

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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How Shall Opportunity Be Equalized?

WILLIAM C. BAGLEY

IS IT JUST to tax a state in proportion to its wealth for the education of all of the children in the Nation?"

May we consider this question in a simpler form? A hundred years ago, it was being asked in this simpler form, "Is it just to tax a man in proportion to his individual wealth for the education of all the children in the community?"

After a long and bitter discussion, this question was answered in the affirmative, and the principle of tax-support for local schools was firmly established. This general conviction was based upon a clear recognition of the following facts—

1. The value of a man's property and the degree of his own prosperity depend not only upon his own character, intelligence, and efficiency, but upon the character, intelligence, and efficiency of his neighbors. To give to everyone in the neighborhood the advantages of schooling is the best guarantee that the public can provide of a high level of intelligence, efficiency, and character in the community as a whole. To increase the prosperity of the community is to multiply the chances that each individual will be prosperous.

2. Under a democratic system of government, all voters have an equal voice in determining public policies. Even from the most selfish point of view, then, each citizen has a stake and an interest in the intelligence of all other citizens. If the general level of intelligence is low, each individual incurs a risk; as the general level of intelligence is raised, this risk is decreased.

Once the justice of a local tax for schools had been recognized, a similar question arose regarding a State tax. The question now became this, "Is it just to tax a community in proportion to its wealth for the education of all the children of the State?"

Again basing the argument solely upon the interest of the community itself, a clear and unequivocal affirmative answer was forthcoming. The argument is merely an extension of that outlined above—

1. A rich community commonly draws its wealth from the outlying areas. If these areas are prosperous, the prosperity of the rich center increases; if

2. The State is an important unit in democratic government. Its safety and progress depend not only upon the intelligence of the electorate in the rich centers, but also upon the intelligence of the voters in the outlying districts. It is again to the advantage of each local community that good schools be maintained in every other local community.

3. A third reason for the general State support of local schools lies in the mobility of the population. Many of the children growing up in the poorer areas are likely later to become residents of the rich centers. Again the rich centers have a stake and an interest in the character of the schools throughout the State.

The principle of *local* taxation for all schools within the *local community* has been clearly established. The principle of *State* taxation for all the schools within the *State* has been recognized by practically every State in the Union. With the increasing interdependence of our States—with the ever-multiplying bonds that make the forty-eight States one Nation—the extension of these principles is inevitable.

1. Our rich, industrial, thickly populated States are, in the Nation, precisely analogous to the rich individual in the local community a century ago; they are precisely analogous to the rich communities in each State fifty years ago. Their prosperity depends upon the prosperity of the country as a whole; the prosperity of the country as a whole depends upon the level of intelligence in the country as a whole.

2. The Nation is the largest unit in our democratic government. The stability and progress of our National Government depends not only on the intelligence of the people of the rich States; it depends upon the intelligence of all the people of all the States. The rich States suffer if school facilities of the poor States are inadequate.

3. The mobility of our population is not confined within State boundaries. The recent northward migration of negroes has brought to the northern

Educational Inequalities

The five richest States had an average annual income in 1919 of \$3356 per child; the five poorest States only \$960.

The five richest States spent \$50.37 in 1920 for the education of each child; the five poorest only \$10.76.

The average yearly income of the United States is \$65,000,000,000; expenditures in 1922 for public elementary and secondary education were \$1,580,671,296.

A person without education has one chance in 161,290 of achieving distinction; a person with a high-school education has one chance in 1606.

Among country children 49 per cent have defective teeth; among city children 33.58 per cent.

During 1923 city teachers received an average salary of \$1653, village and town teachers \$1141, teachers in one-room rural schools \$729.

The annual income of each person gainfully employed is \$1789.16 in the five States ranking highest in school efficiency; \$999.07 in the five States ranking lowest.

The average savings account of each person gainfully employed is \$695.50 in the five States ranking highest in school efficiency; \$89.25 in the five States ranking lowest.

those areas are backward, the center suffers. Good schools throughout the State mean an enhanced prosperity not only for the areas in which they are located but for the centers to which these areas are tributary.

States some intricate problems that reveal clearly enough how much concern one section of the country may have in the schools of other sections. There are twenty States today in each of which a clear majority of the present inhabitants were born outside the State.

Is it not clear that we are a Nation and not merely a collection of forty-eight States? Is it not clear that the Nation as a Nation has a stake and an interest in the education of every child born in the land? Is it not clearly to the advantage of the rich States to help in proportion to their wealth toward developing in the country as a whole the highest possible level of trained and informed intelligence?

This does not mean that the Nation should bear all of the expense of schools. In spite of what the community has done, some part of the burden of education still rests upon the parents. They must maintain and clothe their children, often provide them with books and supplies,

and forego whatever pecuniary rewards the labor of these children might earn. In spite of what the States have done for public schools, the chief burden of their support still rests upon the local community. Under no conditions, would the Nation's burden approximate those borne by the family, the local community, and the State. As we pass to the larger units, the share becomes relatively less. In the case of the Nation what the Education Bill proposes is a somewhat adequate recognition of the stake that the country as a whole has in the intelligence of all of its citizens. It still recognizes education as of primary concern (1) to the individual child and his parents, (2) to the local community, and (3) to the State. If the subsidies proposed by the Education Bill, sponsored by the National Education Association, were authorized by law to the full amount named, the Nation would bear about *six per cent* of the total cost of public tax-supported education.

Education in England

ENGLAND has had another election—the third in three years. This means a new minister of education (President of the Board of Education). The Unionist Party headed by Stanley Baldwin won the elections on October 29. Since this party will form the new cabinet, its educational views are of especial interest. Sometime before the election, it issued an educational platform to meet the educational programs of the opposing parties. This platform, which is published in *The Teachers World* (London), reads as follows—

THE UNIONIST PARTY puts in the forefront of its educational policy the three following principles which it considers to be axiomatic. (1) No child should be debarred from full educational facilities by reason of the poverty of his parents. The number of free places in secondary schools should be adequate to meet this principle. State scholarships should be established in sufficient numbers, as *supplementary* to Local Educational Authority Scholarships (not to relieve rates) to enable the best pupils to go to the Universities.

(2) The material circumstances in the schools must be such as to ensure that the best possible return is obtained for the effort expended. The Unionist

Party desires a progressive reduction in the size of classes. In primary schools the maximum number of pupils in a class should not exceed 40 in urban and 48 in rural districts. The Unionist Party calls for the modernization and enlargement, where necessary, of existing schools, many of which are ill-equipped and unsuited to modern needs.

(3) There must be a highly trained and adequately remunerated body of teachers who can count upon stability in the material conditions of their work. Where a local education authority has accepted the Burnham Committee scale of salaries, and has subsequently departed from it, that authority should be made to adhere to the scale by the Board of Education.

It is possible to sketch the outline of a National scheme of education in harmony with the fundamental principles enunciated above.

Secondary schools—Sufficient secondary schools, with adequate provision of free places, should be provided. At the age of 11, the best pupils from the primary schools should proceed to the secondary schools, there to remain as free-place holders up to the age of 16. The best of these, again, should remain up to 18, and State scholarships should be provided to enable the most promising of these to proceed to the universities.

Central schools—The Unionist Party will extend the provision of these schools with the object of accommodating all those primary school pupils between the ages of 11 and 15 (16 where possible) who are not accommodated in the secondary schools. Transfer from central to secondary school should be made easily possible.

Technical schools—At the age of 15 or 16, the best pupils from the central schools should be enabled to proceed to technical schools providing advanced technical instruction and training.

Adult education—No scheme of school and university education, however highly developed, can do more than prepare the mind for the pursuit of knowledge. It must, therefore, be completed by a system of adult education. The object of such a system must be, not to give cheap instruction to those who have been denied the advantages of higher education, but to enable all classes to use and enjoy the faculties developed by school or university training. We attach the utmost importance to the development of facilities for adult education by close cooperation, with the assistance of the State, between local educational authorities, universities, and voluntary effort.

Training of teachers—(a) The Unionist Party would discourage the further appointment of teachers without adequate qualifications. (b) Definite and adequate qualifications should be recognized and required for each category of employment. (c) The premature selection of young people to become teachers whether by scholarships or otherwise should be discouraged. (d) The standard of qualification for entry into training colleges should be gradually raised. If reasonable academic qualifications could be counted upon, more time could be devoted to training in the technique of teaching. The most important part of the training course should be actual teaching under supervision in school.

Religious instruction—No educational system can be satisfactory which does not include the provision of adequate religious instruction for all children in the schools.

The Unionist Party is confident that the system of education outlined above will receive National support. In these difficult days, we cannot afford to waste the intellectual power of the country's future citizens, and the Unionist Party is convinced that by this program the most valuable of the State's resources may be developed.

The Challenge of Child Labor

THE DEVOTED TEACHER along with the faithful parent is the guardian of childhood. He knows that society can climb higher only by conserving the strength and spirit of children. When the child is attacked, the teacher comes to its defense.

Every child has a right to a reasonable education, sound health, and a fair start in life. This right is now being challenged by selfish interests who are seeking to mislead the public as to the meaning of the proposed Child Labor Amendment.

Mr. James A. Emery, general counsel of the National Association of Manufacturers, would have the public believe that if the amendment is ratified, Congress will abuse its authority by fantastical rules, regulating the employment of all children on farms or in their homes. No one who knows the facts would be misled by such piffle. It is as patent as the sudden interest of *The Manufacturer's Record* in the welfare of the American farmer.

Child labor is clearly a National problem. The National Child Labor Committee brings out some appalling facts which ought to convince anyone that there is need for immediate relief:

In the United States one child in every twelve—and for some States one child in every four—is gainfully employed.

The census of 1920 showed over 1,000,000 children from ten to sixteen years of age

working in the United States in factories, mills, canneries, agriculture, mines, and in other industries and occupations. Nearly 400,000 of them were between ten and fourteen years of age.



A SEVEN-YEAR-OLD cotton picker. Working twelve hours, a six-year-old girl picks 80 pounds daily; eight-year-old children pick from 50 to 75 pounds daily.

Thirty-five States allow children to go to work without a common school education.

Nineteen States do not make physical fitness for work a condition of employment.

Eleven States allow children under sixteen

cation and health of children in times of peace. Patriotic, sensible, far-seeing men and women throughout the Nation, including leading business men and manufacturers, are supporting the Child Labor Amendment. More than twenty-two National organizations have officially indorsed the proposal.

The National Education Association is actively supporting this constructive measure as it earlier supported Woman Suffrage and Prohibition. On July 3, 1924, its Representative Assembly, meeting in Washington, unanimously adopted the following resolution:

Believing in governmental responsibility, we endorsed in our last Convention an amendment to the Constitution empowering Congress to make laws regarding child labor. We now advocate the prompt ratification by the States of the Child Labor Amendment passed by the present Congress and urge the members of this Association to make every effort to obtain its ratification by the legislatures of their respective States at the earliest possible date.

Beginning with the Beveridge-Parsons Bill, introduced in Congress December, 1906, an increasing number of statesmen



DURING the fall, more than 1000 Philadelphia children are absent from school, working from six to ten hours daily in New Jersey cranberry bogs.



AFTER the day's work in the breakers of a Pennsylvania anthracite coal mine. These boys are between thirteen and sixteen years of age.

have recognized the necessity of some form of Federal regulation of child labor. They realize that State authority alone is inadequate. States desiring to protect their children from child labor cannot do so against the competition of other States with low child labor standards. Many teachers will recall the eloquent addresses made by Senator Beveridge in a Nation-wide tour at this stage of the battle for the rights of childhood.

By 1916, the movement was sufficiently strong to pass the Keating-Owen Bill, which prohibited the shipment in interstate commerce of the products of child labor in violation of the standards set up by the Bill. The measure became effective September 1, 1917, but was declared unconstitutional June 3, 1918.

Early in 1919, through an amendment to the Revenue Act, the standards of the first child labor law were again enacted, to be enforced by an excess tax of ten per cent on the net profits from products of establishments employing children contrary to the standards laid down by the Act. This measure, effective April 25, 1919, operated until May 15, 1922, when it was declared unconstitutional.

Twice Congress has sought to abolish child slavery by measures which were acknowledged sane, moderate, and constructive. These having been declared unconstitutional, Congress is now asking for power to deal with the problem directly. Article V of the Constitution

provides that Congress propose amendments to this Constitution, which shall be valid when ratified by the legislatures of three fourths of the several States.

Acting under that authority Congress, has submitted to the States, with no time limit for ratification, the following amendment:

Section 1. The Congress shall have the power to limit, regulate, and prohibit the labor of persons under 18 years of age.

Section 2. The power of the several States is unimpaired by this article except that the operation of State laws shall be suspended to the extent necessary to give effect to legislation enacted by the Congress.

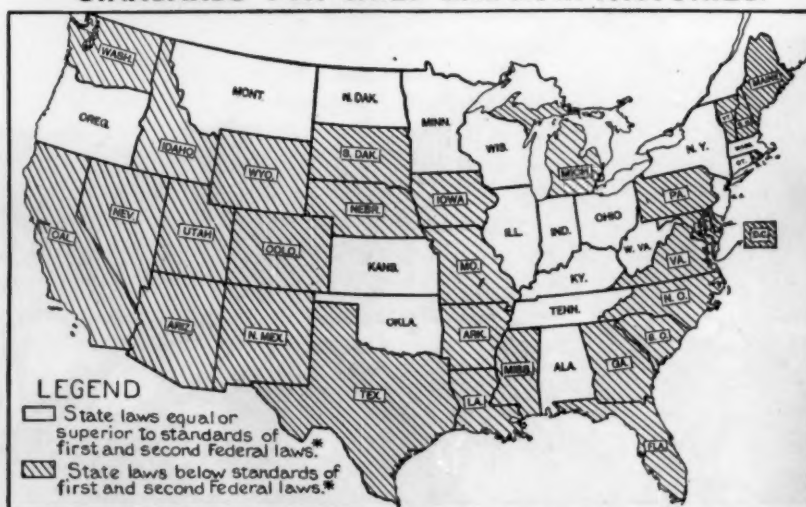
The Amendment does not prohibit the labor of children. It does not enact any legislation. It merely gives Congress an additional power. With that power Congress may do much. It may do little. It may do nothing. In the long run it will carry out the wishes of the people expressed through their choice of Representatives and Senators.

Thirteen States can block the ratification of the Amendment and its enemies are attempting to get a running start. They are working the States-rights argument overtime and are sending broadcast an article by Dr. Pritchett whose statements have before been used by the enemies of public education.

Many child labor conferences—local, State, and National—and experience with State and National legislation have indicated some of the *points that should be covered*. Among them are (1) the establishment of age, educational, and physical standards to be attained by the child before he can be employed in specified occupations; (2) the regulation of hours of work during the first few years of employment and the prohibition of employment in occupations involving undue physical or moral hazards. The rules are enforced by work permits, compulsory school attendance, and factory inspection.

No one who values childhood can object to such regulations as these. They do not attempt to prevent—they would rather encourage—child work under the guidance of home and school, which is a vital part of education. They would seek to stop child slavery and gainful child labor.—J. E. M.

COMPARISON OF STATE AND FEDERAL LEGISLATIVE STANDARDS FOR CHILD LABOR IN FACTORIES.*



* There is no Federal child-labor law at the present time. The two Federal laws enacted on this subject with which the State laws are here compared, have been declared unconstitutional. Both these laws established, in effect, the following standards for work in factories: minimum age, 14; for children 14 to 16, maximum hours, 8 per day, 48 per week, and 6 days per week, and night work prohibited between 7 p.m. and 6 a.m.

The Development of Youth

JOSEPH G. MASTERS

Principal, Omaha Central High School, Omaha, Nebraska

BEHAVIOR is a matter of conscious organization, effort, and planning. Life is the type of response we make to stimuli in and about ourselves. Schools are opportunities for conditioning both the stimuli and the responses. An inner life must have some sort of external expression. Indeed, it can well be said that it is the opportunity for the expression of the finer qualities within the individual that gives the very *raison d'être* of the school. The release of creative energy, the guiding of action, and the giving of direction to the energies of boys and girls in their activities form the highway over which, and up which, these young people are now climbing to a better development than the world has yet attained.

Since we must still care for large numbers in class recitations and since there is always a given amount of work always to be accomplished in the various subjects, the teacher must take the initiative in class work. The student thus has little chance to exercise initiative and ingenuity in the regular work of the school. The school must, therefore, provide additional means and opportunities wherein the student may release and exercise his creative abilities. Our extra-curricular activities offer the best chance today for the development of the dynamic powers of the individual. "To educate is to educate; to make something out of a man rather than put something into him" (Hadley).

If the youths of today are to have a large part in making and moulding their country in a good way, they must be taught to think and act in groups—to work shoulder to shoulder with their fellows. Heretofore the schools have given ideas and knowledge but have given but little help and training in the technique of accomplishment. If they are to be of lasting good, ideas and attitudes need to be crystallized into habits of action and response. Left free, with no training to work in better groups, the individual often gravitates to the base or "gang" group as the first opportunity for a foothold. Again, if knowledge is to be valuable, the individual must be taught how to make it usable. How actually to use our own experiences and the experiences of the race is the distinct problem for all of

us. If we can give our young people practice in the best use of their knowledge and experiences, we shall help them greatly to become effective men and women in the world. It is this practice and the living out of the good life that is the crucial test. The doing of hundreds of things in the school through organized activities and under careful guidance not only crystallizes knowledge and ideas into habits and skills but forms the very basis and background of character itself.

If life is to be of value, we shall have constantly to meet new situations and solve them in a good way. I cannot believe that our young people are so lacking in ideas that they cannot see what to do in many complex situations. It is because they have always stood apart from these situations and have had no part in their solution that these young people face such situations in a perfect dilemma. Go into any American high school today, make a survey of the students who have contact with the activities of that school, and you will find scores and scores of them that have no part whatever except in classroom recitations. Are they going to develop—yea, are they going to be happy and have a pride in their school and feel at home in such a place? The traditional attitude of most of us as teachers has been that we must "hand" good things over to the student. Some of us have been so naïve that we have thought miracles were worked when we "lectured" a student. Before Friday night of the same week, we have generally come to the conclusion that the clay had not greatly changed while in our hands. In our own high school, we had almost boasted at times that we had an extremely large number of activities, and yet during the year, 1923-24, just closing, we found it possible to add twenty entirely new activities.

The soul of youth is action. Nearly every boy is a "self-starter." The muscles of boys and girls tingle for action. Led to act out and practice ideals of fair-dealing, give and take, and respect for their fellows in the presence of each other they will have good attitudes and purposes wrought deep into the nerve centers of their being. "The kingdom of character education is in

the hearts, minds, and muscles of children, not in general precepts or abstract principles," and "to wrestle out and solve an actual situation that arises in play and work among his fellows, and finally make an affirmation of his own relative choice and value goes to the depths of his being. Such affirmations are the stuff out of which character is forged," says the Iowa Plan. Standards are not final results, but habits. In the old days we tried in the schools to "lay out" moral precepts for the guidance of the young. Now we try to get them to practice and live those qualities which will make for a better moral order.

Activities offer a chance to the student to share his life with the lives of others. They offer an opportunity of making the school a real democracy in spirit and attitude. Student participation in the administration of the school is no longer a problem of advisability; it is now only a problem of administration for the faculty. The pride of ownership is developed and brought about by giving students a large share in the affairs of the school. An attitude of ownership and coöperation solves nearly all of the difficult problems that can arise in a school. It is not what the school does for the pupils alone but what the pupils do for the school which determines attitude and point of view. The test of a great teacher or a great leader is no longer his own deed but the things accomplished by those working with him. A great teacher is a teacher who trains, teaches, and develops students to the degree that they can do great things.

Some one has well said that our students need a great cause to kindle them. It is my observation that we are just beginning in a small way to tap the tremendous sources of power in these, our young people, and to use their energies to the lasting good of both the student and the school. We have given them far too little to do. In former years we tried to "sit on the lid," but we sat not long. We generally moved to a new field about the third year. Now some of us are beginning to abide for at least a little time and all are happier. In the old days *repression* was the watchword, children must keep in the background, be seen, and not heard. "It was good for their souls," we said. "It is not in its apprehension, but in its expression that a truth finally becomes assimilated to our body of usable knowledge." Today we are thinking of growth, development, practice, expression, use, and training for our young

people. We cannot destroy nor suppress the great primal human emotions, but we can develop the best of the great elemental forces which nature has given us as a starting endowment. The schools have generally asked, "How much do you know?" but the world outside says, "What can you do?" The world wants to know whether the individual can use his knowledge, skill, and ideas in an effective way. Generally speaking, nature has endowed the most of us fairly well with certain innate abilities and powers but has left to the home, the school, the church, and to society the problem of developing the technique by which these abilities may be exercised. The schools must regard every boy and girl not only as an opportunity but as a real challenge to its utmost ingenuity. Human nature comes to us in a raw and crude state, but we must remember always that it is potential and dynamic as well. It is so mobile, so easily led, so educible that we should stand in fear almost when we see our responsibility in its development.

Among the qualities which we wish to develop in our young people are school spirit, school loyalty, morale, esprit de corps, self-reliance, honesty, fair dealing, courage, unselfishness, industry, clean-heartedness, self-control, comradeship, and dependability. Now individuals are developed by placing upon them the largest amount of responsibility possible. It is the crowning glory of democracy that it is so organized that every citizen can make a contribution to the public welfare, and in turn the democracy places the utmost responsibility upon each and every citizen. If the above mentioned qualities are to make an integral part of every student, it must be by use and habituation—that is, by the actual practice of these qualities in the presence of his fellows. As far as I can discern, participation in activities organized in and through the school offer as yet about the only opportunity for this practice.

We gain control only through constant trying. For example, the ability to stand on one's feet, think clearly, and talk logically, smoothly, and convincingly can come only after long and careful practice by the student in the presence of his fellows. The school can by direction and help short-circuit the process greatly. It is my observation that only a few seniors in our high school (and the same is true in many other high schools that I know about) can do this thing. Why? The school has given

little opportunity and chance for them to learn. Dr. Judd has made clear the isolation existing between practical and theoretical forms of behavior and has shown science and industry often far removed from each other. In looking toward a solution for the problem he says, "We come back to the conclusion that the school must include both theory and practice for the sake of producing that highest type of human experience." Colvin and Bagley say in "Human Behavior," "The connection between sensory excitation and motor response is the condition of all experience; that sensation is incomplete without response; and that the nervous system tends always to act in this sensori-motor way." It is clear from the above that there is great need of crystallizing classroom values by giving them permanency in the composition of the student through exercise in activities. The dreamer and visionary, if he is to count, must some day check reverie with reality. Working with his fellows in many types of activities will cause him to make the test, lop off peculiarities and eccentricities, and actually learn good methods and habits of getting things accomplished. How often we have known the good student as entirely impractical and ineffective just because books were his only contacts in high school or college. In this case, which has failed to a greater degree, the boy or the school?

Life is an endless quest for the greatest possible number of rich experiences. It is the business of the school to make it possible for the student to enter into activities which offer such opportunities. More than this, it is the duty of the school to lead all who can be lead into those activities which will help the student find himself in and through the development of his own powers. Power flows to him who *can*. "The world soon relates itself to its dependables." Learning to do things, carrying forward a project, working with others, etc., soon give a student an attitude of ease and trust in his own abilities. This feeling of at-homeness, poise, and sang-froid comes by cultivation and use. Many a student has through some type of activity in school or college discovered unknown powers and abilities in his own composition which has given him an entirely new outlook upon life.

Now that restraints of home and church seem to be breaking down earlier than formerly, the school is the more anxious to develop within boys and girls a greater degree of inner-direction, inner-

control, and inner-self-sufficiency that they may better meet the unusual temptations and responsibilities thrown upon them. Boys and girls need tasks that will challenge every ounce of their energies and abilities. This past fall, the students of the Lincoln, Nebraska, High School, under faculty leadership, undertook to build a stadium around their athletic field. They are now well on their way with the project which has cost \$21,000. In November, 1923, the students of the Omaha High Schools presented a monster pageant in which over 900 took an active part. Students and an energetic faculty member constructed our own broadcasting station (KFCZ) and experimental station (9XAR) by begging and constructing the materials as well as assembling the plant.

The National Honor Society demands the qualities of initiative, leadership, character, and service in large measure as well as scholarship for election to membership. It is generally agreed that the first group of qualities herein named is developed largely through participation in activities of the school. In all activities nearly all of the active leadership is to be thrown upon the student—and in almost every case the student will rise to meet such responsibilities. We like the plan of regulating the amount and kind of participation by the point system, so that all may have a chance for this broader development.

But some will say scholarship must suffer with such a long list of extra-curricular activities in the school. May I try to say without boasting that we have entered upon a very large program of activities here in Central High School and we find that our students still do well in the College Board examinations and in eastern colleges and that we are still able to take first rank in the State-wide scholarship contests of Nebraska.

Democracy means a brotherhood, a chance to share and achieve, a chance to grow, develop, and win, in a good way, an opportunity to live richly and well the better values of our civilization. But you and I are holding all of the stakes; we condition the processes of growth pretty largely. Are we conscious of this responsibility? And have we sufficient desire to see that avenues for the development of youth are provided? "Where there is no vision the people perish." Have we this vision as teachers to lead these young people from narrow, selfish, proud lives to lives of nobility, kindness, and service?

Housing the Rural School¹

NO CONSISTENT program for the improvement of educational opportunities of country boys and girls can omit consideration of the improvement of the one-teacher school. Regardless of our faith in consolidation as a means for general rural school advancement, we must recognize that the small school must continue to exist for many years to come. Sparseness of population and topographic and climatic conditions, as they exist in many parts of the country, are as yet insurmountable obstacles in the way of consolidation. Local sentiment also is a factor which cannot be dealt with too lightly.

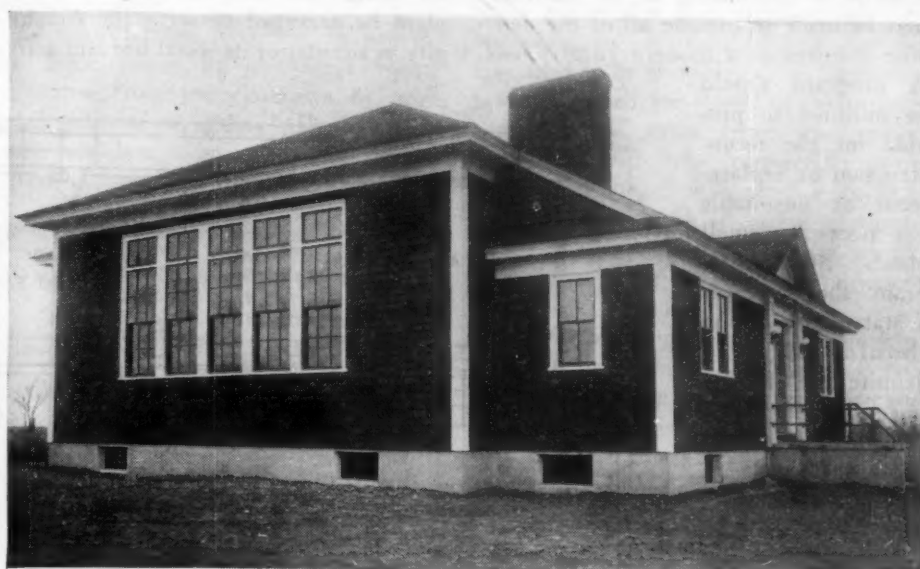
The simplest method of improvement of the one-room school is to abolish it. When this is impossible, however, we cannot shut our eyes to the problem of education for the thousands of children whose needs must be met through this often neglected institution. Any plan that includes a policy of letting the small school "rot off" is indefensible. Such a policy is a grave blow at country life. Even when consolidation is extended to its present possibilities, thousands of necessary small schools must remain and must be directly dealt with for improvement.

It is obvious that there are several approaches of attack of the problem of

the betterment of the necessary small school. Better teaching, including better preparation and greater continuity of service, a more effective curriculum, a

may serve as a basis to make these "human influences" easier to secure and to retain; that approach is through the improvement of the school plant.

Do we sufficiently recognize the value of a suitable rural school plant and its effect on the other elements that go to



THE COMMUNITY Rural School at Burnham, Maine, has an alcove stage, sliding partitions, movable furniture, and electric lights.

more active community interest and participation—all of these and others are factors which require the constant attention of those responsible for the school. There is, however, another approach by which an essential factor of a good school may be made permanent and

make up a good school? Can we not recall many instances where a well arranged building has been the means of attracting a superior teacher and retaining her for continued valuable service? Under proper surroundings curriculum improvement is made easier, teaching is more effective, health conditions are better, the interest of the boys and girls is more readily sustained. School and community activities may be maintained on a scale and with results impossible to secure in a school which is handicapped by a meager plant.

Lack of leadership and knowledge is responsible for the inadequacy of many newer rural school buildings. The farmer, making improvements to his own plant, does not hesitate to incorporate modern ideas of arrangement as he has learned them. State laws and regulations governing school building construction have brought about marked improvements, but leadership and knowledge must come into play if the school building plans are to include features in advance of those set forth as "minimum requirements." New small buildings are commonly replacements and must be constructed without delay. Plans are adopted and operations started as soon



THE CHAPMAN, MAINE, Community Rural School is a one-teacher school, but is fully equipped for school and neighborhood activities.

¹Written for THE JOURNAL by Harold A. Allan, formerly Agent for Rural Education for Maine.

All of these requirements may be met by adopting plans of a proper type to the available site.

So locate the building on the site as to make available the largest possible space for out-door activities. To place the building too far from the front line imposes an additional burden in the upkeep of the front yard and in clearing snow from the paths. Drives and paths and decorative trees and shrubs should not cut off play space.

An attractive building does not involve extravagance. Care in the design, selection of colors, and the like do not increase the expense. Features, such as a porch of ample size, substantial outside steps, gutters and drains, storm-doors, door and window screens may add to the cost but should be classed as essentials.

A vestibule not only saves heat but serves as a proper anteroom to the visitor and a real convenience at times of community gatherings. The vestibule should not be used as a cloakroom. Separate rooms for this purpose should be provided, these to be entered only from the schoolroom. Hooks in sufficient quantity to serve a community gathering may be secured by placing them in the wall a foot or more higher than those used by the children. Cloakrooms thus arranged may be warmed and ventilated and insured of proper supervision by the teacher.

Lavatories should be provided in each cloakroom, even if running water is not supplied. Running water or a drilled well is entirely possible in most country schools. Toilets may be connected with the cloakrooms or a portion of the space partitioned off for that purpose. When thus located their supervision is simplified and privacy and cleanliness are assured. Flush water closets are not frequently found in country schools, especially in sections where cold weather adds greatly to their care. Chemical toilets of the tank type are eminently satisfactory when properly installed and cared for with reasonable regularity. They are not "fool proof," to be sure, but they have solved the problem of the toilet in the country school to the extent that dirt privies of the detached type are outlawed in several States. The so-called "portable type" of chemical closet should be labeled as a nuisance.

A basement is not a necessity, but when well finished and well lighted it is a great addition. Here we may find the chemical toilets—not so desirable a location as that described above, however.

Here is the heating apparatus and fuel storage if basement heat is preferred. A good basement may provide room for one or two work benches, a range, cupboards, and kitchen conveniences usable alike for simple domestic science work, preparation of the noon lunch, and community suppers.

It is preferable, however, to provide for these things by an "extra room" separated from the classroom by wide folding doors or sliding partitions. In some schools a room about equal in size to the classroom is provided. Here are

The following are references to a few publications especially valuable in determining standards of modern rural school building construction and arrangement:

Challman—Rural School Plant—Bruce Publishing Co.

Butterworth—Rural School Survey of New York State—School Buildings and Grounds—Joint Committee on Rural Schools—Ithaca, N. Y.

Dresslar—Rural Schoolhouses and Grounds—U. S. Bureau of Education, Bulletin 1914, No. 12.

Mills—American School Building Standards (2nd Ed.)—Franklin Educational Pub. Co., Columbus, Ohio.

Ayers, Williams and Wood—Healthful Schools, How to Build, Equip and Maintain Them—Houghton Mifflin Co.

Showalter—Handbook for Rural School Officers—Houghton Mifflin Co.

