E. E. Cortright, President, Bridgeport; Samuel P. Willard, Secretary, Hartford. Annual meeting, February 13, 14, 1925, at Hartford. Section meetings at Hartford, New Haven, Bridgeport, and New London, October 24, 1924.

Delaware State Teachers Association, Robert S. Shilling, President, Milford; Warren K. Yerger, Secretary du Pont Special School District, 707 Rodney Street, Wilmington. Annual meeting to be announced later.

District of Columbia Education Association, E. G. Kimball, President, Wallach School, Washington, D. C.; Adelaide Davis, Secretary, Steward Apartment, Washington, D. C. Annual meeting to be announced later.

*Florida Education Association, R. M. Evans, President, Quincy, O. I. Woodley, Secretary, Clermont. Annual meeting, December 27-30, 1924, at Daytona.

Georgia Educational Association, Dr. Willis A. Sutton, President, Atlanta; Kyle T. Alfriend, Secretary, Forsyth. Annual meeting, April 16-18, 1925, at Macon.

Hawaii Education Association, Ken C. Bryan, President, Honolulu; Mrs. Edith S. Troeller, Secretary, Lihue, Kauai.

*Idaho State Teachers Association, C. D. Brock, President, Superintendent of Schools, Wallace; Ethel E. Redfield, Secretary, Moscow. Annual meeting to be announced later.

*Illinois State Teachers Association, O. L. Manchester, President, Normal; Robert C. Moore, Secretary, Carlinville. Annual meeting, December 29-31, 1924, at Springfield. Division Meetings: Blackhawk Division at Moline, October 3, 1924. Western Division at Galesburg, October 9-10, 1924. East Central Division at Urbana, October 10, 1924. Eastern Division at Charleston, October 17, 18, 1924. North Western Division at Freeport, October 24, 1924. North Eastern Division at Joliet, October 31, 1924.

Indiana State Teachers Association, Benjamin J. Burris, President, Indianapolis; Charles O. Williams, Secretary, Room 208, Claypool Hotel, Indianapolis. Annual meeting, October 16-18, 1924, at Indianapolis.

*Iowa State Teachers Association, Lucy Hobbs, President, Senior High School, Sioux City; Charles F. Pye, Secretary, 504 Youngerman Building, Des Moines. Annual meeting, November 6-8, 1924, at Des Moines.

*Kansas State Teachers Association, S. P. Rowland, President, Hutchinson; F. L. Pinet, Secretary, 923 Kansas Avenue, Topeka. Annual meeting, October 16-18, 1924, at Topeka, Hays, Hutchinson, and Parsons.

*Kentucky Education Association, Charles A. Keith, President, Eastern State Normal School, Richmond; R. E. Williams, Secretary, 319-320 Starks Building, Louisville. Annual meeting April 23-26, 1924, at Louisville. 1925 meeting to be announced later.

*Louisiana Public School Teachers Association, John S. Patton, President, Superintendent of Schools, Homer; P. H. Griffith, Secretary, Baton Rouge. Annual meeting, November 20-22, 1924, at Shreveport.

Maine Teachers Association, Le Roy E. Williams, President, Superintendent of Schools, Rumford; Adelbert W. Gordon, Secretary, State House, Augusta. Annual meeting, October 30-31, 1924, at Bangor.

Maryland State Teachers Association, Walter H. Davis, President, Havre de Grace; Hugh W. Caldwell, Secretary, Chesapeake City. Annual meeting, November 28-29, 1924, at Baltimore.

Massachusetts Teachers Federation, John E. Lynch, President, 9 Stoneland Road, Worcester; Stanley R. Oldham, Secretary, 15 Ashburton Place, Boston. Annual meeting, April 18, 1925, at Ford Hall, Boston.

*Michigan State Teachers Association, F. E. Ellsworth, President, Western State Normal School, Kalamazoo; Ernest T. Cameron, Secretary, 809 Prudden Building, Lansing. Annual meeting, December, 1924; District meetings, Detroit and Alpena, October 27-28, 1924; Bay City and Lansing, October 23-24, 1924; Grand Rapids and Manistee, October 30-31, 1924; Marquette, October 9-10, 1924.

*Minnesota Educational Association, J. P. Vaughan, President, Superintendent of Schools, Chisholm; C. G. Schulz, Secretary, 919 Pioneer Building, St. Paul. Annual meeting, November 6-8, 1924, at St. Paul.

*Mississippi Education Association, J. S. Vandiver, President, Superintendent of Schools, Moorhead; W. N. Taylor, Secretary, State Department of Education, Jackson. Annual meeting, early in May, 1925. Place and date to be announced later.

*Missouri State Teachers Association, John J. Maddox, President, Superintendent of Instruction, Board of Education, St. Louis; E. M. Carter, Secretary, Columbia. Annual meeting, November 12-15, 1924, at Kansas City.

Montana State Teachers Association, C. G. Manning, President, Superintendent of Schools, Lewiston; R. J. Cunningham, Secretary, Room 9, Kohrs Block, Helena. Annual meeting, December 29-30, 1924, at Helena.

*Nebraska State Teachers Association, W. R. Pate, President, State Normal School, Peru; E. M. Hosman, Secretary, 311 Fraternity Building, 13th and N Streets, Lincoln. Annual meeting, December 29-31, 1924, January 1-2, 1925, at Omaha. District meetings, Lincoln, Omaha, Norfolk, Grand Island, McCook, Chadron, November 5-8, 1924.

Nevada State Teachers Association, Joe D. Scott, President, Principal Humboldt County High School, Winnemucca; Karl W. Mitchell, Secretary, Winnemucca. Annual meeting, 1924, either October or November, at Elko.

New Hampshire State Teachers Association, Stephen A. Doody, President, Claremont; Florence H. Hewett, Secretary, Portsmouth. Annual meeting to be announced later.

New Jersey State Teachers Association, Samuel H. McIlroy, President, Principal, Madison Junior High School, Newark; Mrs. Stella Applegate, Secretary, 304 Stacy-Trent Building, Trenton. Annual meeting, November 8-11, 1924, at Atlantic City.

*New Mexico Educational Association, Harry L. Kent, President, State College; John H. Vaughan, Secretary, State College. Annual meeting, October 9-11, 1924, at Albuquerque.

*New York State Teachers Association, Arvie Eldred, President, Superintendent of Schools, Troy; Richard A. Searing, Secretary, 617 North Goodman Street, Rochester; Harlan H. Horner, Field Secretary, 212 State Street, Albany. Annual meeting, November 24-26, 1924, at Albany.

*North Carolina Teachers Assembly, Elizabeth Kelley, President, Raleigh; Jule B. Warren, Secretary, Box 887, Raleigh. Annual meeting, January, 1925. Place not decided. Western District at Asheville, October 10-11, 1924; South Piedmont at Charlotte, October 17-18, 1924; North Central at Raleigh, November 7-8, 1924; North Eastern at Greenville, November 14-15, 1924; South Eastern at Wilmington, November 21-22, 1924.

*North Dakota State Teachers Association, L. A. White, President, Superintendent of Schools, Minot; M. E. McCurdy, Secretary, Washburn. Annual meeting, October 23-25, 1924, at Grand Forks.

*Ohio State Teachers Association, R. G. Jones, President, Superintendent of Schools, Cleveland; Frank E. Reynolds, Secretary, 428 Chamber of Commerce Building, Columbus. Annual meeting, December 29-31, 1924, at Columbus. Section meetings, Eastern at Cambridge, October 24-25; South Eastern at Athens, October 24-25; Central at Columbus, November 7-8; North Western at Toledo, October 24-25; North Eastern at Cleveland, October 24-25.

*Oklahoma Education Association, H. G. Bennett, President, Durant; C. M. Howell, Secretary, Room 101, State Capitol, Oklahoma City. Annual meeting, February 12-14, 1925, at Oklahoma City.

Oregon State Teachers Association, G. W. Ager, President, Superintendent of Schools, Bend; E. D. Ressler, Secretary, State Agricultural College, Corvallis. Annual meeting, December 29-31, 1924, at Portland.

*Pennsylvania State Education Association, Ezra Lehman, President, Shippensburg; James Herbert Kelley, Secretary, 10 South Market Square, Harrisburg. Annual meeting, December 29-31, 1924, at Erie.

Rhode Island Institute of Instruction, John K. Fenner, President, Superintendent of Schools, Cranston; William G. Vinal, Secretary, 52 Brownell Street, Providence. Annual meeting, October 30-November 1, 1924; place to be announced later.

*South Carolina State Teachers Association, B. L. Parkinson, President, 5 Maxson Building, Columbia; C. M. Wilson, Secretary, 6 Maxson Building, Columbia. Annual meeting, March 13-15, 1924, at Columbia.

South Dakota Education Association, A. H. Seymour, President, Aberdeen; N. E. Steele, Secretary, Superintendent of Schools, 722 South Wisconsin Street, Mitchell. Annual meeting, November 24-26, 1924, at Sioux Falls.

Tennessee State Association of Teachers, James A. Roberts, President, Chattanooga; P. L. Harnead, Secretary, State House, Nashville. Annual meeting, April 9-11, 1925, at Nashville.

*Texas State Teachers Association, G. O. Clough, President, Superintendent of Schools, Tyler; R. T. Ellis, Secretary, 304 Neil P. Anderson Building, Fort Worth. Annual meeting, November 27-29, 1924, at San Antonio.

*Utah Educational Association, Professor Henry Peterson, President, Utah Agricultural College, Logan; Theodore D. Martin, Secretary, 317 State Capitol Building, Salt Lake City. Annual meeting, October 23-25, 1924.

Vermont State Teachers Association, E. A. Hamilton, President, Superintendent of Schools, Newport; Alice Chandler, Secretary, 54 Congress St., St. Albans.

*Virginia State Teachers Association, Lulu D. Metz, President, Manassas; Cornelius J. Heatwole, Secretary, 300 Lyric Building, Richmond. Annual meeting, November 26-28, 1924, at Richmond.

*Washington Education Association, Clara L. Jahnke, President, 1219 Ninth Avenue, Spokane; Arthur L. Marsh, Secretary, 707 Lowman Building, Seattle. Division meetings, October 27-29, 1924, at Walla Walla; and October 29-31, 1924, at Tacoma.

West Virginia Education Association, J. A. Jackson, President, Superintendent of Schools, Clarksburg; W. W. Trent, Secretary, Superintendent of Schools, Elkins. Annual meeting, October 23-25, 1924, at Bluefield.

*Wisconsin Teachers Association, Lillia Johnson, President, Superintendent of Eau Claire County Schools, Eau Claire; E. G. Doudna, Secretary, 611 Beavers Insurance Building, Madison. Annual meeting, November 6-8, 1924, at Milwaukee.

Wyoming State Teachers Association, H. T. Emmett, President, Worland; B. H. McIntosh, Secretary, Cheyenne. Annual meeting, October 10-12, 1924, at Kemmerer.

Classroom Teachers at Washington

THROUGH the corridors of Hotel Raleigh, Thursday evening, July three, rang out the familiar strains of an air popularized during the days of the World War. Had a group of the World War veterans come together to live over some of their wartime experiences? No, the familiar music came from the banquet hall on the tenth floor, where three hundred classroom teachers and friends had gathered for the annual get-together dinner of the Department of Classroom Teachers. Good fellowship and comradeship reigned supreme. Teachers, principals, superintendents, specialists in education had thrown dull care aside and were joining lustily in the songs written for the occasion. The old-time melodies were thoroughly enjoyed, but not until the trend of modern education was eulogized to the tune of "Smiles" did Bernice Randall, song leader, get an enthusiastic response from her audience.

There are tests that prove us stupid;
There are tests that prove us bright;
There are tests that prove us temperamental;
There are tests that put us out of sight;
There are tests that standardize our morals;
There are tests that put us on the shelf;
But the only tests that we enjoy are
The tests that we give ourselves.

Miss Ida Christine Iversen, retiring president, introduced the new officers and paid tribute to the faithful work of the retiring ones. Mr. Reynold E. Blight, of Washington, D. C., editor of the *New Age Magazine*, gave a stirring address on *The Schools of Today* from a layman's viewpoint. Dr. Frank Ballou, superintendent of the Washington schools, heartily welcomed the teachers to the Nation's Capital. Miss Olive Jones, president of the Association, and Mr. W. T. Longshore, of the Department of Elementary School Principals, were among the guests of honor. The occasion was a fitting climax to the strenuous convention week which had been filled with committee reports, inspirational speeches, Representative Assembly meetings, and department meetings, in all of which the classroom teachers had actively participated.

The Department held sessions on Tuesday and Thursday afternoons, July 1 and 3, in the historic Hall of Nations in the Washington Hotel. At the Tuesday program Mr. Mark Keppel, county superintendent of the Los Angeles County schools, inspired his audi-

ence with his address, *Teacher, Whither Goest Thou?* Mr. Keppel asserted:

The thing that is needed most in education in America is equality of educational opportunity for every boy and girl, and we cannot possibly realize equality of educational opportunity until the classroom teachers of America realize the need for that thing.

The country is not the best place for a boy or girl these days, because the proper opportunity is not offered to the boy or girl in the country. The country children, a

THE Department of Classroom Teachers is one of the rapidly growing departments of the Association. Through it teachers are having a larger and larger share in determining the ideals and practices of the profession. In it they find an admirable training-ground for the larger activities of the Association as a whole. Here is the account of its notable summer meeting.

hundred thousand of them, picked from the back country of any of our States and put alongside of a hundred thousand of them picked from one of your great cities, would show that the children of the great cities by years, weigh more, are further advanced in their studies, are clearer of mind, are stronger as athletes, are more capable in every respect. Why? Because they have all the opportunities that wealth can offer to them, while the children in the country have had only the opportunities that nature could offer to them. And nature is dependent on rainfall and snow and sunshine and a lot of conditions that need to be greatly helped by the thoughtful and energetic study and activity of man.