Departments of Education of several States—various bulletins relating to rural school building improvement.

the benches, the library and reading alcove, the large oil range, tables that may be set up for the community supper. Here, too, are folding chairs, usable for any school activities, and a few more comfortable chairs for visitors or elderly people. Perhaps, also, a cheery fire-place may be found.

In other schools the extra space is provided for by a room with a floor raised above the level of the schoolroom floor, this separated by a sliding partition and usable as a stage when occasion demands. Alcoves of good size may also be used. When so used the various activities are distributed among them, with one fitted out as a kitchenette.

The classroom itself should be of standard dimensions even though the number of pupils is less than that requiring a room of that size. To build a

smaller classroom saves very little in the cost of the building. The standard room is as easily heated and will, of course, be properly lighted. Only as many seats need be installed as the size of the class requires and these, always, of properly assorted sizes. Movable chair desks have many advantages in a rural school. If impossible to get them, arrange for the type used to be movable. The floor then may be cleared for school or community uses and the extra space thus given, combined with the connected room, alcoves, or stage, will provide conveniences for class work or community gatherings that will enliven the school far beyond the possibilities of the one-room plant.

Other details of construction require care and planning. The heating and ventilating system must be adequate and properly located in the "cold end" of the building. If a basement heater is used, beware of floor registers. Avoid the one-pipe furnace of the recirculating type. Give careful attention to the interior color scheme. Provide book shelves, book closets, and storage closets. Supply the building with translucent or light colored adjustable shades, slate boards placed low enough for the smaller children, electric lights or good oil lamps, substantial furniture, and complete equipment.

Within such a building neighborhood activities will center when properly encouraged. Arrange for an old-fashioned housewarming and, when the season is right, for a "bee" at which the grounds may be graded, walks and drives prepared, trees planted and simple playground apparatus set. And, finally, on the grounds, let there be a substantial flag staff erected from which Old Glory may daily float and indicate to the passerby that this is a community that sets up true values for the education of its youth.

IF THIS country is to meet successfully the problems confronting it today, there must be first of all greater recognition of the spiritual side of life; there must be a more widespread acknowledgment of the obligation that we owe to use our power and strength for the general welfare and for the redemption of humanity. The Sunday Schools furnish today the great agency by which these spiritual ideals may be made a part of the lives of the younger generation of Americans, and the growth of the schools will mark the spread of these principles.
—Calvin Coolidge.

A Reply to "The Case Against Silent Reading"

CLARENCE R. STONE

Author of "Silent and Oral Reading," San Diego, California

IN THE ARTICLE entitled "The Case Against Silent Reading" published in this JOURNAL in the issue of May, 1924, is the following charge against present-day society and our educational system: "Atrophy has set in, the capacity to feel has disappeared, and the taste for good literature and good music, painting, and sculpture—children of the emotions—is dead." After tracing the social and economic changes that have resulted in the domination of the material and the practical in our education, the writer arrives at the conclusion that "silent reading" is responsible for the present failure of education to develop appreciation of literature. He says: "I am making the claim on this short premise which might easily be enlarged that "silent reading" as practiced in our literature and reading classes might better be omitted altogether than to monopolize the time as the tendency now indicates."

But the fact is that *oral* reading has been and now is the dominant method in our literature and reading classes. Anyone who is doubtful about this should visit ten to twenty middle and upper grade reading classes in ten different schools and make a count of the number that use the oral-reading method. It was my privilege recently to examine reports of 228 middle grade reading recitations observed by 50 different principals in all sections of the United States.¹ These schools represented the more progressive type of elementary schools. Of the 228 recitations 123 were of the oral-reading type. No doubt in the great majority of our classrooms silent reading has made little or no headway. If "the taste for good literature is dead" the cause for it must be sought elsewhere than in silent-reading practices. The studies of Professor Hosc are illuminating in this relation. He says²: "Both the stenographic reports themselves and the quantitative results of the analysis of them indicate a tendency

in practice to deal with details at the expense of the whole." Apparently the reading-course of the American school is still largely a formal course in oral reading, the study of vocabulary, and the acquiring of miscellaneous knowledge, rather than a course in the interpretation and enjoyment of literature.

After elaborate experimentation with two methods—the method of the whole and the method of details, Professor Hosc reaches this conclusion:

By way of summary with regard to the experimental teaching it may be said that evidence was obtained sufficient to indicate a strong probability that a piecemeal attack on poetry with formal and ineffective reading aloud and much insistence upon the discussion of details of language, without any attempt to bring the pupils' own experience to bear on the poem as a whole and without any final synthesis, is relatively ineffective as a method of teaching. If this is true, the emphasis was wrongly placed by the editors of the textbooks examined and by the majority of the teachers whose lessons were reported. Better results would be obtained by giving a vivid impression of the whole to minds awakened to the possibilities and ready to interpret in the light of experience. A second reading of the whole is probably better than painstaking examination of details, especially if these are treated as unrelated items instead of cumulative suggestions.

After twelve years of careful study of the reading problem, including daily contact with the classroom in a supervisory capacity, I am convinced that this piecemeal, oral-reading method of concentration upon details to the neglect of the major values and the larger thoughts and feelings is mainly responsible for our failure to develop appreciation of good literature and establish permanent reading interests in so far as there has been a failure.

The danger is in going to the extreme one way or the other. Let us consider briefly the respective functions of oral-reading and of silent-reading activities in relation to literary-reading interests, habits, and appreciations.

There is general agreement that specially artistic units of literature, such as the poem, the oration, and units of poetic prose should be taught by the oral-reading method. The values involved are auditory and consequently

auditory experience is fundamental to appreciation. The same principle applies in life situations outside of school in relation to poetry or music. So far there is agreement with the writer of the article. But the danger of the oral-reading method is the tendency to a piecemeal, highly analytical and detailed treatment of the poem. This must be guarded against by such suggestions as Professor Hosc makes.

But our literary appreciation involves the establishment of permanent extensive reading interests as well as the intensive treatment of highly artistic units. There are three ways in which silent-reading methods are being used very effectively in developing a taste for good literature and establishing permanent reading interests and habits.

I. *The silent-reading method in teaching selected units adapted to a rapid extensive type of treatment*—A few years ago I was fortunate enough to observe Miss Lucile Murphy teach Warner's "How I Killed a Bear" to a seventh grade class. The rapid extensive silent-reading method used was especially effective in developing an appreciation of the humor of the unit. I regret that space prevents giving a full account of the procedure used in this silent-reading appreciation lesson but the full account may be found in my method text, "Silent and Oral Reading," pages 131-134.

II. *The library method as a silent-reading method*—To take the position that all of our reading lessons should be of the oral-reading type practically precludes an effective use of the library method as a means of developing appreciations and interests in extensive reading as contrasted with the intensive study of a few units. In the school in St. Louis where I had the privilege of working for a number of years, each room had a classroom library supplied by the public library. One period a week of the program reading time was given over for the purpose of stimulating and directing the pupil's extensive reading. Undoubtedly this phase of the reading work is principally a silent-reading activity. The development of appreciations and interests in extensive reading is quite as important as the development of appreciations and interests in intensive reading.

III. *Class study of a particular book*—The serious handicap of the oral-reading method as compared with the silent-reading method in relation to extensive literary reading is seen when we consider

¹ Third Yearbook, Department of Elementary School Principals, National Education Association, *Oral Reading, Its Functions and Its Supervision* by Clarence R. Stone.

² *Empirical Studies in School Reading* by J. F. Hosc, Teachers College, Columbia University, p. 55.

the problem of the best method of teaching such a unit as "Ivanhoe" or "The Man Without a Country." Teachers bound by the slow oral-reading method have the pupils plod through such a book week after week considering detail after detail with emphasis upon word and phrase pronunciations and meanings to the neglect of the major values. My own observations have convinced me that appreciation of such units can be more effectively developed by the use of the faster method of silent reading during study time and class discussion based upon problems that center attention upon meanings of large significance and involve consideration of details, including word pronunciations and meanings as they come up in relation to these more

fundamental leading ideas. Oral-reading comes in incidentally to prove points, to show fine shades of meaning, and to aid in experiencing exceptional literary passages here and there. But a formal and ineffective reading aloud paragraph by paragraph tends to the use of a piecemeal method of details, consumes an undue amount of time, forces the superior pupils to go at the rate of the slow ones, and consequently puts a damper upon their interest and appreciation.

Oral-reading methods and silent-reading methods both have their legitimate functions in the total reading program. The important thing is to recognize the values and functions of each and not over-emphasize either to the exclusion of the other.

a guide should be placed in the hands of each student at the time he enters college. They should be encouraged to take all of the walks outlined. Walking is the fundamental form of physical training and represents at least ninety per cent of all of the physical energy we develop. Most of us who are tired at night are tired because we have never learned to walk properly or practiced sufficiently.

It should be a matter of course that every teacher during her period of training would learn to play several games appropriate to each grade of the public school and practice these games with children.

When the weather is pleasant, all exercises should be taken out of doors. Many physical trainers now have all of the work in the gymnasium even though the weather outside is ideal. Yet, exercise indoors is always subject to two criticisms. Indoor air and a hard floor, two conditions which always yield greater fatigue for the same exercise than exercise out of doors. There is also the further difficulty, that in the schools to which most of these teachers will go there will be no gymnasium, and they also are likely to think that they cannot have physical training without one.

The time given to physical education in most teachers' colleges is inadequate. Physical training is now generally started in the first grade and maintained through the sophomore year in college, but most of those now in teacher-training instruction have not had this preliminary work. They are about second and third grade pupils so far as physical education is concerned. Their need is much greater than it would have been if they had had this work in the elementary school and high school. It will be almost impossible for them to organize the physical education of children who have had it regularly for seven or eight years unless they are given thorough courses in the teachers' colleges. For their own health alone, even if we disregard entirely the teaching requirement, the students need three or four hours a week of physical exercise.

Probably the majority of those entering normal schools are coming from rural districts. For the most part, they have not been accustomed to going to a dentist regularly. Many of their teeth are in bad condition. They are mostly young women of limited financial resources who think they cannot afford to go to a dentist. The State is interested that they should come through the teachers' college in splendid physical condition.

Physical Education as Teacher Training

HENRY S. CURTIS

*State Director of Physical Education
Jefferson City, Missouri*

PHYSICAL EDUCATION in teachers' colleges should be considered from two points of view. Does it give to the student the type of physical activity which he enjoys and which meets his present needs? Is it a type of activity which can be put to use in the schools of the State?

Thus far, physical activities at teacher-training institutions have been selected mainly from the first point of view, and do not represent a type of activity which can be used in the schools at large. In most cases the emphasis for the men is placed upon football, baseball, and basket ball. Yet there is little place for these games in the elementary schools. Even in the high schools only a very small percentage is reached by them. For the young women the emphasis is placed mostly on gymnastics, largely dancing, hockey, tennis, and basket ball. Yet, especially in the rural communities, to which many of these teachers go, dancing is taboo. Practically none of the schools have hockey grounds, and basket ball is an extremely strenuous game which should be limited to the stronger girls in high school and college.

It is not at all impossible to select for teacher-training instruction a series of activities which will meet the three fundamental problems of physical training—that will give a type of activity which

the students need for their health and physical development, that can be put into practice in the schools of the State, and that will be carried on after school days are over, so as to keep the teacher in condition.

Teachers' colleges should require every student to play tennis. Tennis is an activity which is increasing in popularity everywhere and is often provided for in our new high schools. It carries over into life. It should require each teacher to play volley ball, because volley ball is a game which can be played at every school, which suits all ages from eight to eighty, and can be enjoyed in the backyard after supper, by father and mother, John and Mary. It should require playground baseball for the same reason, and soccer football, at least of the men, and perhaps also of the women. It should have the simpler forms of athletics, chiefly dashes, for all. These are excellent exercise, and women are not so much handicapped with the new clothing which modern practice permits as they were a few years ago. Every teacher should learn to swim. Every teachers' college should issue a walker's guide with thirty or forty walks outlined and regular leaders selected, some of which should be in charge of physical trainers, others of botanists, or teachers of history, geology, or agriculture. Such

A New Title: An Old Task

LUCY LESTER

*Dean of Girls, Thomasville High School
Thomasville, Georgia*

IN THE LANGUAGE of the psychologist, the modern language par excellence, the suitability of a title can be gauged by the reaction of those directly concerned. The position of faculty adviser in high schools is as new as the title, and very naturally, confusion will arise as to the significance of both. The title carries with it too much the idea of an older person who, from the superior vantage point of age and experience, looks down upon her charges and prescribes their conduct. Footsteps like to wander and, sometimes, to loiter along the way; that is a privilege for which young girls contend and one to which no adviser who remembers her own youth would object. But the title carries with it other and greater responsibilities; personal conduct is not the sole preoccupation of the adviser.

The title, Dean of Girls, applied to the high school adviser, would seem to encroach upon the prerogatives of the college dean, but this new dean, who is an adviser, in fact, whether in high school, normal school, or college, has manifold interests. She is concerned not only with the academic standing of her charges, but with their health and character, their vocational choice, whether it be gainful occupation or home-making. To be sure the high school dean and the college dean have problems that are widely divergent, but fundamentally the educational aims are the same; the difference lies more in the maturity of the girls that come within the high school and college group. The title of dean would, therefore, seem more appropriate, in that it carries with it no suggestion of the unpleasant duty involved in discipline, and it includes the broader aspects of the adviser's work from an academic and vocational standpoint.

The adviser establishes a contact with every girl in every interest, and this will always be true, even though the extent and variety of such contacts will inevitably decrease as specialists are added to the faculty. These experts will take over certain functions of the dean, but there will always remain the need for a clearing-house, an official who coordinates the activities of the individual girl. As such the dean is entitled to the

faculty rank next to that of the principal.

The dean's educational qualifications will determine her standing with the young girls she advises; not only will her qualifications determine her standing, but the degree of her success will be also in direct proportion to the equipment she brings to her work, for girls are keen appraisers. A college degree is essential as a starting point, but within itself the degree does not indicate the possession of other important qualifications. It is highly desirable that the dean have special training as a preparation for her work, and that emphasis be upon sociology, that she may have a background upon which to place in true perspective educational aims and the basic sources of happiness; upon psychology that she may understand and interpret the reactions of the adolescent and bring this knowledge to bear upon the problems of vocational guidance in the light of social needs.

Here one may add that, in addition to this special training superimposed upon a culture as broad as the liberal arts college affords, the adviser needs a degree that life alone confers, after independent research and experimentation—a degree of wisdom that bears a seal of divine stamp, an honorary degree in tact and human sympathy, which alone makes one approachable. To paraphrase Bolton Hall, this new dean must be able to say to her self:

"I looked at my sister in the microscope of criticism and said, 'How coarse my sister is!' I looked at her in the telescope of scorn and I said, 'How small my sister is!' Then I looked into the mirror of Truth and I said, 'How like me my sister is!'"

If the dean has many classes, the demand upon her time will be so great that teaching will tend to assume first place. In that event the title is an empty one and merely adds one more sham to the long list of pretenses. She must teach, as has been pointed out, in order to maintain her academic standing with faculty and pupils, but the classroom should not be allowed to crowd out the opportunity for consultation. The dean's usefulness is to be measured largely by accessibility to students.

However brilliant her attainments and however sincere may be her desire to discharge her duties, it will be impossible, if consultation is limited to a recess period or after school. Recess is a time for relaxation needed by teacher and pupil. After-school hours, in the opinion of pupils of high school age, are reserved for purposes of discipline, not for interviews in connection with health or conduct or life work. Ideally, the dean should have an opportunity to meet her charges, in groups, according to age and advancement, and separately to determine the balance that should be maintained by every pupil in school activities of every nature. In addition, there arise emergencies which should be met by the dean, situations the young girl feels she can not meet and which she brings to the dean. The frequency with which such consultations are sought is an index to the success of the dean and may serve to gauge the wisdom of those who selected her, as well as to justify her in her choice of a vocation.

It would appear feasible for the dean to assume certain administrative duties that would most naturally come within her province and that would not conflict with those of the principal. It is for her to see that extra-curricula activities are correlated to regular academic work, and so project the social life of the students that each will have the kind of contact she needs. Since the aims of education are social, girls must be so directed that they will know how to translate their knowledge into conduct.

The special problems that arise in connection with the vocational aspect of the dean's office presuppose a familiarity with each child's heredity, environment, and special aptitudes, if there be any. An equally difficult phase of her work is instruction in sex education, given supplementary to that in the regular course. Her approach to this topic naturally varies as the case may require, but ordinarily the dean should confine her efforts to developing a normal and wholesome attitude towards life. Until more expert advice is available, the health of girls in high school will also claim much of her time and offers one of the largest fields of usefulness.

It is apparent that the dean has many duties and heavy obligations if she is to measure up to the responsibilities of the office. No dean dares hope to fulfill all the requirements, but it is well to bear in mind the ideal of service to those in her charge, so that she may approximate it, as far as it within her lies.

Teachers and Retirement Laws

THE FORM of teacher retirement legislation which promises most in benefits to the public also promises most in benefits to the teacher.—The public and the teacher have a common interest in sound teacher retirement legislation. The public is interested because such legislation promises greater efficiency in the classroom and protects children from teachers rendered incompetent by advanced age. The teacher is anxious for the elevating effect that a sound retirement system has upon the profession in general and for the benefits that such a system guarantees him as an individual. There is no necessary conflict between these two interests. The retirement plan which promises the greatest increases in efficiency to the teaching body is the one which in the end will bring the greatest benefits to the individual teacher.

It is important that the teacher realize, however, that the public often has little interest in the benefits accruing to the teacher from a retirement system. The public may with justification take the attitude that it owes no one a living except as payment for service rendered, and reject retirement plans advocated principally on the basis of sympathy for teachers as a group. It is a wise policy both to draft retirement legislation in the form that guarantees the greatest returns to the public and to advocate its enactment because of the benefits which will accrue to the children from its enactment. Whereas the public may be expected to exercise reasonable interest

in the welfare of the teacher as such, that interest is likely to be less consistent and to form a weaker foundation upon

the greatest advances in the direction of guaranteeing all teachers the benefits that come from sound retirement legislation.

The support of sound teacher retirement legislation on the part of all teach-

INCOME AND OUTGO OF REPRESENTATIVE STATE TEACHER RETIREMENT FUNDS—FISCAL YEAR 1923

States	Income			Outgo			
	Payments by State into retirement fund (appropriations, etc.)	Payments into retirement fund from other sources (teachers' contributions, etc.)	Total income	Amount paid to teachers in pensions	Cost of administration	Other ¹ expenses	Total expenditures
1	2	3	4	5	6	7	8
California	\$317,232.22	\$296,564.47	\$613,796.69	\$371,607.18	\$6,737.85		\$378,345.03
Connecticut	173,321.74	432,147.86	605,469.60	54,381.70	7,427.61	\$3,279.52	65,088.83
Illinois	306,105.14	291,017.53	597,122.67	466,723.46	14,045.12		480,768.58
Maryland	80,000.00		80,000.00	80,000.00			80,000.00
Massachusetts	363,371.84	1,124,966.56	1,488,338.40	298,262.43	10,044.36	73,027.10	381,333.95
Michigan		210,592.68	210,592.68	98,607.21	17,454.44	\$7,732.17	123,793.82
Minnesota	68,431.64	203,847.33	272,278.97	106,471.83	5,032.01	\$101,550.70	308,550.28
Nevada	12,188.61		12,188.61	8,057.67			8,057.67
New Jersey	1,049,000.00	1,170,371.74	2,219,371.74	776,430.45	30,000.00		806,430.45
New York ²	\$2,596,092.82	1,535,126.66	4,131,219.48	831,760.48	30,722.37		862,482.85
North Dakota	21,354.30	98,629.88	119,984.18	31,852.60	1,310.60	5,536.30	38,699.50
Pennsylvania	4,144,265.34	4,051,219.00	8,195,484.34	337,992.81	41,000.00	\$21,308.67	900,301.48
Vermont	20,000.00	24,941.87	44,941.87	1,148.96	244.91		1,393.87
Virginia	10,000.00	121,070.88	131,070.88	101,858.43			101,858.43

¹ These include reimbursements to cities for pensions paid locally, etc.

² The total disbursements included this amount and in addition \$206,450.00 invested in bonds, etc., making a total of \$584,795.03.

³ This amount covers refunds, etc.

⁴ These total disbursements included \$91,927.56 invested in bonds and \$9,623.14 for refunds.

⁵ Does not include New York City, and figures given are for the fiscal year 1924 instead of 1923.

⁶ Payments from cities and school districts.

These data were obtained from secretaries of State-wide teacher retirement systems.

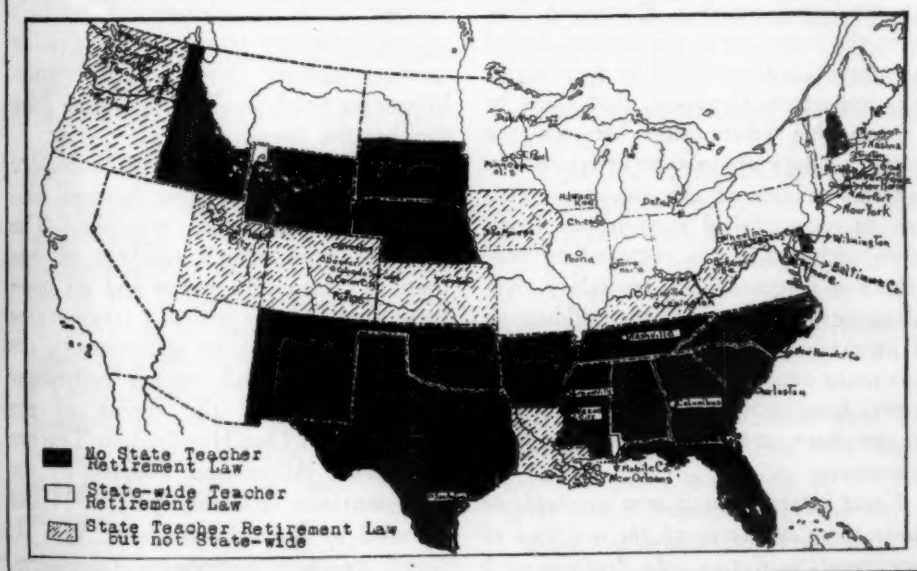
which to build an adequate retirement system, than is a general realization that a retirement system promises increased teaching efficiency.

This principle is fundamental to progress in retirement legislation and its acceptance by teachers and their committees in drafting and promoting retirement legislation will in the end bring about

ers is a professional duty.—It is coming to be accepted that sound teacher retirement legislation increases the efficiency of the profession. It is, therefore, the duty of every member of the profession possessed of a proper professional spirit to place no obstacle in the way of such legislation. It may be possible, in exceptional cases, that individual teachers exist for whom the enactment of retirement legislation means no personal benefit. The opposition to the enactment of a measure, or its lukewarm support, on such a basis is unworthy of any member of a group deserving classification among the professions.

Sound teacher retirement legislation can entail no hardship upon any teacher. If after being a member of a retirement system for a number of years he chooses to withdraw from the profession, the deposits made toward building up his annuity fund are returned to him. Joining a retirement system, therefore, means no personal sacrifice, even though a teacher may not continue in the profession until the age for normal retirement. On the other hand, the failure of a small group of teachers to support retirement legislation may make such legislation

STATE and LOCAL TEACHER RETIREMENT LAWS



difficult or impossible of enactment, and result in harm both to teachers and children. Every teacher should give his support to the enactment of a sound teacher retirement system if for no other reason than his interest in the advancement of the profession.

Every teacher has a direct personal interest in the enactment of sound retirement legislation.—Teachers, like other people, sometimes refuse to face facts. They refuse to recognize that: (1) Human beings must look forward to old age; (2) Practically all old teachers did not expect to keep on in the profession when they first began teaching; (3) Many teachers who have given their lives to the profession are actually destitute at the present time. A recent investigation covering but 12 States revealed 1263 teachers dragging out the last years of their lives in painful poverty. It is no answer to say: "That will never happen to me." It has happened already to thousands who have said the same thing. In the absence of a sound teacher retirement system there is a possibility that it will happen to any teacher. No one can predict his future with certainty.

In fact, it is more likely to happen to a teacher than to a member of other groups. The man or woman who marries and raises a family has given "hostages to fortune." At the time when he reaches old age his dependents become capable of supporting him. Other means failing, men or women who raise families may expect their children to care for them in their old age. How true this is, need not be emphasized to the teacher who often is discharging this very duty. When the unmarried teacher reaches old age, however, his dependents have usually ceased to exist. Few of the many teachers who now have others, partially or wholly, dependent upon them, may look forward to protection in old age as a result of the care which they give these dependents.

In short, the unmarried teacher is in a peculiar position. There is a greater possibility of this teacher becoming a public charge than almost any other member of society. Teachers' salaries should be large enough to permit saving; but usually they are not. In the few cases where they are, the absolute guarantee of a retirement law is still necessary to insure the teacher against unforeseen want and the child against a teacher incapacitated through old age. Every teacher, therefore, has an exceptional interest in seeing that the extra hazard of

dependence in old age, which service in the profession means, should be met by the enactment of a sound teacher retirement system.

Sound teacher retirement legislation is based upon sound business principles, which may be freely accepted by all teachers without loss of self-respect.—A sound teacher retirement law is a straight business proposition in which two interested groups, the public and the teachers, share the cost of supporting a proposition that brings benefit to both. The retirement annuity is in no sense a gratuity or a matter of charity as the "pension" systems of the past so often have been. It is as much the teacher's as is the salary that he receives during his period of actual service. He has fully earned it, and he may accept it without question. A teacher may support sound retirement legislation without any feeling that it involves a lowering of his own self-respect, or that in which the profession is held.

A teacher retirement system exercises an important influence upon advancement and promotion within the profession.—One important effect of a sound teacher retirement system is often overlooked by teachers. A properly drafted plan guarantees annuities to all members of the profession of an amount that makes it reasonable to expect retirement upon reaching the normal retirement age. In some retirement systems the mistake has been made of placing so low a maximum retirement annuity that those in the upper levels of the profession receiving the higher salaries refuse to retire unless actually forced to do so. As a result, the path of promotion is blocked and too high a percentage of the most desirable teaching positions are occupied by superannuated people. Promising people in the lower ranks are thereby denied the promotion that should be their right. It is important, therefore, that there be a reasonable relationship between the teacher's salary at the time of retirement and the amount of the annuity. This may be accomplished with justice to all when each teacher is required to contribute a percentage of his salary over a long period of years to the building up of an annuity fund. The placing of a maximum amount which a teacher may receive from public funds guarantees that no one share unduly in the income from this source.

Exact information is now available to guide those in charge of the drafting of retirement legislation. In drafting such

legislation teachers' committees should avail themselves of expert advice.—Out of the experience gained in the administration of teacher retirement systems during the past generation has come a mass of exact information and a clarification of the principles that should guide those charged with the drafting of retirement legislation. Legislation should not be drafted which does not draw upon this experience and thus avoid the serious mistakes that have been so frequently made in the past. This does not mean teachers' organizations need accept dogmatically stated principles or plans laid down by experts. The teacher's decision, based upon an analysis of all the facts in the case, is often worth as much as that of an expert. Teachers should draw their own conclusions. They should, however, always have the advice of experts in this field, and careful consideration should be given to their recommendations. . . .

The enactment of sound legislation must be based upon a proper education of the public and united effort on the part of the teaching profession.—There are still those among the general public so shortsighted that they are unable to see the benefits that accrue to the children from the enactment of sound teacher retirement legislation. In spite of the small cost that an annuity plan adds to public expenditures, and the many savings which it brings, they oppose all efforts to enact such legislation. . . .

In carrying on this important work and in actually obtaining the enactment of legislation, teachers should preserve a united front. The opponents of sound teacher retirement legislation too often have defeated such legislation by arraying one group in the profession against another, such as elementary teachers against secondary teachers, or beginning teachers against those of experience. Whenever teachers allow this to be done they are the losers. . . .

Controversial points should be decided with the greatest possible fairness, and then all should stand together. The readiness with which teachers of any State or community accept and act upon these simple truths will to a large degree determine their success in promoting the enactment of sound teacher retirement legislation.—From the report of the Committee of One Hundred on Teacher Retirement Allowances adopted by the Representative Assembly, July, 1924, and included in *Research Bulletin*, Vol. II, No. 3, *Teachers' Retirement Allowances*.

Jeremiah Junior's I. Q.¹

THE FRONT door slammed heavily. Professor Jeremiah Leonidas Kip winced. The soup he had started mouthward billowed dangerously in the spoon. He returned the spoon to the plate and waited for the waves to subside. Hobnailed boots charged the front stairway, and the breakers surged and heaved again.

"He is late to dinner again," announced Professor Kip.

"Yes, Leonidas" (his wife had dropped the Jeremiah somewhere upon the matrimonial highway), "the fourth time this week, and this is Thursday. There has been something strange about his conduct all this fall. For a high school student, his actions are most peculiar."

"That means that he has been late to dinner every day this week," interrupted Professor Kip. "However, Sybil, we must not let him know what his teachers say of him."

"Indeed not, Leonidas. But his lying—when we had told him specifically that he was not to play football. They tell me that he has been playing every afternoon this fall—that is evidently what has made him late. However, we must not let him know. The psychological effect would be very bad. We must spur him on instead, and besides they may be mistaken."

"Yes, my dear, they may be quite mistaken; in fact, I should not be at all surprised, and what is more I'm positive that they must be. I was discussing this method of measuring human intelligence with Dr. Flegall only today, and he tells me that the mental tests are being attacked in certain quarters as unscientific, and that—"

"Jeremiah Leonidas Kip!" bristled his wife. "Do you mean to tell me that you told Dr. Flegall that our Jeremiah, your son, has failed his intelligence tests?"

"Certainly not, my dear Sybil—be calm. Naturally, I regard that fact as a strictly private matter to be discussed only in the privacy of our home. The question came up, most casually, and Dr. Flegall tells me—Sybil, what is that?"

The chandelier above the table trembled, its crystal pendants jingling merrily. Thump, a heavy shoe. Thump, another—its mate, at last. A door slammed.

¹Written for THE JOURNAL by Miss A. Helen Anderson, Denver, Colorado.

"Leonidas, we must *do* something."

The ceiling crackled—much like a lake of ice on a zero day.

"He gets noisier every day—just listen, he can't clean up for dinner without tearing down the house—more and more unruly, Leonidas, he never gets home—Leonidas, what shall I do? And he's been playing football against our knowledge, without our consent, every one else has known it."

The stairway withstood a second onslaught.

"Hush, my dear, he's coming."

"Hello, Dad; 'lo, Maw. Whatch got t' eat?"

"Junior, where did you get that bruise? Your face, my dear, your face!"

"Aw—cut it, Maw. Quit calling me Junior. Sounds as though I'm about three years old. Can't you call me Jerry—the way the fellows do?"

"What have you been doing?"

"Huh?"

"My son, you've been told not to say 'huh' to your mother. Explain instantly. The left side of your face is unsightly, most unpleasant—"

"Gee! What a fuss! That! That's nuthin'. Fell off the bike—that's all." He rubbed the scratched surface affectionately, finishing with a meditative stroke across the upper lip. He frowned.

"Didn't have time to shave," he announced loftily. "Hope you don't mind."

His elders exchanged glances again.

"So you fell off your bicycle?" Kip, Senior, pondered.

"And your English," interrupted Mrs. Kip. "It is most embarrassing for your father, in his position, to have his son use the language of a street gamin. I'm sure your English teachers would not countenance such speech if they could hear you."

"Gosh, no. Miss Rudolph bawled me out three times this morning. No, Maw, it sure ain't lack of warning that does it. Just a lot more sand to it 'n there is to most words. Any more soup? Vegetable? Thanks—no, pea soup—not the flavor I'd get up in the night 'n write home about."

Jeremiah Leonidas Kip and Sybil Tannahill Kip laid down their spoons. Leonidas gazed steadfastly at Sybil and Sybil gazed helplessly at Leonidas.

No more intellectual combination than Jeremiah Leonidas Kip and Sybil Tanna-

hill had sought connubial sanctuary during the first decade of the century. Between them, in the year of grace 1923, at their round, golden-oak dining table, his red head a glowing mass beneath the stained glass shade of the chandelier, sat the result of their union. Five feet nine inches in his stocking feet. One hundred and sixty pounds of him in a track suit. The progeny of the house of Kip ladled vigorously, an unexpected tidal from the soup spoon left its sick green blot near the artificial fruit centerpiece.