Now you say, "What is the teacher going to do about it?" Why, I hope the teacher is going to think about it. And no thought is worth thinking that does not pass over into action. You haven't any time to waste in thinking if your thinking is not going to pass over into action. I have heard some friends say that it is the duty of every boy and girl to educate himself or herself, and I agree with that. This matter of self-effort is supreme. It cannot be avoided, but there must be opportunity afforded for the exercise of self-effort.

The subject that provoked the liveliest discussion of the afternoon was that of tenure, led by Mr. Fred M. Hunter, superintendent of schools of Oakland, California, and chairman of the Committee of One Hundred on the Prob-

lems of Tenure. Many organization leaders took an active part. Mr. Hunter stated that the purpose of the Committee, in the first place, was to make sure that there was a clear distinction between what teachers' organizations are going to do in tenure and the interests of the public schools; and the second purpose was to furnish a body of facts whereby organizations that are striving to bring about the right sort of legislation as to tenure might have the materials with which to work. In speaking of political dismissal of teachers and officials which has taken place in several of the leading cities of our country, Superintendent Hunter decried the absolute power that is given to many boards of education to judge the fitness of teachers. Mr. Hunter stated:

Two great principles are just as evident as can be from the facts in the case. One of them is that we must stand identical with the interests of the public schools always. We can always get the public with us on that. The other is that we must stand united as a profession.

The president announced that a questionnaire sent to the field early in the year indicated that the problem in which the greatest interest was shown was the single salary schedule. Miss Cora B. Morrison, of Denver, the first large city successfully to work out and put into practice a salary scale based on this principle, had acted as chairman of the committee. The report was given by Miss Alma Krusen and showed a sympathetic understanding of the entire problem. Two of the outstanding points in the report were:

We assert as a fundamental truth that the teaching service rendered on each successive level of the school course of twelve years requires equal—though not necessarily the same—ability and knowledge, is equally valuable to the community, and, therefore, should receive equal regard where teacher-qualifications are the same.

We realize that single salary schedules will vary in form and detail in different localities, but the true single salary schedule, which type we claim in Denver, will take into account, we believe, but two fundamental factors in determining the salary of a particular teacher at a given time, namely, (1) academic and professional training and (2) length of service.

Russell Sharp, of Kansas City, Missouri, in giving his report on teachers' organizations, emphasized strongly the need of more adequate means of com-

munication between the classroom teachers of the country so that one group may profit by the findings of all of the others. He recommended that a bulletin be established and issued at regular intervals, devoted exclusively to the interests of classroom teachers and classroom problems. Mr. Sharp expressed the belief that the local organization problem and, in fact, the entire question of wholesome development of the Department of Classroom Teachers is dependent upon securing contact of groups and upon the service of the Department as a clearing-house for ideas and a device for the promotion of constructive movements. A lively discussion followed.

At this place in the program Mr. Guy M. Wilson, of Boston University, gave a report on *A Tentative Scale for the Measurement of Classroom Instruction*. Mr. Wilson commended those present for the statesmanlike way in which they had been discussing the larger extramural problems of the profession. "There was a time," he said, "when we discussed only our internal problems, or those relating more strictly to the classroom work. While I am sure that we don't forget those problems, I shall ask you to follow me for just a few minutes in presenting to you a study problem which was initiated a year ago last February in discussion with the former president of this organization."

Mr. Wilson then explained how the same methods of judging results that are being used in many progressive classrooms today can be applied by the teacher herself in evaluating her teaching. Continuing he said:

In this way she gets a definite objective measure of her own work from the standpoint of the classroom teacher. There was a time when we were accustomed to have other people come in and judge us; that was the time of non-independent organization; but as we come into maturity my notion is that we ourselves take the standards and make them active in our own work.

The Thursday afternoon session was given over to the transaction of business, including the election of officers, the president's report, reports from regional conferences held during the year, and recommendations concerning the work of the Department during the coming year. Miss Frances Harden, of Chicago, one of the pioneer workers in classroom teachers' organizations, acted as chairman of the election committee. Miss Julia Spooner, of Portland, Oregon, was unanimously chosen president. There was a lively contest for the other offices. Miss Eula Hunter, of Fort

Worth, Texas, was elected vice-president; Miss Rosa M. Burmaster, of Muncie, Indiana, secretary; Miss Jean Soules, of Spokane, Washington, Western member of the executive committee; Miss Julia Sullivan, of Boston, and Miss Anna Thompson, of Kansas City, Missouri, are the other executive committee members.

Enthusiastic reports of the regional conferences of classroom teachers held during the year were given by the six members of the executive committee. The aim of these conferences is to acquaint teachers in every part of the United States with the professional pro-

gram by the regional groups, the Department went on record as favoring and recommending the principle of a single salary schedule, a greater effort for universal peace, the reducing of the clerical work of teachers to a minimum, and a more adequate means of communication between local organizations of teachers.

The classroom teachers were ably represented on the general program by Miss Julia Spooner, of Portland, Oregon, who used as her subject *The Citizen Teacher*, and Miss Mary Mooney, of San Francisco, California, who spoke on *Relationship of the Teacher to Democratic Ideals of Government as a Classroom Teacher Sees It*.

One of the most profitable meetings of the entire week was the informal publications conference on Monday evening at classroom headquarters, attended by representatives of local publications and by members of the headquarters staff. There are about twenty-five of the larger teacher organizations that publish a monthly or quarterly bulletin and others have plans for doing so. Editorial policies, securing of advertising, and financial problems were informally discussed.

Those whose privilege it has been to watch the activities of this large Department since its first meeting in 1914 must have a feeling of pride in its growth and progress. Although meetings were held each year after this, it was not until 1922, at Boston, that a constitution was adopted. There have been four presidents, Miss Sara Fahey, of New York City; Miss Ethel Gardner, of Milwaukee, Wisconsin; Miss Effie MacGregor, of Minneapolis, Minnesota; and Miss Ida Christine Iversen, of Los Angeles, the presiding officer of the 1924 meeting. Miss Gardner and Miss MacGregor were both present and took an active part. The constructive thinking that was shown in the many problems which came up for discussion in the Department meetings, the active participation of classroom teachers in the business of the Representative Assembly and in the work of the various committees, clearly demonstrated that progressive teachers are fully awake to the responsibility which is theirs in helping to solve educational problems.

Miss Ida Christine Iversen, retiring president, was elected by the Board of Directors of the Association a member of the Executive Committee of the National Education Association. — *Agnes Winn, Director of the Division of Classroom Service, Washington, D. C.*

In This Number

Program for Professional Study

When Women First Took Part in the Association—Page 276.

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What Determines the Amount Spent for Education? P. 275.

Does Education Pay?—Page 271.

gram of the National Education Association and to encourage teachers to discuss freely the service they desire the National Association to render them. Among the recommendations placed before the Department for their consideration were the following:

A survey of local organizations, culminating in the publication of recommendations as to the best types and methods of organizations. A campaign to abolish the short period of licensing of teachers. The principle of a single salary schedule. A study of the question of teacher rating. A campaign of education through *THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION*, emphasizing the great need of fewer interruptions and less distractions in classrooms, and more opportunity for concentration. The subject of uninterrupted classroom work should be presented by a teacher to every Parent-Teachers' Association.

After a report from the executive committee on the many points consid-

Vital Professional Problems

The People and Their Schools

NO PARENT regrets the education of his children even though it may have been bought at great personal sacrifice. No man or woman regrets his years as a student even though much of his study may have had little connection with the so-called practical side of life. When education is a personal matter, its high value is apparent to us. We recognize that it increases earning power. We recognize also certain larger satisfactions of a spiritual sort that are priceless to us. Considering this almost universal testimony to the high value of education, why should it be difficult to obtain support for schools? Why should a parent, who will make big sacrifices to send his children to school, hesitate to pay the higher costs that are necessary to make the school effective? Why should a citizen, even with no children of his own, hesitate to support education which makes the community safe, intelligent, and wholesome? The answer to such questions is that those who oppose expenditures for schools do not appreciate the schools. The importance of the schools in their own lives has not been effectively brought home to them.

In a democracy, the schools belong to the people. They are the agency which the people themselves have created that their children may in turn take their part in a self-governing democracy. As schools become larger and more specialized, they must guard ever more closely the precious heritage of public appreciation, which comes from knowing the schools. The school in turn needs to check its practices by popular judgment in order that it may not develop too far away from the realities of everyday life.

The teacher in daily contact with pupils can effectively reach parents who quickly respond to the importance that he attaches to education. Local newspapers are close to the schools and quick to see the value of school news. Larger cities and States have their teachers' associations, which can keep the public informed. For the Nation as a whole, this function is performed by the National Education Association and allied organizations. While the results of the Association's work may sometimes seem obscure to the teacher remote from the scene of its activity, they nevertheless,

affect greatly the attitude which the public has toward him and the conditions under which he works.

For example, let us assume that the school board in a small community is considering the question of teachers' salaries and training. The Board may not write to the National Education Association for advice. It may never have heard of the Association, but it is influenced by other boards in nearby cities,

phase of our life. They have called attention to the greater prosperity that exists in those communities where the expenditures for education are largest. The officers of the Association have maintained personal contacts with editors and authors throughout the country, keeping them informed about vital and interesting phases of education, so that when matters of editorial policy are being determined the schools receive their share of consideration.

The publicity activities of the Association have always been conducted upon a high plane. It recognizes that the value of publicity is not measured in column inches of space, but in the change that it makes in the life of the reader. Accordingly, it calls upon the press only when it has a real message for the public. It attempts to write little news for newspapers, but it does attempt to make available for newspapers, press associations, and magazine editors throughout the country the raw materials from which news can be prepared.

To realize the magnitude of such a task, one must visualize a convention of the Association with five or six hundred addresses and from twenty to forty organizations meeting during a single week—twenty or more of them during a single afternoon. Unaided, the newspaper staff would find such a situation impossible to cope with. But months before the meeting is to be held, the press service of the Association begins to collect from speakers abstracts of the speeches which they are to deliver and photographs for press use. Many speakers fail to understand why it is necessary to have summaries of their addresses so far in advance. They do not realize the time required to organize this material from the standpoint of the newspaper, to duplicate it, and to distribute it by mail to every corner of the continent, and even to foreign countries. However, after years of effort the number of speakers furnishing advance material is steadily increasing until reporters are often surprised and delighted at the thoroughness and far-reaching character of the Association's press service.

When the Association first met in Philadelphia in 1857, there were brief paragraphs in the local papers about the gathering. Now, press notices begin

This Article Answers These Questions

Program for Professional Study

1. When did the Association first meet?
2. How is the effectiveness of publicity measured?
3. What are the publicity activities of the National Education Association?
4. What is the purpose of its publicity?

which in turn are influenced by the advice of their superintendents and principals, whose standards are established by the National organization, of which they are a part.

But there is a more direct influence. Perhaps a member of this school board reads *Collier's*, *The National Weekly*, or *The Ladies' Home Journal*, or *The Atlantic*, or *Good Housekeeping*, or *The Literary Digest*, or some other of our excellent National magazines, in which from time to time the importance of trained and well-paid teachers is clearly analyzed. Hardly knowing why, the board member finds himself favoring better conditions.

How does it happen that these National magazines and many of the leading daily newspapers of the country make education one of their special objectives? The answer is that the National Education Association and organizations allied with it have studied education as a National problem. They have collected the facts that show the real importance of the teacher in every

weeks and even months before the convention assembles and during the convention there are many pages of publicity in the city in which it is held, while throughout the country the mass of published material is so great that it is not possible to keep clippings of it. This change in the attitude of newspapers and magazines means that they have come to recognize in education a subject of interest to the masses of their readers.

The publicity activities of the Association extend far beyond its two large annual meetings. Local publicity is built around schools with one hundred per cent enrolments in the Association; affiliated associations; the appointment of educational workers to the Association's committees and commissions; the names of speakers selected for Association programs; members of the Representative Assembly; programs of departments and allied organizations, which are printed in full in many newspapers; officers of the Association and its various departments; members of the headquarters staff working in the field; the issuance of new bulletins or reports of importance; the coming of the Association's officers to Washington; any action affecting the Education Bill; and various radio connections and programs. Such activities as American Education Week become the basis of Nation-wide publicity, which makes the work of State and local associations easier.

The Association's list of persons to whom publicity is sent is made up after examination of the newspapers and magazines that they represent and is considered one of the best lists in the country. It includes such groups as educational journals (National, State, and local), daily newspapers with special workers assigned to education, press associations, photograph syndicates, general magazines, special writers, Chautauqua speakers, and radio broadcasting managers. To all of these there is sent at the proper time material which will help the people better to understand the mission of education. The fact that the Association has always held the interests of the child and the Nation uppermost in its work has made newspapers and magazines eager to receive its material. Because the Association has such a standing in the life of the Nation is an added reason why every teacher should enlist in its ranks and have his part in maintaining its services. The task of improving education is primarily a professional task. Only in proportion as the profession itself appreciates the greatness

of its mission can it expect the general public to understand the value and work of the schools.

Building a Local Education Association

SO NUMEROUS have been the calls that have come to the National Education Association for suggestions in framing a Constitution and By-laws for local associations that it has seemed wise to work out something tentative and suggestive for associations already organized as well as for those just forming. The Charter and By-laws given on the subsequent pages is essentially the same as one which was sent to headquarters by a leading local organization. It can be changed to meet local conditions and needs.