"And a clean tablecloth, too," sighed Sybil.

"And what did you accomplish in the history test you were to have today?" inquired the Professor.

"Oh, we had a true 'n false test; flunked, almost. Not quite, though. Spuds, Maw, please. Thanks. Bread pudding for dessert again. Thought sure we'd have a pie tonight. Haven't had pie for a month."

"There was lemon pie last Sunday. What kind of a test did you say?"

"A true and false test."

"True and false? And what is that?"

"An innovation in the educational world, my dear Sybil," explained the Professor. "And really a very scientific addition to the data on examinations. And how did you come out, son?"

"Got seventy," said Jeremiah, Junior, proudly.

"Seventy! Disgraceful. Just what kind of questions were you asked?"

Jeremiah, Junior, sighed.

"Well, it's like this," he explained patiently. "There was a sentence like this: 'Martin Luther invented the compass.' Now, if it's true, you mark it true, with a plus sign. 'N if it's false, you mark it false, with a minus sign. See? There was fifty questions."

"And just what did you mark that question?" inquired his father suspiciously.

"I marked that one true, I think."

"True" came a simultaneous gasp.

"Uh huh. Isn't it true?"

"True—that Martin Luther invented the compass?" The Professor wiped his brow with his napkin.

"Well, Dad, don't take it to heart so. You see, Jim Hicks 'n me decided it was just as easy to flip a coin about the questions. Anyway, we thought we'd try it 'n see what kind of grades we'd get. We flunked last week, and I got seventy this week, and Jim got seventy-three. You see, it worked like a charm. We each had a quarter; and for every ques-

Salary Schedule in Washington, D. C.—Effective July 1, 1924

(This schedule was provided for in an Act passed by Congress at its last session and approved by President Coolidge on June 4, 1924)

Classification	Minimum salary	Annual increase	Period of years for which annual increase is granted	Maximum salary
1	2	3	4	5
Class I.—Kindergarten and Elementary Teachers:				
Group A.....	\$1,400	\$100	8	\$2,200
Group B.....	2,300	100	3	2,600
Class II.—Junior High School Teachers:				
Elementary School Qualifications—				
Group A.....	1,600	100	8	2,400
Group B.....	2,500	100	3	2,800
High School Qualifications—				
Group C.....	1,800	100	10	2,800
Group D.....	2,900	100	3	3,200
Class III.—Senior High and Normal School Teachers:				
Group A.....	1,800	100	10	2,800
Group B.....	2,900	100	3	3,200
Class IV.—School Librarians:				
Group A.....	1,400	100	8	2,200
Group B.....	2,300	100	3	2,600
Class V.—Teaching Principals, 4-7 Rooms.....	2,300	100	3	2,600
Class VI.—Teaching Principals, 8-15 Rooms.....	2,500	100	3	2,800
Class VII.—Administrative Principals with 16 Rooms or more and Principals of Vocational and Americanization Schools.....	2,900	100	3	3,200
Class VIII.—Principals of Junior High Schools.....	3,500	100	5	4,000
Class IX.—Principals of Senior High School and Normal Schools.....	4,000	100	5	4,500
Class X.—Directors of Special Subjects and Departments of High Schools.....	3,200	100	3	3,500
Class XI.—Heads of Departments and Ass't Principals.....	3,200	100	5	3,700
Class XII.—Supervising Principals.....	4,000	100	5	4,500
Board of Examiners, White Schools:				
Chief Examiner.....	4,000	100	5	4,500
Assistant Superintendents.....	4,200	100	5	4,700
First Ass't Superintendents.....	5,000	200	5	6,000
Superintendent of Schools.....	8,000	1,000	2	10,000

In Washington, teachers serve on tenure after one year of satisfactory probationary service. Teachers may be credited with outside experience and placed on the fifth year of the elementary school schedule and on the sixth year of the high school and normal school schedule.

Teachers on tenure automatically advance one hundred dollars per year until the maximum salary for Group A is reached. Group B salary schedule is provided for those teachers whose superior teaching, advanced study, and higher professional equipment justify for them higher compensation than the teachers in Group A receive. Promotions from the Group A schedule to the Group B schedule will be made on the basis of such evidence as the Board of Education may determine.

tion, we shook up the coin in our fists under the desk. If it came heads, we marked the question true, 'n if it came tails, we marked it false. Now, when I got to the Martin Luther question, the quarter turned up heads—so what was a fellow to do?"

"Sybil, no dessert this evening. No, don't insist. I really do not feel equal to it."

"Got an important engagement this evening, Dad. Very important. Jim Hicks 'n me—."

Jeremiah, Junior, had vanished through the dining-room door. A raucous whistle pierced the evening air. The front door slammed.

"Stop him, Jeremiah, he must stay home this evening. His lessons!"

"He is gone, my dear. I feel that I can endure no more tonight."

"My dear, endure it or not, but something must be done."

"Yes, Sybil, to be sure. Now, just what was it that his teacher said?"

"Normal, Leonidas; she said he was just 'normal.'"

"Normal. I really do not understand. Now, on my side the family, the Kips have been in educational work for generations; and my mother's family, the Tillinghasts, were clergymen of first-rate parishes. Thomas Tillinghast, in fact, was a bishop—Church of England, too. And Oliver Kip, you remember his record, my dear? His contributions to ethnological study have never been excelled." Sybil flushed.

"Well, Leonidas, as for that, my own family certainly will not explain your son. My mother's people, the Henry Ruggs—"

"Very fine family, to be sure, my dear Sybil. Very fine, of course. But you will admit that it is most strange. The boy has always been an enigma to me.

Now you know we have never been able to account for his red hair."

"You forget, Leonidas. Your great uncle, Tillinghast, the bishop himself, had a red beard."

"To be sure; to be sure. But I cannot understand why they should find him normal. Now, if they had found him subnormal, well, we might have done something—found it a problem in heredity, adenoids, perhaps, or even tonsils. But normal! It's unaccountable, something one simply can't explain and it leaves one so utterly helpless."

"And after all our hopes for him," sniffed Sybil. "I was so sure of a wonderful career for him. And Leonidas—"

"Yes, Sybil."

"What is an I. Q.?" That teacher talked about his I. Q. And, of course, I wouldn't inquire for fear of seeming ignorant."

"I. Q.? Very simple, indeed. A new term in educational science. It stands for intelligence quotient, Sybil. I'm surprised you did not know. A very common term. One's intelligence quotient is, in fact, a synonym for one's inherited educability. You understand?"

"Of course."

"One's intelligence quotient, in other words, determines the extent of one's mental possibilities. A very useful discovery, and it is so easily determined by these intelligence tests. That is the purpose of the test, Sybil, to determine one's intelligence quotient, one's I. Q., in other words."

"But, Leonidas."

"Yes, Sybil."

"You know Mrs. Jordan, the woman who helps me with my work every second Monday."

"Yes, Sybil—."

"Her daughter, Juliana, is a classmate of Jeremiah, Junior's, and—"

"Go on, Sybil."

"And the teacher told me that Juliana's I. Q. shows her to be an accelerate."

"Sybil!"

"Yes, an accelerate, a supernormal child. Her intelligence tests show her to be above normal. Her I. Q. is above our son's! Leonidas, imagine!"

"You heard aright?"

"Yes, Leonidas, and oh, Leonidas, her mother does our wash!"

Two blocks down the street, underneath a snowball bush, Jerry Kip and Jim Hicks waited for the gang.

The Film as a Medium of Instruction

A. G. BALCOM

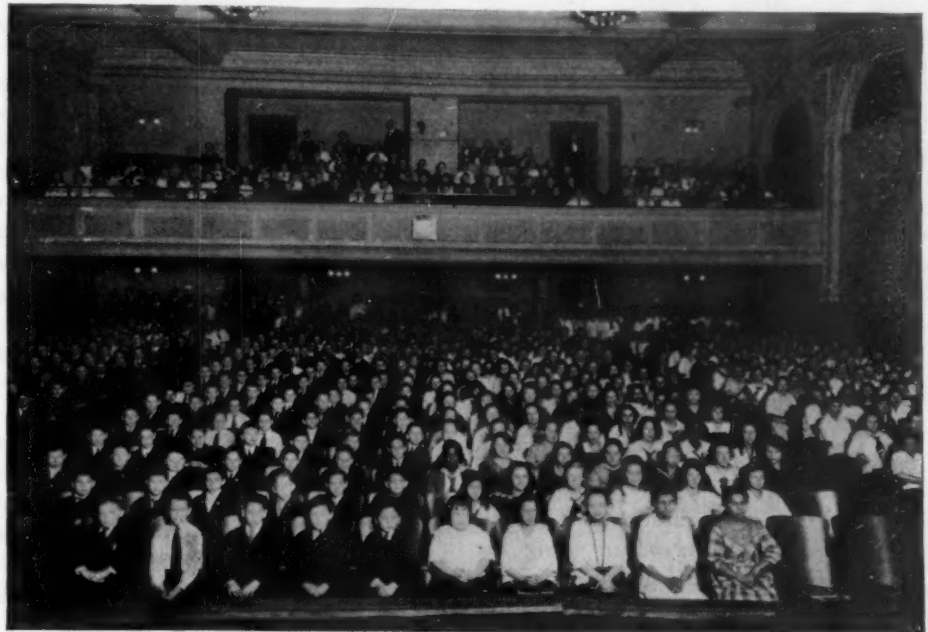
*Assistant Superintendent of Schools
Newark, New Jersey*

THE FILM is the youngest in the family of visual aids and by virtue of the motion involved in its representation gives a stamp of reality to the subject illustrated (where motion prevails) that cannot be given by other means. The film and all that go with it to make it function are expensive in comparison with other illustrative material, so, as a matter of economy, the film should not be used when other forms of representation will be just as effective.

Popular notion of the film as a medium of entertainment—In taking an inventory of visual aids to instruction to evaluate their worth we realize that up to the present time there are widely different opinions as to the value of the film as a medium of instruction. Its great use in entertainment has been so far-reaching that scant consideration has been given its instructional possibilities. Many teachers are skeptical as to the use of the film as an aid to their teaching. They think if the film has any teaching value it will make the learning process too easy. Boards of education are scrutinizing every budget item now to keep down the cost of the schools. Somewhere in the course of

study there have crept in "fads and fancies," which add to the cost of the

Some promoters and supporters of the film for instructional purposes have made extravagant claims for it—claims that have not been realized or are not likely to be—for instance, the elimination of retardation in the schools, the work of the teacher and pupil made easier, the supplanting of textbooks, more economical method of instruction, etc. Some of the claims made for the film, when conditions are right, may



A DISCRIMINATING AND appreciative audience watching an educational film in the Miller Street School auditorium, Newark, New Jersey.

schools and draw the efforts of teachers and pupils away from important subjects.

come to pass, in part at least, but sweeping indiscriminating claims of this character have done more harm than good. There are a number of tangible and definite obstacles to be overcome before the film functions largely in the schools as an aid to instruction—the recognition of the public of the instructional value of the film and its place in the schools, the provision in the budget by those in authority for film purchase and rental; purchase of projectors; training of teachers in the wise use of film and in handling projectors; availability of a sufficient number of pedagogically edited films for purchase and rental; and saner views of the fire hazards involved in running films embodied in a rational law governing the same.

What constitutes an instructional film?—Opinions will differ on this point according to individual notions. A textbook that seems to be ideal in the opinion of one teacher will not appeal to another; however, there are, it seems to me, certain fundamental principles



USING THE FILM to teach manual training. The instructor, George F. Bowen, was the first teacher in Newark to operate a portable projector.

that should be observed in making an instructional film: The subject should be one which a film will illustrate more effectively than any other form of illustration; it should contain animated work if this lends to clearness and comprehensiveness of subject-matter, a well-selected title, carefully chosen subtitles, good photography, a sequence in development of subject-matter as applied to subtitles and pictures.

How to use an instructional film—A good workman is always master of his tools, so in putting the film to use the teacher needs to know how to make use of the material shown in it and how to clarify and deepen the impressions made by it. The film may show only a part of what the pupils should know of the subject, but by reason of the definite visual images given he is helped thereby to understand other sources of information bearing on this subject.

A digest or synopsis should be available with all instructional film and should set forth the teaching purposes of the film, the titles, suggestions for study, references, and questions whose correct answers constitute the high spots of the picture. Unquestionably various methods will be evolved in using the film for instructional purposes. It is evident that more should be done than simply viewing it projected on the screen or becoming exposed to it, as it were.

First of all, pupils should be prepared before the showing by the information contained in the digest which should be in the hands of the teacher three or four days in advance. Commenting on the film while it is being shown is recommended, particularly for the ear-minded pupils. A reaction on the film leading to oral and written composition is quite necessary. When the film is used in the classroom there may be some advantages in stopping it at certain places and holding a single picture on the screen for purposes of discussion. Where a number of classes assemble in the auditorium for the study of a film it is suggested that the classes take turns in handling the lesson, one class doing it one week, the next class the second week, and so on. One group of pupils may give the teaching purposes, another group may read the titles orally, another group give the more important facts to be learned and another ask the questions.

The training of teachers in the use of visual aids—The most important factor in the teaching process is the teacher, then if visual aids are to function in the classroom and auditorium they must be

understood by the teacher. The teacher, who has an appreciation of good photography as applied to slides and films, and some knowledge of how this is obtained, is very much more likely to become interested in using these aids in her teaching. The teacher who has been taught to operate a stereopticon and to adjust its several parts to the end of maximum screen efficiency, and has been taught to operate a motion picture projector, portable and standard types, will have an interest in this form of instruction that could not be gained in any other way. The teacher who has given serious thought to the relative values of the different types of picture illustrations and their effect upon the child mind will be anxious to incorporate these in her methods of instruction. The greatest need in making visual aids function in our schools is through the adequate training of teachers in their use.

Some possible effects of an extensive use of the film for instructional purposes—The use of the film for instructional purposes will not be a panacea for all of our educational shortcomings. If wisely used it will prove to be a helpful factor in stimulating pupils to find out things for themselves and to quicken their powers of observation. Those who have traveled extensively and mingled with the people of many lands have become citizens of the world, as it were. They love not their own country less, but have a respect for the people of other lands and are broad-minded in thought and action. Those who do not keep in touch with the pulse of the world through

travel and other means, and are entirely engrossed with the duties of earning a living, are likely to be narrow in their thinking and action and unsympathetic with anything that does not relate to their own narrow groove of life.

In this day of devoting our energies to the pursuit of one thing, there is danger of not looking at our problems from another's standpoint. In other words, we do not see ourselves as we are seen. Through the use of the film we bring to our pupils pictures of the scenes of nearby and faraway lands, showing the people of these countries at work and what they contribute to our needs. The great industrial processes of our own land are observed intimately. A teacher told me that in her follow-up work on the film "Mining of Anthracite Coal" a boy stated that he now knew why we had to pay so much for coal. He explained it by referring to one of the subtitles which read, "The Mining of Coal is a Dangerous and Hazardous Occupation." In analyzing the impression made upon the class by the film the teacher said she found that a sympathetic attitude toward the miner's work had been produced. Therefore, may we not expect as a result of harnessing the film to the task of instruction in our schools that it will be a factor in producing citizens of the future broad-minded and sympathetic not only with their neighbors, but with the people of other lands? This, then, will be one step nearer to the realization of the goal for which many are striving, the "brotherhood of man and the fatherhood of God."

Evening School Activities in Gary, Indiana¹

THE EVENING SCHOOL is a logical step in extending the facilities of the Work-Study-Play program. Through evening activities Gary is offering further opportunities of study to all groups of persons from the unlettered immigrant to the college graduate. During the year 1923-1924, a total of 12,800 were enrolled in the evening schools. One sixth of the population of Gary, or as many as are enrolled in the day schools, is attending the evening schools.

In addition to this 12,000 enrolment,

¹ Written for THE JOURNAL by Mr. Albert Fertsch, director of Guidance and Extension Education, Gary Public Schools, Gary, Indiana.

a far larger number have been spectators and participants in the daily special activities of the physical, social, and auditorium divisions of the school from 4:15 to 10:00 P.M.

Evening centers—A great variety of work is annually offered to those attending the evening schools at the fourteen evening centers of the Gary School System. It must be borne in mind that in Gary the extension of school facilities for evening activities is not confined to the use of one center, but to every school center in the system. The field of the evening school activities is so large in any community that there can be no real

competition with other community agencies in educational extension. The real competition is between all educational agencies and outside distracting influences. With such a spirit of coöperation, the promotional work of any of the agencies naturally aids the work of the program of the entire city of Gary which has, besides, the fourteen evening school centers, five other centers kept busy in educational and social activities.

Courses offered—academic—As previously stated, Gary offers in the extension of its work-study-play program, courses to unlettered immigrants in the elementary subjects of reading, writing, and arithmetic, emphasizing the English language. In the advanced classes of immigrant education, the history of the United States, and the development of the National, State, and city government is emphasized with a view to preparing definitely for naturalization examinations. In this program of immigrant education, the school coöperates with the Bureau of Naturalization at Washington, D. C.

Between the courses for immigrant education, of which Gary has sixteen classes the present year, and the University Extension Courses offered to college graduates and advanced students, of whom Gary has an enrolment of 383 in twenty courses offered, are courses of every type of elementary academic subjects as well as high school courses and high school review work in chemistry, physics, mathematics, English, and junior study clubs.

Commercial courses—Regular commercial courses are offered in the Gary evening schools for those desiring to extend their knowledge in the commercial field. The main courses offered are commercial English and arithmetic, bookkeeping, shorthand and typewriting, special machine operation, filing and accounting.

Vocational courses—Naturally in an industrial center, there are always a large number of men who are ambitious in the extension of their skills. For all those who desire aid, the various shops of the school are open in the evening. The shops having a good enrolment are the machine shops and foundries, auto mechanics, cabinet-making, and the drafting rooms.

There are also courses offered in telegraphy, furniture repair, and radio to several groups of men who are interested in these lines of work. Through the coöperation of business and industrial establishments with the schools, in-

struction in other lines of industrial and vocational work is available for men who are interested.

While courses are offered to men in whatever special work there is a demand, courses are also offered to women. During the year millinery, sewing, cooking, home decoration, china painting, basketry, and knitting are offered. All of these courses are so popular that as many as thirteen classes were offered in one course. It became a problem to find instructors to meet the demands of the classes.

Social and club activities—The social activities of the evening school centers are determined by the social needs and demands of the community served. The social activities in connection with the Gary program of work-study-play schools consist of piano recitals, radio concerts, social dances, general exhibits, parties given by evening classes, class exhibits, visitation, banquets for teams, bands, orchestra, or participants in plays presented by evening school classes.

The effect of the wide range of the social program of the evening school is that the spirit in the work and the worker makes itself felt by an awakened interest in the community life of the particular center. Each center has a local patron's committee which acts as the promoter, determines the charges essential to meet the expense of the social program of each center, and meets with the principal of the school to determine what may be done for the school with any proceeds which may be gained throughout the year's program.

The club activities aside from athletics consist in the Gary evening school program of radio, get-together, junior commercial, millinery and sewing, dramatic and junior social clubs, as well as boy and girl scouts at several school centers. These clubs usually meet twice a week.

Physical training courses—The evening program of physical training is devoted to every phase of the day school program under the direction of the physical training department of the public schools. The gymnasiums, swimming pools, showers, play rooms, handball courts, tennis courts, and play grounds are open to the public. In summer and early fall, baseball games consisting of the twilight leagues of junior and adult teams occupy all the athletic fields, and scheduled tennis tournaments fill the tennis courts.

During the football season, soccer and football practice is carried on at the

various fields, while the gymnasiums are used for preliminary basketball practice by teams representing the various departments of the city and the industrial and business establishments.

Auditorium activities—The auditorium programs in connection with the evening schools are given once a week at each of the thirteen school centers. The programs vary greatly from week to week at each center. Besides plays, which are presented by student, adult, or junior dramatic clubs, the auditorium teacher trains children for solo or chorus work in other numbers as poems, dialogues, dances, and songs.

Moving pictures are run each program night. The first hour of the evening is usually devoted to the speaking part of the program as above described. This is followed by an hour of moving pictures. Usually orchestra or band selections are presented at some of the centers before the program and during the presentation of the films.

Besides the regular program evening at each school center, there are meetings of all kinds during the year. Some of the meetings are as follows: Political, mass meeting, parent-teachers, piano recitals, band concerts, choral concerts, debates, general meeting of the community. The auditorium of each center is available for any activity to meet the needs of a community.

Band and orchestra—Band and orchestra activities are a part of the regular evening school program of the Emerson and Froebel schools. Those who desire group instruction and such individual help as can be given to individuals of groups of twenty in a two-hour period, are welcomed to the classes.

Aside from instruction, there are opportunities offered to advanced groups in band and orchestra to present numbers at the evening auditorium meetings at various school centers.

Physio-therapy class and clinic—The physio-therapy class is carried on under the auspices of the vocational department of the night school with the school physician as the director of the course. The class was organized to meet three needs: To procure some trained workers for our crippled children; to afford some special physical training for crippled children; and to instruct parents or friends in the technique of caring for certain cases. Cases are referred by the family physician or surgeon to the clinic where instruction is given to the workers or parents by the teacher according to individual needs.

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President, Jesse H. Newlon

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Publication Staff

Joy Elmer Morgan
Managing Editor

Harold A. Allan
Business Manager

EXECUTIVE AND EDITORIAL OFFICES:
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Children First

WHEN disaster strikes a ship children and women are first rescued. Thus, the race seeks to safeguard its future. The care and development of its children is the first and last duty of society. There is no darker blot on American life than its million child wage slaves. Congress has submitted a Constitutional amendment to the States asking for power to remove that blot. Civic-minded people everywhere are urging prompt ratification of the amendment by the States. Selfish interests oppose it. Masking under various names, they pour their gold into the campaign against the measure, hoping in turn to squeeze more gold from the young life they exploit. Will the people be misled by their thinly veneered arguments? Much depends on what each teacher does to acquaint the people in his community with the facts.

Renewing the Curriculum

THE movement for curriculum revision is Nation-wide. In almost every school system the subject is under discussion. It is a central theme in teachers meetings and in teacher-training institutions. It is attracting the attention of research workers striving to find a

scientific basis for educational practices. The specialist in curriculum construction first determines the broad objectives of education, such as worthy home membership, sound health, mastery of the tools of learning, vocational effectiveness, wise citizenship, constructive use of leisure, and ethical character. He then seeks to find the materials which will fit individual pupils and groups of children to meet these objectives. The child is the center of the movement. The aim is to build the school course around child needs. As a result of this wave of curriculum renewing the schools will teach more and do it better. They will teach the child how to learn rather than cram his mind with facts. They will place more emphasis on the positive qualities of children. There will be more suggestions, fewer prohibitions—larger use of the child's natural urges; less resort to artificial incentives.

Mass Education

UNIVERSAL education for citizenship in a democracy is the task which America has set for itself. It is not easy to maintain among a vast population the degree of intelligence necessary for wise citizenship and rational living. The progress that is being made is most heartening. Merely to enumerate some of the figures suggests both the magnitude of the problem and the work that is being done.

Between 1870 and 1922 the population of the United States increased 183 per cent, the number of days' schooling provided in public schools increased 461 per cent. There has been undoubted improvement in the curriculum, in the spirit of the school, and in the technique of teaching and school management.

Within fifteen years the junior high school movement has swept the country. High schools have expanded by leaps and bounds. In 1890 there were slightly over two hundred thousand students enrolled in public high schools; in 1922 there were over two and a quarter million.

There is now growing up a new institution known as the junior college, which gives extended educational opportunity to young people without removing them from their home surroundings, using equipment and buildings that have been provided for high schools.

In 1890 there were 156,449 students enrolled in colleges and universities. The estimated figure for 1924 is over seven hundred thousand. There has been

rapid growth of extension classes, adult classes, private correspondence schools, and of attendance at summer schools.

Numerous other agencies which have educational significance have likewise developed rapidly. Over nineteen billion newspapers are circulated annually in the United States. More than a dozen magazines claim a circulation in excess of a million copies each. There are more than fifteen thousand motion picture theaters with a weekly attendance of over fifty million people. It is estimated that five hundred million dollars' worth of radio equipment will be sold during 1924, and no one knows how many millions listened to the speeches made by candidates during the closing days of the presidential campaign.

The day is coming when almost every one will be studying systematically under the leadership of the school, library, or other public agency important problems connected with his life and work.

CLERICAL WORK is sapping energy which should be used in teaching. The necessity for handling great numbers of children unavoidably involves the keeping of certain records. In some schools teachers and administrators are relieved by the employment of clerks.



MRS. JOHN F. LYONS, of Fort Worth, Texas, who is serving her second two-year term as president of the National Federation of Music Clubs. This Federation, which has over 200,000 members, is one of the enthusiastic supporters of the Sterling-Reed Education Bill.

Program for Professional Study

THE OBSERVANCE of American Education Week in November makes it fitting to use as the December topic for professional study The Teacher and the Community, or Mutual Understanding in Service. The activities of the Week may well be followed by the formation of an organization or committee of teachers and administrators, giving special attention to school improvement and heartily cooperating with those organizations or agencies concerned in school improvement. The use of the school plant, as a general center for community meetings, should be encouraged.

Jesse H. Newlon, president of the Association, has announced that his chief objective for the year is the strengthening of the ties between the schools and the public. He strongly advocates the establishment of more vital relationships between teachers and the parents.

School life, to achieve its purpose, must be real life. The success of a teacher's work is measured by the ability of the child to make his full contribution to the society in which he lives. The progressive teacher of today realizes that he cannot accomplish this end by confining his work to the materials and opportunities found within the schoolroom. The old formal textbook work is not sufficient. He must use every available means, both inside and outside of school, to prepare the child to take his place in the world about him. Community resources, extra-curricular activities, and other social agencies must be made to contribute to the children's education.

The effective classroom teacher, then, must have a more intimate knowledge both of the home and of the community conditions and the experiences of the children. The first step toward the realization of this ideal is the development of a closer relationship between the home and the school. This is fast being realized through the work of parent-teacher associations.

One may well question whether any teacher is ever quite efficient except as he has relationships outside of his own profession that put him in touch with other agencies, making for the common good and the activities of other business and professional groups. Capable teachers make as good members of city clubs, chambers of commerce, social welfare or-

ganizations, as do those from other social groups, and will not those who participate in these community activities bring to the child a richer and fuller knowledge of the world about him?

In her presidential address at the Washington meeting last July, Miss

Suggested Program for December

THE TEACHER AND THE COMMUNITY

Opening remarks by president (5 minutes).

Transaction of business, including reports of officers and committees (30 minutes).

Net results of American Education Week.

From the standpoint of the schools—One or more teachers (10 minutes).

From the standpoint of the community—A representative of the civic organizations which participated (10 minutes).

Discussion from the floor (10 minutes).

Report on activities of local teachers' organizations along community lines (based on this page of THE JOURNAL and on local publications) (10 minutes).

Report on local membership in the National Education Association (5 minutes).

Announcements

Adjournment.

Olive M. Jones said: "There are signs that teachers are becoming conscious of the basic relationship of their work of education to the type of citizenship, and the future character of government itself, in America. The growth of teachers' associations all over the country and the phenomenal increase in the National Education Association membership in four years indicate the awakening professional spirit of the teachers and their growing consciousness."

That teachers' organizations are interesting themselves in question of public concern and are thus bringing about a closer relationship between the schools

and the public is demonstrated by the fact that many of them are affiliated with civic and lay organizations, or are actively cooperating with them in civic work. These activities include school bond campaigns, community chest drives, Americanization work, and cooperation in various local enterprises.

The Portland (Oregon) Grade Teachers' Association holds joint luncheons with the Oregon Civic League to honor prominent visiting educators.

The Pueblo (Colorado) Grade Teachers' Association assisted last year in a Better Homes Campaign.

The Cleveland Teachers' Federation conducted a publicity campaign in the press calling attention to increasing financial demands for extra-curricular activities. This active organization is often called upon by the Educational Committee of the Cleveland Chamber of Commerce for information and assistance in the study of local school problems.

The Seattle Grade Teachers' Club has enlisted the support of the Retail Bureau of the Chamber of Commerce in securing advertising for its magazine.

The Bellefontaine (Ohio) Teachers' Association gives an annual dinner to the members of the Board of Education, to which representatives of civic bodies are invited. This organization also works with the Federation of Women's Clubs for the improvement of playground facilities.

The Omaha School Forum planned and directed a series of radio addresses to be sent out over WOAW station.

The teachers of Lincoln (Nebraska) joined with the parent-teacher association and patriotic organizations of the city in presenting to the public an Americanization pageant.

The Summit (New Jersey) Rotary Club was served its weekly luncheon in the domestic science building of the high school by members of the cooking class. The Rotarians were then taken on a tour of inspection of the building.

In the following places organizations have given not only the teachers, but the public the privilege of hearing prominent speakers and artists by sponsoring a lecture or entertainment course: Portland, Oregon; Marion, Indiana; Mason City, Iowa; Seattle, Washington; Kalamazoo, Michigan; and Muncie, Indiana.—*Agnes Winn.*

AMONG COMMITTEES *and* DEPARTMENTS

Legislative Commission—The Legislative Commission grew out of the work of the Committee on the Emergency in Education during the war. It was first appointed by President Mary C. C. Bradford in March, 1918.

The report of the *Legislative Commission* given before the Representative Assembly on June 30, 1924, contains information that every person interested in education in the United States should know. It gives the provision of the Education Bill, tells who is supporting it, why it deserves wide support, what specific problems of the States would be helped by Federal appropriations, and why the bill is opposed.

Twenty-two National organizations representing millions of American citizens have endorsed the bill. And the list is constantly growing. The Education Bill deserves wide support for various reasons. It will aid in coordinating educational work already carried out by the Federal Government. It will eliminate waste and duplication of effort. It will provide for vital educational investigations now unprovided for. It will expand educational information throughout the States and thus promote educational efficiency.

The States have educational problems that seriously retard the educational progress of the Nation. They include illiteracy, Americanization, physical disability, poorly trained teachers, and lack of educational opportunity. (a) In 1920 of the five million illiterates, more than three million were native-born Americans. This means that six per cent of the people of the United States cannot read and write. When we consider that this percentage is higher than the illiteracy in Germany, France, and England, we have cause for shame. (b) The United States has fourteen million foreign-born citizens. Over eight million of these are partly illiterate; nearly two million of these confess to being illiterate; and one and one half million do not speak English. (c) It will take years to erase from memory much that was brought to light during the war regarding the health of the Nation. Of nearly six million men under thirty-two years of age, over one million—22 per cent—were rejected as physically unfit.

The bill authorizes Federal funds for the use of the States in promoting physical and health education. (d) The untrained, the inexperienced teacher is a menace in a democracy. Last year more than fifty thousand inexperienced and untrained teachers attempted to instruct over one million children. By annually appropriating a maximum of \$15,000,000 to aid the States in training their teachers, the bill would make it possible to have a competent well-trained teacher in every public school system in the United States, an objective toward which the National Education Association has been working for years.

Glaring educational inequality exists. Millions of American children are now denied educational opportunities. The last census showed that 1,437,000 children from seven to thirteen years of age were not attending any kind of educational institution. Millions of other children have such meager opportunities that they reach maturity without the fundamentals of reading and writing. By authorizing substantial sums of money to the States, such conditions can in time be done away with.

Education is a matter of National concern. Our schools are more important than our forests, our roads, our fish and game, or our cattle. All these interests are matters of National concern and worthy of National support. A pooling of their costs on a large scale, as expressed in common service rates, is generally accepted. Equalizing the cost of education follows as surely as the equalizing of the cost of road building.

Although the Education Bill is favored by many thousands, there are those who oppose it. Some say that the Nation cannot afford the cost; others say it is not right to tax one State to educate the children of another. Some declare that the bill means Federal control and the stifling of local initiative. Everyone who believes in the bill should study the bill itself and by reading informational literature distributed by the National Education Association should be able to refute all such arguments against the bill. Before we own anything, we first are conscious of a need for it, then we visualize the kind we need, learn more about it, desire to possess it, and decide

to buy it. A little time devoted to getting acquainted with the provisions of the Education Bill will be time well spent. The Nation is not ready for a Department of Education until its citizens know the value of such a Department to the Nation's educational interests.