Particular attention is called to the emphasis placed on committee work. Through committee work the teacher receives the greatest benefits and contributes most to the advancement of the profession. It is only by the united work of local, State, and National associations that the public can be led to appreciate the importance of education and the needs of the public schools. Let local associations work valiantly until every child within their influence has a chance for "a fair start in the race of life" and until there is equalization of educational opportunity throughout the land. Let the profession be so solidified that its influence may become an important factor in the development of the schools of the States and Nation. Let the work and influence of the profession be elevated to a plane so high that members of the profession of education will be as eagerly sought for advice as are members of other recognized professions. United efforts win. Let us keep in mind that the public schools is the most fundamental institution of our country. The future welfare of our Nation rests on the public schools.

SUGGESTED Constitution and By-laws.
Preamble—In order to provide an opportunity and means for a careful, continuous study of the problems of our profession; to promote its interests, and to contribute to the improvement of the schools of the land, with the supreme purpose of promoting the welfare of the childhood of America, we hereby adopt the following Constitution and By-laws:

Article I. Name—Section 1. This organization shall be known as the..... Education Association.

Sec. 2. The..... Education Association shall be an affiliated local association of the National Education Association, as provided in its Charter and By-laws.

Sec. 3. The..... Education Association shall be an affiliated local association of the..... State Education Association whenever provision for such membership is included in its Articles of Incorporation and By-laws.

Article II. Membership—Teachers of the..... Public Schools upon payment of the dues as hereinafter provided are members of the..... Education Association.

Article III. Officers and Their Duties—Section 1. The officers of the Association shall consist of a President, a Vice-President, a Secretary and a Treasurer. These officers, together with three members elected annually by the Association at the April meeting, shall be known as the Executive Committee.

Sec. 2. The President shall preside at all meetings of the Association and all regular meetings of standing committees, as provided in the Constitution, and in every way endeavor to promote the interests of the Association. The President shall be an ex-officio member of all standing committees. The President shall sign all orders drawn upon the Treasurer. The President shall call meetings of the Executive Committee, suggest policies and plans of work for all standing and special committees and shall be held responsible for the progress and work of the Association. The President shall, with the authority of the Executive Committee, prepare a definite program for each meeting. The President shall appoint special committees on vital problems of the profession. A committee may be appointed for study and work during the year or for a special report for any meeting.

Sec. 3. In the absence of the President, the Vice-President shall perform all duties belonging to that office.

Sec. 4. The Secretary shall keep a careful record of the proceedings of each meeting and shall countersign all orders drawn on the Treasurer for funds of the Association. The Secretary, as directed by the President, shall attend to the correspondence.

Sec. 5. The Treasurer shall receive all funds belonging to the Association, pay out the same on orders signed by the President and Secretary, keep an itemized account of receipts and expenditures and make a written report of the same. The Treasurer shall pay annually to the Secretary of the National Education Association \$2 for each member whose dues for the year have been paid and to the Secretary of the..... State Education Association \$1.50 for each member whose dues for the year have been paid, accompanying such payments with lists of members for whom payment is made. The Treasurer shall also pay annually to the Secretaries of the above organizations the dues provided in their Charters, Articles of Incorporation, and By-laws for affiliation, as provided in Article I of this Constitution.

Article IV. Election—Section 1. It shall be the duty of the Executive Committee during the second month before the end of the school year to conduct an election of officers by ballot. This election shall include a primary or nominating ballot, followed by a final ballot, on which shall appear the names of the two teachers, receiving the highest number of votes for each office and for each standing committee post.

Sec. 2. The Executive Committee shall have power to make all necessary rules for carrying out the provisions in Article IV, Section I.

Article V. Term of Office—The term of office shall be for one year beginning with the opening of the school year.

Article VI. Meetings—Section 1. Meetings shall be held monthly on the third Friday of each month. The President shall have the power to change the date of the meeting.

Sec. 2. Special meetings shall be held at the call of the President; or, upon the written request of five members, the President shall call a special meeting.

Sec. 3. The order of business shall be as follows: (1) Roll Call (if numbers permit); (2) Secretary's report and adoption of minutes; (3) Treasurer's report (when arranged for); (4) Report of standing committees; (5) Report of special committees; (6) Unfinished business; (7) New business; (8) Program; (9) Open discussion; (10) Adjournment.

Article VII. Dues—Section 1. The annual dues shall be \$5, which shall include individual membership in the National Education Association and the..... State Education Association.

Sec. 2. The annual dues of all members shall be paid on or before October 1 of each year. A member failing to pay dues as herein provided shall forfeit the privileges of membership and after being in arrears for one year shall be dropped from the list of members.

Article VIII. Committees—Section 1. There shall be four standing committees: Executive Legislative, and the Committee on Professional Ethics and Relationships, and a Committee on Teacher Improvement—personal and professional. These standing committees shall each consist of the officers of the Association and three members elected by the membership.

Sec. 2. The Executive Committee shall audit the books of the Treasurer annually; set the date of the annual meeting and arrange their monthly meetings; plan programs of study on school problems; act on questions of policy for the Association and submit reports for approval. The Legislative Committee shall give special attention to all questions of school legislation and report recommendations to the Association.

Sec. 3. The Committee on Professional Ethics and Relationships shall study and report semi-annually on the questions of professional codes and relationships of the Association with the State and National associations.

Sec. 4. There shall be a Social Committee and a Committee on Community Relationships, each consisting of ten members appointed annually by the President. There shall be appointed such other special committees as the President and Executive Committee may decide upon to study and report regularly on vital problems in the profession, such as teachers' salaries, tenure regulation, retirement allowances, and teacher training.

Article IX. Quorum—A quorum for all meetings of the Association shall consist of fifteen members and a quorum for committee meetings shall consist of a majority of a committee.

Article X. Amendments—The Constitution and By-laws may be amended by a two thirds vote at any regular meeting.

ETHICS FOR TEACHERS—There have been published in these columns codes of ethics which show how various State education associations have applied the principles of professional ethics to the problems of their respective States. In view of the increasing activity in this field, this publication of State codes is being continued.

The Missouri State Teachers' Association adopted the following code of ethics in November, 1921, according to a letter from its secretary, Mr. E. M. Carter.

The Committee on Professional Standards and Ethics of the Missouri State Teachers' Association has prepared this code as an application of fundamental principles to the teacher's relation to the profession, individually, and to the community and to fellow-teachers professionally. As teachers in the various school districts of Missouri, we

Decalog of Health

Nicholas T. McNeil
Salem, Massachusetts

(1) I shall keep my body clean and unabused, for cleanliness is next to godliness, and abuse is unmanly.

(2) I shall sleep eight hours every night, for sleep is more essential than food, and is the chief nourisher in life's feast.

(3) I shall keep my body vigorous and elastic by regular physical exercise and long walks.

(4) I shall not neglect my teeth, for a foul mouth is a breeding-place for disease.

(5) I shall not abuse my eyes, for they are the windows of the soul, and without them I could see neither family nor friends, nor the beauties of sky, forest, or field.

(6) I shall breathe deeply to aerate my lungs and purify my blood.

(7) I shall eat wholesome and nutritious food.

(8) I shall remember that a healthy skin and a clear eye are the best indices of health.

(9) I shall keep my bowels open to prevent the accumulation of poisonous waste matter.

(10) I shall think health, because mental attitude is the most potent and effective factor in the attainment and retention of health.

must pledge ourselves faithfully to live up to the standards that are set up and approved by our State association.

1. We hold that the profession of teaching stands for ideals, service, and leadership. Any teacher's position is more than a work of personal remuneration.

2. We believe that the highest obligation of every member of the teaching profession is due to those who are under the teacher's professional care.

3. We insist that every teacher should be a progressive student of education and should regard teaching as a profession and a career. The "one-year" teacher is not to be commended—that is, the "I-am-going-to-teach - just - one - year - so-it-does-not-matter-whether-I-succeed-or-fail" type.

4. We hold that teachers in act and conversation should so govern themselves that the profession be given the confidence of the public.

5. We regard the schools as a democracy in which there is coöperation in the management of the schools on the part of the school board, superintendent, principal, supervisor, and teacher. The superintendent should be recognized as the professional leader. Each teacher should have the opportunity to assist in solving professional problems. When a plan is decided upon it should be given the loyal support of all.

6. We recommend "equal salaries for equal service to all teachers of equivalent training, experience, and success."

7. To attain the maximum efficiency to enable the teacher to live upon a scale befitting his place in society, to permit the necessary expenditures for professional improvement, and to make proper provision for those dependent upon him, and for himself in his old age.

8. We believe that a teacher should take no steps towards a specific position until he knows the position is vacant.

9. We hold that it is unprofessional for a teacher to violate a contract. Unless the consent of the school board is obtained releasing the obligation the contract should be fulfilled.

10. We believe that every teacher should loyally support the State-wide movement to secure a new constitution for Missouri and that every effort be put forth to secure constitutional provision for the pensioning of teachers who have given years of faithful service to the cause of education.

11. We hold that no teacher should apply for, or accept a position, the former occupant of which has been dismissed without just cause.

12. Finally we hold that every progressive teacher should not only be a member of his community organization, district and State associations, but also of the National Education Association. This fellowship tends to encourage growth and makes for that co-operation and understanding which characterize teaching as a real profession.

EUROPEAN TRAVEL on the part of American public school teachers ought to be encouraged and promoted. Not only is it a gain in pedagogical proficiency that abundantly justifies the outlay, it is also a valuable agent of that international relationship that is indispensable today as a solvent of many of our world troubles. To go abroad is to know its people and one's own people better. It is to gain larger knowledge, wider vision, more sensitive sympathy and as a result of these that consideration which is always valuable and usually absent in strained human relationships. The teachers of the children of our multitudinous foreign population are specially strengthened and stimulated for their tasks by that increased knowledge of European life which comes to the traveler abroad.

A good teacher implies progressive and persistent preparation. A tour abroad now and then with its involved reading and thinking is occasionally a superior substitute for the usual summer course at college.—
Rabbi Alexander Lyons.

THIS chart, prepared by the Research Division of the National Education Association, shows some of the possibilities of a Federal Department of Education.

DEPARTMENT OF EDUCATION

THE education of its children is the first and last duty of society. Challenging National problems are suggested by the figures here given.

PROVIDES FOR COORDINATION OF EXISTING EDUCATIONAL WORK OF FEDERAL GOVERNMENT "AS CONGRESS MAY DETERMINE."

PROVIDES FOR COOPERATION OF FEDERAL GOVERNMENT IN THE PROMOTION OF CERTAIN EDUCATIONAL ACTIVITIES OF NATIONAL IMPORTANCE.

UNITED STATES BUREAU OF EDUCATION

(Placed in Department of Education by Terms of Bill)
\$185,312 is the estimated expenditure of this Bureau for 1924.
This unit is especially inadequate for an agency dealing with problems confronting 200,000,000 students and school executives in the education of 22,000,000 children.

FEDERAL BOARD FOR VOCATIONAL EDUCATION

(Would probably be placed in Department of Education by Congress.)
\$27,122 is the estimated expenditure of this board for 1924.
\$2,155,501 is the maximum annual federal appropriation provided for by the Smith-Hughes Act for the encouragement of vocational education in the States.

AMERICANIZATION AND ILLITERACY

1920 Federal Census
5,000,000 illiterates in the United States
12,000,000 native-born illiterates
1,000,000 foreign-born illiterates
1,000,000 non-English speaking citizens
1,000,000 of our 14,000,000 foreign-born citizens come from countries in which 25 to 90 per cent of the population is illiterate.
Army Draft
25 out of every 100 men in the draft could not write a letter or read a newspaper in English.
How Can This Problem Be Met?
A Department of Education would discover the most effective methods of adult education and disseminate its findings among local school authorities for their use.

PHYSICAL EDUCATION AND HYGIENE

1,341,000 men out of 5,591,000 examined in the draft, rejected for general military service.
16 men out of 100 rejected "for military service of any kind."
Physical inefficiency is costing the Nation billions each year.
"There is experimental basis for the statement that this loss could be materially reduced and there is economic balance between the working power of the Nation and the cost of the maintenance of the Government."
A Department of Education would discover and disseminate for the use of local school boards, facts that should be available for their guidance in providing adequate programs of physical education and instruction in health and hygiene.

EQUALIZATION OF EDUCATIONAL OPPORTUNITY

\$100 spent yearly per pupil in attendance at 7 States.
Less than \$22 spent yearly per pupil in attendance at 7 States.
From \$100 to \$22 spent yearly per pupil in attendance at 7 States.
22,250 children in 24 States live in districts that maintain school less than \$22 yearly per pupil.
1,450,000 children, between the ages of 7 and 14 years did not attend school a single day between September 1, 1919, and January 1, 1920, according to the Federal Census.
The investigation of a Department of Education would show the reasons for this and the State distribution of these children as to equalize educational opportunity.

TEACHER TRAINING

Approximately 40,000 teachers last year had no training beyond elementary school graduation.
At least 24 per cent of the Nation's 700,000 teachers have had no normal school training or normal school graduation or its equivalent.
The best teachers cannot be expected in those schools where no Federal research and investigation is being conducted to increase the number and raise the standards of their teacher training institutions, and to raise certification requirements.

SUCH OTHER FEDERAL EDUCATIONAL BOARDS, BUREAUS, AND OFFICES "AS CONGRESS MAY DETERMINE."

\$41,600,000 is spent annually by the Federal Government for strictly educational work ("training in schools or the equivalent.")
\$100,000,000 spent in 1921 for vocational rehabilitation of world war veterans did not include the above account.
The educational work of the Federal Government is now conducted by four Federal Departments and by a number of independent boards and bureaus.
Much of this work would remain where it is now placed, but such "as Congress may determine" from time to time, would be transferred to the Department of Education.

SCHOOL BUILDING RESEARCH

\$2,765,000,000 is the present value of school property.
\$200,000,000 was spent in the United States in 1921 for school buildings and sites.
Money is often wasted because local school boards lack the information necessary to prevent construction of school buildings that are:
1. Inflexible and unsuitable
2. Inadequate to type of instruction for which they are intended
3. Not placed with reference to future growth
4. Saturated or poorly ventilated
5. Framed by wasteful building methods.
At present each individual city has to maintain an unnecessary large staff to carry out its building program.
A Department of Education would work out and popularize current practices in school building construction and thus reduce both expenditures and present waste.

RESEARCH IN SCHOOL COST ACCOUNTING AND BUDGETING

\$1,500,000,000 is spent annually for public schools.
Much of this money is expended by methods that are wasteful and inefficient.
Some school funds are often distributed to local districts in such manner that they do not accomplish the purpose for which they exist—equalization of educational opportunity.
School accounting is to such a degree that it is impossible to collect comparable statistics on school costs for the guidance of local boards.
Many boards cannot tell with accuracy how much their own money is spent.
A Department of Education would work out and popularize standardized methods of school accounting and budgetary procedures, thereby guarding against the waste of school money.

RESEARCH WITH RESPECT TO CURRICULA AND METHODS OF TEACHING

Rapidly changing conditions make traditional concepts of study inadequate.
Material that does not function in the life of the pupil makes up too large a part of each child's course of study.
Children's talents are only partly developed and their time wasted by poor methods of teaching.
Research data are needed by local school authorities in the scientific formulation of curricula.
A Department of Education, through a division of research, could make every school authority aware of the latest developments of the minimum curriculum in course of study, and scientific methods for making the desired accounts in terms of habits, skills, and attitudes.

DURING the hearings on the Education Bill held before the Congressional Senate and House Committees last spring, this and other charts showing actual facts stood out strikingly in contrast with the theoretical arguments of the opposition. The Education Bill is thoroughly sound. It is steadily gaining in popular support.

PROBLEMS FOR TEACHERS' MEETINGS

Based on this Number

Over two thousand schools have one hundred per cent membership in the National Education Association. The number is steadily increasing. Many of these schools are proud of having maintained one hundred per cent status for several years. All the teachers in these schools have received *THE JOURNAL* regularly. Many of them report that they are making it the basis of systematic group study with profit to themselves and the schools. The importance of continued professional training is widely appreciated in the profession. Personal growth is recognized as the basis of professional advancement and school improvement. To aid teachers who wish to use *THE JOURNAL* for *group meetings, faculty conferences, local club programs, and individual study*, the following problems are suggested.

In taking up these problems some groups will wish to appoint committees or individuals to study and report on particular points. Suggestions from groups of teachers working in this way and accounts of the results should be sent to *THE JOURNAL*, 1201 Sixteenth Street Northwest, Washington, D. C.

Study 1—What proportion of the parents of the children in your school voted in the last presidential election? What are the teachers in your school doing to interest pupils in urging their parents to vote? What method is used to check the effect on the parents of the efforts aimed at them through the children? See page 278.

Study 2—Does your school library have ten books for every child? What per cent of the pupils read one book each month? What methods are used to increase interest in the library? See page 299.

Study 3—Take a census of the people in your community or school area, dividing them into three groups: (1) the notably successful; (2) the successful; (3) failures. Study each group showing per cent having a common school education, per cent having a high school education, and per cent with college education. See chart on page 274. Get the testimony of men and women who

have finished high school or college as to what their education has meant to them. Publish these statements in local papers.

Study 4—How many homes in your community are equipped with radio receiving sets? What type of program features are most listened to? Which features are most distinctly educational?



MISS JULIA A. SPOONER, President of the Department of Classroom Teachers, of the National Education Association, 1924-25, and formerly President of the Portland Grade Teachers Association, Portland, Oregon.

Are these most popular or least popular? What can the schools do to elevate the tastes of radio listeners? Read articles on pages 279, 285, 290.

Study 5—Have each of the children in your school write for himself a code of morals. Then have the class as a whole work out a code as a group project. Have the children compare this code with the one printed on page 292. Have codes from different schools compared, letting a committee of teachers select the best code produced in the entire school system for publication in the local papers. (Especially suitable for grammar grades.)

Using The Journal in Teacher-Training Classes

Whether or not American teachers are to be professional will depend largely on the attitude of the instructors to whom they look for inspiration during their days in teacher-training institutions. *THE JOURNAL* will be pleased to receive reports of efforts that are being made in such institutions to widen the professional outlook of students.

A most interesting experiment is being conducted in the Wilson Normal School at Washington, D. C., by Miss Alberta Walker, who has worked out a project for using *THE JOURNAL* as the basis of one or two class exercises each month. The following is the exercise which Miss Walker used in October:

1. Scan the articles in the magazine (you may have five minutes). You will be asked to make a list of ten facts every teacher should know.

2. Make your list. Try to get ten.

3. Look over *THE JOURNAL* and decide upon one article you want to read first. Write the name of it together with its author.

4. What thought or problem came into your mind to make you choose as you did? Write your thought in a few words or sentences.

5. Read the article you decided upon.

6. How did the reading satisfy your query?

7. What points stand out in your mind as most important to remember?

8. Can you support the author's point of view by any principles or facts you have learned in your study for this class?

9. Do you challenge it? Why?

10. Notice the suggested program on page 249. Can you make a slogan that could be used effectively at such a meeting?

11. On page 254 are given suggestions for American Education Week. Look them over. What in your opinion are the advantages and dangers of conducting such a campaign? List them—(a) advantages; (b) dangers.

12. On page 256, Judging the Recitation—read the three exercises. Choose the reason why the judges found it hard to grade them—

(1) because they were so differently handled;

(2) because they were not comparable;

(3) because they were not definite.

13. On page 265 is a Guide to Books. If you were to have a present of one, which would you choose? Why?

Booker T. Washington On Negro Education¹

FOURTEEN years ago, it is said, Northern teachers in the South for the purpose of teaching colored schools were frightened away by the whites, from the town of Tuskegee, Alabama. Four years ago, the Democratic members of the Alabama legislature from Tuskegee voluntarily offered and had passed by the general assembly, a bill, appropriating \$2000 annually, to pay the salaries of teachers in a colored normal school to be located at Tuskegee. At the end of the first session of the school, the legislature almost unanimously passed a second bill appropriating an additional \$1000 annually, for the same purpose.

From the opening of the school to the present, the white citizens of Tuskegee have been among its warmest friends. They have not only given of their money, but they are ever ready to suggest and devise plans to build up the institution. . . . Any movement for the elevation of the Southern negro, in order to be successful, must have, to a certain extent, the coöperation of the Southern whites. They control the government and own the property—whatever benefits the black man, benefits the white man. The proper education of all the whites will benefit the negro as much as the education of the negro will benefit the whites. . . .

Harmony will come in proportion as the black man gets something that the white man wants, whether it be of brains or of material. Some of the county whites looked, at first, with disfavor on the establishing of a normal school in Tuskegee. It turned out that there was no brick-yard in the county; merchants and farmers wanted to build, but bricks had to be brought from a distance. The bricklayers had to wait for one house to burn down, before building another. The normal school, with student labor, started a brick-yard. Several kilns of bricks were burned; the whites came from miles around for bricks. From examining bricks, they were led to examine the workings of the

school. From the discussion of the brick-yard came the discussion of negro education—and thus many of the "old masters" have been led to see and become interested in negro education.

In order that there may be the broadest development of the colored man, and that he may have an unbounded field in which to labor, the two races must be brought to have faith in each other. The teachings of the negro in various ways, for the last twenty years, have been rather too much to array him against his white brother than to put the two races in coöperation with each other. . . . But matters are gradually changing in this respect. The black man is beginning to find out that there are those even among the Southern whites who desire his elevation. The negro's new faith in the white man is being reciprocated in proportion as the negro is rightly educated. The white brother is beginning to learn by degrees that all negroes are not liars and chicken thieves.

A former owner of seventy-five or one hundred slaves, and now a large planter and merchant, said to me a few days ago, "I can see every day the change that is coming about. I have, on one of my plantations, a colored man who can read and write, and he is the most valuable man on the farm. In the first place, I can trust him to keep the time of the others, or with anything else. If a new style of plow or cotton planter is taken on the place, he can understand its construction in half the time that any of the others can."

Alabama gives \$9000 annually toward the support of colored normal schools. The last legislature increased the annual appropriation for free schools by \$100,000, making the total annual appropriation over \$500,000. Nearly half of this amount goes to colored schools.

The Tuskegee Normal School, located in the black belt of Alabama, with an ignorant, degraded population of twenty-five thousand within a radius of twenty miles, has a good chance to see the direct needs of the people. To get a correct idea of their condition, one must leave the towns and go far out into the country, miles from any railroad, where the majority of the people live.

They need teachers with not only trained heads and hearts, but with

trained hands. Schoolhouses are needed in every township and county. The present wrecks of log-cabins and bush harbors, where many of the schools are now taught, must be replaced by comfortable, decent houses. In many school-houses, rails are used for seats, and often the fire is on the outside of the house, while teacher and scholars are on the inside. Add to this a teacher who can scarcely write his name, and who is as weak mentally as morally, and you will then have a faint idea of the educational condition of many parts of the South.

It is the work of Tuskegee to send into these places, teachers who will not stand off and tell the people *what* to do, or what ought to be done—but to send those who can take hold and show the people *how* to do. The blacksmiths, carpenters, brickmasons, and tinner, who learned their trades in slavery, are dying out, and slavery having taught the colored boy that labor is a disgrace, few of their places are being filled.

The negro now has a monopoly of the trades in the South, but he can't hold it unless the young men are taught trades while in school. The large number of educated loafers to be seen around the streets of our large cities, furnishes another reason for industrial education. Then the proud fop, with his beaver hat, kid gloves, and walking cane, who has done no little to injure the cause of education in the South, would be brought down by industrial training, to something practical and useful.

The Tuskegee Normal School, with a farm of 500 acres, carpenter's shop, printing-office, blacksmith's shop, and brick-yard for boys, and a sewing department, laundry, flower gardening, and practical housekeeping for girls, is trying to do its part toward furnishing industrial training. We ask help for nothing that we can do for ourselves; nothing is bought that the students can produce. The boys raise the vegetables, have done the painting, made the brick, the chairs, the tables, the desks; have built a stable, a carpenter's shop, and a blacksmith's shop.

The girls do the entire housekeeping, including the mending, ironing, and washing of the boys' clothes. . . . A chance to help himself is what we want to give every student; this is the chance that was given me ten years ago, when I entered the Hampton Institute with but fifty cents in my pocket, and it is my only ambition in life to do my part in giving it to every other poor but worthy young man and woman.

¹ Abridged from an address before the National Education Association at Madison, Wisconsin, in 1884. That address first brought Booker T. Washington to the attention of the American people and led to many notable addresses in all sections of the country. It may be found in full in the *Proceedings* for 1884.

GUIDE TO BOOKS

Print at Work

Pupil librarians from the elementary schools work with the school librarian in the Public Library at Haverill, Massachusetts. The post of pupil librarian is much coveted by the children, who keep the records, encourage reading among their fellows, and meet at intervals by grades and groups to discuss the purposes of the library and methods of improving their service as pupil librarians. Reports of these meetings are carried back to the pupils in the various grades of the public schools and are the means of arousing wider interest in reading.

N. E. A. Publications

These publications may be had postpaid at the prices indicated from the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

Research Bulletin, Volume II, No. 3, May, 1924. *Teachers' retirement allowances.* 32p. Single copies, 25c. Has been mailed to \$5 members.

Research Bulletin, Volume II, No. 4, September, 1924. *Facts on the public schools for American Education Week.* 40p. Single copies, 25c. Has been mailed to \$5 members.

Health education; a program for public schools and teacher training institutions; report of the Joint Committee on Health Problems in Education. 161p. Single copies, \$1.

Thrift education; report of the National Conference on Thrift Education held in Washington, D. C., June 27 and 28, 1924. 79p. Single copies, 50c.

Roberts, John S. *William T. Harris; his philosophical and educational views.* 250p. Single copies, cloth, \$2.

Bureau of Education Publications

The publications listed below may be had from the Bureau of Education or from the Government Printing Office, Washington, D. C., at the prices indicated, which should be sent in coin, not stamps. The list is prepared for THE JOURNAL by Edith A. Wright, of the Editorial Division of the Bureau.

BULLETIN, 1924, No. 7. *Statistics of public high schools, 1921-1922.* 69p. Paper, 10c.

BULLETIN, 1924, No. 8. *Visual education departments in educational institutions.* 36p. Paper, 5c.

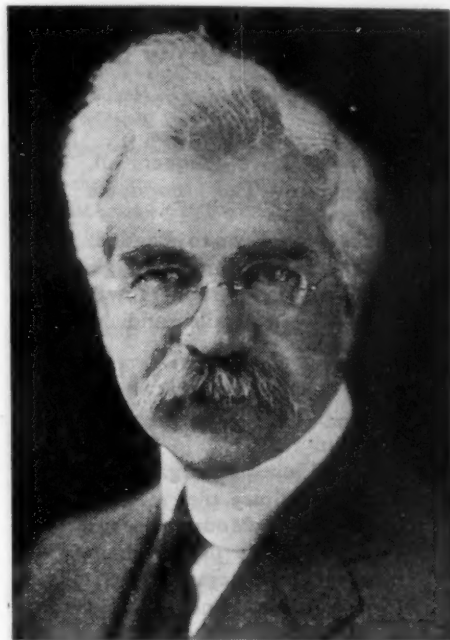
BULLETIN, 1924, No. 9. *Intelligence of seniors in the high schools of Massachusetts.* 39p. Paper, 10c.

BULLETIN, 1924, No. 10. *Statistics of teachers' colleges and normal schools, 1921-22.* 76p. Paper, 10c.

BULLETIN, 1924, No. 11. *Manual arts in the junior high school.* 89p. Paper, 15c.

BULLETIN, 1924, No. 15. *The daily schedule in the high school.* 17p. Paper, 5c.