The present Commission includes the following membership:

- George D. Strayer, *Chairman*, Teachers College, Columbia University, New York City.
- Mary C. C. Bradford, State Supt. Public Instruction, Denver, Colorado.
- J. A. C. Chandler, President, College of William and Mary, Williamsburg, Virginia.
- Randall J. Condon, Superintendent of Schools, Cincinnati, Ohio.
- William M. Davidson, Superintendent of Schools, Pittsburgh, Pennsylvania.
- Thomas E. Finegan, 350 Madison Square, Suite 202, New York City.
- C. G. Cooper, County Superintendent of Schools, Towson, Maryland.
- Willard E. Given, Superintendent Public Instruction, Honolulu, Hawaii.
- Thomas E. Johnson, State Superintendent Public Instruction, Lansing, Mich.
- D. B. Waldo, President, Normal School, Kalamazoo, Michigan.
- Will C. Wood, State Superintendent Public Instruction, Sacramento, California.
- Payson Smith, State Commissioner of Education, Boston, Massachusetts.
- Anna Riddle, 217 North 13th Street, St. Joseph, Missouri.
- W. T. Longshore, Principal, Greenwood School, Kansas City, Missouri.
- Arthur C. Perry, Jr., District Superintendent, Board of Education, New York City.
- John A. H. Keith, President, State Normal School, Indiana, Pennsylvania.
- Fred M. Hunter, Superintendent of Schools, Oakland, California.
- Olive M. Jones, Principal, Public School 120, New York City.
- Mary McSkimmon, Principal, Pierce School, Brookline, Massachusetts.
- Robert H. Wright, President, East Carolina Teachers College, Greenville, North Carolina.
- Velda Bamesberger, Director of Educational Statistics and Supervision, Okmulgee, Oklahoma.
- Caroline S. Pfaff, District Superintendent of Schools, New Orleans, Louisiana.
- May Trumper, State Superintendent of Schools, Helena, Montana.
- W. E. Sealock, Dean, School of Education, University of Nebraska, Lincoln, Nebraska.
- H. L. Smith, Dean, School of Education, Indiana University, Bloomington, Indiana.
- Charl O. Williams, Field Secretary, Legislative Division of the National Education Association, assigned as consulting member, 1201 Sixteenth Street N. W., Washington, D. C.

Department of Business Education

JOINT ACTION of business men and public school authorities in solving problems of business education has been strongly emphasized during the past few years by the Department of Business Education. To this end the custom of arranging a luncheon whereby business men and teachers of commercial education may come together for mutual help and exchange of ideas was inaugurated at the Oakland-San Francisco meeting in July, 1923. The president of the Department for that year, Earl W. Barnhart, of the Federal Board for Vocational Education, enlisted the support of the San Francisco Chamber of Commerce and the success of the luncheon was due largely to the interest of the local business men.

The second luncheon conference was held under the auspices of the Washington Chamber of Commerce at the Men's City Club, July 1, 1924. Arrangements were in charge of H. E. Warner, principal, L. G. Hine Junior High School of Washington, D. C., and M. A. Leese, secretary, Washington Chamber of Commerce. To interest the Washington business men in the meeting the Chamber sent out over 1500 letters and every business men's club in the city was visited by a speaker, who urged the members to attend. More than two hundred teachers and business men were present. Isaac Gans, president of the Washington Chamber of Commerce, presided. The speakers were: E. Dana Durand, U. S. Bureau of Foreign and Domestic Commerce, whose subject was Teaching World Economics in High School; Alvin E. Dodd, manager of Domestic Distribution Department, U. S. Department of Commerce, who spoke on Education for Retail Selling, and Brigadier-General Anton Stephan, general manager, Dulin & Martin Co., Washington, D. C., who talked on Business Education from a Business Man's Standpoint. Mr. Durand said in part:

Comparatively few of our youth are able to continue their scholastic education beyond the high school. The high-school course, therefore, should be as far as possible complete in itself, and should give the boy or girl all that its limited duration will permit in preparation for life. The biggest phenomenon in the world is its economic activity, making a living, producing, exchanging, and consuming goods and services. No education is worthy of the name which neglects this all-important field. Educators generally

recognize the importance of including in the high school curriculum something regarding such subjects as the basic principles of economics, the economic history of the United States, its industries and commerce, its economic life and problems. There is, of course, great room for improvement in instruction in this field. It is my task to emphasize the need for giving our high-school boys and girls a world point of view of economic life.

The World War not only aroused our con-



L. L. JONES, President of the Department of Business Education and Head of the West High School of Commerce, Cleveland, Ohio.

sciousness of world interdependence, but actually greatly increased the number and strength of the bonds which tie the United States to Europe, to Asia, to South America, to Africa, to the islands of the sea. While there is no other important country whose prosperity is so little affected by foreign conditions as the United States, nevertheless our economic and political relations with the rest of the world are highly and increasingly important. Foreign countries increasingly supply us with goods essential to our comfort, and conversely we must seek abroad for markets for increasing quantities of goods with which to pay for needed imports. The United States has become the chief creditor nation, the greatest source of capital for foreign investments. The business of many million Americans is very directly affected by things foreign, and in any case the American, as a citizen of the world, owes it to his fellow citizens throughout the world to seek some knowledge and understanding of their economic life.

Earl W. Barnhart, who originated the luncheon conference in the Department,

expresses great faith in its future. He writes as follows:

I am hopeful that the success of these two first luncheons will result in establishing a tradition and that the Department of Business Education will at its future meetings always have a luncheon of this kind. Arrangements have been set on foot for holding a similar luncheon during the 1925 meeting, and as soon as the place of the meeting is made public the president of the Department of Business Education will set the machinery in motion and I am sure we shall have an even more successful one.

The program for the two regular sessions was in charge of Frederick G. Nichols, of the Graduate School of Education, Harvard University, the president of the Department. On Tuesday afternoon, July 1, the talks and discussions pertained to the various phases of junior high school business training. Some of the problems discussed were the scope of junior high school commercial education, content and primary aims of an elementary business training course as a forerunner of bookkeeping, business arithmetic from a vocational point of view, the vocational need for business writing in the junior high school and how to meet it, and special problems of the junior high school typewriting teacher and how to solve them. The speakers included: Allan Davis, principal, Business High School, Washington, D. C.; Clyde B. Edgeworth, supervisor of Commercial Education, Baltimore, Md.; Elizabeth Smith, Junior High School, Trenton, N. J.; C. E. Bowman, head of Commercial Department, Girard College, Philadelphia, Pa., and instructor in Teaching Methods, School of Education, Temple University, Philadelphia, Pa.; Elmer G. Miller, director of Business Education and supervisor of Writing, Pittsburgh, Pa., and Laura Hedges, Washington Junior High School, Rochester, N. Y.

Senior high school business training was discussed on Thursday afternoon by Calvin O. Althouse, director, School of Commerce, Central High School, Philadelphia, Pa.; Mrs. Frances M. Butts, Business High School, Washington, D. C.; Mrs. Helen L. Campbell, Elizabethtown College, Elizabethtown, Pa.; Lewis A. Newton, Office Practice Department, East Boston High School, Boston, Mass.; S. Augusta Taintor, Theodore Roosevelt High School, New

York City, and L. L. Jones, West High School of Commerce, Cleveland, Ohio. The presiding officer was John Aubel Kratz, chief of the Rehabilitation Division, Federal Board for Vocational Education, Washington, D. C. Mrs. Frances M. Butts, in her discussion of classroom helps in training a typist, stated that she did not have in mind devices merely, but all other classroom factors affecting the progress of learning. An analysis of the subject must of necessity include the relation of aims and ideals in typewriting to the underlying aim in commerce; honest and efficient exchange, which is a direct outgrowth of the great American ideals of self-reliance; respect for public opinion; equality of opportunity and education, and will to activity. It must also take into consideration the teacher, the pupil, the classroom, the textbook, methods and devices, the initial habit formation period, rhythm drills, paper control, the habit acceleration period, motivation, and the period of artistic production and creative typewriting.

S. Augusta Taintor, Theodore Roosevelt High School, New York City, spoke on Business English as a Part of Stenographic Training. In dealing with the much discussed and apparently unsettled question of what kind of English will best prepare stenographers to do their work to the better satisfaction of their employers, she said:

I believe that we all subscribe to the following creed of what a stenographer should be able to do. We believe that she should be able to spell; to punctuate; to recognize and to write good sentences; to know something of paragraph structure; to compose letters herself that are not only clear, concise, and correct, but also attractive and pleasing in style. The method of obtaining this result is what is of interest to the modernist. Casting aside theories that seem to him to have failed because they apparently have not produced the results desired, he loudly affirms his belief in what he is pleased to call Business English, as the only means by which the stenographer can attain to her earthly paradise.

We have been mistaken in the belief that business demands little, and we have also been mistaken in the assumption that it is possible to gain that little by constant drill on what seemed to be the essentials without also giving something which would lead one to think, to grow, and to live. Business demands much, and because it does, it behooves teachers to make equally great demands upon students, so they will talk well, write well, and think well.

Teaching bookkeeping so as to realize its most important education and vocational values was the subject chosen by Lloyd L. Jones, West Commerce High School, Cleveland, Ohio. He expressed the opinion that because it seldom happens that two high schools in the same county, or even in the same city, agree as to courses in bookkeeping, when to begin, when to stop, or what sort of teachers should handle the subject, there should be committees appointed to in-

vestigate these and other subjects. He gave a brief summary of the work of the Cleveland committee on bookkeeping, of which William L. Conner, director of Reference and Research of the Cleveland schools, is chairman.

The teacher of bookkeeping alone cannot determine the objectives of courses in bookkeeping in secondary schools and the right textbooks for realizing these objectives. He ought to be organized with other bookkeeping teachers and in close touch with the local Educational Research Department.

At the business session the following officers were elected for 1924-25: *President*, Lloyd L. Jones, West Commerce High School, Cleveland, Ohio; *Vice-President*, Irving R. Garbutt, director of Commercial Education and Penmanship, Woodward High School, Cincinnati, Ohio; and *Secretary*, J. O. Malott, Commercial Department, Yeatman High School, St. Louis, Mo.

The history of this Department covers a period of more than thirty years. It was created in response to a petition from the Business Educators' Association, requesting admission as a department of the National Education Association at the meeting at Saratoga Springs, N. Y., July 2, 1892. The Business Educators' Association was organized in New York City in 1878 and its constitution revised for acceptance by the Department in 1894.—*Agnes Winn.*



Department of Kindergarten Education

AMONG the organizations that held sessions at the time of the famous Madison meeting of the Association in 1884 was the Froebel Institute of North America. Out of this grew the Department of Kindergarten Education of the National Education Association which held its first sessions at Saratoga Springs in 1885. Thus the meeting of the Department in Washington marked the fortieth anniversary of its organization. The sessions were held in the Rose Room of the Washington Hotel with Marion Barbour, of California, the president, in the chair. The Kindergarten Association of the District of Columbia furnished flowers, which gave another touch of beauty to an already attractive room. The keynote of the meetings was the scientific approach in the education of young children, and this thought dominated all the papers and discussions.

At the first session, July 1, there were more than 350 present. Mary Cover Jones who has been closely associated with John B. Watson, editor of the *Journal of Experimental Psychology*, New York City, in his experimental studies in child behavior, described a number of interesting experiments with children which illustrated the process by which the simple emotions of infants become the enormously complex emotions of adult life. She also told of Dr. Watson's plans for an infant foundation, where psychologists, with a qualified staff, can bring up children under controlled conditions. This work should be started with a group of not more than 20 or 25 children as a larger number could not be wisely handled by one group of scientific workers.

Gail Harrison, lecturer in early education, Teachers College, Columbia University, made a forceful plea for a more scientific environment in the education of young children, and a series of slides showed the practical application of the methods suggested. The report on A Typical Kindergarten Day, by Mary Dabney Davis, outlined the plan of the committee appointed to prepare and publish a circular on this subject, and showed the progress which had been made during the past year. The committee consists of the following members: Mary Dabney Davis, of Darien, Conn., chairman; M. Madilene Ververka, of Los Angeles, Calif.; Olga Adams, of Chi-

cago, Ill.; Allene Seaton, of Louisville, Ky.; and Mrs. Ernest D. Horn, of Iowa City, Iowa. Since the Washington meeting the committee has been at work on the collection and classification of material pertaining to kindergartners in all parts of the country. The name of the circular has not been definitely agreed upon. The title, Current Practice in Kindergarten Work, has been suggested.



EDNA DEAN BAKER, President of the Department of Kindergarten Education and President of the National Kindergarten and Elementary College, Chicago, Illinois.

On Wednesday afternoon, at the Hotel Raleigh, a delightful luncheon was enjoyed by the kindergartners and their friends. Dr. John J. Tigert, U. S. Commissioner of Education, gave a most interesting address and Robert L. Haycock, assistant superintendent of schools of the District of Columbia, who represented the superintendent, spoke of the early history of the kindergarten in Washington, and of the progress which had been made during the twenty-five years in which kindergartens have been a part of the school system. Miss Barbour spoke a few words of greeting to the guests, and at the conclusion of the luncheon, all joined in giving a cordial welcome to May Murray and Mabel Osgood, officers of the International Kindergarten Union, which has established headquarters in Washington, D. C.

At the second regular session, July 3, Maude Reed, Kindergarten-First Grade Department, Teachers College, Columbia University, spoke on the need of assisting administrators who generally do not know how to evaluate kindergarten instruction nor how to determine the unit costs of this instruction on the basis of an acceptable day's work. She discussed the need for standards and instruments for measuring progress.

The eagerness with which kindergartners are utilizing material that is now being worked out is somewhat indicative of the help for which they are eagerly waiting. Students in training must also be helped to get a scientific attitude in the methods of work they are accepting. The indoctrination of a method, a point of view or a philosophy of education is the surest way to kill progress. To give students the best methods of work that we know, with a questioning attitude and a desire to experiment and measure results, will, I believe, produce the type of kindergartner that will carry on in the future the fine work that has been done and is being done at present.

The nominating committee of which Mary Waite, of Washington, D. C., was chairman, made the following recommendations for officers for 1924-25: *President*, Edna Dean Baker, President, National Kindergarten and Elementary College, Chicago, Ill.; *Vice-President*, Margaret Holmes, Assistant Director of Kindergartens, New York City; and *Secretary*, Fannie A. Smith, Principal, Fannie A. Smith Training School, Bridgeport, Conn. The report was unanimously accepted.

The report of the committee on resolutions expressed appreciation for the excellent arrangements that had been made for the success of the Kindergarten sessions by the Washington kindergartners under the leadership of Catharine Watkins, secretary of the Department. The illuminating exhibit of the U. S. Bureau of Education was also highly commended. Among the resolutions were the following:

That as a body we go on record as approving the strengthening of this Department through publicity and whatever means will be effective in bringing kindergartners in larger numbers to the National Education Association convention.

We also recommend that kindergartners throughout the country make greater effort to acquaint the general public with the value of the kindergarten as the foundation of public education, and the necessity for this training for every child in America.—*Agnes Winn.*

WHAT THE FIGURES SAY

BRIEF SUMMARY OF THE WORK OF THE CLEVELAND PUBLIC LIBRARY FOR THE YEAR WHICH ENDED MARCH 31, 1924

USE OF BOOKS

CIRCULATION

Books loaned for home use	5,206,625
Increase over any previous year	408,937
Books loaned to adult readers	2,508,555
Books loaned to juvenile readers	2,698,070
Per cent of fiction loaned to adults	28.98%
Per cent of fiction loaned to children	20.18%

OTHER LOANS

Class room and period loans in school branches	124,646
Pictures loaned	52,018
Miscellaneous loans: clippings, lantern slides, maps, bulletins, plates, sheet music, embossed alphabets for the blind	8,360

BORROWERS

Registered card-holders in union file	226,120
Additional borrowers served through stations, school libraries and class room libraries, about	66,700
(For economy, the latter are not cleared in union file).	

VISITORS

Readers and reference workers in the libraries	3,456,913
Increase in readers over any previous year	218,471

Volumes added by gift	14,974
Net gain in book stock	32,139

OTHER COLLECTIONS IN LIBRARY

(Main Library, only, reported, branches not counted)	
Pamphlets on hand	15,521
Pictures, photographs and prints	77,481
Maps, charts and diagrams	4,142
Clippings	72,487
Periodicals currently received, no. of titles	2,276

SERVICE

DISTRIBUTING AGENCIES

Main Library	1
Municipal Reference Library	1
Library for the Blind	1
General branches	26
School branches	29
Stations	106
Class room libraries	958
Total	1122

Days open during year, Main Library	365
Hours open each week for lending	75
For reading	83½
Hours open each week day	12½
Hours open each Sunday	8

EMPLOYEES

TOTAL NUMBER

Many part-time workers employed. This was equivalent to 578 full-time employees for library service and 62 for janitorial and mechanical service.	794
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REFERENCE AND INFORMATION SERVICE

Statistics impracticable. Questions answered numbered millions and covered the greatest variety of subjects, both practical and scholarly.

TOTAL USE OF BOOKS

The number of books consulted in the libraries is not recorded; it is estimated to average from three to four volumes per visitor. The very conservative estimate of two volumes per visitor brings the total use of books for the year well over 12,000,000. The average of four per visitor would make the total over 19,000,000. The actual figure is probably somewhere between these two.

BOOKS

Volumes in regular inventoried collection

807,401

In addition there are about 38,541 little children's books, 25,000 unaccessioned volumes in the John G. White Collection, and 8,000 volumes in duplicate and surplus stock. The Library is also custodian of 98,525 volumes belonging to the Board of Education, Engineering Society, Chamber of Commerce, and Cleveland Writers' Club.

Volumes added during year	130,455
Volumes discarded, worn out or lost	59,775
Little children's books, withdrawn for separate count	38,541

BOOK REPAIRS

Volumes bound or rebound	83,635
Volumes re-cased	1,146
Volumes given minor repairs	154,792

CATALOGS

New cards added	272,738
Cards discarded	23,447
Cards revised	33,977

GROUP ACTIVITIES

	Group Meetings	Attendance
Use of auditoriums, 5 in system	386	18,748
Library Clubs, 70	1226	14,676
Other use of club rooms	4154	117,269
Story-telling	2340	100,770
Other talks by staff-members	3163	189,893

FINANCIAL

RECEIPTS

Taxes, excluding bond fund	\$1,157,675.15
Fines and lost books	37,006.64
Interest	34,739.19
Sales, refunds, other sources	11,010.97

EXPENDITURES

Operation	\$886,349.76
Repairs	99,240.16
Betterments	168,490.84

TOTAL APPROPRIATIONS FOR GENERAL PURPOSES

	\$1,194,678.13
Disbursements	1,154,080.76
Outstanding bills	26,235.99

EXCESS OF APPROPRIATIONS OVER EXPENDITURES AND

BILLS OUTSTANDING	\$14,361.38
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BOND BUILDING FUND

Expended for new Main Building	\$1,416,282.69
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Fuller detail reports covering all parts of the work, including building fund reports, may be seen at the Library Office

CLEVELAND LIBRARY SERVICE is noted for its spirit and thoroughness. It makes life better morally, keener mentally, sounder physically, richer commercially in a thousand different ways. The people appreciate its work. They gladly pay twice as much per capita for library activities as the average American city. The staff of the library has learned how to deal with its public. This facsimile of a four-page report is widely distributed and tells the story of an outstanding service in convincing terms.

The Education Bill

Sixty-eighth Congress, H. R. 3923 and S. 1337

SUPPORTED by more people who have given it careful consideration than any other measure ever before Congress. That is the verdict of observers in Washington who have watched the progress of the Education Bill, known in this Congress as the Sterling-Reed Bill after Senator Thomas Sterling, of South Dakota, who introduced the bill in the Senate, and Representative Daniel A. Reed, of New York State, who is sponsoring the bill in the House. The measure grew out of the investigation made by the National Education Association into the educational emergency during the war and the need for reconstruction after the war. The principles embodied in the Bill have been six times indorsed by the Department of Superintendence and five times by the National Education Association. Scores of organizations—National, State, and local—have given the measure their support after it has been discussed before gatherings of their members and in the columns of their official magazines.

The text of the bill is here given that every member of the Association may have an opportunity to read it. Local associations, faculty meetings, and other groups may use it as the basis of discussion.

A BILL to create a Department of Education, to authorize appropriations for the conduct of said department, to authorize the appropriation of money to encourage the States in the promotion and support of education, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby created an executive department in the Government to be called the Department of Education, with a Secretary of Education, who shall be the head thereof, to be appointed by the President, by and with the advice and consent of the Senate, and who shall receive a salary of \$12,000 per annum, and whose tenure of office shall be the same as that of the heads of other executive departments; and section 158 of the Revised Statutes is hereby amended to include such department, and the provisions of title 4 of the Revised Statutes, including all amendments thereto, are hereby made applicable to said department. The Secretary of Education shall cause a seal of office to be made for such department of such device as the President shall approve, and judicial notice shall be taken of said seal.

Sec. 2. That there shall be in said department an Assistant Secretary of Education, to be appointed by the President, who shall receive a salary to be determined by Congress. He shall perform such duties as may be prescribed by the Secretary or required by law. There shall also be one chief clerk and a disbursing clerk and such chiefs of bureaus and clerical assistants as may from time to time be authorized by Congress.

Sec. 3. That there is hereby transferred to the Department of Education the Bureau of Education, and such offices, bureaus, divisions, boards, or branches of the Government, connected with or attached to any of the executive departments or organized independently of any department, as

Congress may determine should be administered by the Department of Education, and all such offices, bureaus, divisions, boards, or branches of the Government so transferred by act of Congress

The Sterling-Reed Bill

Index by Sections

- Section 1. Creates a Department of Education, with a Secretary in the President's Cabinet.
- Section 2. Authorizes an Assistant Secretary of Education.
- Section 3. Transfers the Bureau of Education to the new department. Provides for coordination of existing educational work of the Federal Government as Congress may determine.
- Section 4. Defines powers and duties of Secretary.
- Section 5. Directs department to conduct research in special fields.
- Section 6. Authorizes appropriations for administration.
- Section 7. Authorizes appropriations for the removal of illiteracy.
- Section 8. Authorizes appropriations for Americanization.
- Section 9. Authorizes appropriations to equalize educational opportunity.
- Section 10. Authorizes appropriations for physical and health education.
- Section 11. Authorizes appropriations for training teachers.
- Section 12. How States may receive Federal aid.
- Section 13. State and local control guaranteed.
- Section 14. Relation of Secretary to State authorities.
- Section 15. Authorizes Secretary of Treasury to make quarterly payments to States.
- Section 16. Provides for reports from States.
- Section 17. Creates National Council on Education.
- Section 18. Requires Secretary of Education to make annual report to Congress.
- Section 19. Enacting clause.

shall thereafter be administered by the Department of Education, as hereinafter provided.

All officers, clerks, and employees employed in or by any office, bureau, division, board, or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education, shall each and all be transferred to said Department of Education at

their existing grades and salaries, except where otherwise provided in this Act; and the office records and papers on file pertaining exclusively to the business of any such office, bureau, division, board, or branch of the Government so transferred, together with the furniture and equipment thereof, shall be transferred to said department.

Sec. 4. That the Secretary of Education shall have charge, in the buildings or premises occupied by or assigned to the Department of Education, of the library, furniture, fixtures, records, and other property used therein or pertaining thereto, and may expend for rental of appropriate quarters for the accommodation of the Department of Education within the District of Columbia, and for the library, furniture, equipment, and all other incidental expenses, such sums as Congress may provide from time to time.

All power and authority conferred by law upon the head of any executive department, or upon any administrative board, over any officer, office, bureau, division, board, or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education, shall, after such transfer, be vested in the Secretary of Education, and all business arising therefrom or pertaining thereto, and all duties performed in connection therewith shall thereafter be administered by the Department of Education.

All laws prescribing the work and defining the duties and powers of the several offices, bureaus, divisions, boards, or branches of the Government, transferred in accordance with the provisions of this Act to the Department of Education, shall, in so far as the same are not in conflict with the provisions of this Act, remain in full force and effect and be administered by the Secretary of Education, to whom is hereby granted authority to reorganize the work of any and all of the said offices, bureaus, divisions, boards, or branches of the Government so transferred in such way as will in his judgment best accomplish the purposes of this Act.

Sec. 5. That the Department of Education shall conduct studies and investigations in the field of education and report thereon. Research shall be undertaken in (a) illiteracy; (b) immigrant education; (c) public school education, and especially rural education; (d) physical education, including health education, recreation, and sanitation; (e) preparation and supply of competent teachers for the public schools; (f) higher education; and in such other fields as, in the judgment of the Secretary of Education, may require attention and study.

In order to carry out the provisions of this section the Secretary of Education is authorized, in the same manner as provided for appointments in other departments, to make appointments, or recommendations of appointments, of educational attachés to foreign embassies, and of such investigators and representatives as may be needed, subject to the appropriations that have been made or may hereafter be made to any office, bureau, division, board, or branch of the Government transferred in accordance with the provisions of this Act to the Department of Education; and where appropriations have not been made therefor the appropriation provided in section 6 of this Act shall be made available.

Sec. 6. That for the fiscal year ending June 30, 1925, and annually thereafter, the sum of \$500,000, or so much thereof as may be necessary, is hereby authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, to the Department of Education, for the purpose of paying salaries and conducting studies and investigations, and paying all incidental and traveling ex-

penses and rent where necessary, and for the purpose of enabling the Department of Education to carry out the provisions of this Act. And all appropriations which have been made and which may hereafter be made to any office, bureau, division, board, or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education, are hereby continued in full force and effect, and shall be administered by the Secretary of Education in such manner as is prescribed by law.

Sec. 7. In order to encourage the States to remove illiteracy \$7,500,000, or so much thereof as may be necessary, is authorized to be appropriated annually for the instruction of illiterates fourteen years of age and over. Said sum shall be apportioned to the States which qualify under the provisions of this Act, in the proportions which their respective illiterate populations fourteen years of age and over, not including foreign-born illiterates, bear to such total illiterate population of the United States, not including outlying possessions, according to the last preceding census of the United States. All funds apportioned to a State for the removal of illiteracy shall be distributed and administered in accordance with the laws of said State in like manner as the funds provided by State and local authorities for the same purpose, and the State and local educational authorities of said State shall determine the courses of study, plans, and methods for carrying out the purposes of this section within said State in accordance with the laws thereof.

Sec. 8. That in order to encourage the States in the Americanization of immigrants \$7,500,000, or so much thereof as may be necessary, is authorized to be appropriated annually to teach immigrants fourteen years of age and over to speak and read the English language and to understand and appreciate the Government of the United States and the duties of citizenship. The said sum shall be apportioned to the States which qualify under the provisions of this Act in the proportions which their respective foreign-born populations bear to the total foreign-born population of the United States, not including outlying possessions, according to the last preceding census of the United States. All funds apportioned to a State for the Americanization of immigrants shall be distributed and administered in accordance with the laws of said State in like manner as the funds provided by State and local authorities for the same purpose, and the State and local educational authorities of said State shall determine the courses of study, plans, and methods for carrying out the purposes of this section within said State in accordance with the laws thereof.

Sec. 9. That in order to encourage the States to equalize educational opportunities \$50,000,000 or so much thereof as may be necessary is authorized to be appropriated annually to be used in public elementary and secondary schools for the partial payment of teachers' salaries, for providing better instruction and extended school terms especially in rural schools and schools in sparsely settled localities, for the extension and adaptation of public libraries for educational purposes, and otherwise providing equally good educational opportunities for the children of the several States. The said sum shall be apportioned to the States which qualify under the provisions of this Act one-half in the proportions which the number of children between the ages of six and twenty-one of the respective States bears to the total number of such children in the United States, and one-half in the proportions which the number of public-school teachers employed in teaching positions in the respective States bears to the total number of public-school teachers so employed in the United States, not including outlying possessions, said apportionment to be based upon statistics collected annually by the Department of Education. All funds apportioned to a State to equalize educational opportunities shall be distributed and administered in accordance with the laws of said State in like manner as the funds provided by State and local authorities for the same purpose, and the State and local educational authorities of

said State shall determine the courses of study, plans and methods for carrying out the purposes of this section within said State in accordance with the laws thereof: Provided, however, That the apportionments authorized by this section shall

with the foregoing conditions if said conditions are approximated as nearly as constitutional limitations will permit.

Sec. 10. That in order to encourage the States in the promotion of physical education, \$20,000,000, or so much thereof as may be necessary, is authorized to be appropriated annually for physical education and instruction in the principles of health and sanitation. Said sum shall be apportioned to the States which qualify under the provisions of this Act in the proportions which their respective populations bear to the total population of the United States, not including outlying possessions, according to the last preceding census of the United States. All funds apportioned to a State for the promotion of physical education shall be distributed and administered in accordance with the laws of said State in like manner as the funds provided by State and local authorities for the same purpose, and the State and local educational authorities of said State shall determine the course of study, plans, and methods for carrying out the purposes of this section within said State in accordance with the laws thereof.

Sec. 11. That in order to encourage the States in the preparation of teachers for public-school service, \$15,000,000, or so much thereof as may be necessary, is authorized to be appropriated annually to provide and extend facilities for the improvement of teachers in service and for the more adequate preparation of prospective teachers, and to provide an increased number of trained and competent teachers by encouraging through the establishment of scholarships and otherwise a greater number of talented young persons to make adequate preparation for public-school service. The said sum shall be apportioned to the States which qualify under the provisions of this Act in the proportions which the number of public-school teachers employed in teaching positions in the respective States bear to the total number of public-school teachers so employed in the United States, not including outlying possessions, said apportionments to be based on statistics collected annually by the Department of Education. All funds apportioned to a State for the preparation of teachers for public-school service shall be distributed and administered in accordance with the laws of said State in like manner as the funds provided by State and local authorities for the same purpose, and the State and local educational authorities of said State shall determine the courses of study, plans, and methods for carrying out the purposes of this section within said State in accordance with the laws thereof.

Sec. 12. That in order to receive apportionment from one or more of the appropriations authorized in sections 7, 8, 9, 10, and 11 of this Act a State shall by legislative enactment accept the provisions of this Act and provide for the distribution and administration of such funds as shall be apportioned to said State, and shall designate the State's chief educational authority, whether a State superintendent of public instruction, a commissioner of education, a State board of education, or other legally constituted chief educational authority, to represent said State in the administration of this Act, and such authority so designated shall be recognized by the Secretary of Education: Provided, That in any State in which the legislature does not meet within one year after the passage of this Act, the governor of said State, in so far as he may have authority so to do, may take such action, temporarily, as is herein provided to be taken by legislative enactment in order to secure the benefits of this Act, and such action by the governor shall be recognized by the Secretary of Education for the purposes of this Act until the legislature of said State shall have met in due course and been in session sixty days.

In any State accepting the provisions of this Act the State treasurer shall be designated and appointed as custodian of all funds received by said State as apportionments under the provisions of this Act, to receive and provide for the proper custody and disbursement of the same, such disbursements to be made in accordance with the legal provisions of said State.