HOME ECONOMICS CIRCULAR, No. 18, 1924. *Titles of completed research from home economics departments in American colleges and universities, 1918 to 1923.* 14p. Paper, 5c.



MR. H. H. B. MEYER, director of the Legislative Reference Service of the Library of Congress, Washington, D. C., is president of the American Library Association for 1924-25.

LIBRARY LEAFLET, No. 24, 1924. *List of references on the money value of education.* 7p. Paper, 5c.

Program American Education Week and aids for its observance, November 17 to 23, 1924. 4p. Paper, free.

Suggestions for the observance of American Education Week, November 17-23, 1924. 36p. Paper, 5c.

Other Books on Education

ALLEN, CHARLES FORREST. *Outlines for extra-curricular activities.* Little Rock, Ark., Little Rock High School Print Shop, 1924. 150p. Paper, 75c.

ARMENTROUT, JAMES S. *A manual for leaders of teacher training classes using the second year of "Thoroughly finished."* Philadelphia, Westminster Press. 32p. Paper, 20c.

BAKER, RAY PALMER. *A chapter in American education: Rensselaer Polytechnic Institute, 1824-1924.* N. Y. Scribner's, 1924. 170p.

BECKER, MAY LAMBERTON. *A reader's guide book.* N. Y., Henry Holt. 384p. \$2.75.

BEVIER, ISABEL. *Home economics in education.* Philadelphia, Lippincott, 1924. 223p.

BOBBITT, FRANKLIN K. *How to make a curriculum.* Boston, Houghton Mifflin, 1924. 292p. \$1.80.

BURRIS, BENJAMIN J. *The county school system; how organized and administered.* (Educational Bulletin, No. 73) Indianapolis, Ind., State Dept. of Public Instruction, 1924. 56p. Paper, apply.

CLARK, HAROLD F. *The cost of government and the support of education.* N. Y., Teachers College, Columbia University, 1924. 78p.

CLINEDINST, MAI A. *Library work in the public schools of York, Pennsylvania.* York, Pa., York School Library. 58p. Apply.

DETROIT PUBLIC LIBRARY. *One thousand useful books.* Chicago, American Library Assn., 1924. 63p. Paper, apply.

FREELAND, GEORGE E. G. *The improvement of teaching.* N. Y., Macmillan. 305p. \$1.60.

FULLER, EDWARD, comp. *An international yearbook of child care and protection.* N. Y., Longmans, Green, 1924. 448p. \$2.50.

GLUECK, BERNARD. *Some extra-curricular problems of the classroom.* 50 E. 42d St., N. Y., Joint Comm. on Methods of Preventing Delinquency. 14p. Paper, apply.

HALL, W. L. *Arrangement and disposition of pamphlets and clippings.* (Va. State Lib. Bull., Vol. 15, No. 1) Richmond, Va., Davis Bottom, Pub. Pr., 1924. 13p. Paper, apply.

HALL-QUEST, ALFRED LAWRENCE. *Supervised study in the elementary school.* N. Y., Macmillan, 1924. 485p. \$2.

HENRY, NELSON B., comp. *A study of public school costs in Illinois cities; a report reviewed and presented by the Educational Finance Inquiry Commission under the auspices of the American Council of Education.* N. Y., Macmillan. 93p. Paper, apply.

HENZLIK, FRANK E. *Rights and liabilities of public school boards under capital outlay contracts.* N. Y., Teachers College, Columbia University, 1924. 118p.

HIGH SCHOOL READING COMMISSION. *Books of good reading; a list of biography, fiction, poetry, history, science and other sorts of books for American high school students and public library patrons; 1st and 2d years.* Syracuse, N. Y., Author, 1924. Paper, apply.

HORN, JOHN LOUIS. *The education of the exceptional child.* N. Y., Century, 1924. \$2.

INTERNATIONAL KINDERGARTEN UNION, COMMITTEE OF NINETEEN. *Pioneers of the kindergarten in America.* N. Y., Century, 1924. 298p. \$2.

KIRKPATRICK, MARION GREENLEAF. *Teaching: a business; practical suggestions as to school management.* Boston, Little, Brown, 1924. 202p. \$2.

KOOS, LEONARD V. *The junior college; 2 vols.* Minneapolis, Minn., University of Minnesota, 1924. 714p. \$5.

- LEARNED, WILLIAM SETCHELL. *The American public library and the diffusion of knowledge*. N. Y., Harcourt, Brace, 1924. 87p. \$1.50.
- SHOTZKY, HEINRICH. *The soul of your child*. N. Y., Dodd, Mead. 165p. \$1.50.
- LOWRY, EDITH BELLE. *What does your child weigh?* Chicago, Forbes & Co., 1924. 187p. \$1.25.
- MARRS, S. M. N., and ROGERS, L. W. *Public school laws of the State of Texas, 1924*. (Dept. of Education Bull., 178.) Austin, Texas, State Department of Education, 1924. 222p. Paper, apply.
- MATHIAS, MARGARET E. *The beginnings of art in the public schools*. N. Y., Scribner, 1924. 133p. \$1.25.
- MILLER, GEORGE FREDERICK. *The academy system of the State of New York*. Norman, Oklahoma, Author, 1922. 180p. Paper, apply.
- MINOR, RUBY. *Principles of teaching practically applied*. Boston, Houghton Mifflin Co., 1924. \$1.90.
- MORRISON, HENRY C., comp. *The financing of public schools in the State of Illinois; a report reviewed and presented by the Educational Finance Inquiry Commission under the auspices of the American Council on Education*. N. Y., Macmillan. 175p. Paper, apply.
- MORT, PAUL R. *The measurement of educational need; a basis for distributing State aid*. N. Y., Teachers College, Columbia University. 92p. \$1.50.
- MOSSMAN, LOIS COFFEY. *Changing conceptions relative to the planning of lessons*. N. Y., Teachers College, Columbia University, 1924. 72p.
- OPPENHEIMER, JULIUS JOHN. *The visiting teacher movement; with special reference to administrative relationships*. 8 West 40th St., N. Y., Public Education Assn., 1924. 203p. Paper, apply.
- O'SHEA, M. V., and KELLOGG, J. H. *Health habits*. N. Y., Macmillan, 1924. 263p. 80c.
- OSUNA, JOHN JOSEPH. *Education in Porto Rico*. N. Y., Teachers College, Columbia University, 1923. 312p. \$3.
- PAYNE, ARTHUR F. *Administration of vocational education*. N. Y., McGraw-Hill, 1924. 354p.
- RITTENHOUSE, ANNE. *The well-dressed woman*. N. Y., Harper. 228p. \$2.
- SPAIN, CHARLES L. *The platoon school; a study of the adaptation of the elementary school organization to the curriculum*. N. Y., Macmillan, 1924. 262p.
- SUZZALLO, HENRY. *Our faith in education*. Philadelphia, Lippincott, 1924. 108p. \$1.25.
- UHL, WILLIS L. *The materials of reading; their selection and organization*. Newark, N. J., Silver, Burdett, 1924. 386p.
- VAN CLEVE, JESSIE GAY, comp. *Books for the high school library; prepared by a joint committee of the N. E. A. and the A. L. A.* Chicago, American Library Assn., 1924. 279p. \$1.75.
- VINCENT, LEONA. *A study of intelligence test elements*. N. Y., Teachers College, Columbia University, 1924. 36p.
- WARD, GILBERT OAKLEY. *Publicity for public libraries; principles and methods for librarians, library assistants, trustees, and library schools*. N. Y., H. W. Wilson. 322p. \$2.40.
- WHITEHOUSE, J. HOWARD, and GOOCH, G. P. *Wider aspects of education*. London, England, Cambridge Univ. Press, 1924. 80p.
- WILD, MONICA R., and WHITE, DORIS E. *Physical education for elementary schools*. (Bull. of Iowa State Teachers College, Vol. 25, No. 4, Sept., 1924) Cedar Falls, Iowa, Iowa State Teachers College, 1924. 431p. Paper, \$1.
- YOUNG, J. W. A. *The teaching of mathematics in the elementary and the secondary schools*. N. Y., Longmans, Green, 1924. 452p. \$2.20.
- HAANEL, CHARLES FRANCIS. *The new psychology*. St. Louis, Mo., Author, 1924. 339p. \$3.60.
- LYMAN, R. L. *The mind at work*. Chicago, Scott, Foresman, 1924. 350p. \$1.60.
- MCDUGALL, WILLIAM. *Outline of psychology; library ed.* N. Y., Scribner, 1924. 472p. \$3.50.
- PYLE, WILLIAM HENRY. *Psychological principles applied to teaching; a manual for teachers*. Baltimore, Md., Warwick & York, 1924. 197p. Apply.
- THOM, DOUGLAS ARMOUR. *Habit clinics for the child of pre-school age; their organization and practical value*. (U. S. Children's Bureau Pub. 135) Washington, D. C., Supt. of Docs., Gov't Print. Off., 1924. 71p. Paper, apply.
- WATSON, JOHN BROADUS. *Psychology from the standpoint of a behaviorist*. Philadelphia, Lippincott, 1924. 465p. \$3.
- WATTS, FRANK. *Abnormal psychology and education*. N. Y., Appleton, 1924. 220p. \$2.
- Biography, History, and Citizenship**
- ALMACK, JOHN C. *Education for citizenship*. Boston, Houghton Mifflin, 1924. 287p. \$2.
- BEARD, CHARLES A. and BAGLEY, WILLIAM C. *A first book in American history; rev. ed.* N. Y., Macmillan, 1924. 489p. \$1.
- CHANG, PENG CHUN. *Education for modernization in China*. N. Y., Teachers' College, Columbia University, 1923. 92p.
- DONNELLY, HAROLD I. *What shall I do with my life? a study course for pupils of junior and senior high school age*. Philadelphia, Westminster Press. 248p. \$1.25.
- HAMMOND, JOHN WINTHROP. *Charles Proteus Steinmetz; a biography*. N. Y., Century, 1924. 500p. \$4.
- HUGHES, THOMAS. *Tom Brown's school days*. N. Y., Stokes. 376p. \$2.50.
- LYDENBERG, HARRY MILLER. *John Shaw Billings, a biography*. Chicago, American Library Assn., 1924. 104p. \$2.50.
- MOORE, CLYDE B. *Civic education; its objectives and methods for a specific case group*. N. Y., Teachers College, Columbia University, 1924. 120p.
- WILSON, G. M. *What is Americanism? American ideals as expressed by the leaders of our country*. Newark, N. J., Silver, Burdett & Co., 1924. 330p.
- Among Other Books Received**
- ALLEN, NELLIE B. *How and where we live; an open door to geography*. Boston, Ginn & Co., 1924. 282p. 88c.
- AYRES, HARRY M., HOWE, WILL D., and PADELFORD, FREDERICK M. *The modern student's book of English literature*. N. Y., Scribner, 1924. 898p. \$3.75.
- CATHER, KATHERINE DUNLAP. *Girlhood stories of famous women*. N. Y., Century, 1924. 336p. \$1.75.
- Dennison's Christmas book; suggestions for Christmas, New Year's and Twelfth-Night parties. Framingham, Mass., Dennison Manufacturing Co. 32p. 10c.
- MACCURDY, GEORGE GRANT. *Human origins; a manual of prehistory; Vol. 1, the old stone age and the dawn of man and his arts; Vol. 2, the new stone age and the ages of bronze and iron*. N. Y., Appleton, 1924. Vol. 1, 440p. Vol. 2, 516p. Set, \$10.
- REDDAWAY, W. F. *Modern European history; a general sketch (1492-1924)*. N. Y., Longmans, Green, 1924. 312p. \$2.

Books to Grow On¹

LITERATURE—ESSAYS

- Benchley—Of all things.
—— Love conquers all.
- Bergengren—The comforts of home.
- Brooks—Journeys to Bagdad.
- Brown—Seeing things at night.
- Crothers—The pardoners wallet.
- Eaton—Green trails and upland pastures.
- Galsworthy—The inn of tranquility.
- Kirkland—The joys of being a woman.
- Morley—Plum pudding.
—— Mince pie.
—— ed. Modern essays.
- Sharp—The hills of Hingham.
- Strunsky—Belshazzar Court.
- Warner—Life's minor collisions.
- Woodbridge—Jonathan papers.

RELIGION—ETHICS—PHILOSOPHY

- Cabot—What men live by.
- Hudson—The truths we live by.
- James—Varieties of religious experience.
- Papini—Life of Christ.
- Phelps—Human nature in the Bible.
- Robinson—The mind in the making.

¹ Prepared by Mary K. Reely, Wisconsin Library Commission.

- ZOOK, GEORGE F., and others. *Report of a fact-finding survey of technical and higher education in Massachusetts*. Boston, State Department of Education, 1923. 358p.

Psychology and Behavior

- BOGARDUS, EMORY S. *Fundamentals of social psychology*. N. Y., Century, 1924. 480p. \$3.75.
- BURNHAM, WILLIAM H. *The normal mind; an introduction to mental hygiene and the hygiene of school instruction*. N. Y., Appleton, 1924. 702p. \$3.50.
- CHAPMAN, J. CROSBY, and COUNTS, GEORGE S. *Principles of education*. Boston, Houghton Mifflin, 1924. 645p. \$2.75.
- CHILD, CHARLES MANNING. *Physiological foundations of behavior*. N. Y., Henry Holt, 1924. 342p. \$5.
- GRIFFITHS, CHARLES H. *Fundamentals of vocational psychology*. N. Y., Macmillan, 1924. 372p. \$2.50.

STALEY, SEWARD CHARLE. *Games, contests and relays*. N. Y., Barnes, 1924. 354p. \$3.

WETZEL, D. J. *One thousand Bible readings; a guide to Bible readings; especially arranged and adapted for use in the public schools, also for church aid and young people's societies, mission circles and the home altar*. N. Y., Macmillan, 1924. 57p. \$1.