Organizations Supporting Education Bill

National Education Association,
American Federation of Teachers.
American Federation of Labor.
National Committee for a Department of Education.
National Council of Women.
National Congress of Parents and Teachers.
General Federation of Women's Clubs.
National League of Women Voters.
Supreme Council, Scottish Rite of Freemasonry, Southern Jurisdiction, United States.
International Council of Religious Education.
National Council of Jewish Women.
National Women's Christian Temperance Union.
American Association of University Women.
National Federation of Business and Professional Women's Clubs.
General Grand Chapter, Order of the Eastern Star.
National Women's Trade Union League.
National Board of the Young Women's Christian Associations.
National Society, Daughters of the American Revolution.
National Federation of Music Clubs.
American Library Association.
National Vocational Education Association.
Woman's Relief Corps.
Federal Council of Churches of Christ in America.
National Kindergarten Association.
American Home Economics Association.
American Hellenic Educational Progressive Association.

be made only to such States as by law provide:

(a) A legal school term of at least twenty-four weeks in each year for the benefit of all children of school age in such State; (b) A compulsory school attendance law requiring all children between the ages of seven and fourteen years to attend some school for at least twenty-four weeks in each year; (c) That the English language shall be the basic language of instruction in the common school branches in all schools, public and private: Provided, That apportionment may be made under the provisions of this section to a State prevented by its constitution from full compliance

A State may accept the provisions of any one or more of the respective apportionments authorized in sections 7, 8, 9, 10, and 11 of this Act, and may defer the acceptance of any one or more of said apportionments: Provided, however, That no money shall be apportioned to any State from any of the funds authorized to be appropriated by sections 7, 8, 9, 10, and 11 of this Act, unless a sum at least equally as large shall be provided by said State, or by local authorities, or by both, for the same purpose: And provided further, That the sum or sums provided by the State and local authorities for the equalization of educational opportunities, for the promotion of physical education, and for the preparation of teachers shall not be less for any year than the amount provided for the same purpose for the fiscal year next preceding the acceptance of the provisions of this Act by said State: And provided further, That no money apportioned to a State under any of the provisions of this Act shall be used by any State or local authority, directly or indirectly, for the purchase, rental, erection, preservation, or repair of any building or equipment, or for the purchase or rental of lands, or for the payment of debts or the interest thereon.

Sec. 13. That when a State shall have accepted the provisions of this Act and shall have provided for the distribution and administration of such funds as shall be apportioned to said State, and when the State's chief educational authority designated to represent said State shall so report in writing to the Secretary of Education, and said report shall be approved by the governor of said State, showing that said State has complied with the provisions of this Act with respect to any one or more of the apportionments authorized in sections 7, 8, 9, 10, and 11 of this Act, and when annually thereafter a like report shall be filed with the Secretary of Education, approved by the governor of said State, the Secretary of Education shall apportion to said State for the ensuing fiscal year such funds as said State may be entitled to receive under the provisions of this Act, and shall certify such apportionment or apportionments to the Secretary of the Treasury: Provided, That all the educational facilities encouraged by the provisions of this Act and accepted by a State shall be organized, supervised, and administered exclusively by the legally constituted State and local educational authorities of said State, and the Secretary of Education shall exercise no authority in relation thereto; and this Act shall not be construed to imply Federal control of education within the States, nor to impair the freedom of the States in the conduct and management of their respective school systems.

Sec. 14. That the Secretary of Education is authorized to prescribe plans for keeping accounts of the expenditures of such funds as may be apportioned to the States under the provisions of this Act and to audit such accounts. If the Secretary of Education shall determine that the apportionment or apportionments made to a State for the current fiscal year are not being expended in accordance with the provisions of this Act, he shall give notice in writing to the chief educational authority designated to represent said State, and to the governor of said State, in duplicate, stating specifically wherein said State fails to comply with the provisions of this Act. If after being so notified a State fails to comply with the provisions of this Act, the Secretary of Education shall report thereon to Congress not later than in his next annual report.

If any portion of the money received by the treasurer of a State, under the provisions of this Act, for any of the purposes herein named shall, by action or contingency, be diminished or lost, the same shall be replaced by said State, and until so replaced no subsequent apportionment for such purpose shall be made to said State. If any part of the funds apportioned annually to any State for any of the purposes named in sections 7, 8, 9, 10, and 11 of this Act has not been expended for such purpose, a sum equal to such unexpended part shall be deducted from the next succeeding

annual apportionment made to said State for such purpose.

Sec. 15. That the Secretary of the Treasury is hereby authorized and directed to pay quarterly to the treasurer of each State such apportionment or apportionments as the Secretary of Education shall certify that said State is entitled to receive under the provisions of this Act.

Sec. 16. That the chief educational authority designated to represent a State receiving any of the apportionments made under the provisions of this Act shall, not later than September 1 of each year, make a report to the Secretary of Education showing the work done in said State in carrying out the provisions of this Act during the next preceding fiscal year, and the receipts and expenditures of money apportioned to said State under the provisions of this Act. If the chief educational authority designated to represent a State shall fail to report as herein provided, the Secretary of Education may discontinue all apportionments to said State until such report shall have been made.

Sec. 17. That there is hereby created a National Council on Education to consult and advise with the Secretary of Education on subjects relating to the promotion and development of education in the United States. The Secretary of Education shall be chairman of said council, which shall be constituted as follows: (a) The chief educational authority of each State designated to represent said State in the administration of this Act; (b) not to exceed twenty-five educators representing

the different interests in education, to be appointed annually by the Secretary of Education; (c) not to exceed twenty-five persons, not educators, interested in the results of education from the standpoint of the public, to be appointed annually by the Secretary of Education. Said council shall meet for conference once each year at the call of the Secretary of Education. The members shall serve without pay, but their actual expenses incurred in attending the conferences called by the Secretary of Education shall be paid by the Department of Education.

Sec. 18. That the Secretary of Education shall annually at the close of each fiscal year make a report in writing to Congress giving an account of all moneys received and disbursed by the Department of Education and describing the work done by the department. He shall also, not later than December 1 of each year, make a report to Congress on the administration of sections 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, and 17 of this Act, and shall include in said report a summary of the reports made to him by the several States showing the administration of this Act therein, and shall at the same time make such recommendations to Congress as will, in his judgment, improve public education in the United States. He shall also from time to time make such special investigations and reports as may be required of him by the President or by Congress.

Sec. 19. That this Act shall take effect upon its passage, and all Acts or parts of Acts in conflict with this Act are hereby repealed.

The Situation Summarized

HEARINGS on the Education Bill were held before the Committee on Education of the House of Representatives of the Sixty-eighth Congress beginning Wednesday, February 20, 1924, and ending June 4, 1924.

At the close of the last hearing, Congressman Daniel A. Reed, of New York State, who is a member of the Committee and who is sponsoring the Bill in the House, made this statement summarizing the situation:

"Mr. Chairman and Gentlemen of the Committee: As most of you know, I have attended practically all of the meetings of this committee since this hearing has been in progress. Notwithstanding the fact that the bill bears my name, I have listened with an open mind to all of the witnesses who have presented themselves here, and I have given much time and thought to a study of the arguments on both sides of this question. I have been a member of the Education Committee of the House for five years and during all this time this question has been a live issue. It was never more live than it is today. If I am any judge of movements in this country, this particular one has come to stay. The American people have just about fully arrived at the realization that the future of this democratic Republic and the perpetuity of our cherished institutions depend upon the extension and strengthening of the public-school systems of this country. After careful investigation and study they have decided that this is the way to begin, and they are committed to it in overwhelming numbers. If you will thoughtfully analyze the organizations and individuals who have appeared here for and against this Bill, I believe that you will make the same observations that I have.

"The opposition has set up a 'straw man' of Federal control of the public schools and has proceeded to turn all of its guns against it. When a careful study of the Bill is made

and it is found that Federal control is most rigidly guarded against, one wonders why all of this argument. The opposition has even admitted that this Bill does not sanction or permit Federal control. They fear that some time in the distant future some one may suggest Federal control. For my part, I am willing to trust the problems of that day to the people then concerned.

"We have had ample time to study this problem. The facts and figures presented here regarding our illiteracy, the foreign-born population, the inadequacy of the teaching personnel, the costly physical deficiencies of our people, the large number of children not in any school, and the shameful inequality of educational opportunity we have no reason to doubt or deny.

"For one, I am willing to stand before this country and my constituents, in particular, and declare that it is my belief that the National Government has some responsibility in the solution of these National ills. The Nation's very existence is inextricably bound up with these problems, and only the short-sighted would longer withhold its support. The States and the local communities should continue as now to manage and control their public schools. That we regard as axiomatic. The Federal Government, however, must come to realize that education is a fundamental process in this Republic, and as such it is entitled to the same scientific research and investigation which has been extended for years to agriculture, commerce, and labor, and with such unquestioned advantage to these great National interests.

"I earnestly hope that the members of the committee will give to this question during the recess careful consideration and that we may be able to report this Bill out in December. Requests to this effect are coming from all parts of this country. In fairness and justice to all we can no longer delay."

Notes on Curriculum Revision

HOW DENVER is revising its course of study—Committees are composed of teachers, principals, directors, and supervisors. A classroom teacher always acts as chairman. Committees meet on school time. Substitute teachers take the place of committee members in the schools. Many committee chairmen have worked practically full time this year in the Administration Building. A permanent secretary is provided to direct the clerical work involved in the curriculum revision program. The leading thought in the field of each of the subject courses is obtained by calling to Denver subject specialists from all over the country for conferences from three to five days in length. The Board of Education has financed this work with a special appropriation.

California is making a thorough study—California has received a grant of \$18,000 from the Commonwealth Fund to conduct an investigation of the course of study of the elementary schools. The research and advisory committees responsible for this study have in mind: (a) The reorganization of the subjects of study now required by law to be taught in the elementary schools; (b) The elimination of non-essentials in all subjects; and (c) The regrading of subject-matter in all subjects, according to the capabilities of the pupils.

What Teachers College is doing—Teachers College of Columbia University has undertaken a study that will extend over a period of years. Two full-time research workers are engaged in making a survey of current curricular practice. They have collected and are reviewing several hundred courses of study now in use. Their next step after discovering "what is," is to determine through research "what ought to be."

What the Missouri State Teachers' Association is doing—An appropriation

of six thousand dollars has been made by this Association for the work of the Missouri State Committee charged with cur-

What the National Society for the Study of Education is doing—A comprehensive list of research studies in elementary school reading will be reviewed in one of the volumes of the 1925 Yearbook of the National Society. This is one of the most complete studies ever made of an elementary school subject.

What the National Education Association is doing—A Commission, "for the purpose of bringing together the elements for the construction of a suitable curriculum for the boys and girls of American public schools," was appointed by the Department of Superintendence at its Cleveland meeting, in February, 1923. The work accomplished last year was reported in the 1924 Yearbook. A much larger program is under way this year.

Twelve sub-committees, together with the Division of Research of the National Education Association, are working with the Curriculum Commission of the Department of Superintendence in collecting and analyzing the outstanding research studies in each of the elementary school subjects. In arithmetic, spelling, and other fields, research studies have been made which every course of study committee throughout the country should consider. Heretofore it has been difficult to obtain these studies because they were published only in isolated monographs or journals. In the 1925 Yearbook, these research studies will be carefully reviewed, so that the reader without referring to the original study will get the benefit of the findings.

Curriculum revision is an immediate and pressing need in many States and cities. Even in

those places where new courses of study are just off the press, it continues to be a topic which requires the best coöperative thought. A course of study should be a living, growing thing.—Margaret M. Alltucker.

Guiding Principles in Making Courses of Study

State Department of Public Schools
Jefferson City, Missouri

1. Subject-matter should have some positive justification.
2. Subject-matter should be selected and arranged in accordance with the four outstanding contributions of modern educational theory. These are recognized as the following:
 - a. General transfer is not automatic and inevitable.
 - b. There is no general desirable "discipline" from what is merely difficult or distasteful.
 - c. Adaptation must be made to individual differences of all kinds.
 - d. Social education is of increased importance.
3. Subject-matter should be so selected and presented as to:
 - a. Explore the interests, aptitudes, and capacities of pupils by means of worthwhile material.
 - b. Reveal to them by material otherwise justifiable the possibilities in the higher phases of activities of many kinds.
 - c. To be of maximum good to the extent to which it is pursued.
4. Education must be considered an investment by the State to preserve and promote its own best interests.
5. The first duty of the school is to teach pupils to do better the desirable things that they will do anyway. Another duty is to reveal higher activities and make them both desired and to an extent possible.
6. Each course should be so made that any normally intelligent and industrious pupil can pass.
7. Courses of study should have two other characteristics:
 - a. They should be so devised as to secure desirable integration of pupils (by common information, ideals, attitudes and prejudices) in a democracy.
 - b. They should provide for an increasing amount of differentiation and specialization, according to the needs of individual pupils, cities, and even schools.
8. Courses of study as well as curricula should be the result of continuous coöperative effort of teachers and administrative officers.
9. Courses of study should always be considered tentative and should be modified whenever good reasons appear.

riculum revision. This contribution shows the Missouri teachers, like many others, are quite as interested in improving the professional effectiveness of the schools in which they teach, as they are in promoting their own personal interests.

A Pioneer Friend of Children¹

THE HUNDREDTH anniversary of Pestalozzi's work at Yverdon, Switzerland, recalls to the educator the work of this great Swiss teacher, who rejected formal instruction and substituted real studies based on observation, experimentation, and reasoning. The statue of this venerable philosopher and teacher, standing on the quaint streets of Yverdon, attracts the notice of the traveller who pauses for a moment to read its inscription:

TO PESTALOZZI

Saviour of the Poor at Neuhof,
Father of the Orphans at Stanz,
Founder of the Public Schools at Burgdorf,
Educator of Humanity at Yverdon.

The traveller is told that in order to keep the memory of Pestalozzi fresh in the hearts of Swiss boys and girls, the Government has had a copy of this statue placed in every schoolroom in Switzerland.

The life of Johann Heinrich Pestalozzi is closely connected with the peasant class of Switzerland. Once, his ancestors had lived in Milan, hence his Italian name. One of them, a Protestant, had gone to Zurich, where Johann was born in the year 1746. His father died when he was but six years of age and left his widow and only son nearly penniless.

Life had many vicissitudes in store for him—mostly the result of personal handicaps. His education was meager. He spoke a jargon of French and German, with most defective articulation. His countenance was so ugly as to be forbidding. His personal habits were slovenly, and he did not always show evidences of good sense, even temper, and practical judgment. These handicaps necessarily affected his career. He first took up preaching, but failing in this, he studied law. Then he began farming, married at twenty-two, and settled down.

It was not until he was about thirty, however, that his career as an educator really began. In 1774, he opened his school and home for orphans on his farm at Neuhof, where he took about fifty abandoned children and skilfully taught them to teach one another their three R's and help with the chores. Though showing no great amount of skill and prudence in the management of his farm,

he had infinite patience in developing the minds of his protégés. In two years his money as well as his wife's was gone, and the school was a financial failure. But Pestalozzi was undaunted. He continued to farm and write without interruption for some years. In 1871, his *Leonard and Gertrude*, a beautiful story of Swiss peasant life, was published.

Success was now his. He was called to Paris and made a citizen of the French

ment of all." Class organization and group instruction became important features of school procedure from his day on. He believed it was the work of the teacher to discover the laws governing man's development and to apply them in his instruction. He advocated that education must guide and stimulate self-activity, that it be based on intuition and exercise, and that the sense impressions be organized and directed. He resented the brutal discipline enforced in many European schools of the eighteenth century and substituted a kindly supervision instead. He was indeed a pioneer friend of children.

Even a short account of the work of this reformer is incomplete without mention of his enthusiasm for justice, his strong religious temperament, and his love for children and the needy. His aptitude for communicating with children's minds amounted almost to genius. By conversing with his scholars, he roused their faculties, stimulated their imaginations, and inspired their love.

As time went on, his fame grew. His experiment at Yverdon attracted visitors from all countries—Herbart, Froebel, and Fichte being among them. His ideas spread through Prussia, and in 1808, seventeen Prussian teachers were sent to Switzerland to bring back his ideas to Germany. Here and there in Europe establishments sprang up where boys, and sometimes girls, were trained in the garden, field, or dairy, where they studied the languages, mathematics, and music—establishments that crudely hinted at the work-study-play plan of today. Many Swiss teachers were trained by Pestalozzi in his later years, and his ideas, taking root on American soil, resulted toward the end of the nineteenth century in a reorganization of American elementary education.

The Pestalozzian Movement, as it was called, was first taken up in New England and found expression in the introduction of reformed methods in schools, in the foundation of normal schools, and in a greater interest in public education. Its chief exponents were William Russell, A. Bronson Alcott, Lowell Mason, and Henry Barnard. The Oswego Movement also spread the Pestalozzian theories, and W. T. Harris, afterwards United States Commissioner of Education, introduced them to the St. Louis schools.



TEACHERS visiting Switzerland are charmed with the monument erected to the memory of Pestalozzi, which stands in the square beside the Chateau, containing the city library, museum and memorials of Pestalozzi.

Republic. Soon after his return home, in 1798, the French troops invaded Switzerland, leaving in their wake more than a hundred orphans in the little village of Stanz. A temporary hospital-school was organized in a nearby convent and Pestalozzi was put in charge. The Institute numbered some one hundred fifty children. His next school was in the town of Burgdorf, and his last project at Yverdon, where he reestablished the Institute in a castle and grounds furnished by the town.

Pestalozzi's contribution to education is difficult to measure. As a result of his teaching the school was transformed from "a tool of the church for its own ends to a tool of society for the advance-

¹ Compiled from material sent THE JOURNAL by Clarence R. Athearn.

Books to Grow On

For Children in Grades One to Eight

For Grade One

Adelborg—Clean Peter and the children of Grubbylea.
Bannerman—Story of little Black Sambo.
Blaisdell—Boy Blue and his friends.
Brooke—Johnny Crow's garden.
Bryant—Stories to tell children.
Caldecott—Hey diddle diddle picture book.
Coe—Story hour readers, 1st year.
Crane—This little pig.
Falls—A B C picture book.
Francis—Book of cheerful cats.
Greenaway—Marigold garden.
Grover—Overall boys.
Haaren—Rhymes and fables.
Howard—Banbury Cross stories.
La Rue—F. U. N. book.
Lefèvre—Cock, the mouse, and the little red hen.
Lofting—Story of Mrs. Tubbs.
Mother Goose book of nursery rhymes.
O'Shea—Six nursery classics.
Potter—Tale of Peter Rabbit.
Poulsson—Through the farmyard gate.
Skinner—Nursery tales from many lands.
Smith—Chicken world.
Treadwell—Reading literature, first reader.
Wiggin—Pinafore palace.

For Grade Two

Aspinwall—Short stories for short people.
Baldwin—Fairy reader.
Bass—Stories of animal life.
Bigham—Stories of Mother Goose village.
Brooke—Golden Goose book.
Brooks—Stories of the red children.
Browning—Pied Piper of Hamelin.
Carrick—Picture tales.
Chance—Little folks of many lands.
Cooke—Nature myths and stories for little children.
Cox—Brownie books.
Fox—Indian primer.
Hopkins—The sandman, his farm stories.
Lang—Cinderella.
Lansing—Rhymes and stories.
Lindsay—Bobby and the big road.
Lucia—Peter and Polly in winter.
Meyer—Orchard and meadow.
Orton—Prince and Rover of Cloverfield farm.
Perrault—Tales of Mother Goose.
Poulsson—Runaway donkey.
Smith, E. B.—Farm book.
Smith, M. E. E.—Eskimo stories.
Stevenson—Child's garden of verses.
Treadwell—Reading literature, second reader.

For Grade Three

Æsop—Fables.
Andrews—Seven little sisters.
Baldwin—Fifty famous stories retold.
Bigham—Merry animal tales.
Brown—Lonesome doll.
Burgess—Old Mother West Wind.
Carrick—Picture tales from the Russian.
Craik—Adventures of a brownie.
Eggleston—Stories of great Americans for little Americans.
Holbrook—Book of nature myths.
Hunt—About Harriet.
Lang—Princess on the glass hill.
Lorenzini—Pinocchio.
O'Shea—Old world wonder stories.
Peary—Snow baby.
Perkins—Dutch twins.
Phillips—Wee Ann.
Pyle—Careless Jane.
Scudder—Book of fables and folk stories.
Segur—Story of a donkey.
Skinner—Merry tales.
Stevenson—Child's garden of verses.
Thorne-Thomson—East o' the sun and west o' the moon.
White—When Molly was six.
Williston—Japanese fairy tales.

For Grade Four

Aanrud—Lisbeth Longfrock.
Alcott—Under the lilacs.
Anderson—Fairy tales.
Andrews—Stories Mother Nature told her children.
Asbjørnsen—Fairy tales from the far North.
Babbitt, ed.—Jataka tales.

Baldwin—Golden fleece: more old Greek stories.
Browne—Granny's wonderful chair and its tales of fairy times.
Carroll—Alice's adventures in Wonderland.
Carryl—Davy and the goblin.
Craik—Little lame prince.
Grimm—Fairy tales.
Howells—Christmas every day.
Ingelow—Mopsa the fairy.
Jacobs—English fairy tales.

THESE lists, the first seven of which have appeared in The Journal beginning February, 1924, represent the combined judgment of workers with children in America's largest public libraries. So many letters have reached headquarters asking for copies of the lists that the entire series is given herewith. Permission is given to reprint the lists, referring to their source in The Journal of the National Education Association. Children vary so widely in reading ability and in their interests that the books listed for each grade are useful also for adjacent grades. Information as to many more excellent books may be had from the school or public library.

The habit of reading easily and widely for both pleasure and vocation is one of the most fundamental habits that can be established by the school. Investment in suitable books for the school library and the child's home library yields large dividends in broader interests and greater capacity for self-guidance.

Kipling—Just-so stories.
Lang—Blue fairy book.
Morley—Donkey John of the toy valley.
Otis—Toby Tyler.
Sewell—Black Beauty.
Spyri—Heidi.
Thorne-Thomson—Birch and the star.
White—Magic forest.
Wiggin—Posy ring.
Zwilmeyer—Johnny Blossom.

For Grade Five

Alcott—Jack and Jill; a village story.
Arabian nights' entertainments.
Boutet de Monvel—Joan of Arc.
Brown—In the days of giants.
Catherwood—Rocky Fork.
Defoe—Robinson Crusoe.
Dodge—Hans Brinker; or, The silver skates.
Drummond—Monkey that would not kill.
Ewing—Jackanapes.
Hale—Peterkin papers.
Harris—Uncle Remus; his songs and his sayings.
Hawthorne—Tanglewood tales for girls and boys.
Hudson—A little boy lost.
Kingsley—Water-babies; a fairy tale for a land baby.
Kipling—Jungle book.
Leamy—Golden spears.
Lofting—Story of Dr. Dolittle.
Macdonald—At the back of the North wind.
Page—Two little Confederates.

Ruskin—King of the Golden River; or, The black brothers.
Stein—Gabriel and the hour book.
Tappan—Old ballads in prose.
Thackeray—Rose and the ring.
Wyss—Swiss family Robinson.
Zollinger—Widow O'Callaghan's boys.

For Grade Six

Alcott—Little women.
Aldrich—Story of a bad boy.
Baldwin—Story of Roland.
Barrie—Peter and Wendy.
Canfield—Understood Betsy.
Cervantes—Don Quixote.
Clemens—Prince and the pauper.
Colum—Adventures of Odysseus.
Dix—Merrylips.
Duncan—Adventures of Billy Topsail.
Eggleston—Hoosier school-boy.
French—Lance of Kanana; story of Arabia.
Haskell—Katrinka; story of a Russian child.
Kingsley—Heroes; or, Greek fairy tales for my children.
Lamprey—In the days of the guild.
MacLeod—Book of King Arthur and his noble knights.
Malot—Nobody's boy.
Martin—Abbie Ann.
Pyle—Merry adventures of Robin Hood.
Schultz—With the Indians in the Rockies.
Seton—Biography of a grizzly.
Shaw—Castle Blair.
Stevenson—Home book of verse for young folks.
Swift—Gulliver's travels.
Zwilmeyer—What happened to Inger Johanne.

For Grade Seven

Andrews—Perfect tribute.
Bennett—Barnaby Lee.
Brown—Rab and his friends.
Bullen—Cruise of the Cachalot round the world after sperm whales.
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.

For Grade Eight

Atkinson—Greyfriars Bobby.
Bennett—Master Skylark; story of Shakespeare's time.
Blackmore—Lorna Doone; a romance of Exmoor.
Clemens—Tom Sawyer.
Cooper—Spy.
Craik—John Halifax, gentleman.
Dana—Two years before the mast.
Darton—Tales of the Canterbury pilgrims.
Dickens—David Copperfield.
Ewing—Six to sixteen; a story for girls.
Hagedorn—Boy's life of Theodore Roosevelt.
Hawes—Mutineers.
Hughes—Tom Brown's school days.
Irving—Alhambra.
Jackson—Ramona.
Keller—Story of my life.
Kingsley—Westward ho!
London—Call of the wild.
Meadowcroft—Boy's life of Edison.
Muir—Story of my boyhood and youth.
Paine—Boys' life of Mark Twain.
Parkman—Oregon trail.
Scott—Talisman.
Stevenson—Kidnapped.
Verne—Twenty thousand leagues under the sea.

National Council of Education

THE NATIONAL COUNCIL of Education was organized in 1880 as the result of a paper read by Dr. Thomas W. Bicknell before a meeting of the Department of Superintendence in Washington, D. C. At the annual meeting of the National Education Association held the following summer at Chautauqua, New York, the proposal was approved and formal organization completed, with Doctor Bicknell as the first president.

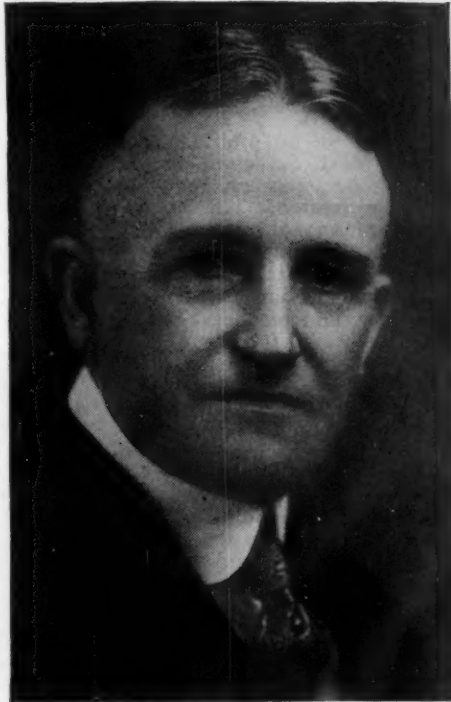
At first the National Council was composed of sixty members, but in 1911 the number was increased to one hundred twenty, half of whom are elected through the membership committee of the National Council of Education and half by the Board of Directors of the National Education Association. Ten members are chosen annually by each body to serve for six years. No State can be represented in the Council by more than seven members.

It is the object of the Council to reach and disseminate correct thinking on educational questions, and to define and state with accuracy the different views and theories, with reasons for each. In the words of Doctor Bicknell, "It was intended that the Council should be an efficient instrument of good foundation work through philosophical studies and round-table debate."

The National Council was a pioneer enterprise. Since then the ways and means for making educational investigations and reports have been tremendously developed. To quote the words of President J. M. Gwinn at the Cleveland meeting in 1923: "Practically every department of the National Education Association has one or more committees at work investigating some educational problem. In the schools and colleges of education and in their graduate faculties there are now the widest opportunities and most adequate means for research. Further, in these more recent years, city and State public-school systems have established their own bureaus for educational investigations."

With a view to better adjusting the work of the Council to these changed conditions, the following amendment was presented to the Representative Assembly of the National Education Association, July 3, 1924, by William B. Owen, chairman of the Committee on

Reorganization of the National Council of Education: "Amend Article 4, Section 2, of the by-laws by adding the following words: 'In addition to the 120 members thus selected from the active membership, the National Council may, in its by-laws, provide for the admission to membership of representatives from the several departments of the Associa-



JOSEPH M. GWINN, president of National Council of Education, 1922-25, and superintendent of schools in San Francisco, California.

tion on the basis of equal representation from each department." This amendment is to be acted upon at the meeting in the summer of 1925.

Two sessions of the Council were held at Washington. Dr. A. Duncan Yocum gave the final report of the Committee on Teaching Democracy and recommended that the National Education Association organize a Conference Committee for continuing this work. Reports were received from Arthur H. Chamberlain, chairman of the Committee on Thrift Education, and from Charles McKenny, for the Committee on Adult Illiteracy.

Addresses were delivered by William F. Russell, of Teachers College, Columbia University, on Education in Interna-

tional Understanding, and by Superintendent Frank W. Ballou, on Junior High Schools in Washington.

Superintendent J. M. Gwinn, of San Francisco, chose as the topic of his address as president of the Council, Unifying Administration of Education with the Educative Processes. He proposed four theses for discussion: (1) Whatever interrupts the continuity in the education of a child is bad for the effectiveness of that education; (2) The modern machinery for carrying on education often interrupts and interferes with the educative process; (3) There has been a tendency to create machinery for machinery's sake, when it should be created for the child's sake; (4) We must either discontinue the use of such machinery, or provide ways and means for lessening the losses.

The program for the education of the children of America is so complex and extended that it is almost impossible for one to comprehend it as a whole, from home and kindergarten to university and the life beyond the school. The organization of this vast program has been by parts, so that the program is an aggregate of parts rather than an organic unity. There have been too many directors of the different units of administration, and usually the director of one unit has quite a different educational philosophy from the director of the preceding or succeeding or parallel administrative unit. There is need for a comprehensive study to be made of the whole of the organization of our program of education, in which study there should be kept constantly in mind the educational needs and the mental, moral, and physical nature of the individual to be educated.

The officers of the Council are: *President*, Joseph M. Gwinn, Superintendent of Schools, San Francisco, Calif.; *Vice-President*, Henry Lester Smith, Dean, School of Education, Indiana University, Bloomington, Ind.; *Secretary*, Adelaide Steele Baylor, Chief, Home Economics Education Service, Federal Board for Vocational Education, Washington, D. C.; *Executive Committee*, The President, ex officio, Chairman; Anna Laura Force, Principal, Lincoln School, Denver, Colo.; David B. Corson, Superintendent of Schools, Newark, N. J.; and A. J. Matthews, President, State Normal School, Tempe, Ariz.

PROBLEMS FOR TEACHERS' MEETINGS

Project 1—Read the Education Bill (see pages 341-43). What does it provide with reference to (1) a Secretary of Education, (2) a National Council of Education, (3) Federal aid to encourage the States, (4) State and local control of education. Study the bill in connection with the chart on page 308 of *THE JOURNAL* for November.

Read the Report of the Legislative Commission on page 336 and the leading editorial on page 315 of this number. Write an argument in favor of the Bill. Arrange to speak on it before a teachers' meeting, a woman's club, or other civic gathering. Write your member of Congress telling him you have studied it carefully and urging his support.

Project 2—Make a list of every act you perform in the course of an entire day. How many are there? Compare the total with that obtained by other teachers. What per cent of these acts was covered by home training? by school training? Group them under the seven objectives noted in the editorial on page 334. What items do you find in the curriculum you teach not related to these objectives? Read page 344. What is being done in your locality?

Project 3—How many column inches of newspaper publicity has your school had during the past year? What facts have been emphasized? In what other ways has the school been brought to the attention of its patrons? Have the children worked out a series of facts. Print them in the school shop, or write them in attractive form, and send out to each parent. Study page 340 for suggestions.

Project 4—Read the article on *Teachers and Retirement Laws* (see page 327). Why should all teachers support sound retirement laws? What important professional effects does a sound retirement law have? Why is it important for teachers to stand together when working for sound retirement laws, and other measures for the improvement of the profession? Read also *Teachers Retirement Annuity Principles* (page 216 of *THE JOURNAL* for June, 1924).

Project 5—Read the editorial on child labor (see page 334). What other material in *The Journal* has a bearing on child labor? Why is it bad for the Nation as a whole to have over a million child slaves? What can you do to aid in the movement to obtain ratification of the Child Labor Amendment by your State? Have the members of your faculty or club designate someone to see or write the State Representatives and Senators from your district to urge their support of this measure.

Project 6—The books noted on page 346 represent the votes of children's librarians in twenty-five large public libraries. How

many of the books for each grade have you read? Make out a list for the grade in which you teach, using this as a basis. Let committees work out lists for the school system, consulting with librarians and examining the books. Publish these lists in

Problems for Teachers' Meetings

A STABILIZED all-inclusive membership in National, State, and local associations and each teacher at work on the problems of the profession. This is the slogan of professional organizations. Each teacher should ask himself what he is doing to further these objectives. Let every group of teachers, school faculty, and teachers' club arrange for meetings for the discussion of the common problems of the profession.

Herewith are suggested studies on professional problems for the use of group meetings and individual study.

Many one hundred per cent schools are appointing individuals or committees to work on each of these problems and make suitable reports.

Officers of teacher-training institutions are using *THE JOURNAL* as the basis of one class recitation each week, aiming thereby to lay the basis for continued study by each student after graduation. Students are quick to recognize the leadership of their teachers, and wise teachers recognize the importance of carrying that leadership over into the first years of actual teaching in order to make the work of the teacher-training institution most effective.

Suggestions for this part of *THE JOURNAL* will be welcomed. They should be sent to *THE JOURNAL*, 1201 Sixteenth Street Northwest, Washington, D. C.

local papers as suggestions to parents for Christmas gifts.

Project 7—For rural teachers. Read the article on Housing the Rural School (see page 321). Why is centralization not always possible in rural schools? What are some of the greatest obstacles to success in rural education? How can a rural community be most effectively interested in matters pertaining to its schools? What are some of the "don'ts" when working for improvements? Comment upon the author's plan and description of a good rural school.

Project 8—Read the article on the Development of Youth (see page 319). What is

the fundamental purpose of education? Why and how has this brought about a change in up-to-date methods of instruction? Why does just "teaching" fail to educate a child? How can the school further the pupils' education outside of the classroom?

Project 9—Read the article on Physical Education as Teacher Training (see page 325). What are the three fundamental problems of physical training? Name several games which fill all the requirements. What other forms of exercise should be especially stressed? What are the advantages of outdoor over indoor athletics? Why should more time be allowed for physical education in teacher-training institutions than is generally given?

Project 10—Select from this number of *THE JOURNAL* as a whole ten brief statements (about thirty words each) of fact or principle that appeal to you as especially significant. For example, these were selected from the November *JOURNAL*—

The day of the autocrat is past in American education—God be thanked! The day of the leader has come.—Jesse H. Newlon, President, National Education Association, Denver, Colorado.

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.—Editorial.

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.

Compare the points of your selection with that of other teachers.

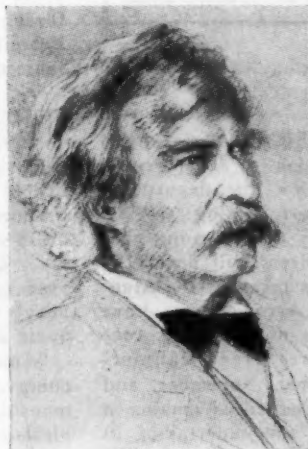
A suggestion from the field—I have just finished a rather careful perusal of the September-October *JOURNAL* and I can truthfully say that I like it very much indeed. I repeat what I said a year ago that every local organization should have a representative, whose important duty would be carefully reading *THE JOURNAL* and reporting to the membership meeting in such fashion as would best suit the need of the particular organization.—Ida Christine Iversen, Los Angeles, California.

DO YOU know that to a certain extent your services as a teacher are valued in proportion to your contribution to the happiness and welfare of your profession? Do you realize that no man can honestly live to himself alone, especially when he is endowed with latent ability to give to others as he has received from those who have been willing to sacrifice time and personal convenience in order to give to him and his work?—*Seattle Grade Club Magazine*.

Friends of Children



LOUISA M. ALCOTT, whose "Little Women" has for years been an unrivaled favorite among books for girls.



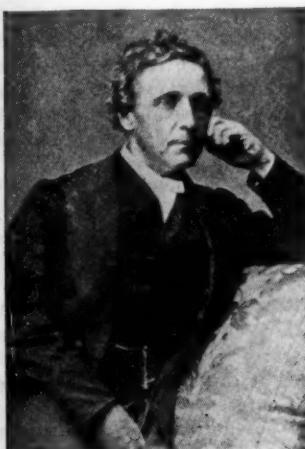
MARK TWAIN, known to all the world as the author of "Huckleberry Finn."



MARGARET SIDNEY, the author of the "Pepper" books, stories of a poor family imbued with splendid home spirit.



ROBERT LOUIS STEVENSON, beloved poet and novelist, who by his writings endeared himself to old and young alike.



LEWIS CARROLL, whose children's classic, "Alice's Adventures in Wonderland," gave him fame.



SELMA OTTILIANA LOVISA LAGERLOF, the author of the "Wonderful Adventures of Nils," a Swedish fairy tale.



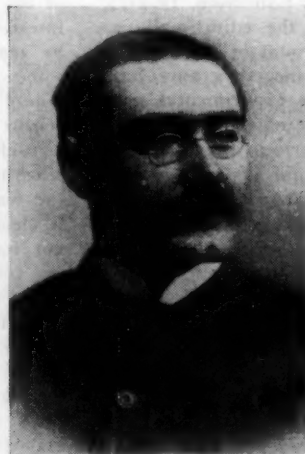
HENDRIK WILLEM VAN LOON, whose "Story of Mankind" is one of today's best sellers.



KATE GREENAWAY, who restored "Mother Goose" to the children and whose pictures and rhymes are full of quaintness.



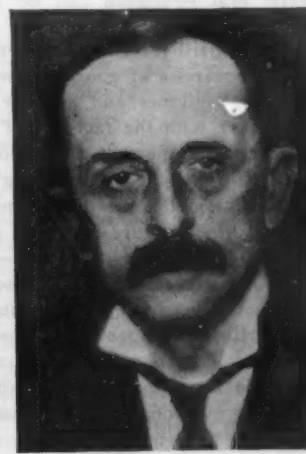
MRS. KATE DOUGLAS WIGGIN, author of "Rebecca of Sunnybrook Farm" and "The Birds' Christmas Carol."



RUDYARD KIPLING, who made the jungles of India real to American boys and girls.



JOEL CHANDLER HARRIS has delighted young and old with his "Uncle Remus" stories of Brer Fox, Brer Rabbit, and The Tar Baby.



JAMES M. BARRIE gave inexpressible delight to juvenile readers when he wrote "Peter Pan."

IN FOREIGN JOURNALS

THE SCOTTISH EDUCATIONAL JOURNAL for October has the following paragraph on the status of the teacher:

"In most of his speeches on education just now, the President of the Board of Education is emphasizing the fact that what matters most in education is the teachers. It is much to be desired that he should get this plain fact into the heads of some of the people who constitute our local authorities. There is evidence that it is becoming recognized by the best business men in the country. Only the other day the president of a big business organization took advantage of a meeting of his association—the Incorporated Association of Retail Distributors—to emphasize the importance to the business life of the community of the teacher, and to deprecate any reduction in the salaries paid to them. That man was a member of a very big firm in London—Messrs. Shoolbred & Co.—and he was alarmed at the growing discouragement amongst teachers because of the lack of appreciation of their work. He told business men quite plainly that the welfare of the teacher was a matter of deep concern to them and that they should watch very carefully any campaign for the reduction of the salaries paid to the teachers. Coming from such a quarter this utterance is very much to be welcomed. We hear a good deal of the business man who criticizes teachers. Here at least is one who admires their work."

THE SOUTH AUSTRALIAN TEACHERS' JOURNAL contains the annual address in full of Mr. W. Bennett, president of the Australian State Teachers' Federation, who in speaking of the size of classes says:

"One of the most pressing questions in our primary schools is how to reduce the size of the classes. We are on firm ground of educational theory and of educational practice when we say that with large classes but little real education can be attempted. The overburdened teacher of 50, 60, or 70 children can drill the class into a uniformity and by the exercise of enormous will-power, unwearying vigilance and extreme technical skill, together with the tact of a Parliamentary leader and the self-control of a saint may drag his class in a body along the highway of learning, but the development of individuality, the culture of that particular spark of talent or even genius—this the highest aim of true education cannot be pursued in such an overburdened atmosphere. A child drilled among such numbers cannot be trained in self-government and self-culture. He must be drilled into conformity. As far back as 1866, Matthew Arnold, who, as you know, was an inspector as well as a poet, wrote in his report that the greatest reform in education would be a reduction in the size of the classes. In the truest interests of the children we ask that the size

of the classes be reduced. No class should much exceed 30 or 35."

THE SCHOOLMASTER, the official organ of the National Union of Teachers in England, includes under its department "Notes of the Week" the following:

"Not only the ordinary concert-going public, but also school children, will benefit by the enterprising step just taken by the Manchester City Council. Arrangements have been made for a series of high-class concerts to be held in the Free Trade Hall during the months of October, November, and December. The City Council is making a grant to the finances of the undertaking in order that the prices of admission may be so low as to render it possible for the very poorest citizens to enjoy the high-class fare which is to be provided. The seats will be priced at from 8d. to 2s. 4d. for adults. At each concert there will be accommodation for 500 school children, to whom the charge will be 6d. each. The orchestra will be drawn from the Hallé combination, and the works to be performed include 'The Barber of Seville' and 'William Tell' (Rossini), 'The Marriage of Figaro' (Mozart), 'Merry Wives of Windsor' (Nicolai), and works by Wagner and Mendelssohn. Eminent artists have been engaged, and altogether the fortunate people of Manchester can depend on hearing a selection of the best music, splendidly rendered, at very little cost. The effects of such genuinely educational enterprise as this, upon both the children and the adults who will form the audiences, cannot be over-estimated. The musical conductor and the school teacher have very similar ends in view."

ACCORDING to an editorial in *The School*, a monthly magazine published by the Ontario (Canada) College of Education, better times for schools and teachers in England are in sight. In speaking of the "Report of the Board of Education, 1922-23" (England and Wales), the editor calls attention to "the brief account of the work of certain schools where special grants have been given to encourage experimental work in school curricula. One of these, the Perse School for Boys, Cambridge, has received since 1908 a grant in aid of experimental work in the teaching of languages (Latin and Greek) by the direct method. This is described in Reports by the Head Master, published by the Board of Education. (Educational Pamphlets, No. 20 and No. 28.)

"In another school, the James Allen's Girls' School, Dulwich, a grant has been made since 1912 toward the development of a botanical garden. The main object in developing the garden has been to make the teaching of botany thoroughly practical by closely associating indoor with outdoor work.

"Other experiments described include one in the conduct of a special farm course, the object of which is to provide a specialized

course of instruction for boys and girls of about fifteen to seventeen who have passed through the secondary school course; another is a special one-year course in Domestic Science for girls in Form IV, aged about fifteen; another, an experimental two years' advanced course in music intended for girls who have already passed the First Examination with music as one of their subjects and who show musical ability."

THE TEACHERS WORLD, for September, in commenting on the sabbatical year, doubts whether the system is practicable over the whole field of teaching, since granting a sabbatical year would call for an increase of about twenty thousand teachers. The main argument for the sabbatical year is that the work of teaching involves heavy demands upon nervous energy. We quote as follows:

"Apart from personal attributes of nervous energy, physical strength, and good craftsmanship, all of which help to make teaching pleasurable as well as tolerable, there are qualities which everyone may foster. Of these, one of the chief is a sense of perspective, such as will save the teacher from thinking that he is important because his work is important. It is folly to burden one's self with a heavy responsibility for everything that happens to the youngsters or to the school. Remember always that there were great men before Alexander. Remember, too, that such obvious duties as that of keeping in good physical health by wisely ordered diet, fresh air and exercise, and in good mental health by the wise choice and discreet pursuit of a hobby, are parts of your business as a teacher. Be a vigorous and cheerful human being, and do not try to be a piece of pompous perfection."

THE JOURNAL OF EDUCATION AND SCHOOL WORLD, for August, referred to the report of a committee organized by Lord Gorell, at the request of the Imperial Education Conference, to inquire into the educational possibilities of the cinematograph. "The full report has since been issued," according to the October issue of this magazine.

"The full report, besides giving technical information which will be of use to persons who know little or nothing of the machinery of the cinematograph, includes a number of interesting and valuable opinions expressed by teachers and inspectors, arising out of some actual experience or observation. There seems to be a pretty definite consensus of opinion that the film may prove a useful adjunct to the existing means of teaching certain subjects. On the other hand, the warnings are so numerous that the case is clearly one for gradual development and not for headlong hurry. At present there are few films of real educational value, and even when there are more we shall still have to determine how far the fleeting impressions of the cinematograph contribute to solid and lasting knowledge. At present it looks as though the value of moving pictures may lie chiefly in the stimulus they may afford, and in further impressing what has been learnt by the slower traditional methods of exposition, blackboard drawing, and the like. 'Easy come, easy go' is the fear of the committee's witnesses."

GUIDE TO BOOKS

Print at Work

Librarian Joseph L. Wheeler, of the Youngstown, Ohio, Public Library, has a thoroughly worked out project of home reading with school credit which has been in operation for five years, and it is considered one of the best methods yet undertaken to make good home reading a part of the school work of every pupil. Just as Superintendent Washburne and his teachers have had to write new textbooks for their system of individual instruction, so Mr. Wheeler and his staff have worked out valuable manuals for use in this home reading work.

Books for Christmas

Books as gifts are unexcelled both for children and adults if chosen wisely. The rule to follow is to give no book that one has not read carefully. Many libraries follow the practice of having sample copies of gift books on exhibit for several weeks before Christmas with an expert to advise their patrons in book matters. The American Library Association publishes two useful Christmas lists—one for adults, *Books as gifts*; one for children, *Gifts for children's bookshelves*. Copies may be had on application to the American Library Association, 86 East Randolph Street, Chicago, Illinois, mentioning THE JOURNAL.

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.

Bulletin of the Department of Elementary School Principals, Volume IV, No. 1, October, 1924. 64p. Single copies, 50c. Has been mailed to members of the Department of Elementary School Principals.

Health education: a program for public schools and teacher-training institutions: report of the Joint Committee on Health Problems in Education. 161p. Single copies, 50c. (Formerly announced as \$1.) Roberts, John S. *William T. Harris; his philosophical and educational views*. 250p. Single copies, cloth, \$2.

Addresses and Proceedings of the sixty-second annual meeting of the National Education Association, held at Washington, D. C., June 29-July 4, 1924; Volume 62. 1100p. Single copies, \$3. Has been mailed to \$5 members.

Other Books on Education

AGNEW, WALTER D. *The administration of professional schools for teachers*. Baltimore, Md., Warwick & York, 1924. 262p. \$2.20.

AVEY, ALBERT EDWIN, comp. *Readings in philosophy*. N. Y., Appleton, 1924. 614p. \$3.

BETTS, GEORGE HERBERT. *The curriculum of religious education*. N. Y., Abingdon Press, 1924. 536p. \$3.

Books of good reading for high-school students and others; in two parts. Syracuse, N. Y., Public Library. Paper, 30c.

CHAPMAN, JAMES CROSBY, and COUNTS, GEORGE SYLVESTER. *Principles of education*. Boston, Houghton Mifflin, 1924. 663p. \$2.75.



BIRTHDAYS — CHRISTMAS
— VACATION TIME —
HOW DO YOU SELECT THE BOOKS
WHICH YOU BUY
FOR YOUR CHILDREN?
WHY NOT CONSULT THE
CHILDREN'S DEPARTMENT
PUBLIC LIBRARY

Public Library, Washington, D. C.

COOPER, HOMER E. *Cost of training teachers*. Baltimore, Md., Warwick & York, 1924. 112p. \$1.60.

CROW, CHARLES SUMNER. *Evaluation of English literature in the high school*. N. Y., Teachers College, Columbia University, 1924. 172p.

DALE, J. A., ed. *Education and life; addresses delivered at the national conference on education and citizenship, held at Toronto, Canada, April, 1923*. N. Y., Oxford Univ. Press, 1924. 316p. \$4.75.

EDMONSON, J. B., and SCHORLING, RALEIGH. *Problems of the high-school teacher*. Bloomington, Ill., Public School Publishing Co., 1924. 68 problems.

HART, JOSEPH K. *Social life and institutions*. Yonkers, N. Y., World Book Co. 423p. \$1.80.

HAUSER, C. A. *Latent religious resources in public-school education*. Philadelphia, Pa., Publication and Sunday School Board of the Reformed Church, 1924. 320p. \$2.50.

HAWKSWORTH, HALLAM. *What are you going to be?; little talks on the vocations*. N. Y., Century, 1924. 256p. \$1.75.

HILL, H. C., and LYMAN, R. L. *Reading and living; in two books*. N. Y., Scribner's, 1924. Book 1, 496p. Book 2, 518p.

HOPKINS, L. THOMAS. *The intelligence of continuation-school children in Massachusetts*. Cambridge, Mass., Harvard Univ. Press. 150p. \$1.75.

KORNHAUSER, ARTHUR W. *How to study; some suggestions for college students*. Chicago, Univ. of Chicago Press, 1924. 50p. Paper, apply.

LOUNSBERY, HARRIET CAMP. *A syllabus of hygiene for the lower grades of the public schools; a guide for the teachers*. Charleston, W. Va., Lovett Printing Co., 1924. 66p. \$1.25.

MAVITY, ARTHUR B., and NANCY B. *Responsible citizenship*. Chicago, Benjamin H. Sanborn & Co., 1923. 424p. \$1.76.

NEWCOMER, MABEL. *Financial statistics of public education in the United States, 1910-1920*. N. Y., Macmillan, 1924. 188p.

PAN AMERICAN UNION, SECTION OF EDUCATION. *Latin America; suggestions for teachers*. Washington, D. C., Gov't Print. Off., Supt. of Docs., 1924. 13p. Paper, apply.

PATRICK, GEORGE T. W. *Introduction to philosophy*. Boston, Houghton Mifflin, 1924. 463p. \$2.50.

PENDLETON, CHARLES S. *The social objectives of school English*. Nashville, Tenn., George Peabody College for Teachers. 225p. \$2.25. By mail, \$2.50.

PRATT, CAROLINE, ed. *Experimental practice in the city and country school*. N. Y., Dutton, 1924. 302p. \$2.50.

RANDOLPH, EDGAR DUNNINGTON. *The professional treatment of subject-matter*. Baltimore, Md., Warwick & York, 1924. 202p. \$2.20.

SHARP, RUSSELL A. *Teaching English in high schools*. Boston, Houghton Mifflin, 1924. 163p. \$1.20.

SMITH, AMY K. *Needlework for student teachers; intended for the use of teachers and students of all grades*. N. Y., Pitman. 258p. \$2.25.

SMITH, WALTER ROBINSON. *Constructive school discipline*. N. Y., American Book Co., 1924. 275p.

SOWERS, DON C. *Financing of public-school education in Colorado*. (Univ. of Colorado Bull., Vol. 24, No. 6) Boulder, Colorado, Univ. of Colorado, 1924. 94p.

WILLETT, GEORGE W. *The public school debt in Illinois*. (Publications of the Educational Finance Inquiry, Vol. 2.) N. Y., Macmillan. 112p. Paper, apply.

WODEHOUSE, HELEN. *A survey of the history of education*. N. Y., Longman's, Green, 1924. 239p. \$2.

WOOD, THOMAS D. *The child in school; care of its health*. N. Y., Funk & Wagnalls. 77p. 30c.

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



Public Library, Washington, D. C.

sent in coin, not stamps. The list is prepared for THE JOURNAL by Edith A. Wright, of the Editorial Division of the Bureau.

BULLETIN, 1923, No. 55. *Bibliography of education and psychological tests and measurements.* 233p. Paper, 25c.

BULLETIN, 1924, No. 5. *The chief state school official.* 67p. Paper, 10c.

BULLETIN, 1924, No. 16. *Objectives in commercial engineering; report of the second conference on business training for engineers and engineering training for students of business.* 66p. Paper, 10c.

BULLETIN, 1924, No. 19. *Schools for adults in prisons, 1923.* 33p. Paper, 5c.

BULLETIN, 1924, No. 22. *Technique of procedure in collegiate registration.* 26p. Paper, 5c.

BULLETIN, 1924, No. 27. *Record of current educational publications, June 1, 1924.* 69p. Paper, 10c.

BROADSIDE. *American Education Week, November 17 to 23, 1924.* Paper, 5c.

HOME ECONOMICS CIRCULAR, No. 19, 1924. *Sources of useful information for the teacher of home economics.* 18p. Paper, 5c.

INDUSTRIAL EDUCATION CIRCULAR, No. 23, 1924. *Vocational education in Geneva, Switzerland.* 24p. Paper, 5c.

KINDERGARTEN CIRCULAR, No. 17, 1924. *How the kindergarten aids children's progress in the grades.* 6p. Paper, 5c.

RURAL SCHOOL LEAFLET, No. 26, 1924. *Types of courses of study in agriculture. Adapted to grades 7 and 8 of elementary rural schools or rural junior high schools.* 35p. Paper, 5c.

TEACHERS' LEAFLET, No. 17, 1924. *A list of books for a teacher's professional library; a classified list of 100 titles.* 15p. Paper, 5c.

Among Books Received

ARNOLD, JOHN H., comp. *The blue book of prize pieces.* Harrisburg, Pa., Handy Book Corp., 1924. 310p.

ASHLEY, ROSCOE LEWIS. *American history; for use in secondary schools.* N. Y., Macmillan, 1924. 678p.

COLLINS, A. FREDERICK. *The amateur electrician's handbook; a book for the boy or man who wants to make and do things electrical.* N. Y., T. Y. Crowell Co., 1924. 373p. \$2.

HILLYER, V. M. *A child's history of the world.* N. Y., Century, 1924. 480p. \$3.50.

MACVEAGH, LINCOLN, ed. *The new Champion cyclopedia for young folks; persons.* N. Y., Holt, 1924. 630p. \$5.

NEUHAUS, EUGEN. *The appreciation of art.* Boston, Ginn & Co., 1924. 250p. \$3.

MORRIS, CORA. *Stories from mythology; North American.* Boston, Marshall Jones Co., 1924. 173p.

PARSONS, KITTY. *Stories of people worth while.* N. Y., Revell, 1924. 160p. \$1.25.

SHIPPEE, LESTER BURRELL. *Recent American history.* N. Y., Macmillan, 1924. 554p.

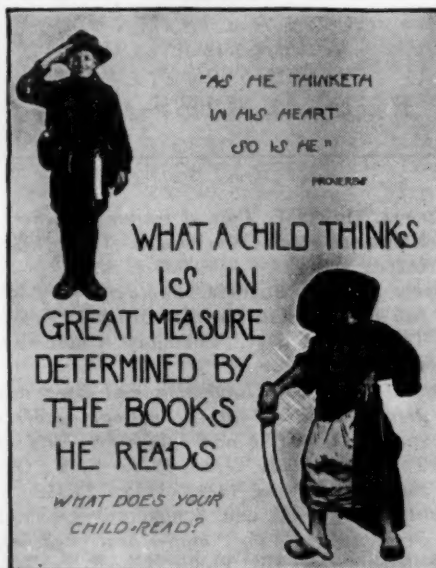
SMALL, SIDNEY AYLMER. *The boys' book of the earth; the story of the earth from the beginning.* N. Y., Dutton, 1924. 281p. \$2.50.

THURBER, SAMUEL. *Précis writing for American schools; methods of abridging, summarizing, condensing; with copious exercises.* Boston, Atlantic Monthly Press, 1924. 150p. 90c.

WAGENEN, THEODORE F. *Beacon lights of science; a survey of human achievement from the earliest recorded times.* N. Y., T. Y. Crowell Co., 1924. 444p. \$3.

WEBB, HANOR A., and DIDCOCK, JOHN J. *Early steps in science.* N. Y., Appleton, 1924. 691p.

WILDMAN, EDWIN. *The founders of America; in the days of the Revolution; the lives and deeds of the great patriots who gave this Nation its independence.* Boston, Page & Co., 1924. 326p. \$2.

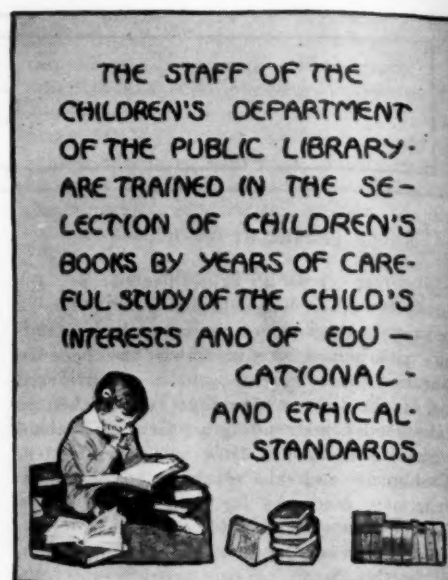


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These Eventful Years

These Eventful Years, The Twentieth Century in The Making, as Told by Many of Its Makers. New York, Encyclopædia Britannica, Inc., 1924. With 160 full-page illustrations and numerous maps. 2 vols. \$11.25.

"It would have been difficult to have selected topics more absorbing or writers whose opinions are better worth attention than those which have been chosen," says James Harvey Robinson in reviewing these two



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volumes which have just come from the press. It is the dramatic story of all that has happened throughout the world during the most momentous period in all history.

The authors of the various chapters, eighty-four in number, are those who, by their personal part in the events, or by study of them, are best qualified to tell the story, whether regarding the past, the present, or the future. Every chapter is signed by the author. The volumes are intended primarily, not for consultation or reference but for connected reading. They form one continuous story, the truth and vividness of which cannot fail to impress the reader. It is an original contribution to the world's knowledge, and contains new and striking information never before in type.

The first four chapters by J. L. Garvin, editor of *The London Observer*, give a bird's-eye view of what has taken place the world over in the unprecedented years of this century under the title *History of Our Own Times*. Following these are eleven others covering the World War, its causes, its diplomacy, its fighting. The next eight chapters deal with the results of the War and cover such subjects as the League of Nations, Allied Debts, Taxation, Wages, and Social Unrest. Then comes a series of chapters dealing with the principal countries of the world, written by persons who have been prominent leaders of affairs or by scholars who have made a comprehensive study of those countries during the years of this century.

The second volume opens with *A Forecast of the World's Affairs* by H. G. Wells. He thinks of history not merely as a record of events but as an "analysis of the main operating causes that determine the general flow of human affairs." If this book fulfills its purpose it should be a contribution toward a better understanding of the future, and should help to make that future clearer and brighter. Quoting again from Mr. Robinson:

"As one closes this work he cannot but feel that it far outruns all reasonable expectations and that it should serve to raise our thinking about all public questions onto a new and higher plane."—Agnes Winn.

NOTES and ANNOUNCEMENTS

THE Officers and Headquarters Staff of the National Education Association send cordial holiday greetings to the members of the Association and its hosts of friends.

DEPARTMENT of Superintendence—Cincinnati, February 22-26, 1925. The opening service of the Department of Superintendence will be held Sunday afternoon, February 22, at four o'clock. The last general session will be on Thursday evening, February 26. The general theme for the week, selected by President William McAndrew, is *Schools for Service, not for Self*. Complete announcements will appear in the January and February issues of *THE JOURNAL*.

Exhibits—The convention will emphasize the finer things in education, and exhibits in the Cincinnati Music Hall will be arranged to show progress in such activities. The creative work of children in the fine arts will have a prominent place. The exhibit will include paintings, drawings, wood cuts, plastics, and embroideries. Posters showing participation of schools in movements for civic betterment will form an interesting section of the exhibit. All schools having material suitable for exhibit are invited to contribute. William H. Vogel, art authority of the Cincinnati public schools, will be in charge.

Hotels—Reservations of hotel rooms already made forecast an unusually large attendance. Single rooms in hotels are exhausted but the Housing Committee has an

ample supply of such rooms in private residences. Hotel rooms for occupancy by two or more persons are still available. Communications regarding sleeping room accommodations should be addressed to Thomas Quinlan, Chamber of Commerce, Cincinnati, Ohio.

Special railroad rates—One and one half fare for the round trip on the identification certificate plan. Certificates will be ready for distribution January 10, 1925.

Yearbook—The Commission on the Curriculum met in Washington October 24 and 25. The Commission is responsible for the preparation of the Third Yearbook. Twelve subcommittees, including in their membership over seventy outstanding educators, have been collecting and analyzing research studies in the field of the elementary school curriculum. The 1925 Yearbook will represent a fine piece of cooperative effort. It is planned to make this Yearbook of immediate practical use to superintendents of schools and committees engaged in revision of courses of study.

THE BIENNIAL MEETING OF THE WORLD FEDERATION of National Education Associations, will occur July 20-28, 1925, at Edinburgh, Scotland. The Educational Institute of Scotland, through the direction of George Pringle, secretary and also member of the executive committee of the Federation, is actively at work on local arrangements. Considerable interest is manifested throughout the world in this coming meeting and everything bids fair for a very profitable occasion.

We have arranged with the travel department of the American Express Company to handle the trans-Atlantic movement. Steamers are being chartered and circulars

are being printed for broadcasting the information. It seems evident that a round-trip rate will be secured from \$165 to \$275. Many American educators and laymen interested in this world movement will attend the conference. Present indications are that from three hundred to five hundred Americans will attend this meeting.

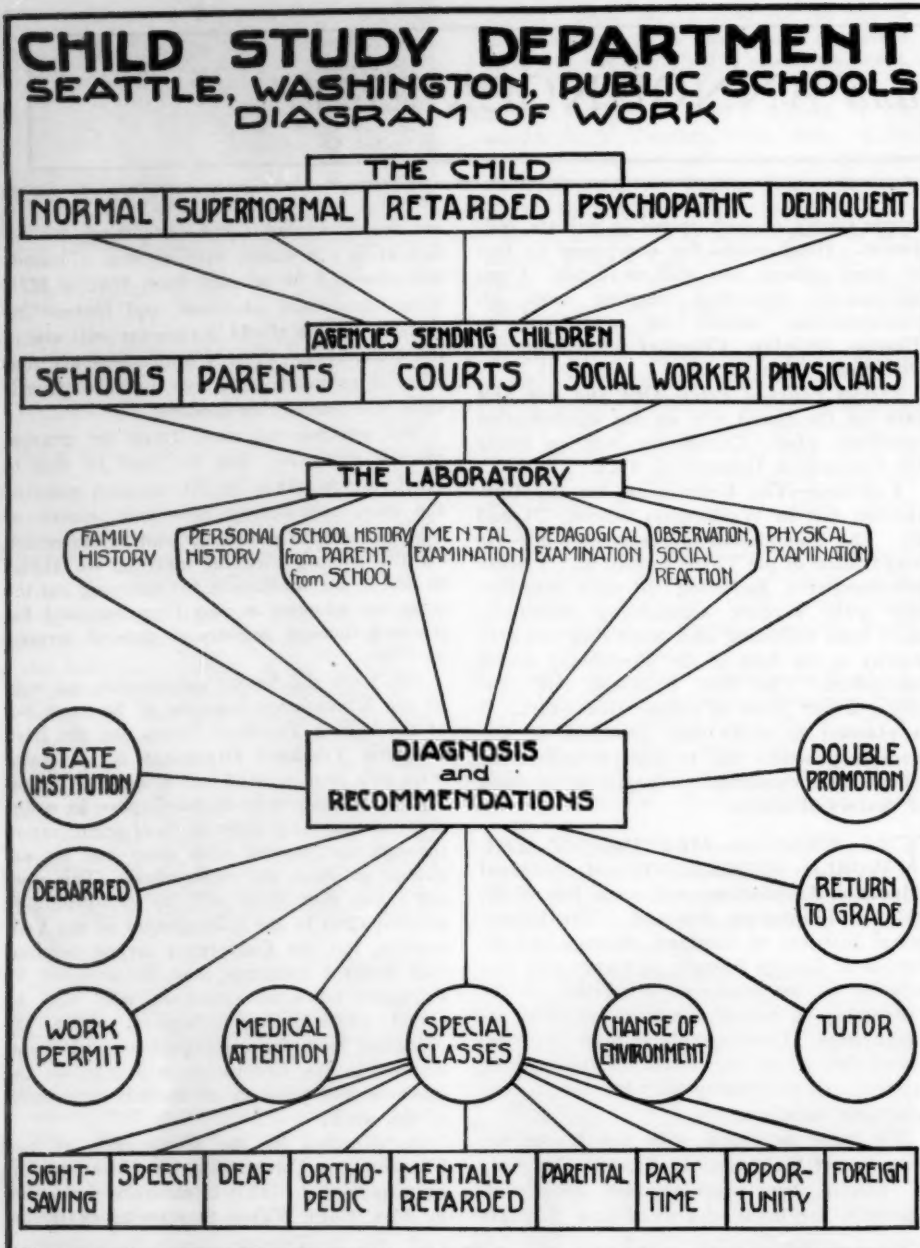
We are assured now, from the general interest expressed, that we shall be able to secure for speakers for the occasion many of the most outstanding men and women of Europe, both in education and in statecraft. At the coming biennial meeting we expect to add to the machinery for carrying out the program adopted at San Francisco and for pushing through matters of general interest as well.