Books for Children

All education is self-education. The child's mind is active during all his waking hours, and if the school and home are concerned with its proper development they may well guard the child's leisure hours. No better means to this end has been devised than to see that the child has a library of his own, wherein he will delight to browse, thus widening his interests at the same time that he is learning to use leisure wisely. Since 1919 libraries, schools, homes, book stores, scout organizations, and churches have coöperated in an annual Children's Book Week. The sixth annual book week will be observed November 9 to 15, 1924. Full information may be had from Children's Book Week Committee, 334 Fifth Avenue, New York City.

Free Material

Book repairing and binding is a feature of many schools. Children greatly enjoy the work and find the skill gained useful both in school and home. The *Toronto Method of Book Repairing* is an illustrated catalog instruction book issued by Gaylord Brothers, Syracuse, New York, who will send copies free on request.

The Employing Bookbinders of America at 141 Broadway, New York City, are eager to learn the name, location, and supervisor in charge of every school teaching printing and binding. They will send free on request a circular explaining the value of bookbinding as a school course and as a means of teaching art.

The National Civil Service Reform League will send without charge pamphlets concerning the merit system in the civil service to teachers of history, civics, or current topics. Address the league at 8 West Fortieth Street, New York City.

Among Best Sellers

Public interest in non-fiction books as indicated by *The Bookman's* monthly score of best sellers contains much food for thought for those who are engaged in educational work. In the list for September, 1924, *The Americanization of Edward Bok* is missing and there has been added *Right Off the Chest*, by Nellie Revell, and *The New Decalogue of Science*, by Albert Edward Wiggam. Wells' *Outline of History* is well along in the fifth year of its popularity. The list as it now stands follows: (1) *Life of Christ*, by Giovanni Papini; (2) *My Garden of Memory*, by Kate Douglas Wiggin; (3) *Life and Letters of Walter H. Page*, by Burton J. Hendrick; (4) *The Dance of Life*, by Havelock Ellis; (5) *Etiquette*, by Emily Post; (6) *Galápagos: World's End*, by William Beebe; (7) *The Outline of History*, by H. G. Wells; (8) *Right Off the Chest*, by Nellie Revell; (9)

The Outline of Literature, by John Drinkwater; (10) *The New Decalogue of Science*, by Albert Edward Wiggam.

Educational Publicity

THE LIBRARY AND THE COMMUNITY. By Joseph L. Wheeler. Chicago, American Library Association, 1924. 417p. \$2.85.

Books to Grow On

For Children in Grade Seven

Bennett—Barnaby Lee.
Brown—Rab and his friends.
Bullen—Cruise of the Cachalot round the world after sperm whales.
Clemens—Prince and the pauper.
Cooper—Last of the Mohicans.
Dickens—Christmas carol.
Irving—Rip Van Winkle.
Janvier—Aztec treasure-house.
Jewett—Betty Leicester.
Kipling—Captains courageous.
Lamb—Tales from Shakespeare.
Lodge and Roosevelt—Hero tales from American history.
Masefield—Jim Davis.
Meigs—Master Simon's garden.
Moffett—Careers of danger and daring.
Muir—Stickeen.
Nicolay—Boys' life of Abraham Lincoln.
Pyle—Some of Jack Ballister's fortunes.
Scott—Ivanhoe.
Seaman—Jacqueline of the carrier pigeons.
Stevenson—Treasure Island.
Stockton—Buccaneers and pirates on our coast.
Vaile—Orcutt girls.
Wiggin—Rebecca of Sunnybrook Farm.

This list represents the combined judgment of workers with children in America's largest public libraries. Permission is here given to reprint the list, referring to its source in THE JOURNAL of the National Education Association. Many localities are planning to reprint these lists in their courses of study. Children vary so widely in reading ability and interests that the books listed for each grade are useful also for adjacent grades. Information about many more excellent books may be had from the school or public library.

The scope of *The Library and the Community*, by Joseph L. Wheeler, librarian of the Youngstown Public Library, is perhaps better indicated by the subtitle, *Increased Book Service Through Library Publicity Based on Community Studies*. It is the first comprehensive book on library publicity to be published, and it will meet a long felt want. Mr. Wheeler, who is known among librarians as being able to produce more original ideas on library promotion than perhaps any other American librarian with

the probable exception of Mr. John Cotton Dana, of Newark, has expended a tremendous amount of time in the writing of this book. If there are any methods or mediums of publicity which have been tried out by librarians which he does not include and comment upon they have escaped my observation. The book also has a wealth of illustrations, consisting of charts, maps, tables, posters, typical newspaper articles with headings used, book lists, bulletins, lettering, and bulletin boards. Some of these illustrations were taken from library sources, others from books and journals quite outside the profession, but all suggestive and helpful. School executives have their own books on publicity for schools, but *The Library and the Community* will undoubtedly be of value to them, as the problems of school and library publicity are in many respects the same. The chapters on newspaper publicity and on campaigns for increased financial support should, I judge, prove especially useful in this respect.

The book, however, is much more than a mere account of successful methods of publicity. It is permeated through and through with the philosophy of the present-day librarian and of the librarian of tomorrow, which Mr. Wheeler expresses in the words of another:

The old-time librarian was proud and complacent in the possession of books. The present-day librarian smiles at this barren conception and bases his pride on the number of books distributed and the number of readers enrolled. The librarian of tomorrow will look on both conceptions as about equally crude and unworthy and will base his pride on the aid his library can give in making the use of books a means of positive educational and cultural advance . . .

The purpose of library publicity in Mr. Wheeler's mind is thus expressed:

The primary object of publicity is to tell the public the things which it will benefit them to know. There is no motive involved in this other than the desire to make the library's service as widely known and used as possible. A library which claims to be efficient can hardly justify a policy which neglects to tell the people unceasingly what kind of books and service they may find at the library, not merely by distributing lists to a small circle who are already interested, but by attracting the attention and arousing the interest of the far greater number who can be encouraged to begin to use library books. Despite the newspaper reports of library events, a large percentage of intelligent men and women know of the library only as a name. A well-known business man, after hearing a library talk at a city Chamber of Commerce meeting, said, rather apologetically, "I don't use the library because the rates are so high." Certainly, there must be many ill-informed citizens who imagine they cannot use their free public library for the same reason!

The book will be of interest to all teachers who look upon education as beginning in early youth and continuing through life, the responsibility for which rests upon both teachers and librarians. Mr. Wheeler emphasizes the relationship between school and library and recommends that the librarian read books on present school methods and that he keep in touch with educational development in his own community. He also devotes a special section to the library's work with schools.

It is to be hoped that many of the teaching profession will read this book, for it can hardly fail to increase their interest in public libraries and enlist their aid in further development of education of the individual through libraries.—Charles H. Compton, Assistant Librarian, St. Louis Public Library, St. Louis, Missouri.

NOTES and ANNOUNCEMENTS

DEPARTMENT of Superintendence—The tentative program outline for the fifty-fifth annual meeting of the Department of Superintendence in Cincinnati, beginning Saturday, February 21 and ending Thursday, February 26, is as follows:

Saturday evening—National Society for the Study of Education, Music Hall.

Sunday afternoon—Annual Vesper Service, Music Hall.

Monday morning—Public Session, Department of Superintendence, Music Hall.

Monday afternoon—Allied departments, hotel ball rooms.

Monday evening—Public Session, Department of Superintendence, Music Hall.

Tuesday morning—Executive Session, members only, Department of Superintendence, and certain allied departments, Music Hall and Hotel ball rooms.

Tuesday afternoon—Allied departments, hotel ball rooms.

Tuesday, 5 P. M.—State and Department Dinners, hotel ball rooms.

Tuesday, 8 P. M.—National Society for the Study of Education, Music Hall.

Wednesday morning—Public Session, Department of Superintendence, Music Hall.

Wednesday afternoon—Allied departments, hotel ball rooms.

Wednesday evening—College Dinners.

Thursday morning—Meetings, topic groups, Department of Superintendence, hotel ball rooms and Music Hall.

Thursday afternoon—Public Session, Department of Superintendence, Music Hall.

Thursday evening—Closing Public Session, Department of Superintendence, Music Hall.

The speaker for the opening Vesper Service is Dr. Randall J. Condon, superintendent of the Cincinnati public schools. Dr. Condon is on leave of absence for the year preparing a series of articles which are to appear in the *Atlantic Monthly*. His temporary residence is at Friendship, Maine. His appearance on the opening program will afford satisfaction to his Cincinnati friends as well as to the members of the Department.

Seven-minute speeches on controversial subjects in education under the leadership of Superintendent John H. Beveridge, of Omaha, Nebraska, will be one of the interesting features of the Executive Session of the Department of Superintendence on Tuesday morning. This discussion will be followed by a business meeting with nominations of officers from the floor. Ballot boxes for the election of officers will be open from 11:00 A. M. to 6:00 P. M. Wednesday.

The Wednesday morning meeting will be devoted to the curriculum with Dr. Edwin C. Broome, superintendent of schools, Philadelphia, Pa., as presiding officer. *Education and the fine arts* will be the theme of the

general sessions Thursday afternoon and evening. A musical program of unusual merit is planned for Thursday evening.

Advance reservation of hotel rooms is unusually great. Communications regarding such reservations should be addressed to Mr. Thomas Quinlan, Chamber of Commerce, Cincinnati, Ohio. The hotels are filled nearly to capacity and plans are completed for reservation of rooms in private residences under the direction of the Housing Committee.

The United States Bureau of Education, the National Association of Public School Business Officials, and the Department of Superintendence are cooperating in the preparation of a revised bulletin on Uniform Records. The last bulletin on this subject was issued in 1912. The Bureau of Education is represented by L. A. Kalbach and Frank M. Phillips. The Department of Superintendence is represented by R. O. Stoops, superintendent of schools, York, Pa., and N. L. Engelhardt, professor of education, Teachers College, New York City. The National Association of Public School Business Officials at their recent convention appointed the following committee to cooperate with the Bureau and the Department in the revision: W. T. Keough, business manager, Board of Education, Boston, Mass.; William Dick, business manager, Board of Education, Philadelphia, Pa.; Herbert N. Morse, business manager, State Board of Education, Trenton, N. J.; John S. Mount, inspector of school accounts, State Board of Education, Trenton, N. J.; and B. D. Hammelbaugh, secretary, Board of Education, Harrisburg, Pa.

THE FOURTH YEARBOOK of the Department of Elementary School Principals will be entitled, *Some Professional and Administrative Aspects of the Elementary School Principalship*. Members of the Department are urged to write the editor, Mr. Arthur S. Gist, principal of the B. F. Day School, Seattle, Washington, concerning possible contributors who may assist with some of the topics listed in the following outline:

The Professional Side—1. The Principal and his Professional Training—a study of desirable courses; 2. The Rating of Principals in Service; 3. The Principal and the Improvement of Instruction, including local geography, history, spelling, literature in the grades, outside reading of pupils—an experiment, natural science in the elementary grades, the school assembly as an aid to the academic subjects, the librarian in the elementary school; 4. The Principal and the Pupil. The principal and the delinquent boy, work with the slow pupils, the bright pupil—an enriched course in place of special advancement, the crippled child, home study—an investigation of conditions, the education of pupils with defective vision; and 5. General—Visual education; thrift education; the school and the public museum;

the scientific selection of texts; the principal's health.

The Administrative Side—1. The Principal and his Community; 2. The Principal and the Administrative Office; 3. The Principal and the Selection Transfer, and Dismissal of Teachers; 4. The Principal and the Janitorial Service; 5. The Principal and His Remuneration—A study; 6. The Principal and Extra-Curricular Activities; 7. The Principal and His Office Equipment and Assistance; 8. The Principal and the Business Management of His School; 9. The Principal and the Use of Educational Experts; and 10. The Principal and His Physical Plant.

THE ASSOCIATION is pleased to announce the publication of a new book entitled, *Dr. William T. Harris; His Philosophical and Educational Views*, by Dr. John S. Roberts. Price, in cloth binding, \$2.00. Orders should be placed early. The book may be paid for after delivery. The proceeds of its sale will be turned over to the Permanent Fund of the Association.

THE WORLD FEDERATION of Education Associations will meet in Edinburgh, Scotland, in July, 1925. Teachers who expect to attend should make their plans as early as possible. For details, write Dr. A. O. Thomas, State Commissioner of Education, Augusta, Maine, who is president of the Federation.

CONTINUOUS professional growth by using THE JOURNAL as the basis for study and group meetings is urged by the Secretary in the following letter, sent to school principals throughout the United States.

Dear Principal: More important than membership in a profession is living in it and working on its problems. Nothing better serves to stabilize membership in local, State, and National associations than studying as individuals and in groups the vital problems pertaining to the welfare of the profession and to the promotion of the best in education. In recognition of these general principles, *The Journal* is preparing plans each month to facilitate the study of professional problems at the desk, in groups and in local associations.

This will enable the principal to hold profitable meetings of his corps of teachers at frequent intervals. Each teacher will find an abundance of up-to-date and reliable information on topics of professional interest in *The Journal* and in the State paper. These building and group meetings may be held even though the local association is a most active one. They will add to the success of the meetings of the local association just as committees add to the success of meetings in general.

If any group of teachers desires to have a formal organization for study, write this office immediately for the Suggestive Consti-

(Continued on page A-192)



Put yourself on your Christmas list

YOU can give to yourself at Christmas time, and yet be as unselfish and as charitable as you like to be. Buy Christmas Seals.

Everywhere there are men and women whose only hope for life and health is in the Tuberculosis Associations. Christmas Seals furnish the funds to bring these men and women sufferers from tuberculosis back to health. When you buy Christmas Seals, it is *you* who are giving them the greatest gift that lies within the reach of man—the gift of life.