We have the hearty cooperation not only of the Educational Institute of Scotland but of the British Teachers' Union and the Irish National Teachers' Organization. It seems wise this year to send out a general invitation to all countries to participate in order that we may help them in local organization through our contact with them and by exchange of ideas and experiences. This does not mean that there will be indiscriminate participation in the management of the Federation, but the Conference Group Sections and general meetings may be attended by delegates from all countries who may be called participating delegates, while the delegates from the organizations with membership in the Federation will transact the business and pass on all matters pertaining to the work.

As directed by the Conference at San Francisco, a Commission on Illiteracy has been appointed. This Commission is headed by Mrs. Cora Wilson Stewart as chairman.



THE THIRD Annual Meeting of the Royal Palm Education Association at West Palm Beach, Florida, September 22 to 26, 1924—The Boards of Education of Dade, Broward, and Palm Beach Counties—the three lower east coast counties of Florida—financed this educational meeting and the attendance constitutes the first week of the school term. Six hundred teachers were present. Speakers and instructors nationally known were there. Under the constructive leadership of superintendents Agnes Ballard, James S. Rickards, and Charles M. Fisher a campaign for membership in the National Education Association was inaugurated, and carried to a successful finish the last day of the meeting. A committee of three teachers from each county, appointed by the superintendent, was enlarged to include all of the principals. As a result of their activity, the association voted to join the National Education Association one hundred per cent. When the time bank checks were counted seventy-five per cent of these teachers had paid the first day. The other memberships are coming in daily to headquarters. One hundred per cent membership in the State association followed next. The splendid attendance, the enthusiastic group meetings, the unusual quality of instruction, and the professional spirit of the teachers, combined with the high order of leadership of these three superintendents, make this gathering one of the truly significant ones in the country.



Stimulated by the World Conference at San Francisco, the crown prince of Japan has set aside one million yen for the purpose of attempting to wipe out illiteracy in Japan in ten years. China has organized and adopted the slogan *China a Literate Nation in one Generation*. Mr. Ortega, of Honduras, is heading a project for solving their problem in five years. Similar movements are already under way in many other countries. Mexico has taught 200,000 adult illiterates to read and write in two years.

The work of the coming meeting of the Federation will be far-reaching. World peace, the greatest cause of all, will receive definite attention. The cause of world peace is inseparably connected with education. When the people of different nations learn of the environment, history, and aspirations of others, together with their contributions to the advancement of society, and when they come to an understanding of them, most of the points of friction will be eliminated. War thrives on ignorance and jealousy; peace on knowledge and understanding.

There has been much interest in the \$25,000 award offered by Raphael Herman for an educational plan calculated to produce justice and cooperation among the nations. The correspondence covering this contest reached many thousands, and five thousand plans were submitted. The World Federation will act upon the plan finally selected, and if approved, the program set up in the winning plan will be promulgated among the nations.

Persons wishing to make arrangements for attending the World Federation meeting at Scotland in 1925 should write either to the president at Augusta, Maine, or to Charles W. Williams, secretary, Columbia, Missouri.—Augustus O. Thomas, President of the World Federation of National Education Associations.

REMOVE the tax on friendship—International travel is impeded by a ten-dollar charge in each country for the visá of passports, one of the remnants of the war. A movement is now on foot to have the United

States agree with other countries to give up their ten-dollar charge if we will give up ours. Miss Katherine D. Blake writes to suggest that members of the Association write their Congressmen and Secretary Hughes urging that this be done, in view of the many teachers who travel and study abroad each year.

HELP WANTED—The editorial staff of *THE JOURNAL* is deeply indebted to its many friends throughout the country for many helpful suggestions. Have you written your suggestion? What article in this number of the magazine do you like best and why? What article do you like least and why? What articles or features would you like to see added? Address suggestions to Joy Elmer Morgan, Managing Editor, 1201 Sixteenth Street Northwest, Washington, D. C.

UNDER the direction of the Department of Classroom Teachers of the National Education Association a regional conference for Oregon and southern Washington will be held at Lincoln High School, Portland, Oregon, on Wednesday morning, December 31, 1924. Reports of the National convention at Washington, D. C., and of the business sessions of the Department of Classroom Teachers, reports of the regional conference in Walla Walla and Tacoma, and of the committee work being done by the department will be given.

THE PROBLEM OF TENURE is more carefully reviewed in *Research Bulletin*, Volume II, No. 5, than in any previous publication. Exact data showing the high percentage of teacher turnover are presented. Numerous court cases are reviewed. The principal provisions of State tenure laws are arranged in tabular form; and special features of local tenure regulations are listed. A review of teacher tenure provisions in foreign countries shows that the United States is far behind European countries in tenure legislation. The vote of 2112 teachers and laymen as to what are just causes for dismissal is recorded. All existing State tenure laws are reviewed, and a comprehensive bibliography on teacher tenure is included.

TEACHERS' SALARIES throughout the United States for 1924-25 have been carefully surveyed by the Division of Research of the National Education Association. Special tabulations to meet the needs of individual cities will be available shortly. These distribution tables will show the salaries paid kindergarten, elementary, junior high school, senior high school, and special class teachers, school nurses, school janitors, clerks in principal's offices, and clerks in administrative and supervisory offices; teaching and supervising elementary school principals, junior high school principals, assistant or vice-principals or deans, and high school principals.

The January *Research Bulletin* will not only summarize the above findings but will also analyze present trends in teachers' salaries.

THE NATIONAL EDUCATION ASSOCIATION has done more for teachers than any other thing or any other group of people.—Ethel E. Redfield, Executive Secretary, Idaho State Teachers Association, Boise, Idaho.

THE NEXT annual Conference of the American Library Association will be held in Seattle, Washington, June, 1925.

THE VALUE of the golden rule in character building has long been recognized among educators. But if this principle is to become part of human character, we must not only teach but must see that the teaching becomes automatic through practice. An unusual opportunity for the practical working out of the golden rule idea is afforded by the International Golden Rule Sunday observance being promoted by the Near East Relief. The following letter from Commissioner Tigert to Dr. John Finley will be of interest to teachers who desire to urge their pupils to eat a simple Sunday dinner on December 7, that orphans in the Near East may have more to eat throughout the year:

Dear Dr. Finley: The second annual observance of Golden Rule Sunday, which I understand is to be carried out on December 7, should arouse the efforts of all those who are interested in the relief of the innocent and suffering children of the Near East. I hope that this observance will be even more successful than last year's.

In the schools of the country, action will necessarily be controlled by local authorities, but in so far as such a program is consistent with State and local policy, it would seem to me that this action offers an opportunity not only for worthy philanthropy, but for educational value to our children in the spirit of brotherhood and international good will.

I understand that the results of this campaign will be used for a constructive orphanage program. This appeals to me as an altogether worthy objective. Cordially yours, JOHN J. TIGERT, Commissioner.

THE DIVISION of Research of the National Education Association has just issued two new bulletins: Vol. II, No. 3—*Teachers' Retirement Allowances*; and Vol. II, No. 4—*Facts on the Public School for American Education Week*. In the bulletin on Retirement Allowances has been concentrated the outstanding material that has resulted from the Association's recent work in the teacher retirement field. The Iowa State Teachers' Association has ordered 10,000 copies of this bulletin. The bulletin, *Facts on the Public School for American Education Week*, shows: (1) What's Right With the Schools; (2) How to Strengthen the Schools; and (3) Timely Suggestions for Observance of American Education Week.

AT THE RECENT ELECTION, Mrs. Mary C. C. Bradford, State superintendent of public instruction of Colorado, was re-elected with a plurality of 20,000. This record is considered a special tribute to Mrs. Bradford's work in view of the fact that she ran on the Democratic ticket in a Republican state. Mrs. Bradford has long been an active participant in constructive work of the Association. She was president of the National Education Association in 1918, and a member of the Committee on the Emergency in Education during the World War.

DR. W. C. BAGLEY, editor-in-chief of *The Journal*, has been appointed by State Superintendent Wood, of California, to direct the California survey of elementary school courses of study, with a view to ascertaining whether school children are being retarded by some of the subjects prescribed by law.

DR. WILLIAM M. DAVIDSON, superintendent of schools of Pittsburgh, Pa., has accepted the chairmanship of the Public School Golden Rule Committee, sponsoring the ob-

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WASHINGTON EDUCATION JOURNAL

October, 1924

Does Professional Organization Pay?

W. E. A. and P. T. A. On the Firing Line

My Obligation as a Legislator

By CLARA L. JAHNKE, Spokane

President Washington Education Association

I am a legislator, for an initiative measure makes every voter in the state a law maker.

I am a legislator; therefore I should be informed on pending measures. Rightly is condemnation heaped on a representative who casts an ignorant vote, and rightly is condemnation heaped on a voter who casts an ignorant ballot.

I am a legislator. There are so many bills that no one can be fully informed on all of them so I depend on friends who have made a special study of some measure to give me the facts, and they rely on me for information on a bill with which I am familiar. Being a teacher, they naturally turn to me to learn the effect of Initiative No. 50 on their schools. I must give them facts, figures and convincing arguments, so that they can cast an intelligent ballot.

I have but one vote, but I can multiply my vote by giving out correct information.

I may be worth as much as a thousand voters who consider that they have done their duty by the ballot box when they have cast their vote. The indifferent, the uninformed and misinformed need to be aroused to opposition. They need to see that Initiative No. 50 would wreck the school system of the state, without correcting our inequitable system of taxation. It is the experience of workers that very few people are in favor of Initiative No. 50 when they know its effects. Parents are incurably fond of their children and do not want to curtail their educational opportunities.

The schools are facing a crisis. As guardians of education let us multiply our votes in four ways:

1. By talking to friends.
2. By writing acquaintances.
3. By using the phone.
4. By distributing literature.

We are legislators. Are we assuming our full obligation? We assume that every teacher will cast an intelligent ballot but that is not enough. Are we making our influence felt so that others will cast their ballot against Initiative No. 50? That is our obligation. Are we influential legislators? How many votes can you influence?

A great responsibility rests upon your shoulders, for we are legislators—plus

A drastic program of tax-reduction embodied in Initiative No. 50 was defeated in the State of Washington at the November election. Friends of education are rejoicing that the schools will not have to suffer the reduction of 80 per cent in the State school fund, which would have resulted had the measure passed. Arthur L. Marsh, secretary of the Washington Education Association, sends the good news to *THE JOURNAL* in the following telegram: Tax limit measure decisively defeated with returns almost complete. Adverse vote stands over three to two. Menace to schools conclusively shown by educational forces regarded chiefly responsible for defeat. Clearly shown that people of this progressive State want good schools even more than lower taxes. Splendid campaign by educational forces.

servance of Golden Rule Sunday on December 7 throughout the schools of America. Golden Rule Sunday is to be observed by the eating of an orphanage dinner, such a dinner as the children in American orphanages in the Near East eat every day—nourishing but frugal, cost about four cents for each person. As a fulfillment of the Golden Rule, gifts are asked for the orphan children.

The Crisis Calls

By MRS. VICTOR H. MALSTROM, Tacoma

President Washington State Branch of the National Congress of Parents and Teachers

Forces within the state whose primary interest is not protection of education nor the welfare of children have precipitated a crisis in the financial support of schools and other institutions representing education and protection of dependents calling for intelligent action of all responsible citizens. This danger appears before us as a tax reduction measure known as Initiative No. 50. Whether you have an association in your district or not, see your patrons are informed concerning this proposed measure, which means so much to the children of all the commonwealth. Make speed to help your community in organizing a parent-teacher association, that machinery for the study and meeting of problems that have to do with the education interests and the welfare of the child may be standing and ready to act.

"With All Vigor"

By MRS. C. E. BROWN, Bremerton

Chairman Legislative Committee, Washington Branch National Congress of Parents and Teachers

The phrase above tells the manner in which our state branch of the National Congress of Parents and Teachers resolved to oppose Initiative No. 50 at their annual convention last May. I am reminding you of this as your secretary feels that W. E. A. members will be encouraged by and interested in knowing our Parent-Teacher forces are in the field with you and conducting an active campaign against the proposed "40-mill limit."

Our magazine has carried instructive articles on the measure the past two issues and a letter to all circles has further enlightened our own membership. This committee firmly believes that P.-T. A. members and their families will go to the polls with a clear understanding of No. 50's danger and act accordingly. We have 33,000 members in 485 circles located in all sections of the state.

Our local circles are also instructed to work for newspaper publicity in their own communities and to get correct information before such organizations interested in such matters. The University of Washington Alumni Association is cooperating by furnishing speakers and the two issues of their publication "The Alumnus," to appear before election day, will contain articles against the measure.

Both our organizations have agreed to it; as a motto we have all followed it and if we continue success will reward efforts. Remember—"with all vigor."

THE NATIONAL Convention of the American Association of Teachers of Spanish will meet in Denver, Colorado, December 22 and 23, instead of January 2 and 3, as announced in the November *JOURNAL*.

A GOOD SUGGESTION—"I should like to suggest that each teacher make her own *Who's*"
(Continued on page A-209)

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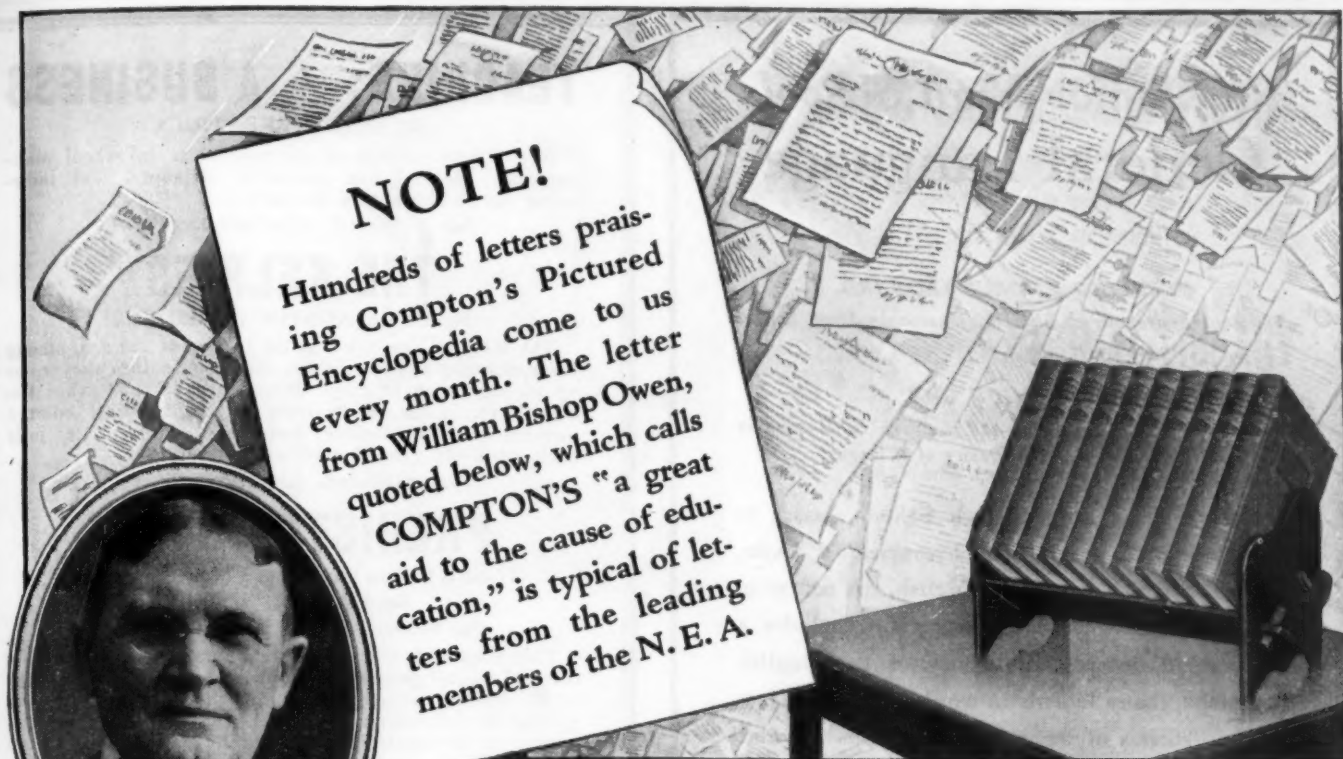
Articles and poems are indexed under authors and titles. A few subject headings—like Education Bill, Ethics for Teachers, and Curriculum—are used. Abstracts are listed under authors only. Portraits are included in the main alphabet. Cartoons and some illustrations are listed by titles. Reference is given to editorial pages, but not to each editorial.

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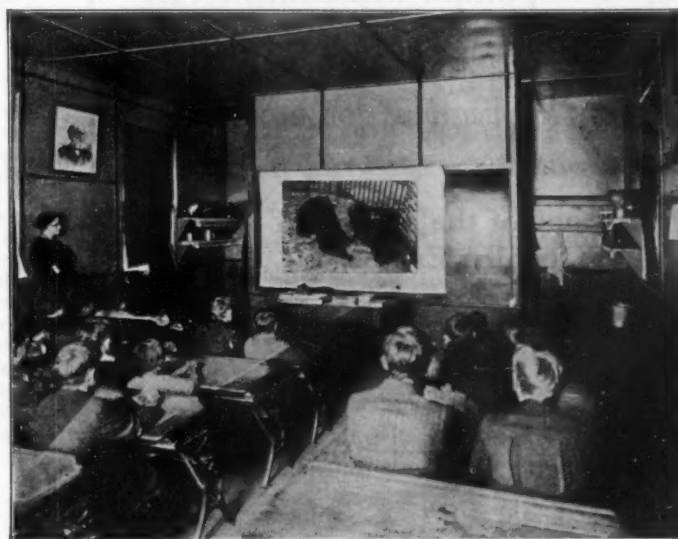


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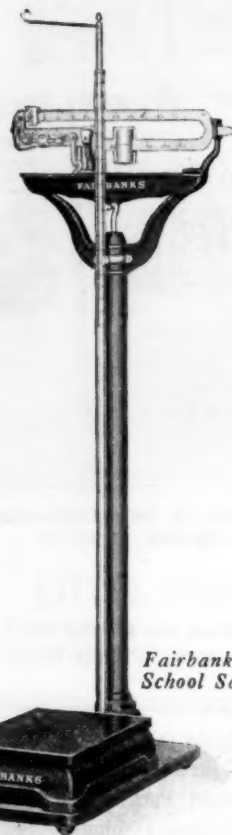
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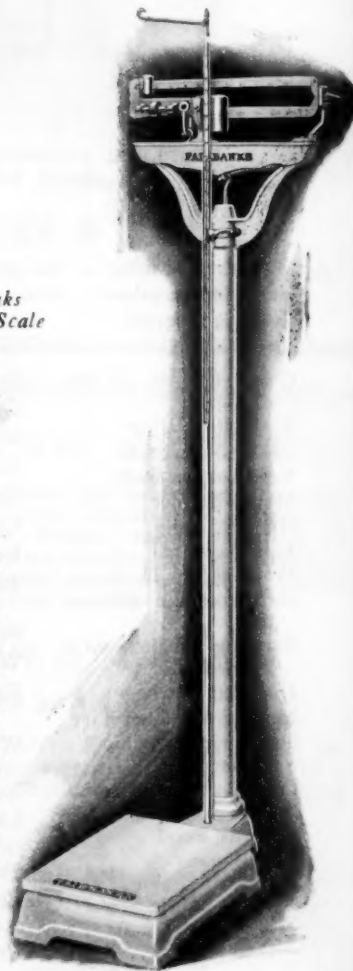
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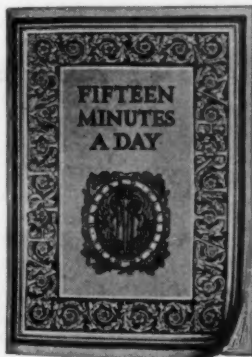
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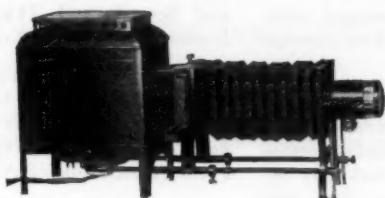


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Notes and Announcements

(Continued from page 355)

Who. I have made one for myself and have memorized it. Of course, every teacher should know the National, State, and local officers. In my own *Who's Who*, I have the names and official positions of the president, executive secretary, and editor of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION; the president, executive secretary, editor of *The Journal*, district president, and local president of the Montana Education Association; president of the Playground and Recreation Association; president and editor of the *Journal of the American Physical Education Association*; National, State, and local officers of the Federation of Women's Clubs and of the Business and Professional Women's Clubs. I think every teacher should be familiar with the leaders, the aims, and the policies of every organization with which she is connected."—Alpha M. Pierson, Physical Director, Deer Lodge, Montana.

THE FOURTH National Safety Educational Contest offered by the Highway Education Board is announced to close December 20, 1924. More than \$6500 in cash prizes and medals will be awarded to elementary school pupils and teachers. Pupils will write essays on the subject, *My Conduct on Streets and Highways*. The teachers are invited to prepare practical lessons for use in the classroom. Essays are not to exceed five hundred words; the lessons by teachers may run between one thousand and three thousand words. Detailed information may be

had by writing to the Highway Education Board, Willard Building, Washington, D. C.

A REPORT of the School Savings Plan in Seattle, Washington, shows that 66 per cent of the entire enrolment in the public schools now have savings accounts. The amount in the School Savings Bank at the beginning of the present school year was a little in excess of \$200,000, with a total of 32,113 depositors. The enthusiasm for the plan displayed by both teachers and pupils indicates that the deposits for 1924-25 will far exceed those of any previous year.

MILWAUKEE, Wisconsin, has a new and comprehensive program of school building. In the next ten years, the city will build four more senior high schools, of which it now has eight; twelve more junior high schools, of which it now has six; and twenty-one elementary schools.

DR. LINDSEY BLAYNEY, of Rice Institute, Houston, Texas, has been elected president of the Texas State College for Women, at Denton, Texas. Dr. Blayney is a graduate of Centre College of Kentucky, pursued graduate studies in Europe (Ph. D., Heidelberg), and was Albert Kahn Fellow in India, China, and Japan, 1914-15. He will assume his new duties on January 1.

NEARLY 10,000 REQUESTS for health publications have been received by the United States Bureau of Education during the past year, and more than 1,000 letters requesting specific information on school hygiene were answered by specialists in the division of physical education.

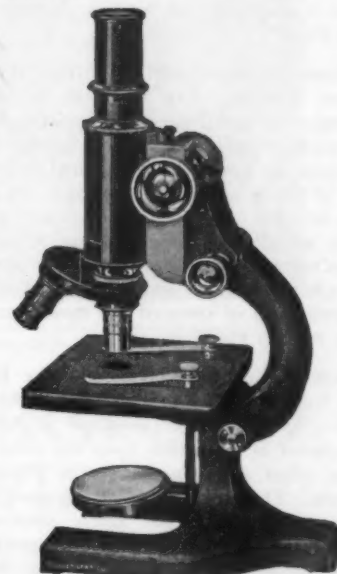
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DEDICATION of the new school of citizenship and public affairs at Syracuse University, early in October, was marked by impressive ceremonies at which the principal speakers were Elihu Root, formerly Secretary of State, and Professor James W. Garner, of the University of Illinois, president of the Political Science Association of America. The school is the first of its kind in the United States.

FREEPORT, PENNSYLVANIA, dedicated a new public school building, October 3, 1924. Two years ago the town voted a bond issue of \$155,000. The bonds were sold for \$160,035, giving the board \$5035 premium. The new building has been organized on the six-six plan. Its junior high school has been recognized by the State Department of Public Instruction. A fully equipped commercial department is a part of this system, and a full-time music teacher is employed.

A COURSE in commercial photography has been added to the curriculum of the Roosevelt High School, Los Angeles, California. This is an addition to a department of graphic art which is to include also a course in printing and in photo-engraving. These courses have been determined upon as a result of a survey of the vocational needs of that particular community.

THE UNIVERSITY of Illinois has classified the parents of its 11,000 students. Thirty per cent are farmers and 1399 are skilled or unskilled laborers. Among them are junk dealers, blacksmiths, policemen, watchmen, painters, plumbers, miners, and porters. Professional men, scientists, and business

men constitute the majority, but these statistics show that intelligence is not a matter of class distinction.

TEACHERS who desire literature on the subject of the Child Labor Amendment can obtain it by addressing the National Child Labor Committee, 215 Fourth Avenue, New York City.

LINCOLN S. INGRAHAM, a former slave, of Sparta, Georgia, has founded the Sparta Agricultural and Industrial Institute for the education of colored people in the South. The institute has buildings valued at \$35,000, with 35 acres of ground, and has an enrolment of 230. It aims to give the colored people an elementary education, along with agricultural and other vocational training. The school is supervised by a board of trustees composed of some of the most prominent white men in the State.

URGES National Department—The Kansas State Teachers' Association, in its 1924 convention, urged the creation of a National department of education upon the same basis as the other departments of the President's Cabinet. The Association also passed a resolution encouraging the active membership of the Kansas teachers in the National Education Association, and expressing its approval of the attitude of the Association in furthering a better understanding of international affairs.

NATIONAL THRIFT WEEK will be observed January 17-23. Each day of the week will be dedicated to some special feature of thrift: Saturday, the 17th, Pay Bills day; Sunday, the 18th, Share with Others day; Monday, the 19th, Thrift or Bank day; Tuesday, the 20th, Life Insurance day; Wednesday, the 21st, Own Your Home day; Thursday, the 22d, Budget day; Friday, the 23d, Safe Investment day. Those desiring further information on this subject should address John A. Goodell, executive secretary, National Thrift Committee, 347 Madison Avenue, New York City.

PROFESSIONAL SPIRIT manifests itself in some places in "drops" and in others it "pours" out from groups bubbling over with pride and enthusiasm. A Detroit principal writes: "We are in favor of promoting the interest of local, State, and National associations and we believe in and place a 100 per cent loyalty to the profession." When that view is universally accepted, what a profession we shall have! Our own slogan for 1924-1925, "A stabilized all inclusive membership and the entire profession at work on its problems," is what we want carried out. How about your school, Miss Teacher and Mr. Principal? After all there is no higher nor more worthy profession than ours, so let everyone put a shoulder to the wheel so that enough momentum can be gained to exceed the previous "speed limit" in professional zeal. Future citizens of prominence, including Presidents of the United States, are being trained in the 100 per cent schools. See that your school reaches that goal in professional spirit so that these leaders in their reminiscence will recall a school that stood out in its time as a leader in not only the community but also in the Nation.

WORLD PEACE through education is being advocated as the only pathway to world amity. Schools which now have a National viewpoint will more easily grasp the in-

ternational or world viewpoint. The time is near at hand when every teacher must diffuse knowledge in an international way. Let's be ready for it in 100 per cent interest and loyalty!

DENMARK's woman minister of education—Mrs. Nina Bang, Denmark's first woman minister, is a member of the Social Democratic Ministry of the party which has recently been returned to power. She was born at Elsinore, the home of the famous International College, in 1866, and has taken her degree as Master of Arts. Mrs. Bang, the widow of Dr. Gustav Bang, an ardent adherent of Marxian philosophy and one of the leading theorists in the Danish Social Democratic party, was elected a member of the Central Board of the party, a post which she still occupies, and from 1913 to 1917 she was a member of the municipal council of Copenhagen. Since 1918 she has been a member of the Landsling (upper house).—*The Schoolmaster*, London, England.

DR. ROBERT E. VINSON, inaugurated president of Western Reserve University, Cleveland, Ohio, advocates that schools prepare for ever-increasing enrolments, and foresees a great university based on the unit system. This will consist of the various colleges divided into smaller divisions of five hundred students each. These smaller units can be easily managed and will afford greater contact with instructors.

GEORGE WILLARD FRASIER was inaugurated as president of Colorado State Teachers

College, November 21, 1924. Doctor Frasier is also president of the Department of Normal Schools and Teachers Colleges of the National Education Association.

THE OFFICIAL BULLETIN of the Cincinnati Teachers Association has adopted the standard magazine size as described in the report of the Committee of the Educational Press Association of America.

To the Editor of *The Journal*—I notice in Notes and Announcements of the current JOURNAL an allusion to the large attendance at the night schools in Detroit. Decatur, Illinois, is not behind. With a population about one twentieth that of Detroit, she had enrolled in her evening school last year 920, and already this year the number of foreigners for English and Citizenship courses has passed the one hundred mark, and the indications are that the total enrolment will exceed that of last year.—H. H. Radcliffe, Principal, Public Evening School, Decatur, Illinois.

THE BROOKLYN Teachers Association has just distributed its fiftieth annual report, compiled by Frank J. Arnold, president of the association for the past three years. The report gives a review of the activities of the organization during the fifty years of its existence, 1874-1924. This association, which now has over 7000 members, is a pioneer among teachers' organizations and from the beginning has carried on a strong professional program. The Brooklyn teachers are to be congratulated on the high professional standards they have maintained.

ENROLMENT and AFFILIATION

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 November JOURNAL.

Five Years

AMERICUS, GA., *Americus High School*, Charles M. Hale, Principal.
BEAUMONT, TEX., *Junker School*, Helen Poole, Principal.
CASTLE HILL, ME., *Castle Hill Public Schools*, Elmer H. Webber, Superintendent.
CHAPMAN, ME., *Chapman Public Schools*, Elmer H. Webber, Superintendent.
EAST CLEVELAND, OHIO, *Superior School*, Belle Parks, Principal.
MAPLETON, ME., *Mapleton Public Schools*, Elmer H. Webber, Superintendent.
MILWAUKEE, WIS., *State Normal School*, Frank E. Baker, President.
MOUNT VERNON, N. Y., *William Penn School*, Oscar E. Coburn, Principal.
NORFOLK, VA., *Henry Clay School*, Ellie M. Marx, Principal.
WAUKEGAN, ILL., *Central School*, Georgia Adams, Principal.
WESTBROOK, ME., *Warren School*, Inez Page, Principal.

Four Years

BEDFORD, OHIO, *Bedford High School*, Orvis C. Irwin, Principal; *Central School*, Ruth Hulbert, Principal; *Glendale School*, Mildred Geiger, Acting Principal; *Interstate School*, Esther Gibson, Principal.
BELMONT, MASS., *Daniel Butler School*, Alice Farrar, Principal; *Homer School*, Vivian A. Dingley, Principal.
DETROIT, MICH., *Williams School*, Amelia M. Stark, Principal.
GRAND RAPIDS, MICH., *Jefferson School*, Clara E. Skinner, Principal.
IRONWOOD, MICH., *Newport School*, Ethel Holmberg, Principal.
OMAHA, NEBR., *Florence School*, Bertha Thoelecke, Principal.
WAUKEGAN, ILL., *Andrew Cooke School*, Alma M. Dietmeyer, Principal.

Three Years

BARBERTON, OHIO, *Barberton Public Schools*, W. L. Light, Superintendent; *Central School*, Ruth Chamberlain, Principal; *Hazelwood School*, Joseph S. Dewell, Principal; *High School*, L. L. Everett, Principal; *High Street School*, Grace Sheeler, Principal; *Lincoln School*, Edna McFarlin, Principal; *Rose Street School*, Nora Santrock, Principal; *Washington School*, H. E. Cormany, Principal.
DETROIT, MICH., *Berry School*, Anna M. Charbonneau, Principal; *Roberts School*, Evelyn Hubbard, Principal; *Stephens School*, H. W. Miller, Principal; *Wingert School*, Marion Terry, Principal.
GRAND RAPIDS, MICH., *West Leonard School*, Mrs. Lettie A. March, Principal.
OBERLIN, OHIO, *Oberlin Public Schools*, Howard L. Rawdon, Superintendent; *Centennial Street School*, Frances C. Hammond, Principal; *High School*, C. L. Mackey, Principal; *Junior High School*, Mabel B. Askew, Principal; *Pleasant Street School*, Crilla B. Thomas, Principal; *Prospect Street School*, Mrs. Bernice W. Andrus, Principal.
TERRE HAUTE, IND., *McLean Junior High School*, W. C. Garretson, Principal.
WAUKEGAN, ILL., *Glen Flora School*, Ina L. Curtis, Principal.

Two Years

ALPENA, MICH., *Cass School*, Elizabeth Gibbons, Principal.
ARVADA, COLO., *Arvada Public Schools*, Grover Hooker, Superintendent; *Grade School*, Mrs. Mabel E. Wilson, Principal; *High School*, Grover Hooker, Principal.
AURORA, UTAH, *Aurora Grade School*.
BAKERSFIELD, CALIF., *McKinley School*, Anna E. Weiser, Principal.
BELLE CENTER, OHIO, *Belle Center Village School*, H. B. Wood, Principal.
BERLIN, PA., *Berlin Public Schools*, Bert S. Walker, Supervising Principal.
BROOKLINE, MASS., *Sewall School*, L. Margaret Amsden, Principal.
BURVILLE, UTAH, *Burville Grade School*.
CHEYENNE, WYO., *Central School*, Lulu M. McCormick, Principal; *Gibson Clark School*, Irene Hinkston, Principal; *Churchill School*, Elizabeth Dud-

(Continued on page A-212)

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Bessie Friedman congratulating Albert Tangora on winning the International Silver Trophy, while Minnie Regelmeyer looks on

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World's Championship Typewriter Contest

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October 20, 1924

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The Machine of Champions

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(Continued from page A-210)

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- COLORADO SPRINGS, COLO., Aversdale School, Laura Ryan, Principal; Whittier School, Laura Ryan, Principal.
- COLUMBUS, OHIO, Fulton School, Belle Torrey Scott, Principal; Leonard Avenue School, Grace C. Phillips, Principal.
- CONEMAUGH, PA., Conemaugh Public Schools, J. M. Uhler, Superintendent.
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- EUGENE, ORE., Condon School, Margaret Halvorsen, Principal.
- FAIRBURY, ILL., Edison School, Nelle Carithers, Principal; Isaac Walton School, Ruth Bradshaw, Principal.
- GLENDALE, ARIZ., Glendale Grade School, C. A. McKee, Principal.
- GLOVERSVILLE, N. Y., Oak Street School, Katharine A. La Rouette, Principal.
- GRAND RAPIDS, MICH., Burton School, George E. Downes, Principal; Juvenile Home School, Mrs. Berenice Anderson, Principal; Madison School, Lucy M. Bettes, Principal.
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- PLAINFIELD, N. J., Lincoln School, Frederick W. Cook, Principal.
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- SAINT CLOUD, MINN., Saint Cloud Public Schools, P. R. Spencer, Superintendent; Franklin School; Lincoln School; Roosevelt School; Technical High School; Union School; Washington School.
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- FORT SMITH, ARK., (Additional Schools) Dunbar School, Verneda L. Richardson, Principal; Howard School, Mary J. Lewis, Principal; Lincoln School, J. L. Harris, Principal; Washington School, Elizabeth V. Conwell, Principal.
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- BASIN, WYO., High School, Rebecca Megown, Principal.
- BEAUMONT, TEX., Magnolia School, Lois Cunningham, Principal; Millard School, Effie Piland, Principal; Ogden School, Louise Hobby, Principal; Pennsylvania School, Loula Greer, Principal.
- BELLE FOURCHE, S. D., Belle Fourche Public Schools, C. S. Hall, Superintendent; High School, F. E. Connor, Principal; Junior High School, Winifred Williams, Principal.
- BELVIDERE, ILL., High School, R. E. Garrett, Principal.
- BOISE, IDAHO, Garfield School, R. A. Kenney, Principal.
- CHERRYVALE, KANS., Garfield School, Isabel Smock, Principal; Lincoln School, Mayme McCarter, Principal.
- CLAYTON, MO., Clayton Grade School Number One, Julia Brossard, Principal; Clayton Grade School Number Two, F. G. Roth, Principal; Clayton High School, Carl Burris, Principal.
- COEUR D'ALENE, IDAHO, Roosevelt School, Clara Weisgerber, Principal; Sherman School, Daisy B. Reese, Principal.
- COLUMBUS, OHIO, Columbus Normal School, W. F.

KANSAS CITY, KANS., *Franklin School*, Harriett Mann, Principal.

KENMORE, OHIO, *Highland School*, Zorah D. Caskey, Principal.

KEOKUK, IOWA, *Keokuk High School and Principals Club*, Mrs. Josephine H. Bail, Secretary.

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LEAVENWORTH, KANS., *Lincoln School*, E. M. Lawson, Principal.

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LOGAN COUNTY, OHIO, *Logan County Public Schools*, Glenn Drummond, Superintendent.

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MILLERTON, N. Y., *Millerton High School*, Harold T. Hendershot, Principal.

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MONTROSE, COLO., *North Side School*, W. G. McConnell, Principal.

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NEW BRUNSWICK, N. J., *Livingston School*, Cornelia Schroeder, Principal.

NORWOOD, OHIO, *Norwood High School*, Clayton M. Howe, Principal; *Williams Avenue School*, H. E. Davis, Principal.

OAK PARK, ILL., *Holmes School*, E. L. Carlyon, Principal.

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PARKERSBURG, W. VA., *Nash School*, Lula Gale, Principal.

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ROSWELL, N. MEX., *Missouri Avenue School*, Virginia M. Welborn, Principal.

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SHEBOYGAN, WIS., *Jefferson School*, O. H. Lowe, Principal.

SHERIDAN, WYO., *Taylor School*, May A. Ives, Principal.

SIoux CITY, IOWA, *Longfellow School*, H. F. Ludgate, Principal.

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WEST MANSFIELD, OHIO, *Bokescreek Rural School*, W. E. Royer, Principal.

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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.

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.

ACTIVE WORK of raising funds for the Walter Hines Page School of International Relations, to be established at Johns Hopkins University, has been started. The aim is to raise \$1,000,000 for endowment, and the school will be put into operation as soon as a substantial portion of the endowment is made available. The university intends to call men of international reputation to the professorships and has arranged to have an interchange of students and professors.

POLICY AND PLANS for the elementary schools of Los Angeles, published as monographs, make a significant contribution to educational progress. *The Course of Study for the Third and Fourth Grades* is now ready for distribution. *The Course for Kindergartens and the Primary Grades* and *The Course for the Fifth and Sixth Grades* will follow later.

NEW YORK UNIVERSITY teaches cooking, cleaning, and home nursing. These subjects are given credit toward a degree of Bachelor of Arts in Washington Square College.

THE SCHOOLS of Washington, D. C., have entered on their second year of testing. The board approves the work done by Jessie La Salle, who has charge of standardized testing.

THE AIR COLLEGE of New York University, with an estimated audience of 90,000 persons, from Maine to the Mississippi, began its fall term last night in coöperation with the Radio Corporation of America. The air courses are a development of those given last spring, when lectures were radiocast as they were delivered to the classes. This year special 20-minute lectures are to be given every evening except Saturday and Sunday. The courses are to run in series throughout the term, a week being devoted to each particular subject.—From *Christian Science Monitor*, October 7, 1924.

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. Will not each of 100,000 attempt to secure one new member?

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The life member has the pleasure of holding a certificate which testifies to his professional interest. More than that, he has made a substantial and permanent contribution to the improvement of his profession. Through his investment in educational progress he will enjoy immortality of influence. A teacher who recently took out a life membership says: "The spirit of the profession would be nobler if we could induce the majority to become members for life." There are great battles still to be fought on behalf of education for democracy. The greatest ones are yet to come. Teachers' salaries, tenure, pensions, and working conditions are far from what they should be. Hundreds of thousands of children are not getting a square deal. The professional army that must lead in the fight for better conditions will be greatly strengthened by a large number of life enlistments.

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Alexander Teachers' Agency, Boise.
Albert Teachers' Agency, Chicago.
American & Foreign Teachers' Agency, N. Y. City.
American Teachers' Agency, Springfield.
American Teachers' Bureau, Pittsburgh.
Boynton Teachers' Agency, Los Angeles.
Brewer Teachers' Agency, Chicago.
Bryant Teachers' Bureau, Philadelphia.
Cary Teachers' Agency, Hartford.
Central Educational Bureau, St. Louis.
Clark Teachers' Agency, Chicago.
Clark Teachers' Agency, Kansas City.
Clark Teachers' Agency, New York City.
Clark Teachers' Agency, Spokane.
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Eastern Teachers' Agency, Boston.
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Empire Teachers' Agency, Syracuse.
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Hann Teachers' Agency, J. M., Berkeley.
Interstate Teachers' Agency, New Orleans.
Interstate Teachers' Agency, Rochester.
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Midland Schools Teachers' Agency, Des Moines.
Minneapolis Teachers' Agency, Minneapolis.
Musical & Educational Bureau, Boston.
Ohio Midland Teachers' Agency, Columbus.
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Rogers Teachers' Agency, Columbus.
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Specialists' Educational Bureau, St. Louis.
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DEPARTMENT of Deans of Women will meet at the Ball Room, Blackstone Hotel, February 25-28. Monday morning, at 9:30, there will be a business session lasting one hour; at noon a luncheon with the National Committee of Appointment Bureaus of Colleges and Universities. At 2:30 p.m. a joint session will be held with the National Parent-Teacher Association. The program follows: Mental Hygiene: One Aspect of Education for Parenthood, Alma L. Binzel; Social Standards and Recreations for Young People, Mrs. D. F. Langworthy; How the Parent-Teacher Association Can Coöperate with Deans, Mrs. Edith C. Bristol; How the High Schools Can Coöperate With Parents, Bertha Ferguson. On Monday evening, a special dinner will be held.

Tuesday, February 26, 9:30 A.M., there will be a joint meeting of sections to consider special problems. A luncheon will be held at 12:30, when Chancellor Lindley and President Bryan will speak. In the afternoon at the joint sessions Citizenship will be discussed by Mrs. Frank M. Warren and Dean H. L. Smith. There will be a formal dinner at 6:30, when Charles E. Merriam will speak on Recent Tendencies in American Political Thought.

Wednesday at 9:30 A.M. sectional meetings will be followed by a luncheon with the Educational Research Association. The speakers are Mina Kerr and John K. Norton.

Thursday morning, a joint session will be held with the National Association of Secondary School Principals, whose program follows. The conference closes at 2:30 Thursday afternoon with a meeting of the new Executive Committee. The Deans of Women are invited to tea Thursday afternoon at Ida Noyes Hall.

DEPARTMENT of Elementary School Principals will hold its meetings in the Ball Room, Hotel La Salle, Monday and Tuesday afternoons, Tuesday evening, and Wednesday forenoon and afternoon. A Platoon School will be discussed Monday afternoon. A three-reel film will illustrate the work done in these schools.

A Shorter Elementary School Course of Study will be discussed Tuesday afternoon by three leading educators. Tuesday evening, at the dinner given by the Department, all branches of educational endeavor will be represented.

Wednesday morning, the Right Relation of Coöperation Between the Elementary School Principal and Supervisors will be treated by reports from Minneapolis, Seattle, Detroit, and Chicago. Wednesday afternoon's program will include: Method of Procedure in Subject Matter; The Elementary School Principal from the Standpoint of the City Superintendent; A Message to the Department by One of Its Real Friends; A Challenge to the Elementary School Principal; and A Report on Educational Progress.

DEPARTMENT of Rural Education will meet in Chicago, February 26 to 28, 1924. The program includes three general sessions to be held in the Elizabethan Room of the Congress Hotel, the annual dinner for rural school people and their friends, and five section meetings. Four phases of rural education will be featured—namely, (1) The One Teacher School, (2) Research in Rural Education, (3) The Community Relations of the Rural School, and

(4) Rural Education—a Field of Public Service for the Women of America.

The opening session, Tuesday afternoon, will be devoted to the real merits and obvious limitations of the one-teacher school. The keynote address will be made by Fannie W. Dunn, who has made an exhaustive study of the organization and curriculum of this oldest and much misunderstood type of rural school. She will be followed by Carleton W. Washburne and U. J. Hoffman, who will present a plan for The Possibilities of Individual Instruction and show practical application thereof. The Effective Supervision of the One-teacher School will be given by E. W. Ireland, who has experienced marked success in improving this type of school. Practical field illustrations of work with small schools in Wisconsin by Annie Reynolds will follow.

Tuesday evening the theme will be Research in Rural Education. E. J. Ashbaugh will open this program with the Value and Significance of Research in Rural Education. F. P. O'Brien and L. M. Favrot will review a recent study of instruction in consolidated and one-teacher schools. A program of studies to be undertaken by this Department will be presented by Norman Frost.

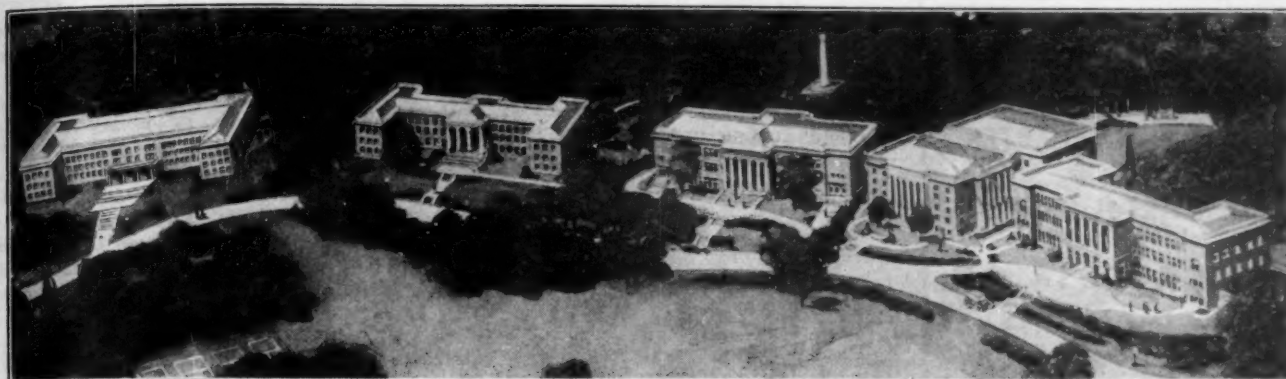
On Thursday morning, the Community Relations of the Rural School will receive a thorough discussion. O. G. Brim will lead with an exposition of his convictions on the Community Functions of the Rural School. Adelaide M. Ayer will open the discussion of Brim's address. Superintendent Oscar M. Fogle follows with A Plan for Educational Publicity which has brought success in his county. This program will conclude with A New Vision of the Rural School in Country Life by Mrs. Marie Turner Harvey.

On Tuesday evening at the dinner hour four women of National prominence will present Rural Education—a Field of Service for Women: Mabel Carney, Mrs. Seymour L. Cromwell, Mrs. A. H. Reeve, and Mrs. Katherine M. Cook.

DEPARTMENT of Vocational Education will hold meetings Tuesday and Wednesday afternoons at 2:15 P. M. in the Cameo Room of the Morrison Hotel. At the Tuesday meeting the amalgamation of vocational education organizations will be discussed by Edwin A. Lee, Charles A. Bennett, Harry D. Kitson, Alice F. Blood, Charles A. Prosser, Carl Colvin, J. G. Collicott, David Snedden, George E. Myers, Catherine F. Dodd, and L. H. Dennie.

Wednesday afternoon at the joint meeting of the National Society for the Study of Education and the Department of Vocational Education, the twenty-third Yearbook of the National Society for the Study of Education, Section 2, Part 2, will be discussed. The program follows: Present Trends and Friendly Enemies of Industrial Education, A. H. Edgerton; Provisions for Industrial Education in the Public Schools, Howard L. Briggs; What Is the Place of Analysis in Vocational Curriculum Building?, Harry D. Kitson; How Does the Instruction in Vocational Schools Provide for Individual Differences? Robert H. Rodgers; What Methods Are Used for Training Workers in Industry? Charles A. Prosser; What is the Future Outlook for Vocational Industrial Education in the United States? K. G. Smith.

(Continued on page A-40)



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(Continued from page A-38)

Discussion will be led by Superintendents Cody, Hartwell, and Lewis.

CITY Training School Section will hold its meetings Monday, Tuesday, and Wednesday afternoons at 2:15 o'clock in the East Room of the Hotel La Salle.

On Monday afternoon, Principles Underlying the Making of the Curriculum of Teacher-Training Institutions will be discussed by W. W. Charters and further analyzed by Deans L. A. Pechstein, Henry W. Holmes, and T. C. McCracken.

Tuesday's program includes: What has been done in the reorganization of the curriculum in the Cleveland School of Education, by Dean Ambrose L. Suhrie; What has been done in the reorganization of the curriculum in the Detroit School of Education, by Director S. A. Courtis. Principals Elizabeth G. Breckinridge, Wallace Boyden, and H. B. Davis will take part in the general discussion.

Wednesday's program is as follows: Reviews of Grade-school Subjects in the State Normal School of Paterson, New Jersey, by F. W. Smith; A Desirable Course in Theory of Teaching for a Two-year Teacher-training Course, by Norman W. Cameron; A Desirable Course in Psychology for a Two-year Teacher-training Course, by William B. Owen.

COUNCIL of Kindergarten Supervisors and Training Teachers will hold a luncheon Wednesday, February 27, at 12:30 P.M., in the Gold Room of the Congress Hotel. The Needs of the Pre-school Child will be discussed. Miss Bess V. Cunningham will speak.

EDUCATIONAL Research Association will hold three meetings—Tuesday afternoon, February 26, at 2:00 o'clock in the Tiger Room of the Sherman Hotel; Wednesday morning, February 27, at 9:15 o'clock in the Banquet Room of the Auditorium Hotel, and Thursday morning, February 28, in the Crystal Room of the Sherman Hotel.

The topic for discussion on Tuesday afternoon is Improvement of Instruction in Arithmetic. P. R. Stevenson will speak on A Reading Test in Arithmetic; Director C. H. Judd, on Laboratory Analysis of Arithmetic; Dr. W. J. Osburn, on Amount of Drill Revealed Through the Analysis of a Textbook in Arithmetic; Professor F. B. Knight, on Transfer in the Narrow Mental Function of Adding Fractions; B. R. Buckingham, on Individualizing Instruction on the Basis of Tests; and A. B. Wight, on Improvement in the Fundamentals of Arithmetic Through Tests.

The Wednesday morning meeting is a joint meeting of the Educational Research Association and the Society of College Teachers. Wednesday morning, W. W. Charters will speak on Technique of Trait Analysis; W. H. Hughes, on Organized Personnel Research and Its Effect on High School Practices; Dean W. S. Gray, on the Case Method of Studying Reading Deficiencies in Junior High Schools; J. Freeman Guy, on Diagnosing the Individual Case; Dean S. A. Courtis, on Relation of Rate and Quality in Educational Measurements; J. K. Norton, on A General Survey of the Curriculum Situation; and F. N. Freeman, on What Can Motion Pictures Contribute to Education?

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Thursday morning, at 9:15 o'clock, in the Crystal Room of the Sherman Hotel, Statistical and Experimental Studies will be discussed. The program follows: Method of Coordinating Results of Mental Tests and Achievement Scales in Surveys of School Achievement and Progress, by M. J. Van Wagenen, with discussion by Joseph Peterson; Graphic Device for Representing Test Scores Over a Period of Years, by M. R. Trabue, with discussion by W. W. Theisen; A Graphic Method for Obtaining the Coefficient of Correlation, by E. R. Wood, with discussion by Raymond Franzen; Skewness of Distribution of Reading Scores and the Supervision of Instruction, by H. S. Will, with discussion by Bessie Lee Gambrell; The Criteria for Planning and Judging Spelling Tests, by Ernest Horn, with discussion by R. L. Morton; An Experiment on the Merits of the Individual Place of Instruction, by C. W. Washburne, with discussion by H. R. Rugg.

The banquet of the Association will be held at 6:15 o'clock Thursday evening, February 28, in the Crystal Room of the Sherman Hotel.

NATIONAL Association of High School Inspectors will hold sessions Monday, Tuesday, and Wednesday afternoons, February 25-27. The first session will discuss the Merits and Deficiencies of Different Methods of State Standardization of High Schools. The program follows: Current Criticisms of the Accrediting System, A. C. Olney; The Texas Plan of Inspection, A. W. Evans; The Ohio Plan of Inspection, C. B. Ulery; The Illinois Plan of Inspection, John C. Hanna; The North Carolina Plan of Inspection, J. Henry Highsmith.

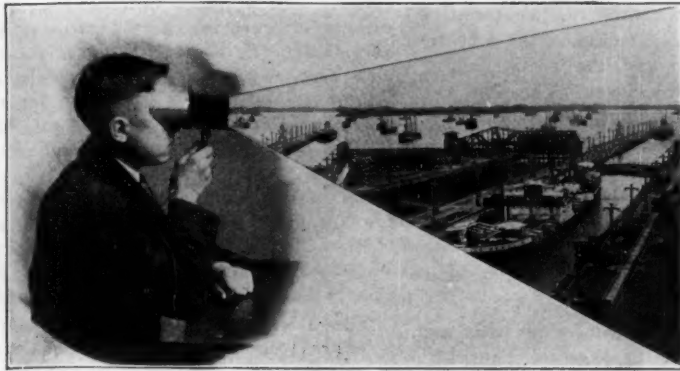
On Tuesday afternoon, Judging the Efficiency of the School is the general topic. The program follows: On What Evidence Should a State Inspector Judge the Building Needs, J. T. Giles; The Use of Reports, Minimum Equipment Lists, Manuals, Etc., for the Improvement of the Efficiency of Schools, C. L. Goodrich; The Use of Examinations to Test the Efficiency of a High School, E. M. Phillips.

Significant Undertakings in the Field of High-school Inspection is the general topic for Wednesday afternoon. The program follows: Inspection Problems in New Mexico, Isabel Eckles; Curriculum Practices in Junior High Schools as Revealed in a Recent Commonwealth Fund Investigation, James M. Glass; An Attempt at Better Supervision, E. E. Ramsey; The Time Requirement for Graduation from High School, R. M. Sealey; Standards Applying to College Preparatory Work Versus Standards Applying to Non-College Preparatory Work, H. F. Childs; Restricting College Entrance from Accredited Schools, George F. Zook.

NATIONAL Association of Secondary School Principals will hold meetings February 25-28 in the Ball Room of the Hotel La Salle. Monday afternoon's program, at 2:15 P. M., includes an address by President C. P. Briggs; The High School Principal's Responsibility in Curriculum Making, by Franklin Bobbitt; More Purposeful Activities and Definite Objectives for Pupils, E. E. Morely; and Curriculum Making for Pupils of Varying Ability, by L. A. Pechstein. Tuesday afternoon will be devoted to Round Table conferences on the

(Continued on page A-42)

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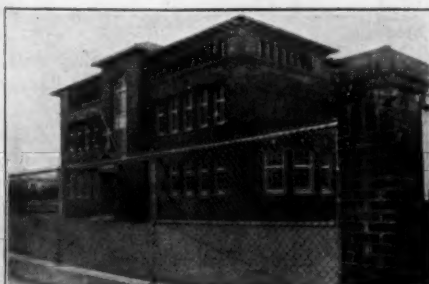
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(Continued from page A-40)

junior high school, the small high school, the large high school, and the junior college. On Tuesday evening the annual banquet will be held. Singing will be led by E. K. Fretwell.

Wednesday morning, at 9 o'clock, the session will be given over to the Study of Democracy. The program follows: Definition of Democracy, Walter Lippman; The Application of Democracy to (a) the Organization and Administration of the Schools, Michael H. Lucey; (b) the Social Status, Thomas J. McCormack; (c) The Physical Sciences, E. E. Slosson. On Wednesday afternoon, there will be a joint meeting with the National Federation of State High School Athletic Associations. The Health Program for the High School Pupil and Competitive Athletics will be discussed by Major John L. Griffith, C. E. Whitten, and L. W. Smith.

There will be a joint meeting with the Department of Deans of Women, Thursday morning, at 9 o'clock. The topic for the session is The Needs of the High-school Girl. The program follows: How They Are Being Met in the School, (a) By the Principal, J. E. Armstrong; (b) By the Dean, Janet McDonald; How They Are Being Met in the Community, (a) By Civic Organizations, Mrs. W. S. Hefferan; (b) By Social and Philanthropic Organizations; The Mal-adjusted Girl, by Janet M. Pengelly.

Thursday afternoon, at 2 o'clock, George D. Strayer will speak on How Are We to Finance Public Education? Fletcher Harper Swift will discuss What We May Learn from Massachusetts, California, and Minnesota.

NATIONAL Council of Primary Education will meet Tuesday afternoon, February 26, in the Gold Room of Congress Hotel. Descriptions of the units of work as carried out (a) In the Francis Parker School, Chicago, Emphasizing Social Values; (b) In the Winnetka Public Schools, Emphasizing Individual Responsibility. A general discussion will follow. The usual council luncheon will precede this meeting.

NATIONAL Council of State Superintendents and Commissioners of Education will hold three sessions, February 25-27, in the English Room of the Congress Hotel.

The subject of the Monday afternoon session is Modern Education—Its Scope and Progress. The speakers will be Ernest W. Butterfield, Thomas E. Johnson, J. A. Churchill, Minnie J. Nielson, and John W. Abercrombie.

On Tuesday evening, at 6 P.M., the State superintendents will banquet. Francis G. Blair will act as toastmaster, and Payson Smith and John J. Tigert will speak.

Wednesday morning, at 9:15, School Support will be discussed by John Callahan, S. M. N. Marrs, May Trumper, H. V. Holway, and W. F. Bond.

Wednesday afternoon, at 2:15, teacher training and certification will be discussed by Albert B. Meredith, J. George Becht, Benjamin J. Burris, Josephine Corliss Preston, and A. T. Allen.

NATIONAL Society for the Study of Education will hold three meetings, Saturday and Tuesday evenings in the Gold Room of the Congress Hotel, and Wednesday afternoon in the Cameo Room of the Morrison Hotel. The first session will be a joint meeting with the National Vocational Guidance Association and the Department of Vocational Education, to discuss Part 2, Section 1, of the Twenty-third Yearbook of the National Society for the Study of Education. The program follows: Recent Indications of Progress in Educational Guidance, Harry D. Kitson; What is the Guidance Emphasis in Our Public Schools, A. H. Edgerton; Outstanding Demands for Guidance Activities in a City System, H. H. Bixler; How the Problems of Guidance Are Met in a Small City, John Friese; Training Programs for Those Who Are Responsible for Vocational Guidance, John M. Brewer; Critical Review of Present Developments in Vocational Guidance, With Special Reference to Future Prospects, George M. Myers.

The Tuesday evening meeting will take up Part 1 of the Twenty-third Yearbook of the Society. The program follows: The Work of the Committee on the Education of Gifted Children, Guy M. Whipple; Methods of Selecting Superior Children in School, Bird T. Baldwin; Characteristic and Significant Differences Between the "X" and "Z" Pupils in the Detroit Public Schools, Anna M. Engel; The School Progress of Superior Pupils Under a System of Individual Instruction, Carleton W. Washburne; Scientific Evidence Bearing on Special Treatment of Gifted Children, Frank N. Freeman. Discussion. Business.

The program for the joint session with the Department of Vocational Education on Wednesday afternoon will be found under the Department of Vocational Education.

NATIONAL Society of College Teachers of Education will hold three sessions, February 25-27, in the Banquet Room of the Auditorium Hotel. Educational Objectives for Colleges in Schools of Education is the general topic for the first session, Monday afternoon. The program follows: Why Educational Objectives?, Boyd H. Bode; Discovery and Formulation of Objectives, Franklin Bobbitt; Validation of Objectives, S. A. Courtis. There will be a discussion by Agnes L. Rogers and Dean W. E. Seacock. Business meeting.

Job Analysis and the Training of Teachers is the general topic for Tuesday afternoon. The program follows: Analysis and Method of Job Analysis, W. W. Charters; Job Analysis in Teaching, F. B. Knight, Leonard B. Koos, and Robert J. Leonard; The Professional Curriculum of the College of Education in the Light of Job Analysis of Teaching, Arthur J. Jones, discussed by John W. Withers and Charles H. Judd. Business meeting.

The Wednesday morning meeting will be a joint session with the Educational Research Association. See program above.

ASSOCIATION OF TEACHERS OF CRIPPLED CHILDREN will hold a meeting at the Spalding School for Crippled Children, 1623 W. Park Avenue, on Wednesday morning, February 27, 1924. Luncheon will be served. Make reservations on Monday—Telephone, West 0208, Jane A. Niel, President.

(Continued on page A-44)

New York University

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(Continued from page A-42)

COLLEGE APPOINTMENT SECRETARIES will have headquarters at the Blackstone, February 24-28. Representatives may be consulted here at any time by officials desiring to secure suggestions as to candidates. Those intending to be present are Isabel Pratt, Teachers College; Miriam F. Carpenter, Harvard Graduate School of Education; Margaret Cameron, University of Michigan; Mrs. Elizabeth B. Snell, Leland Stanford University; Helen Wright, Smith College. A committee of the Department of Deans of Women will have a list of persons available for deanships in schools and colleges. School officers will have access to the combined resources of the bureaus, and thus avoid the necessity of dealing separately and by correspondence only with a number of institutions.

AMERICAN ASSOCIATION OF TEACHERS COLLEGES have a dinner session Friday evening, February 22, and regular sessions Saturday morning and afternoon, February 23, at the Auditorium Hotel. J. G. Crabbe, of Greeley, Colorado, is president.

The Secretaries of the various State Pension Funds will meet in the Gray Room, Hotel Sherman, Wednesday, February 27, at 2:15 o'clock.

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION will breakfast at The Cordon, eighth floor of the Fine Arts Building, 410 S. Mich. Ave., February 26-27, at eight o'clock, price \$1.25. Make reservations through Christine Bednar, principal, Sherwood School, Chicago. The Council is invited to use the rooms of the Chicago College Club, 153 N. Mich. Ave., during the meeting.

A CHARACTER EDUCATION EXHIBIT in charge of Milton Fairchild will be held in Room D-7, Congress Hotel, during the meeting.

NATIONAL CONFERENCE ON EDUCATIONAL METHOD will hold two afternoon meetings, February 26-27, in the Crystal Room, Great Northern Hotel. At the first session Ernest Horn, Mary E. Pennell, and Stuart A. Courtis will discuss The Reading Problem. At the second session, H. B. Wilson, John P. Hering, and William B. Owen will discuss Aspects of Modern Method.

NATIONAL COUNCIL OF SUPERVISORS OF NATURE STUDY AND GARDENING will hold two sessions on Saturday, February 23, in the Rose Room of the Great Northern Hotel. The program of the morning session follows: Desirability of Special Teachers for Nature Study and Gardening in Elementary Schools, George H. Brennan; The Conservation of Forests a part of the Nature Study Program, Clarence M. Weed; The Project in Nature Study and Gardening, Elliot R. Downing; Essentials in Elementary Science for Junior High-school Grades, A. E. Winship.

At the afternoon session the program will be: General Science and Nature Study and Gardening, H. S. Pepoon; Acceptable Methods of Teaching General Science, Nature Study, or Gardening, Anna F. Washburn; Economic Botany of the Junior High School, M. G. Coulter; Elementary Agriculture for the Junior High School, F. A. Merrill; Future Problems for the Council, Lester S. Ivins. Report of Committee and Election of Officers.

CHICAGO TEACHERS invite all visitors of the Department of Superintendence to visit the city schools. Automobile transportation

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Tuesday noon, February 26. Swift & Company at Union Stock Yards. Complimentary luncheon to visiting delegates.

Wednesday noon, February 27. Sears, Roebuck & Company. Complimentary luncheon to visiting delegates.

Thursday noon, February 28. Automobile trip through Chicago parks and boulevards, if weather permits.

Register and receive tickets for these at Excursions Desk, General Headquarters, Congress Hotel. A day's notice is desired.

THE MICHIGAN DINNER which is to be sponsored by the Michigan State Teachers' Association and the University of Michigan will be held in the Elizabethan Room at the Congress Hotel on Wednesday evening, February 27th.

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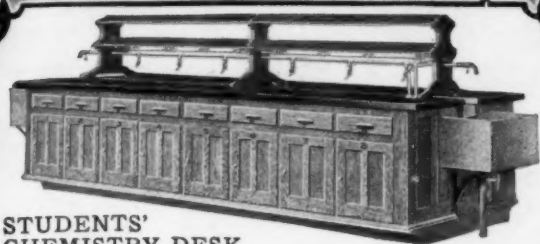
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