Every life you save from tuberculosis means additional protection for you and your family. Funds from the sale of Christmas Seals have eliminated half the deaths from tuberculosis. Help stamp out the dread disease. Buy Christmas Seals.



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from the bronze by
Evelyn Longman Batchelder,
on exhibition at the
Grand Central Art Galleries,
New York



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from the
cover
of the
November
Scholastic

Free copies will be sent to any responsible school official for critical inspection by members of his faculty. Subscriptions in quantities of 10 or more for 10 issues, 65c each; single subscriptions, \$2.00.

Victory

The English department of William H. Seward High School, New York, at the beginning of the term decided on a change in its current-topics magazine. Copies of several were handed faculty members with requests for a written report on each. *The Scholastic* won out easily. As a result, every student in all the history and English classes is using *The Scholastic*.

In other words, out of an enrollment of 3,164, *The Scholastic* has more than 2,000 individual subscriptions.

Such selection from a field of six periodicals constitutes a striking victory.

The SCHOLASTIC

A National Magazine for the Schoolroom

Bessemer Building, - Pittsburgh, Pa.
Eastern Office, 1133 Broadway, New York

ISSUED EVERY OTHER WEEK

Notes and Announcements

(Continued from page 314)

tution and By-laws prepared by Miss Chase at the request of local associations and other groups of teachers. We recommend formal meetings for study and discussion.

Hold the slogan up before your teachers, "One Hundred Per Cent Enrolment in the Local, State, and National Associations" and add to it "A stabilized inclusive membership and the entire profession at work."

The president of the Association is stressing the idea of the profession at work. He is anxious for the Association to do the greatest possible amount of constructive work during the year. Let us all join in the effort to realize President Newlon's dream that we may see the profession at work from coast to coast and from gulf to gulf during Mr. Newlon's administration.—Very sincerely yours, J. W. Crabtree, Secretary.

THE RESEARCH DIVISION of the National Education Association is working on a salary study covering the year 1924-25, which in comprehensiveness and thoroughness will be similar to the report of two years ago entitled *Teachers' Salaries and Salary Trends in 1922*. The salary inquiry forms are now in the hands of all city school officers. Replies will be summarized promptly. In addition to the general summary, special salary tabulations to meet the needs of individual cities will be available at the cost of preparation.

PRESIDENT COOLIDGE will issue again this year a Proclamation for American Education Week. This will add to his large number of outstanding contributions to education.

TEACHERS may obtain full information on Child Labor from Mr. Owen R. Lovejoy, General Secretary of the National Child Labor Committee, 105 East 22d St., New York City.

THE SEPTEMBER number of *The News Letter*, official publication of the Philadelphia Teachers' Association, was the first local publication to be received at headquarters this fall. Copies were in the hands of the teachers by September 15. *The News Letter* announces a plan whereby Philadelphia teachers may subscribe or renew their subscriptions to professional periodicals through the News Letter office thus effecting an economy of time and correspondence for the teachers.

THE WISCONSIN State Normal School at Oshkosh has established a new department for the education of exceptional children, the aim of which is to prepare teachers for all kinds of exceptional children, such as mentally sub-normal children, mentally gifted children, blind and deaf children, and those with speech defects. Oshkosh is believed to be the first Normal School in the United States to create such a department.

MRS. CHARLES W. ELIOT, wife of the president emeritus of Harvard University, died on July 18, in her seventy-eighth year.

DR. WILLIAM M. DAVIDSON has been re-elected superintendent of the Pittsburgh schools. The term is for four years and the annual salary \$12,000. A life membership

in the National Education Association was recently presented Dr. Davidson by the teachers of the city.

THE CARTOONS *Uncle Sam Makes a Discovery* on page 273, and the one with the pigs on page 274, were drawn by a sixteen year old high-school boy.

A COMPREHENSIVE report on secondary education has just been issued by the Committee of Fifteen of the California High School Teachers' Association. The work of the Committee was largely that of investigation and research. The plan was first to discover and state anew the purposes and objectives of secondary education. This was followed by a survey of the actual conditions under which high school work is being done, something of the methods employed, and an evaluation of the results accomplished. Finally, and for future determination, will come suggestions for modified courses of study and of methods and materials, to the end that our secondary education may, as nearly as possible, meet the demands of our developing civilization and aid in advancing our social and economic life.

A COMPREHENSIVE REPORT of the National Conference on Thrift Education held in Washington, June 27 and 28, under the auspices of the Committee on Thrift Education of the National Education Association and the National Council of Education is now ready for distribution. The price is fifty cents. The report includes all of the addresses that were made, the reports and recommendations of the group chairmen, and the address of Brigadier-General Herbert M. Lord, director of U. S. Budget, entitled *The Nation's Business*.

TUESDAY, November 11, will be fittingly celebrated throughout the Nation as Armistice Day. Many national organizations have announced their plans for the observance of the day, which will include a vast mobilization for peace. In the National Capital for the past three years a pilgrimage has been made on Armistice Day to the home of Woodrow Wilson, friend and apostle of peace. This year the pilgrimage will be made to the Cathedral of Saints Peter and Paul at Mount Saint Albans where the body of the great war president rests.

THANKSGIVING Day will be celebrated on Thursday, November 27. The President of the United States has issued a proclamation calling attention to the Day and asking the people to cease from their various tasks to give thanks for the blessings which we, as a Nation, are privileged to enjoy.

VOCATIONAL EDUCATION ASSOCIATION of the Middle West will hold its eleventh annual convention at the Hotel Sherman, Chicago, on February 12, 13, 14, 1925. The president of the association is Lewis Gustafson, superintendent of the David Ranken, Jr., School of Mechanical Trades, of St. Louis. Mr. W. J. Bogan, assistant superintendent of schools of Chicago, is chairman of the program committee.

LOCAL PUBLICATIONS that have been received at headquarters when this number of THE JOURNAL goes to press are: Philadelphia News Letter, Minneapolis League Scrip, Bulletin of the Minneapolis Classroom Teachers'

Association, Los Angeles School Journal, Bulletin of the Portland Grade Teachers' Association, Bulletin of the Cleveland Teachers' Federation, and the New York Teacher. The Philadelphia News Letter and the Minneapolis League Scrip have adopted the larger standard size recommended by the Committee on Standards for Educational Journals.

MORE THAN \$211,500,000 have been collected from children in the schools of New York City since 1917 for Red Cross War Work Campaigns, Near East Relief, and similar funds, according to a report recently issued by the Board of Education, formulating plans for the handling of such funds by the school authorities.

THE AMERICAN Association of Teachers of Spanish will meet in Denver, January 2 and 3, 1925. Spanish teachers who expect to be present will notify the president, Miss Bernicia Batone, 1450 Grant Street, Denver, Colo., or the secretary, Mr. L. A. Ward, 1605 Pennsylvania Street, Denver, Colo.

THE BOY SCOUTS of America have created a district, comprising the States of California, Arizona, Utah, and Nevada, as Region Twelve, and have created for that Region a director of education who will have charge of training courses and educational programs, especially in cooperation with colleges, universities, and normal schools. Mr. Vaughan MacCaughy, a member of the National Council and special field commissioner for the State of California Boy Scouts of America, has accepted appointment to the new position.

THE ADVERTISEMENTS in this issue are interesting. Every member of the Association should look them over so as to be informed about the latest school supplies, new ideas in equipment, etc. Remember the best firms advertise in THE JOURNAL.

COLUMBIA UNIVERSITY is now in its one hundred seventy-first year. It is estimated that the enrolment for the whole year will exceed last year's record figure of 32,769.

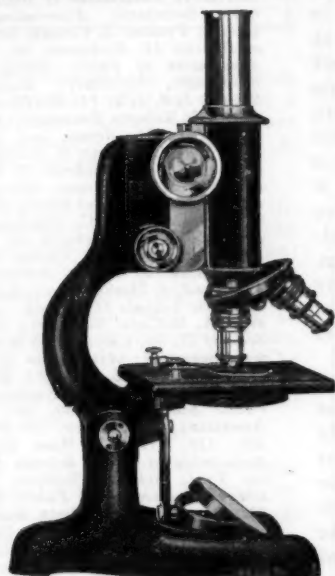
PERIODICALS FOR THE SMALL LIBRARY by Mr. Frank Walters, published by the American Library Association, has this to say about THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION: Indexed in *Readers' Guide* since 1923. Official organ of the Association. Starting as a news bulletin for members of the Association it has developed into an excellent, illustrated record of educational progress and affairs in interesting, popular articles. The "Guide to Books" section includes notices (some annotated) and selected lists of books for general reading, for teachers, and for school libraries.

ST. LOUIS boys and girls who desire a higher education but lack the funds are to be provided for by a Students' Loan Fund of \$2,000,000, according to a movement which is being sponsored by fifteen business and professional men of that city.

MR. JOHN HULL, of Milwaukee, Wisconsin, a life member of the Association, died recently. Mr. Hull has been a member since 1891.

(Continued on page A-194)

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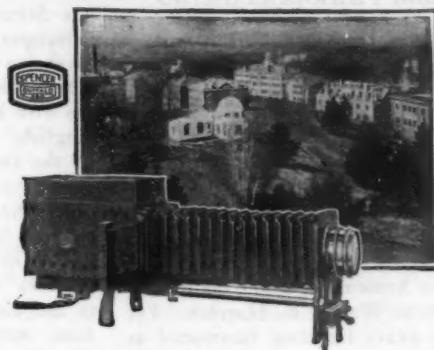
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NATIONAL EDUCATION ASSOCIATION TWO NEW ISSUES

Vol. II, No. 3

Teachers' Retirement Allowances—32 pages—single copies 25c.

Fifty copies or more at reduced rates.

The Iowa State Teachers Association has ordered 10,000 copies.

In this Bulletin is concentrated the outstanding material that has resulted from the Association's recent work in the teacher-retirement field.

Vol. II, No. 4

Facts on the Public School for American Education Week—40 pages.

Single copies 25c.

Special rates made on large orders.

Shows: (1) What's Right With the Schools; (2) How to Strengthen the Schools; and (3) Offers Timely Suggestions for Observance of American Education Week.

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Eckington Place and Florida Ave.
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Notes and Announcements

(Continued from page A-192)

MORE THAN 2000 teachers of the city of Detroit were enrolled in various summer schools and colleges, and hundreds were engaged in educational travel during the summer vacation, according to a report received from Superintendent Cody.

AFTER AN INACTIVE period of two years, Hedding College, Abingdon, Illinois, reopened this past September, under the leadership of President Walter E. Harnish. For almost seventy years Hedding functioned as a four-year school, and now with the largest freshman class in all these years, it is starting its career as a Junior College.

THE BUREAU of Naturalization at Washington announces a change in the procedure for filing the petition for naturalization. Form 2226 is no longer used. Instead of making requests for the certificate from the Bureau in Washington, it is made on a new form 2214, through the office of the District Director of Naturalization in whose jurisdiction the applicant resides. This change simplifies the procedure and saves the applicant time and expense. Since this blank may be obtained of any public school teacher, we summarize herewith necessary information regarding naturalization:

(1) Making the Declaration of Intention, or "the first paper" requires that the alien (white or negro) be 18 years of age or over, and live within the jurisdiction of the court in which his declaration is filed. The alien must first fill out preliminary Form 2213, take it to the clerk of the court who will make out the Declaration. No witnesses required; legal fee \$1 to be paid the clerk. Declaration may be signed by mark.

(2) In filing the petition for Naturalization or "second paper" the applicant (white or negro) must be 21 years of age or over; have a Declaration of Intention not less than two or more than 7 years old; live within the jurisdiction of the court in which the petition is to be filed; be a resident of the

United States for the past five years and of the State for at least one year; have two witnesses who must be citizens, who can swear to his residence and moral character. The petition must be signed by applicant in his own handwriting; must be able to speak English. The fee is \$4 payable to the clerk of the court. The blank preliminary Form 2214 may be had from the clerk at the court, Naturalization Examiner, or public school teacher, who will give assistance in filling it out. The applicant should take or send it together with his Declaration of Intention to the Naturalization Examiner, whose address appears at the bottom of the form. The Examiner will attend to the necessary details and will notify the applicant when and where to appear with his witnesses to make the petition.

(3) The hearing in court.—Before the petitioner may appear before the court for final action of his petition it must be publicly posted in the office of the clerk for not less than ninety days. His witnesses must be present at the hearing. If the court finds the petitioner is entitled to naturalization, he takes the oath of allegiance to the United States and is given the Certificate of Naturalization.

BETTER SPEECH WEEK for 1925 will be the last week of February, according to a letter recently received from W. Wilbur Hatfield, secretary-treasurer of the National Council of Teachers of English. In many communities, which have not observed speech week heretofore, by means of posters, slogans, tags, assembly programs, better speech plays and other plays, the value of good English may be emphasized. Where Better Speech Week has been celebrated several times, the week of 1925 may best be the occasion for the completion of discussion contests and debating contests involving the whole school, a climax to better speech activities occurring during the first half of the year. It may be used as a time for setting out upon the year's program which is soon to be published in a pamphlet, *Better Speech Year*, by the National Council of Teachers of English.

ENROLMENT and AFFILIATION

AFFILIATED LOCAL ASSOCIATIONS

THE following associations are in addition to the affiliations which have been reported in previous issues of the JOURNAL.

ALAMEDA, CALIF., *Alameda Grade Teachers Club*, Helen T. Norton, President.
BALTIMORE, MD., *Baltimore County Teachers Association*, George W. Schluderman, Treasurer.
BROOKLYN, N. Y., *Association of Boys High School and Girls High School*, William L. Felter, Secretary; *Association of District 27*, William M. Rainey, Secretary; *Association of District 30*, Warren M. Van Name, Secretary; *Association of District 32*, Doctor Samuel Katz, Secretary; *Association of District 36*, Rufus A. Vance, Secretary; *Association of District 37*, Constance Fuller, Secretary; *Association of District 38*, Horace M. Snyder, Secretary; *Association of Public Schools 29, 46, 6, 3*, Clara T. Nichols, Secretary; *Association of Public Schools 55 and 148*, Mary Mason, Secretary; *Association of Public School 64*, Beulah Searing, Secretary; *Association of Public Schools 66, 114, 115*, Marion F. Gillespie, Secretary; *Association of Public School 109*, Elizabeth Brice, Secretary; *Association of Public School 128 and 80*, Fred F. Crooker, Secretary; *Association of*

Public School 147, Max Gottlieb, Secretary; *Association of Public School 164, 186, 192*, Henry Ludwig, Secretary; *Association of Public School 182 and 149*, Anne Griffin, Secretary.
CARPINTERIA, CALIF., *Santa Barbara County Teachers' Association*, Cella Green, Secretary.
CHAMPAIGN, ILL., *Champaign Teachers' Association*, Marjorie B. Baker, Secretary.
CHESTER, S. C., *Chester City School Association of Teachers*, M. E. Borchman, Secretary.
CLINTON, OHIO, *Barberton Teachers' Association*, Alice Frase, President.
KANSAS CITY, MO., *Junior High School Club*, Mayme Allen, President.
LOCKPORT, N. Y., *Lockport Teachers' Association*, Veronica Kenney, Secretary.
LOUISVILLE, KY., *Louisville Principals' Club*, Elise Weibel, President.
MESA, ARIZ., *Mesa Teachers' Association*, O. P. Greer, Secretary.
MUSKOGEE, OKLA., *Muskogee City Teachers' Association*, Nelda Haines, Secretary.
NASHVILLE, TENN., *Davidson County Teachers' Association*, Lucille Talley, Secretary.
NEW ROCHELLE, N. Y., *New Rochelle Teachers' Club*, Cecil E. Powers.
NEW YORK CITY, N. Y., *Association of District 2*, Rufina A. Carls, Secretary; *Association of District 5*, Katharine School, Secretary; *Association of*

District 7, Manhattan, Loretto M. Rochester, Secretary; *Association of District 13*, Manhattan, Stewart H. Rowe, Secretary; *Association of District 23*, Bronx, Angelo Patri, Secretary; *Association of District 42*, Queens, Harriet E. Abrams, Secretary; *Association of District 44*, Alice Stansbury, Secretary; *Association of District 46*, Queens, Frances J. Cronan, Secretary; *Association of District 48*, Richmond, M. I. Selby, Secretary; *Association of Public School No. 1*, Anna W. Brenzinger, Secretary; *Association of Public Schools 1, 4, 5, 6, 84, 69, 70*, Bryant High School, Alfred S. Roberts, Secretary; *Association of Public Schools 1, 31, Bronx, and Theodore Roosevelt High School*, Kathryn E. Gerety, Secretary; *Association of Public Schools 3, 9, 18, 37, 52*, Continuation School, Bronx, Mary J. Loneragan, Secretary; *Association of Public Schools 4, 12, 22, 34, 88, 110*, Mrs. M. C. Donohue, Secretary; *Association of Public Schools 10, 54, 179*, and *New York Model School*, Hester Roberts, Secretary; *Association of Public Schools 17, 18, 20, 23*, Richmond, J. Herbert Hoyt, Secretary; *Association of Public Schools 17, 51, 58, 84, 141, 166*, Katherine A. McCann, Secretary; *Association of Public Schools 21, 26*, Curtis High School, Mary M. Conway, Secretary; *Association of Public Schools 27, 49, 70, 74, 76, 82, 111, 183*, High School of Commerce, Albert Lisson, Secretary; *Association of Public Schools 35, 160, 161*, Manhattan, Sarah American; *Association of Public Schools 38, 108, 114, 177, 61*, Rose Davidson, Secretary; *Association of Public Schools 40 and 19*, Manhattan Trade School, Charlotte A. Woodruff, Secretary; *Association of Public Schools 43, 68, 157, 192, 46*, Herman S. Piatt, Secretary; *Association of Public School 57*, Bronx, Hugh Laughlin, Secretary; *Association of Public Schools 87, 93, 127*, Anna R. Kastenbein, Secretary; *Association of Public Schools 90 and 115*, Julia S. Hennessey, Secretary; *Association of Public School 91*, Queens, Elizabeth L. Kelly, Secretary; *Association of Public Schools 121, 171, 83, 172*, Manhattan, Frederick Scheider, Secretary.
NORTH ADAMS, MASS., *North Adams Grade Teachers' Association*, Mary M. Sheldon, Secretary.
ORLANDO, FLA., *Orange County, Florida, Teachers' Association*, C. L. Durrann, Secretary.
PITTSFIELD, MASS., *Pittsfield Teachers' Association*, Alice Coffey, Secretary.
ROCK ISLAND, ILL., *Blackhawk Division of the Illinois State Teachers' Association*, Natalie Mirfield, Secretary.
SAGINAW, MICH., *Saginaw West Side Teachers' Club*, Lena M. Fee, Secretary.
SAINT THOMAS, V. I., *Virgin Islands Education Association*, E. B. Oliver, Secretary.
SALEM, OREG., *Salem Teachers' Association*, Elsie R. Lippold, Secretary.
SIOUX FALLS, S. DAK., *Siooux Falls Public School Teachers' Association*, Ella Griffin, Secretary.
SOUTH PASADENA, CALIF., *South Pasadena Teachers' Club*.
STRATFORD, CONN., *Stratford Teachers' Association*, Mary F. Emery, Secretary.
VANCOUVER, WASH., *Vancouver Education Association*, Eleanor Yale, Secretary.
WARREN, OHIO, *Warren Teachers' Association*, H. B. Turner.
WATSON, ALA., *Jefferson County Teachers' Association*, J. F. Jackson.
WAUKEGAN, ILL., *Waukegan Township Secondary Schools*, George F. Zimmerman, Secretary.
WEBER, N. J., *Association of De Witt Clinton High School*, Julius A. Freynick, Jr., Secretary.
WELLESLEY HILLS, MASS., *Norfolk County Teachers' Association*, Julia Sheehan, Secretary.
YORK, PA., *York City Teachers' Association*, Eleanor C. Kerchner, Secretary.

COMPLETED ENROLMENTS

THE following schools have completed their reports for one hundred per cent membership enrolment in the National Education Association for 1924-25, since the list was published in the June JOURNAL.

FIVE YEARS

EMERYVILLE, CALIF., *Emeryville School District*, D. B. Lacy, Supervising Principal.
SIOUX CITY, IOWA, *Boys' Prevocational School*, Mary A. Lord, Principal.

FOUR YEARS

LA JUNTA, COLO., *La Junta Public Schools*, Robert Tirey, Superintendent; *Boys' Club Building*, Clair Pringle, Principal; *Columbian School*, J. W. Roberts, Principal; *High School*, G. W. Inman, Principal; *Junior High School*, C. M. Herren, Principal; *Lincoln School*, C. A. Kane, Principal; *North La Junta School*, A. C. Plunk, Principal; *Park School*, J. F. Scott, Principal.
MANKATO, MINN., *Franklin School*, Minnie Bangert, Principal.
WILKINSBURG, PA., *Wilkinsburg Public Schools*, W. H. Martin, Superintendent; *Hornor School*, Mary

(Continued on page A-197)

INFORMATION

MEMBERS are requested to immediately notify the headquarters office in case of a change in address. Local Associations should report the names of new officers as soon as they are elected.

THE FOLLOWING are the headquarters divisions and their directors: Research, John K. Norton; Publications, Joy E. Morgan; Classroom Service, Agnes Winn; Business, Harold A. Allan; Records and Accounts, Mrs. Helen T. Hixson; Field, Charl O. Williams; Department of Superintendence, S. D. Shankland, Executive Secretary. The Secretary, J. W. Crabtree, invites you to write the division head if you are in need of help along any particular line.

MR. CHARLES PRIEST, Deputy Superintendent of Education, Carson City, Nevada, believes that Nevada will reach the 100 per cent goal in both State and National Associations.

THE BEDFORD, Ohio, Schools take pride in the fact that they have had a 100 per cent membership every year since the N. E. A. was reorganized. They have also had a 100 per cent membership for this length of time in the Ohio Teachers Association and the Northeastern Ohio Teachers Association.

THE TEACHER of today is anxious to invest her money wisely. No investment could bring higher dividends than a life membership in the National Education Association. The Association stands today as the greatest educational body in the world. A life membership card not only serves as a credential but is the highest type of credential that can be carried by members of the Association. The life member contributes to educational progress through ages to come. The amount received from these members adds to the permanent fund of the Association and so is kept in perpetuity. The membership fee of \$100.00 can be paid in four installments of \$25.00 each, covering a period of four years. Write the Secretary, J. W. Crabtree, 1201 16th Street, Washington, D. C., for the booklet on life membership.

ONE HUNDRED FORTY-EIGHT SCHOOLS reported 100 per cent membership on one day, October 14.

MEMBERS OF THE ASSOCIATION will be pleased to know of the new book which is now on the press, on the philosophical and educational views of Hon. William T. Harris, by Dr. John S. Roberts, New York City. Price, in cloth binding, \$2.00. Dr. Roberts, the author, has donated all royalties to the National Education Association. The proceeds will go into the Permanent Fund of the Association and in harmony with Dr. Robert's wishes will become a part of the William T. Harris Memorial Fund as soon as that Fund is established. As the number of volumes is limited you will need to order immediately. Payment is to be made after receiving the volume. This book provides the first adequate recognition of the self-sacrificing and history-making services of Dr. Harris to the cause of education in the United States. Teachers, schools, and libraries owe much to the work of this great philosopher and administrator. Order now so that you will be sure of receiving a copy.

DO YOU KNOW

1. THAT an intensive membership campaign is being carried on in nearly every State under the joint auspices of the N. E. A. Secretary, State Director, Secretary of the State Association and the delegates who attended the Washington meeting and that you are needed in this movement?
2. THAT teachers may become members immediately by using the time bank check, which makes a provision for the later payment of dues?
3. THAT your \$2.00 is used wisely by the Association? (See cut on this page.)
4. THAT THE JOURNAL of the N. E. A. is recognized as the leading professional Journal among the nations?
5. THAT it fits into your needs by bringing to you each school month the outstanding messages of the profession?
6. THAT it is your professional responsibility to give support to your local, State, and National associations?
7. THAT you are indebted to the Association for increases in teachers' salaries throughout the country, for improvement in tenure regulations, and for progress in teacher retirement legislation?

HOW THE \$2 IS SPENT



NOTE—The success of the efforts of the intensive membership campaign will depend largely on activity of members of the Association. Last year each of 25,000 secured one new member. The use of the time bank check meets the needs of the Association as well as the convenience of the new member.

Use this time bank check in renewing your membership or let some new member make use of it.

Pay N. E. A. Membership Dues now with this

TIME BANK CHECK

Date _____, 1924.

* Write here date you wish to pay
(any time before December 31)

Write here name of Bank or Trust Company

City

Address of Bank

State

Pay to the Order of the National Education Association

TWO (\$2.00) DOLLARS

Signature here

* This is a check on your own bank and will not be cashed before the date given above. It is given in payment of dues for the present school year, including a year's subscription to THE JOURNAL.

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Eraser Cleaners Lynn Company, James	Note-book Covers Business Reviving Co.	Records and Files Library Bureau	Typewriters Underwood Typewriter Co.
Filing Equipment Library Bureau	Alphabetical Directory		
Furniture American Seating Co. Heywood-Wakefield Co.	American Educational Service BureauA-198 American Seating Company.....A-190 Barnes & Noble, Inc.....A-182 Bausch & Lomb Optical Co.....A-193 Brown-Robertson Company, Inc.A-182 Bureau of Commercial EconomicsA-184 Business Reviving Co.....A-184 Clark's Tours.....A-198 Colgate & Company.....C-4 Commercial Paste Company.....A-197 Encyclopædia Britannica.....A-183 Fairbanks, Morse & Co.....A-185 Ford Motor Co.....A-181 Ginn & Company.....C-2 Gregg Publishing Co.....A-180 Hahn Teachers' Agency, J. M.A-198 Hancock Life Insurance Co., JohnA-182 Heywood-Wakefield Co.....A-184 Hotel HamiltonA-188 Houghton Mifflin Company.....A-190 International Textbook Co.....A-182 Joint Coffee Trade Publicity Com.....A-189 Judd & Detweiler, Inc.A-193 Kewaunee Mfg. Co.....C-3 Keystone View Co., Inc.....A-188 La Prensa Pub. Co.....A-188 Library BureauA-185 Lighting Educational CommitteeA-187 Little, Brown & Co.....A-180 Longmans, Green & Co.....A-180 Lynn Company, James.....C-3 Macmillan Company, The.....C-2 National Teachers' Agency.....A-198 New Haven Normal School of GymnasticsA-198 Pathé Exchange, Inc.A-189 Perry Kindergarten Normal SchoolA-184 Perry Pictures Co., The....A-189 Peterson & Co., Leonard.....C-3 Rand McNally & Company.....A-180 Scholastic, TheA-191 Schoultz & Co., Fritz.....A-182 Schwarz, KarlA-184 Spencer Lens Company.....A-193 Spencerian Pen Company.....A-197 Teachers' Casualty UnderwritersC-3 Temple UniversityA-184 Translation Publishing Co.....A-198 Underwood Revolving DuplicatorA-198 University of Chicago.....A-182 Victor Talking Machine Co.....A-179 Weedon Co., The S. L.....A-198 Winston Company, The John C.C-2 Yates-Fisher Teachers' Agency, TheA-198		
Hotels Hotel Hamilton	Victrolas Victor Talking Machine Co.		
Laboratory Furniture Kewaunee Mfg. Co. Peterson & Co., Leonard			